

Approved:

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Office: Administrative Services
Topic No.: 21-02-009



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EMPLOYEE PERFORMANCE REVIEW

PURPOSE:

This policy describes the process for informing Guardian ad Litem employees of performance expectations and responsibilities, and assessing performance in relation to the Core, Technical and Leadership Competencies. While this policy outlines the management of employee performance, nothing in it precludes the Program from terminating employees at will.

AUTHORITY:

Section 39.8296, F.S., Statewide Guardian ad Litem Office

SCOPE:

This policy covers all GAL employees, except Other Personnel Services (OPS) employees.

DEFINITIONS:

EVALUATION RATING SCALE:

Numeric Range	Overall Rating
3.50 – 4.0	Exceeds expectations
3.00 – 3.49	Meets expectations
2.50 – 2.99	Needs Improvement
2.49 and below	Unsatisfactory

EXCEEDS EXPECTATIONS: An overall rating of 3.5 or better on an employee performance appraisal. Employee meets and often exceeds expectations in most domains.

MEETS EXPECTATIONS: An overall rating on an employee performance appraisal of 3.0 – 3.49. Employee meets or exceeds expectations overall, although some domains may need improvement.

NEEDS IMPROVEMENT: An overall rating on an employee performance appraisal between 2.5 and 2.99. An employee needs improvement in some, but not all, performance domains. A performance improvement plan is required.

This policy replaces and supersedes GAL policy Topic 21-02-009, “Employee Performance Review,” dated April 6, 2006.

UNSATISFACTORY: An overall rating of 2.49 or below. An employee falls below performance expectations in most domains. A performance improvement plan is required. Circuit Directors should also consult Expert Supervisor and develop a coaching memo addressing pertinent deficiencies. If, after consulting with Expert Supervisor, the Circuit Director believes that action stronger than a coaching memo is appropriate, he/she should consult the appropriate

CORE COMPETENCIES: Observable, measurable behavior that, when combined with job knowledge and ability (see Technical Competencies), indicates the employee's level of performance. CORE COMPETENCIES for GAL positions are standardized and must be included on all performance appraisals.

EMPLOYEE PERFORMANCE REVIEW: Form used to define and communicate performance expectations, as specified by Core, Technical, and Leadership Competencies, to evaluate employee performance, and to provide feedback to the employee concerning performance.

TECHNICAL AND LEADERSHIP COMPETENCIES: Measurable elements of job knowledge, skills and abilities critical to the position of an employee that must be realized to contribute to the success of the Program. Technical competencies are standardized for each class of GAL position. Leadership competencies are observable, measurable behavior that, when combined with job knowledge, indicate level of performance as an effective leader, in support of Program values. For applicable classifications, standardized leadership competencies are established for designated managerial classes.

PERFORMANCE IMPROVEMENT PLAN: A plan addressing performance shortcomings to be addressed by the employee in order to achieve a rating of meets expectations. The plan must include the actions to be taken by the employee, the measures to be used in assessing success, the timeframe for the actions, and the supervisory supports and coaching that will take place to assist the employee in achieving standards.

POSITION DESCRIPTION: Form containing basic information about the position, that serves as the official record of duties and responsibilities assigned the position and is used to officially classify the position.

RATER: Employee's immediate supervisor, or any person in a leadership role designated by the Circuit Director, who rates performance of employees as defined by Core, Technical, and Leadership Competencies.

REVIEW PERIOD: Time covered by an Employee Performance Review. The standard review period runs for 12 months from May 1 through April 30 of each year. A review period must span *at least* 90 days in duration. Every employee should be evaluated in April of each year, if they have been on the job at least 90 days.

REVIEWER: Rater's immediate supervisor, who reviews and signs performance review forms completed by a rater before the review is discussed with the employee. The rater cannot also be the reviewer on the same evaluation.

1. BEGINNING OF THE REVIEW PERIOD

Prior to the beginning of the annual review period or a new hire, promotion, demotion, or reassignment, the supervisor meets with the employee to address employee responsibilities by:

- reviewing the employee's position description,
- updating the position description, if necessary, and
- reviewing Core and Technical and Leadership Competencies established for the position.

Standardized competencies and the anticipated review period are to be documented on the Employee Performance Review form. The next steps are as follows:

- 1.1** Supervisor meets with the employee to explain and discuss the job description and competencies.
- 1.2** At the end of the meeting, the employee and rater sign and date the Employee Performance Review form, indicating that competencies have been discussed and are mutually understood. The employee must receive a copy of this form and the official position description.
- 1.3** Copies of signed Employee Performance Review forms should be saved in the Supervisor's local file, and attached to the completed performance appraisal at the end of the year.

2. CONTINUOUS FEEDBACK

Each supervisor should be cognizant of the need for continuous feedback to and from their employees. Feedback should involve listening to the needs and concerns of your employees, conveying this understanding and re-directing, when needed.

3. SPECIAL REVIEW

At any point where an employee's performance drops below "meets expectations," the rater may conduct a special performance appraisal on the employee to identify shortcomings and expectations for improvement. Following the delivery of a performance appraisal with an overall score below 3, the employee and the supervisor will collaborate to develop a Performance Improvement Plan using Appendix B.

The rater will establish a time frame by which the employee should demonstrate improved performance, which shall typically be a 90-day period. At the end of the period, the employee performance will be re-appraised on the goals of the Performance Improvement Plan. For an

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employee who continues below expectations after the 90-day Performance Improvement Plan period, the Circuit Director will consult with the Director of Operations/Regional Director and the Administrative Services Director to discuss the appropriate course of action.

4. END OF THE REVIEW PERIOD

At the end of the Annual Review Period, the rater must assess the actual results accomplished by the employee relative to their competencies.

- 4.1 The rater should briefly describe how the employee performed in each competency, including any recommendations for improvement. Such description should be more than one or two words so that meaningful feedback is provided and clearly communicated to the employee. A written comment must be provided for any competency scored as above or below a 3.
- 4.2 The rater shall then submit the completed Employee Performance Review to the reviewer for signature. Reviewers are encouraged to make comments about the employee's job performance at this time.
- 4.3 After the reviewer signs and returns the Employee Performance Review, the rater must meet with the employee to discuss the employee's job performance for the review period.
- 4.4 After having the opportunity to review the Employee Performance Review, the employee shall be asked to sign and date the form. Once the employee signs the form, the process is complete. If an employee refuses to sign the form, a notation shall be made to that effect by the rater.

This is also the best time to discuss the expectations for the next review period and for the rater and employee to sign the new Employee Performance Review form.

- 4.5 Completed Employee Performance Review forms will be sent to the State Office for filing in the official personnel file, and a copy is to be provided to the employee. Annual Employee Performance Review forms must be completed by April 30, and forwarded to the headquarters Human Resources Office no later than May 7th of each year.

5. REVIEW PERIODS

The review period shall be reflected on the Employee Performance Review form.

- 5.1 Annual Review: The annual review period for all employees is May 1 through April 30. All employees who have been on the job at least 90 days as of April 30 will be evaluated between April 1 and April 30 of each calendar year using the Employee Performance Review form. During this same period, employee responsibilities will be developed for the new review period. Such evaluations will remain in effect until the following April 30 unless a special review is conducted as a result of declining performance.

5.2 Other times an Employee Performance Review should be completed (closed out):

- When the employee leaves the position prior to the end of the established review period.
- When the current rater leaves the GAL Program prior to the end of the review period and will no longer serve in that capacity. (If the rater continues employment in the Program, both raters may collaborate in lieu of closing out the review).
- When the duties of the employee change significantly, the current evaluation should be completed and a new review opened.

6. PERFORMANCE DEFICIENCIES

Employees may fail to meet specified competencies for a variety of reasons. The supervisor or rater must address this circumstance in an appropriate manner. This involves determining why the employee is not performing assignments as expected.

6.1 If it is determined that the problem is behavioral in nature, the employee should be coached in accordance with Expert Supervisor System and the Positive Discipline Policy (Topic No.: 21-02-008). A behavioral issue occurs when an employee has demonstrated satisfactory performance in the past or has the ability to perform satisfactorily, but behavioral issues have impacted his or her ability to perform the job. Examples of behavioral issues include: tardiness, excessive absenteeism, insubordination, criminal behavior, carelessness, dishonesty, missed deadlines, poor judgment, etc. In such cases, the supervisor or rater should consult the Expert Supervisor System and Positive Discipline Policy (Topic No.: 21-02-008). Emotional issues may be addressed through the Employer Assistance Program (EAP). Supervisors should select the appropriate course of action to correct the employee's work deficiencies based on the reason for the deficiencies. Behavioral issues should be addressed through coaching as soon as the issue is identified so that performance is not affected.

6.2 If the problem is due a lack of technical competence, every attempt should be made to improve the level of performance through a written Performance Improvement Plan (Appendix B). This includes discussing specific performance deficiencies, identifying any barriers, communicating expectations to the employee, and identifying what methods the supervisor will use to coach and measure the employee. Examples of technical competence include knowledge, skills and abilities that are necessary for performing the job. A lack of technical competency might be exhibited by the following examples: poor communication skills (written or verbal), inadequate knowledge of laws, rules, or regulations governing the job, inability to organize work; etc.

6.3 A Special Review may be conducted at any time and a Performance Improvement Plan developed. Should it become clear to the supervisor, or rater, that an acceptable level of performance will not be achieved, documentation is to be assembled and the Circuit

Director/Regional Director should discuss the situation with the Administrative Services Director prior to taking any action beyond a coaching memo. The Administrative Services Director will always consult with the Director of Operations and the General Counsel before further action is taken.

7. TRAINING

All raters and reviewers should be trained on how to administer Employee Performance Reviews.

8. FORMS

- Employee Performance Review form
- Performance Improvement Plan format

9. APPENDIX A

Core and Leadership Competencies

10. APPENDIX B

Performance Improvement Plan format

CORE COMPETENCIES

1. **Customer Service** – Works with staff, volunteers and the children that we serve to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.
2. **Decision Making** – Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.
3. **Flexibility** – Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with pressure and ambiguity.
4. **Interpersonal and Communication Skills** – Shows understanding, respect, friendliness, courtesy, tact, empathy, concern, and politeness in interacting with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences; adjusts approach to suit different people and situations.
5. **Self-Management** – Sets well-defined and realistic work goals; displays a high level of initiative, effort and commitment towards completing assignments in a timely manner; works with minimal supervision; maintains confidentiality; is motivated to achieve; demonstrates responsible behavior.
6. **Team Building** – **Manages group processes; encourages and facilitates cooperation, pride, trust, and group identity;** fosters commitment and team spirit; works with others to achieve goals.
7. **Creative Thinking** – Develops new insights into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/ processes; spots opportunities to move the organization toward the program vision.
8. **Leadership** – Inspires, motivates, and guides others toward goals; coaches; mentors, challenges staff; adapts leadership styles to various situations; models high standards of honesty, integrity, trust, openness, and respect for individuals by applying these values daily.
9. **Planning and Evaluating** – Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcome of operational plans; anticipates potential threats or opportunities.
10. **Problem Solving** – Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.

PERFORMANCE IMPROVEMENT PLAN

EMPLOYEE: (insert employee's name)
 MANAGER: (insert manager's name)
 START DATE: (insert date)
 COMPLETION DATE: (insert date)

The purpose of this Performance Improvement Plan (PIP) is to specify the areas in your work performance that require improvement, set improvement goals to achieve the level of work performance expected, and allow you the opportunity to demonstrate the required improvement and commitment to meeting performance expectations on a consistent basis. In order to successfully complete this PIP you must achieve each of the Improvement Goals specified in Section 1. by the Completion Date established above.

Step 1: Performance areas requiring improvement and Improvement Goals: These are the areas that need improvement and the goals that should be reached to demonstrate the necessary improvement:

1.	Example: Meeting deadlines for submission of reports.
Goal	
2.	
Goal	
3.	
Goal	

Step 2: Improvement Activities: Listed below are activities that will help you reach each of the goals established above. If there are other activities or actions that you believe will assist with achieving your improvement goals please notify your supervisor:

Goal #	Activity	How to Accomplish	Start Date	Projected Completion Date
1a	Example: Develop a weekly schedule for completion of required reports.	Example: Review all upcoming deadlines on Friday of each week. Set schedule for writing and submitting reports for the coming week.	Immediate	Weekly
1b		Review schedule with supervisor on Monday of each week	Monday, Dec 1, 2013	Weekly

Step 3: Resources: Listed below are resources management is making available to assist you with the completion of your Improvement activities. This section may include other people's time or expertise, funds for training materials and activities, or time away from usual responsibilities. This section may also include ways in which your supervisor will coach and support your improvement efforts, including any specified meeting times to review your progress. If there are any other resources you feel may be reasonably provided that will assist with achieving your improvement goals please notify your supervisor.

1.	Example: Supervisor will meet with you weekly to review your schedule and discuss work priorities to assist with organization of work.
2.	Example: Supervisor will arrange for employee to take a time management course.
3.	

Signatures:

Print Employee Name: _____

Employee Signature: _____

Date: _____

Print Rater Name: _____

Rater Signature: _____

Date: _____

Print Reviewer Name: _____

Reviewer Signature: _____

Date: _____