

**TOWN OF NEEDHAM
MANAGEMENT PERFORMANCE EVALUATION POLICY
PERSONNEL ADMINISTRATION #411**

I. PURPOSE AND SCOPE

The purpose of this policy is to outline the Town's management performance evaluation program, including the use of the Management Performance Evaluation Worksheet. The management performance evaluation program has been developed to accomplish several goals: to continuously improve the effectiveness and efficiency of Town services; to provide an opportunity for two-way communication and planning between managers and reviewing managers/boards; to assist managers in increasing the effectiveness of their job performance; to provide a mechanism for the establishment of individual and departmental goals; to serve as the basis of acknowledging managers' accomplishments and recognizing managers' potential need for guidance, training and/or support; and to provide documentation of managers' performance to serve as the basis for salary adjustments and other personnel-related actions.

II. APPLICABILITY

This policy applies to all managerial employees classified under the "M" schedule.

III. DEFINITIONS

Refer to the Glossary of Terms in the Personnel Policy Manual for commonly used words and phrases.

IV. POLICY

It is the policy of the Town of Needham that all managers will be evaluated on an annual basis using the Management Performance Evaluation Worksheet. Manager's performance will be evaluated by the reviewing manager or board chairman.

V. GENERAL PROCEDURES

A. Coordination

The management performance review system will be coordinated by the Personnel Department. Coordination will include the following tasks:

1. informing the reviewing manager/board of the appropriate review dates;
2. providing reviewing managers/boards with the performance evaluation worksheets;
3. monitoring the completion of the reviews;

4. placing the completed review in the manager's personnel file; and
5. providing advice and assistance to reviewing managers/boards in the completion of the review process.

B. Worksheets

All management employees will be evaluated using the Management Performance Evaluation Worksheet.

C. Timing

All managers will be evaluated annually on the anniversary of their last step raise, or other date as negotiated between the manager and the reviewing manager/board and approved by the Personnel Department.

D. Meetings

Reviewing managers/boards are expected to hold a private meeting to discuss the manager's performance prior to the completion of the Management Performance Evaluation Worksheet.

E. Compensation

If the manager is entitled to a step increase (or authorized merit increase), he or she must submit a Personnel/Payroll Authorization Form, signed by the appointing authority, along with the completed Management Performance Evaluation Worksheet. When these documents have been received, the Personnel Department will process the pay increase

VI. EVALUATION PROCEDURES

Step 1. General Description of Work Responsibilities

The reviewing manager/board should outline the basic functions of the position, listing those on-going job responsibilities which were of the highest priority during the evaluation year. Examples of such "maintenance objectives" include "Continue to oversee the progress of the Water/Sewer Master Plan" or "Coordinate and oversee the preparation of the Town budget."

Step 2. Evaluation of Goals from Previous Review Period

During Step 2 of the performance evaluation program, the reviewing manager/board review the goals set the previous year. Each manager should have at least (5) goals which may be modified during the year, if necessary. If a particular goal was not achieved due to mitigating circumstances, the evaluator should indicate that fact on the Worksheet.

Step 3. Goal Setting for the Next Review Period

During Step 3, the reviewing manager/board and the manager mutually agree on the goals to be set for the coming year. Each goal should be a concise statement of the objectives to be attained within the performance period, and must include a specific target date. Reviewing managers should avoid the use of “maintenance objectives,” such as “continue to oversee the payment of invoices...” as these on-going responsibilities should be outlined in Step 1. An example of an appropriate goal might be “Convert the Town’s invoice payment system from a manual system to an automated system by February 1.”

Step 4. Overall Evaluation for the Review Period

Because the Town’s management performance evaluation system does not have any numerical or label-type of rating system, the narrative provided in this section is the most important aspect of the Worksheet in terms of communication to the manager about his or her overall performance. The reviewing manager/board should prepare a narrative detailing his or her evaluation of the manager for the previous review period, using the suggested performance criteria as a guideline. The evaluator should take into account the evaluation of the manager based upon the performance criteria as well as the completion of established goals.

Step 5. Optional Personal/Professional Development Plan

Reviewing Managers/boards should encourage managers to discuss options for personal and professional development. Examples include training or professional conferences the manager may be interested in; requests for flexible work hours to accommodate childcare or higher education; interest in new skills to prepare for promotion, etc.

Step 6. Manager’s Comments (Optional)

Any manager who wishes to comment may have the opportunity to do so before the evaluation is placed in his/her personnel file.

ATTACHMENT 1

Guidelines for Goal Setting

What is a goal:

A goal is a statement of intention.

A goal is the result toward which efforts is directed.

A goal is a target, a point of completion.

A goal is an agreed upon, measurable level of output.

How should goals be written?

Goals should be:

1. **Specific** State the exact result that you are seeking.
2. **Measurable** The goal should be observable and quantified.
3. **Realistic** The goal should be achievable within the appropriate time-frame.
4. **Written** In order to be measured, the goal must be written in clear, concise language and reviewed on a regular basis.
5. **Time-limited** Use specific dates for completion and for each sub-goal or follow-up meeting.
6. **Positive** Goals should be stated in positive terms.
7. **Action-oriented** Goals should be defined in action steps (sub-goals).

ATTACHMENT 2

Performance Evaluation Tips

1. Schedule the performance review meeting with the employee several days in advance.
2. Reserve a private room for the meeting where you will be undisturbed.
3. Review the employee's job description and not any changes which need to be discussed.
4. Provide the employee with a copy of the performance review form prior to the meeting.
5. Review any notes from regular supervisory sessions with the employee, any incident file, any special achievements or problem areas, and obtain input from other departments as needed.
6. Honestly critique your own performance as a supervisor during the review period.
7. Specifically define any problem areas and possible solutions prior to presenting them to the employee.
8. Outline the meeting format beginning with positive recognition for areas of strength.
9. Focus on job performance, not personality, as you evaluate each employee. It is your job to be fair and equitable, and to listen to the employee's point of view.

ATTACHMENT 3

The Performance Review Meeting

1. Be on time and devote your complete attention to this meeting.
2. Share with the employee the outline of the meeting, noting areas for discussion.
3. Ask the employee if there are any specific questions/problems that he/she would like to discuss and set these items into the agenda.
4. Review the previous year's Performance Evaluation Form, any mid-year discussions or special achievements, or other unique circumstances with the employee.
5. Compliment the employee on specific job accomplishments and strengths.
6. Review the completed Performance Evaluation Form with the employee if you have prepared it in advance. Some department heads prefer to complete the form after the meeting. In this case, you should provide the employee an opportunity to respond to the form after you have given it to him/her.
7. Present specific areas for improvement and discuss them with the employee. Listen carefully to the employee's point of view and his/her suggestions for how the problem could be resolved. Also ask the employee how you may assist him/her in this process.
8. Mutually agree on goals for improving problem areas and schedule a follow-up meeting to discuss progress within one month (if applicable).
9. Discuss any changes in job responsibility/career plans with the employee and consider advancement opportunities and training needs of the employee.
10. Have the employee sign the Performance Evaluation Form and comment as needed and return the form to the Personnel Department.
11. Regular on-going meetings with your employees and coaching sessions with employees experiencing problems will facilitate smoother review meetings with each of your employees since you will both be up-to-date on performance issues.

ATTACHMENT 4

Coaching Questionnaire for Supervisors

Coaching is a process used by supervisors to help an employee improve job performance. This questionnaire is designed to help supervisors clarify the specific job performance problem and determine a useful strategy prior to beginning the coaching process.

1. Identify the specific behavior that causes the unsatisfactory job performance. Link the behavior to the employee's job description.
2. Is the job performance problem important enough to warrant your time and energy to correct it? If no, then don't waste your time on it. Consider the implications of the behavior on other employees – will they be allowed the same latitude?

If yes, let your employee know that his/her performance is unsatisfactory and that both of you are going to work towards resolving the problem.

3. Does the employee agree that there is a job-performance problem in this area?

If no, refer the employee to his/her job description or workplace procedures and clarify the expected standards of performance.

If yes, ask the employee for a commitment to resolve the problem.

4. Prior to the coaching interview, ask yourself the following questions:
 - a. Are there obstacles outside of the employee's control that prevent him/her from performing the desired behavior?
 - b. Does the employee have the ability to perform the desired behavior? Is the employee motivated to do so?
 - c. Has the employee received enough or appropriate training?
 - d. What will be the consequences if the employee does not resolve the problem?
 - e. If the employee resolves the problem and achieves satisfactory work performance, what will be reward/positive recognition?

ATTACHMENT 5

Interview Steps for Coaching Meeting with Employee

Step One

In a private meeting with the employee, introduce the problem in a positive manner, acknowledging the employee's strengths on the job. Use the Employee Conference Form for Coaching Meeting as a guide.

1. Be specific in describing the problem, using examples.
2. Ask the employee to verify and clarify the problem.
3. Negotiate a mutual agreement on the exact problem and the exact behavior required on the job. Do not continue until you have reached agreement.

Step Two

Identify and write down all possible solutions to the problem together making sure they address the causes of the problem. Listen carefully to the employee's input and objections.

Step Three

Agree on a solution to the problem and develop an action plan. Write down the specific actions that each of you will take, and include completion dates.

Step Four

Schedule a follow-up meeting within one week; include the date, time and how progress will be measured. Another follow-up meeting in one month is advisable.

Step Five

Reinforce and review all written agreements and be clear with the employee about the consequences on failure to reach resolution of the issue. Try to close the meeting on a positive note.

ATTACHMENT 6

Employee Conference Form for Coaching Meeting

Describe the job performance issue to be discussed. Mutually agree on the specifics of the problem and the desired behavior required to resolve it.

Discuss solutions which could improve the job performance problem.

Select one solution and write out the actions steps and completion dates.

Follow-meeting dates:

Town of Needham
Management Performance Evaluation
Suggested Performance Criteria Outline

As part of the Overall Evaluation, the reviewing manager/board may wish to use the suggested performance criteria as a guide. It is always appropriate to provide examples of performance to document the evaluation.

Interpersonal Skills

Consider the manager's working relationships with supervisors, peers, local officials, and staff. Assess the level of cooperation and support offered to other individuals/departments, willingness to accept responsibility and accountability, cooperation in the establishment and execution of Town-wide goals, and enthusiasm for the job itself.

The most effective manager quickly resolves problems that occur in working relationships, and exhibits a high level of ability to coach, communicate with and recognize the accomplishments of staff informally, through well-run meetings, and through the appropriate use of the performance evaluation system. He or she maintains positive relationship with supervisors, peers and staff, keeping all groups informed as appropriate. This manager is a strong, positive force in work group morale. He or she provides helpful suggestions and assistance to others, even in times of high work pressure. This manager can be counted on to model and maintain a positive working relationship and to assist other departments in achieving Town-wide goals. This manager exhibits a high degree of loyalty to the Town, subordinating his or her own personal preferences, if necessary.

The manager whose interpersonal skills may need improvement has difficulty in directing, informing and motivating staff. He or she sometimes overlooks opportunities to coach and positively reinforce individual accomplishments, and does not share information as frequently as is desirable. This manager does not regularly offer assistance to others in achieving work objectives, and may allow personal or departmental goals to conflict with Town goals. He or she often fails to keep the appropriate supervisor/board informed about key issues.

Communication Skills

Evaluate the manager's ability to convey ideas tactfully and persuasively, either extemporaneously or in a prepared presentation. Is the manager's communication timely, concise, grammatically correct, meaningful, organized, and easily understood by the recipient? Assess the manager's ability to listen and respond to feedback.

The effective communicator oversees a dynamic public relations program. He or she maintains exceptional, positive relationships with peers, local officials, the press and the public. His or her oral communication is exceptionally clear, convincing and logical, even when under pressure. Writing is well organized, succinct, and complete. This manager communicates complex

concepts clearly.

The manager whose communication skills may need improvement requires a stronger public relations focus. His or her relations with other local government officials and the public are uneven. Oral communication may be unclear or rambling. Written communication may be difficult to understand due to errors, omissions, or unsuitable length.

Quality of Work/Service Delivery

Assess the manager's ability to oversee the work to be done and the standards by which services are provided to customers. Consider the dependability and amount of supervision required to ensure satisfactory quality of personal out-put, as well as work produced by the manager's department.

The most effective manager demonstrates a high level of proficiency in performing various tasks, consistently challenging staff to achieve high productivity while producing superior quality work and service. This manager has the technical understanding of the functions within the department and has the skills to perform those functions if required to do so. The work produced by his or her department is consistently of the highest quality. This manager challenges his/her staff to continuously improve processes and service delivery to customers.

The manager who needs improvement lacks the technical ability to properly ensure quality output. Work assignments and services provided are sometimes careless, and customers indicate a dissatisfaction with the service provided. This manager requires close supervision and support to meet basic standards of quality and service delivery.

Leadership

Leadership is the measurement of the manager's ability to challenge staff to willingly accomplish a set of objectives.

The most effective leader involves his or her staff in goal-setting and decision making. He/she organizes work so that it flows smoothly and meets organizational deadlines; and sets realistic goals and schedules for staff. The effective leader distributes the workload equitably, delegates authority appropriately, and makes sound, timely decisions which consider long-term and short-term effects. He or she consistently communicates verbally and through his/her actions the Town's priorities, standards, and style. This manager stands out among other managers as a leader.

A manager who needs improvement in the area of leadership is aware of tasks to be done but is often unable to direct or motivate staff to meet standards and deadlines. The manager occasionally accommodates staff to the detriment of customers. He/she has difficulty in obtaining or evaluating pertinent information, and may delay making decisions with limited information. This manager does not clearly and regularly communicate to staff the Town's priorities and standards.

Financial Skills

Assess the manager's effective development and implementation of financial budgets and controls, his or her management within established fiscal limits, and his or her attention to cost control measures.

The effective manager is exceptionally effective in developing budgets and controls and operating within established financial limits. He or she actively seeks opportunities to control costs, adapts plans and methods to prevent budget overruns, and encourages and assists others in effecting cost savings. This manager strives to identify opportunities for alternative funding sources, such as grants, state and/or federal funding, or the use of volunteers.

The manager who needs improvement in the area of financial management frequently pays inadequate attention to financial budgets and controls in planning and completing work. He or she is frequently over-budget, fails to fully utilize budget resources, or fails to conform to Town-wide financial requirements.

Professional Development/Personal Work Ability

Assess the manager's commitment to developing his or her professional capacity, and furthering the development of others in the profession. Assess the manager's ability to conceptualize departmental needs and to organize the necessary programs and activities to meet these needs. In operational departments, evaluate the organization and control of work required to increase efficiency and effectiveness. For staff departments, evaluate the manager's analysis of information and his or her development of programs and policies to meet the Town's goals and objectives.

The effective manager takes advantage of training and development opportunities such as Town-sponsored events or continuing education. He or she is active in the appropriate professional association, and may be involved in teaching, writing, or other activities associated with continued growth. This manager participates in and supports the Town's Management Development Curriculum. This manager is able to prioritize personal and departmental workload, delegating assignments where necessary.

The manager who needs to improve his or her professional development plan does not avail him or herself of training opportunities sponsored by the Town and does not belong to a professional association. He or she does not participate in or support the Management Development Curriculum. This manager has difficulty setting priorities, and consequently has too many "high priority" projects at the same time. This manager often works very hard and many hours in an attempt to "keep up."

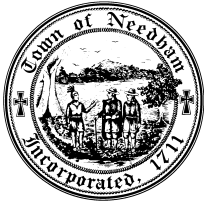
Initiative/Creativity/Adaptability

Consider the manager's willingness to carry out unanticipated projects without specific

instructions, and his or her tendency to develop and implement new solutions or procedures. Assess the manager's flexibility in responding to changes in assignments or priorities, and the ability to maintain effective performance during periods of change.

The effective manager makes important and unique contributions to the Town as a whole. He or she is an active, interested member of the management team, generating new ideas on his or her own initiative, often stimulating others to do so as well. This type of manager demonstrates good judgment and intelligence identifying risks and benefits, carefully collecting the necessary information and resources for successful implementation. He or she is a leader in volunteering to pitch-in for the good of the Town. This manager assumes a leadership role in adapting to new situations, assists others in preparing for and responding to change. He or she anticipates problems and responds to them efficiently and effectively.

The manager who requires improvement seldom generates new ideas or programs independently. He or she does not demonstrate even the level of initiative required to do the job well, and is seldom anxious to take on additional duties or responsibilities. This manager usually needs assistance in preparing for changes in work situations, priorities and or procedures. He or she has difficulty accepting new ideas suggested by others, and requires assistance in times of shifting priorities.



Town of Needham Management Performance Evaluation Worksheet

The purpose of the Management Performance Evaluation Worksheet is to provide a framework for feedback and goal setting between managers and their reviewing managers or boards.

Name: _____

Title: _____

Department: _____

Review Date: _____

General Description of Work Responsibilities:

In this section, the reviewing manager/board outlines the general work responsibilities of the position, highlighting those aspects which were of particular importance during the evaluation period.

Achievement of Goals:

The reviewing manager/board will outline the goals set for the manager for the prior evaluation period and evaluate the manager's performance with regard to these goals.

Goal Setting:

The manager and the reviewing manager/board jointly set goals for the next review period.

Overall Evaluation:

The overall evaluation is the most important aspect of the manager's evaluation. In this section, the supervising manager/board evaluates the overall performance of the manager for the previous year. The overall evaluation should take into account the managers' performance with respect to the performance criteria listed below, goal achievement, and any other relevant factors. (Please attach additional sheets, if necessary.)

Suggested Performance Criteria for Overall Evaluation: *Interpersonal Skills;*

Communication

Skills/Public Relations: Quality of Work/Service Delivery; Leadership; Financial Skills;

Professional

Development/Personal Work Ability; Initiative/Creativity/Adaptability

Overall Evaluation (Continued):

Personal/Professional Development Plan:

The manager and the reviewing manager/board may set forth a personal/professional development plan, to include training, education, special work arrangements, or other relevant issues.

Manager's Comments (Optional):

Manager's Signature

Date: _____

Performance Range Increase Approved:

Signature of Reviewing Manager/Board

Date: _____

Percent

Town Administrator

Date: _____

