

Performance Management

Performance Assessment Review (PAR) Handbook

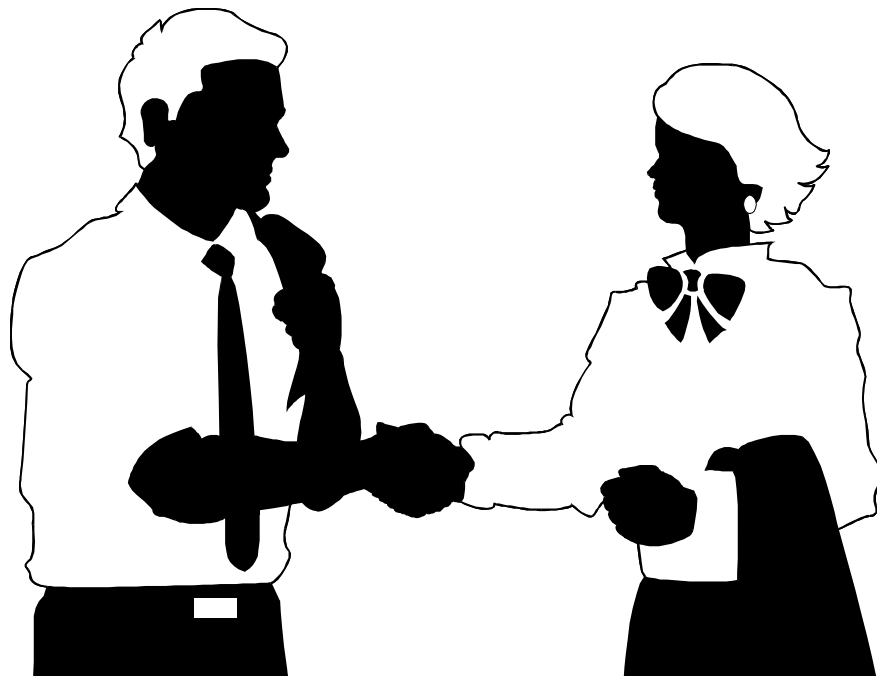


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SECTION 1

Overview

The important work of State Government done on behalf of the people of New Jersey is accomplished through the individual and team efforts of State employees. To do their best, employees need to understand the mission and goals of their department or agency and how their work fits into the overall organization. Employees need to know that their efforts matter and that they will be recognized and acknowledged for their work. Overseeing performance and providing feedback are not isolated events, but are ongoing processes throughout the year.

It is important that employees understand the purpose and the process for the PAR program. The program provides an excellent opportunity for employees and supervisors to communicate about the employee's performance, job satisfaction and plans for the employee's future performance. Performance Management, through the PAR program, is a critical process used to define, assess and enhance employee performance, operational outcome and results. It helps employees understand organizational goals and their roles in achieving those goals and serving the State.

The PAR Handbook was created to give the user an overall understanding of the PAR program, one of the performance appraisal programs in New Jersey state government. While not designed to be all-inclusive of performance appraisal programs, the handbook should be utilized as a tool to assist those who are Raters, Ratees and Reviewers with the PAR process.

Feedback is an essential component of the assessment process. Every step in the process relies on communication between the employee being rated and the employee conducting the assessment. Good news is usually easy to deliver and receive. However, it is often difficult to deliver perceived bad news, if the employee being rated is not performing up to expectations. It is essential that that employee be given that information as soon as possible and that every effort is made to assist the employee in correcting performance concerns.

Training and mentoring are also integral parts of the assessment program. As in other efforts, results are improved if everyone knows what is expected. Thus, not only is it important for the employee conducting the assessment to identify the specific type of training that is needed to improve the performance of the employee being rated, it is important for that employee to know how assist in developing and implementing the plan of action in conjunction with the employee being rated.

Documentation is essential to the PAR program. The forms provided by the Department of Personnel (DOP) are designed to record and support the assessment process. Each department should make every effort to fully ensure the completion of the document, within the assigned rating cycle requirements.

Each department is expected to monitor the various aspects of the PAR program within its agencies and divisions, take corrective actions when necessary, and reach out for assistance when needed. The DOP Office of Performance Management will conduct periodic audits of performance assessment documents to monitor the PAR program.

SECTION 2

Features of the Program

The PAR Program was designed to give supervisors and managers structure in evaluating the performance of subordinates and to emphasize employee development. Whether a department selects the PAR Committee Model, the Performance Factor Checklist Model, or the Work Standard Checklist Model, the basic framework of the program is consistent. The PAR Program requires a meeting at which employees receive a performance plan within a reasonable time after the start of the rating cycle, first appointment (date of hire), change in supervisor, or promotion; that a meeting be conducted encompassing the first 6 months of the rating cycle at which time an interim evaluation is completed; and that a meeting be conducted encompassing the entire 12 months of the rating cycle at which time a final evaluation is completed. At each stage of the process, the Rater is expected to justify the ratings in behavioral terms, i.e., what actions did the Ratee take, what results or outcomes were observable. In addition, the Rater is expected to put forth a development plan for the employee. **Note: Even an exceptional employee can benefit from developmental activities.**

Benefits of the PAR Models

- Job Expectations will be clearly identified and therefore achieved
- Like performance will be rated similarly
- Communication between the Rater and Ratee will take place

The PAR models use Major Job Responsibilities, Essential Criteria and pre-defined Job Achievement/Job Related Performance Factors. As a result, participants in comparable work environments are rated using the same instrument, thereby increasing the likelihood that similar behavior will be rated accordingly. (See **Appendix A** for a Comparison Chart of the different PAR Models)

The structure of the models facilitates key face-to-face conversations between the Rater and Ratee, as well as sign-off by Ratee, Rater, and Reviewer. The forms also allow for the inclusion of comments by the Ratee. The form successfully sets the stage for appropriate communication between the parties.

The timeframes established for the PAR process in each department are dependent on the business needs of that department. This standardized rating cycle is tied into the mission and goals of the department as a whole rather than individual anniversary dates that were unrelated to business objectives. With the standardized rating cycles, supervisors, managers and employees know when ratings are due and everyone can participate in the process of reminding one another that ratings are due.

The Three-Level Rating Scale

The three-level rating scale has the following anchors: **Exceptional (3), Commendable (2), and Unsatisfactory (1)**. The definitions and anchor points are shown in **Appendices C, D, and E**. When rating the performance of a Ratee, the definitions should be consulted to ensure that any previous conceptions of the terms do not impact on the rating given. One should be careful not to allow any preconceived notions to guide how performance is rated under this system.

PAR Rules

The rules that guide the Performance Assessment Review (PAR) program can be found in the New Jersey Administrative Code (NJAC) Title 4A, Chapter 6, Subchapter 5. There are several key points addressed in these rules:

- Three level rating system
- Standardized rating system
- Explicit requirement that all supervisors' PAR contain a statement that supervisors (Raters) must complete the PAR of their subordinates and if Supervisors fail to do so they will be subject to an "Unsatisfactory" PAR rating and possible disciplinary action
- Performance ratings may be used as a factor in promotions (see NJAC 4A: 4-2.15) and layoffs (NJAC 4A: 8-2.4 (h))
- If the applicant population for a given promotional announcement involves a combination of PES (CWA, AFSCME, and/or IFPTE) and PAR (confidential or another Employee Relations Group), then all applicants will be awarded 1 or 0 points.
- Employees may appeal performance standards or a final PAR rating of "Unsatisfactory" or "Commendable" through the non-contractual grievance procedures (see NJAC 4A: 2-3.1)

EEO Implications

As with other employment decisions, the Performance Assessment Review (PAR) process is subject to the criteria established by the Federal EEOC for adverse impact. It is the responsibility of the Affirmative Action Officers to investigate claims of discrimination and to bring these to the attention of the Director, EEO/AA, and the Department of Personnel.

ADA considerations are important in the PAR process. Reasonable accommodations that are required under the provisions of the ADA laws should not be ignored when the PAR documents are established.

SECTION 3

Performance Sessions / Meetings

There are three basic steps in the PAR process.

The first step of the process, the Initial Meeting, takes place at the beginning of the rating cycle when the employee and supervisor review the Job Expectations and Evaluation section of the form for the position. This is the appropriate time for the Rater and Ratee to discuss the Job Responsibilities and clarify the Essential Criteria (standards) by which the employee will be measured at both the Interim and Final Evaluations.

The second step, the Interim Assessment, occurs six months into the rating cycle. The purpose of the Interim Assessment is to give Ratees an indication of their progress and establish development plans halfway through the rating period. Although this rating is not recorded in the Performance Assessment database as an action item, it is a required part of the PAR process. This step facilitates communication about performance, assists in ensuring that there are no surprises at the final evaluation, and is part of the evidence utilized to sustain actions based on performance ratings. This is also the time to review goals and/or job responsibilities, making appropriate changes as necessary.

The third step, the Final Assessment, occurs at the end of the rating cycle and is an evaluation of overall performance for the entire rating cycle. At this time a development plan addressing skills and competencies identified for improvement should be established. The Final Assessment rating is recorded in the employee's record and is the rating that triggers or supports the other personnel actions associated with the PAR.

Although there are three required meetings during the PAR cycle, it is incumbent upon the Rater to meet with the Ratee and provide feedback on a frequent basis to ensure that the objectives of the individual and unit are being met.

Three Main Participants in the PAR Process

The Ratee is the employee for whom the evaluation is being done. Everyone is a Ratee. This person is the focus of the assessment. As in any other communication process, there must be an exchange of ideas in the PAR process. Both the Ratee and the Rater are responsible for working together in the development of job expectations and the provision of open and honest feedback about job expectations, the interim and final assessments and the development plan.

The Rater is the immediate supervisor of the Ratee. Immediate supervisor is defined as the person who receives and/or dispenses the work. The Rater has the responsibility of conducting the performance assessment and giving open and honest feedback to the Ratee about performance throughout the rating cycle.

In those instances where an individual receives work from more than one supervisor, it is recommended that one supervisor take the lead and coordinate all work assignments. At the end of the rating cycle, the supervisors meet to discuss how their work was handled and arrive at a consensus about the rating. It is advisable in this situation for all those who give work to an employee, to give feedback at various times during the rating cycle. This can be done either through the coordinator or in person.

The Reviewer is the Rater's supervisor (or manager) and is responsible for ensuring appropriate administration of the PAR Process. Reviewers are also responsible for setting goals and expectations for the organization, unit or division. The Reviewer is strongly encouraged to take an active role in all parts of the PAR process. This may include managing performance management meetings and conflict resolution meetings. It is highly recommended that Raters meet with Reviewers prior to conducting interim or final assessment meetings with their Ratees. The Reviewer should be comfortable with the ratings assigned based upon the performance of the unit and the organizational results achieved. The major role of the Reviewer is to check for consistency in the PAR process.

In summary, then, there are three parties involved:

- Ratee:** The employee being rated
- Rater:** The immediate Supervisor who receives and/or assigns the work
- Reviewer:** Rater's supervisor or manager.

SECTION 4

PAR Committee Model

- **Job Expectations and Evaluation**
 - Major Goals of the Unit/Work Group
 - Major Goals of the Ratee
 - Major Job Responsibilities
 - Essential Criteria
 - Initial Meeting
 - Initial Certification
- **Performance Factors**
 - Job Achievement Factors
 - Job Related Factors
- **Computation and Conversion to Overall Rating**
- **Justification Sheet and Development Plan – Interim & Final**
 - Justification for Interim & Final Evaluation
 - Interim & Final Development Plan
 - Interim & Final Certification
- **Fact Sheet of Significant Performance Events**

Job Expectations and Evaluation

The overall purpose of Job Expectations and evaluation is to define the employee's job in relationship to the mission of the organization and provide a clearly defined mechanism for evaluation.

Major Goals of the Unit/Work Group

When developing the Major Goals of the Unit Work/Group, review the mission of the department and any statutory or regulatory authority creating the department or unit. Those documents will assist in defining the purpose and objectives of the unit and identifying the desired state of affairs toward which the organization and individual are working. This component is typically pre-defined by the organization's management.

Major Goals of the Ratee

The Major Goals of the Ratee specify the work-related goals or objectives of the Ratee. The identification of Major Goals is significant because it gives the Rater and Ratee the opportunity to discuss the Ratee's job in direct relationship to the "Big Picture." Questions to consider when developing the major goals are "Why is the Ratee's job important to the organization?" and "How does the individual's job make a contribution to the organization's accomplishment of its goals?"

Please note that the Major Goals of the Ratee should not be mistaken as the section to list Job Responsibilities. Major Goals of the Ratee are attainable objectives. Job Responsibilities are specific tasks to accomplish those objectives.

Major Job Responsibilities

Once there is an understanding of “Why” the work unit exists and “What” is the employee’s contributing role to that unit, it is easier to talk about the specific job responsibilities of the Ratee.

The Major Job Responsibilities are principal duties or tasks, which must be accomplished by the Ratee in order to achieve the Major Goals of the Unit/Work Group and the Major Goals of the Ratee.

What are the key duties or tasks of the Ratee? There is no fixed number of Major Job Responsibilities for a position. The number varies with the job and may even vary from year to year for the same job, depending upon program initiatives. Usually, however, there are six to ten major job responsibilities in any given job. If you think of major job responsibilities in categories of assignments such as supervising, planning, typing, cleaning, scheduling, etc., then it is necessary for you to give examples of some of the specific tasks that fall under that category to ensure that there is a clear understanding of what needs to be done. (See **Appendices C and E** for examples of Major Job Responsibilities)

Please note, Job Specifications are general documents that may act as reference for certain tasks performed in a job title. However, you must avoid using the Job Specification document as the actual list of Job Responsibilities to be performed by a Ratee. Each Job Specification contains broad/general statements that may or may not be performed by an individual in that title. Also, Job Specifications do not contain statements defining the Essential Criteria.

When the Major Job Responsibilities are determined and established, the following questions should be asked in relationship to the position:

- Does the job responsibility contribute to the goals and objectives of the Ratee and the work unit?
- Is it critical or vital to the job?
- Does statute or regulation require the job responsibility?
- Does performing the job responsibility appropriately take up a significant amount of the Ratee’s time?

If you cannot answer “yes” to any of these questions, perhaps that task should not be listed in the document as a Major Job Responsibility.

Essential Criteria

Once the Major Job Responsibilities are outlined, the Essential Criteria describing the measures used to determine the Ratee's success are defined on the form. Essential Criteria

describe what the job responsibility looks like when it is performed correctly; the acceptable end result of the task or duty. There must be at least **one** Essential Criterion for each Major Job Responsibility.

Essential Criteria are written at the level necessary to meet the work unit goals. They describe the acceptable level of performance that the Ratee must achieve in order to meet the work unit goals. Essential Criteria describe the performance at the "Commendable" level.

The Ratee may inquire about what would be considered "Exceptional" performance and, therefore, the Rater should be able to discuss this at the time of the initial meeting.

Essential Criteria describe what the achieved goal looks like:

- They can define the Quantity associated with the Major Job Responsibility by determining the amount (how much or how many) of product or service is acceptable to meet the work unit goals.
- Quality speaks to how well, how accurately, or how effectively the job responsibility is performed. Since quality can be subjective, it is necessary for the Rater to clearly define what he/she means by quality statements.
- Essential Criteria dealing with specific time frames or deadlines make up the Timeliness element. If the work must be performed daily, monthly, or within established timelines, that fact is identified for the major job responsibility.
- Finally, Cost criteria can be identified, whether they are budgetary constraints or cost savings realized.

Good Essential Criteria should follow the **SMART** principle. They must be:

Specific - They should be **explicitly stated and distinctive** actions related to the successful accomplishment of the job responsibility. If they are too broad, they will be difficult to measure.

Measurable - Essential Criteria must be **quantifiable**.

Attainable - Essential Criteria must be **attainable**. It must be reachable, within the power and scope of the Ratee to accomplish. It must be something that the Ratee can do.

Reasonable - Essential Criteria must also be **reasonable**. The criteria should be within the Ratee's authority, something the Ratee has appropriate training for and the necessary functioning equipment.

Tied - Finally, good Essential Criteria are **tied**, that is linked to the goals of the organization. (See **Appendices C, D and E** for examples of Essential Criteria)

Initial Meeting

The purpose of the Initial Meeting is for the Rater and Ratee to jointly discuss what the job is and how well it is to be done. The Initial Meeting provides an ideal opportunity for both parties to review job expectations (i.e. Major Goals of the Unit/Workgroup, Major Goals of

the Ratee, Job Responsibilities, and Performance Factors), and determine how well they should be accomplished (i.e. Essential Criteria).

It is hoped that the Rater and Ratee can:

- Set specific, measurable criteria for commendable performance
- Determine problem areas and how to overcome them
- Review Major Job Responsibilities and corresponding Essential Criteria, and discuss their application.

Initial Certification

The PAR Committee Model form provides space for conference confirmation and signatures. The date of the conference is entered into the space provided, after the review and discussion occur. The Ratee's signature here indicates that the Job Expectations and Evaluation mechanism used have been discussed. The Ratee then has the opportunity to note agreement or disagreement and relate any relevant comments, concerns or reasons for disagreement in the area marked Ratee Comments. The Ratee may use additional sheets if necessary.

The Rater and Reviewer then sign the certification section, indicating that the process has been followed and that they are aware of any concerns or issues documented by the Ratee.

Performance Factors

The PAR Committee Model uses two types of factors to measure performance: Job Achievement Factors and Job Related Factors.

- Job Achievement Factors describe *what was accomplished in terms of output and production*, and are directly related to the Job Expectations section, (i.e. Major Goals of the Unit/Workgroup, Major Goals of the Ratee, Major Job Responsibilities, and Essential Criteria).
- Job Related Factors are global factors that *support overall job performance* by describing competencies and knowledge necessary to accomplish the job.

Performance Factors are used by the PAR Committee Model to:

- Provide a uniform guide for evaluating performance
- Define varying levels of behaviors that support the achievement of Job Expectations
- Align agency goals and objectives with performance
- Identify specific behaviors required for the job
- Provide feedback so employees can improve or correct performance

In 1999, a list of thirty-five (35) Performance Factors were developed and implemented by the PAR Committee, comprised of management representatives from various departments and union representatives from bargaining units representing employees in state government. From that list, each department chose a specific set of Job Achievement Factors and Job Related Factors applicable to the work performed by their employees.

When rating the Job Achievement Factors, *Raters should review the written descriptors against the Ratee's goals, Job Responsibilities and Essential Criteria*, determine the correct evaluation point for each factor (3, 2, or 1), and subtotal the points.

When rating the Job Related factors, *Raters should review the written descriptors against the Ratee's overall performance*, determine the correct evaluation point for each factor (3, 2, or 1) and subtotal the points. Only whole numbers (integers: 3, 2, or 1) are to be used in ratings.

NOTE: Do not use decimals or fractions.

Computation and Conversion to Overall Rating - Interim & Final

The Job Achievement Subtotal and the Job Related Subtotal should be transferred to the appropriate Interim or Final Computation section. The Job Achievement Factor Subtotal and the Job Related Factor Subtotal are then added to compute the Interim or Final Grand Total Points. The Grand Total Points should then be located on the scale of ranges provided, and an interim or final evaluation rating should be assigned based on the conversion table.

REMINDER: Interim Reviews reflect six month performance. Final Reviews reflect twelve month performance.

Justification Sheet and Development Plan – Interim & Final

Justification for Interim & Final Evaluations

In this section the Rater should recognize and document positive contributions, areas needing improvement, and provide justification for the Overall Rating. This is done by citing specific examples - both positive and negative - which support and justify the rating given.

REMINDER: Interim Reviews reflect six month performance. Final Reviews reflect twelve month performance. (See **Appendices C, D and E** for examples of Justification Statements)

Development Plan for Interim & Final Evaluations

In this section the Rater should identify skills and competencies targeted for improvement or growth. Although weaknesses are typically the focus of development plans, it is appropriate and highly recommended that this forum be used to increase an employee's strength in a particular area.

The Development Plan outlines a specific action plan related to areas where growth of skill or knowledge is desired, or needed. In order to provide clarity for the Ratee, it is suggested that Raters prioritize the areas targeted for development.

It is in the best interest of both the Rater and Ratee to mutually develop a specific plan of action. This development plan should include the identification of any resources necessary for successful achievement and a plan to address the possible barriers that may arise.

(See **Appendices C, D and E** for examples of Justification Statement with Development Plan)

Fact Sheet of Significant Events

The Fact Sheet of Significant Events is used to record any noteworthy event, positive or negative, that occurs throughout the rating cycle. Many times, a Rater may wait until the last minute and attempt to recall specific events when determining the rating. This is not only difficult, but very impractical. Therefore, this sheet was developed to capture significant events as they occur, with both the Rater and Ratee initialing the description of the event and making comments.

It is up to the Rater to decide whether an event is considered “significant.” However, this does not preclude a Ratee from bringing a particular event to the attention of the Rater for inclusion in the Fact Sheet of Significant Events. It is important to reiterate that *this section is designed for use as the rating cycle progresses*. It should not be filled in as an afterthought or as a means of justifying the rating given but as a tool to provide ongoing feedback.

SECTION 5

Performance Factor Checklist Model

- **Job Expectations and Evaluation**
 - Major Goals of the Unit/Work Group
 - Major Goals of the Ratee
 - Job Achievement Performance Factors
 - Job Related Performance Factors
 - Essential Criteria
 - Initial Meeting
 - Initial Certification
- **Conversion to Overall Rating**
- **Justification Sheet and Development Plan – Interim & Final**
 - Justification for Interim & Final Evaluation
 - Interim & Final Development Plan
 - Interim & Final Certification
- **Fact Sheet of Significant Performance Events**

Job Expectations and Evaluation

The overall purpose of Job Expectations and Evaluation is to define the employee's job in relationship to the mission of the organization and provide a clearly defined mechanism for evaluation.

Major Goals of the Unit/Work Group

When developing the Major Goals of the Unit Work/Group, review the mission of the department and any statutory or regulatory authority creating the department or unit. Those documents will assist in defining the purpose and objectives of the unit and identifying the desired state of affairs toward which the organization and individual are working. This component is typically pre-defined by the organization's management.

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The Major Goals of the Ratee specify the work-related goals or objectives of the Ratee. The identification of Major Goals is significant because it gives the Rater and Ratee the opportunity to discuss the Ratee's job in direct relationship to the "Big Picture." Questions to consider when developing the major goals are "Why is the Ratee's job important to the organization?" and "How does the individual's job make a contribution to the organization's accomplishment of its goals?"

Performance Factors

The Performance Factor Checklist Model uses two types of factors to measure performance: Job Achievement Factors and Job Related Factors.

- Job Achievement Factors describe *what was accomplished in terms of output and production*, and are directly related to the Job Expectations section, i.e. Major Goals of the Unit/Workgroup, Major Goals of the Ratee and Essential Criteria. *The Essential Criteria for the Job Achievement factors will be determined by the Rater and the Ratee.*
- Job Related Factors are global factors that *support overall job performance* by describing competencies and knowledge necessary to accomplish the job. *The Essential Criteria for the Job Related factors are pre-defined.*

Performance Factors are used by the Performance Factor Checklist Model to:

- Provide a uniform guide for evaluating performance
- Define varying levels of behaviors that support the achievement of Job Expectations
- Align agency goals and objectives with performance
- Identify specific behaviors required for the job
- Provide feedback so employees can improve or correct performance.

In 1999, a list of thirty-five (35) Performance Factors were developed and implemented by the PAR Committee, comprised of management representatives from various departments and union representatives from bargaining units representing employees in state government. From that list, each department chose a specific set of Job Achievement Factors and Job Related Factors applicable to the work performed by their employees.

When rating the Job Achievement Factors, *Raters should review the written descriptors against the Major Goals of the Ratee and Essential Criteria*, determine and check the correct evaluation point for each factor (1, 2, or 3), and subtotal the checkmarks.

When rating the Job Related factors, *Raters should review the written descriptors against the Ratee's overall performance*, determine and check the correct evaluation point for each factor (1, 2, or 3), and subtotal the checkmarks.

Essential Criteria

Once the Major Goals of the Ratee are outlined, the Essential Criteria describing the measures used to determine the Ratee's success are defined on the form. Essential Criteria should describe what the performance factor looks like when it is performed correctly; the acceptable end result of the task or duty. There must be at least **one** Essential Criterion for each Job Achievement Performance Factor.

Essential Criteria are written at the level necessary to meet the work unit goals. They describe the acceptable level of performance that the Ratee must achieve in order to meet the work unit goals. Essential Criteria describe the performance at the "Commendable" level.

The Ratee may inquire about what would be considered "Exceptional" performance and, therefore, the Rater should be able to discuss this at the time of the initial meeting.

Essential Criteria can define what the achieved goal looks like:

- They can define the Quantity associated with the Major Goals of the Ratee by determining the amount (how much or how many) of product or service is acceptable to meet the work unit goals.
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It is hoped that the Rater and Ratee can:

- Set specific, measurable criteria for commendable performance
- Determine problem areas and how to overcome them
- Review the Job Achievement and Job Related Performance Factors and corresponding Essential Criteria, and discuss their application.

Initial Certification

The Performance Factor Checklist Model form provides a space for conference confirmation and signatures. The date of the conference is entered into the space provided, after the review and discussion occur. The Ratee's signature here indicates that the Job Expectations and Evaluation mechanism used have been discussed. The Ratee then has the opportunity to note agreement or disagreement and any relevant comments, concerns or reasons for disagreement in the area marked Ratee Comments. The Ratee may use additional sheets if necessary.

The Rater and Reviewer then sign the certification section, indicating that the process has been followed and that they are aware of any concerns or issues documented by the Ratee.

Computation and Conversion to Overall Rating - Interim and Final

By now you have recorded the total number of checkmarks and multiplied the total number of checkmarks by the assigned rating values. The number of points accumulated should then be added to compute the Total Points Accumulated. The Total Points Accumulated should then be located on the scale of ranges provided. An interim or final rating should be assigned based on the conversion table.

REMINDER: Interim Reviews reflect six month performance. Final Reviews reflect twelve month performance.

Justification Sheet and Development Plan - Interim and Final

Justification Sheet for Interim & Final Evaluations

In this section, the Rater should recognize and document positive contributions and areas needing improvement and provide justification for the Overall Rating. This is done by citing specific examples - both positive and negative - which support and justify the rating given. (See **Appendices C, D and E** for examples of Justification Statements)

REMINDER: Interim Reviews reflect six month performance. Final Reviews reflect twelve month performance.

Development Plan for Interim & Final Evaluations

In this section the Rater should identify skills and competencies targeted for improvement or growth. Although weaknesses are typically the focus of development plans, it is appropriate and highly recommended that this forum be used to increase an employee's strength in a particular area.

The Development Plan outlines a specific action plan related to areas where growth of skill or knowledge is desired, or needed. In order to provide clarity for the Ratee, it is suggested that Raters prioritize the areas targeted for development.

It is in the best interest of both the Rater and Ratee mutually to develop a specific plan of action. This development plan should include the identification of any resources necessary for successful achievement and a plan to address the possible barriers that may arise. (See **Appendices C, D and E** for examples of Justification Statements with Development Plans).

Fact Sheet of Significant Events

The Fact Sheet of Significant Events is used to record any noteworthy event, positive or negative, that occurs throughout the rating cycle. Many times, a Rater may wait until the last minute and attempt to recall specific events when determining the rating. This is not only difficult, but very impractical. Therefore, this sheet was developed to capture significant events as they occur, with both the Rater and Ratee initialing the description of the event and making comments.

It is up to the Rater to decide whether an event is considered “significant.” However, this does not preclude a Ratee from bringing a particular event to the attention of the Rater for inclusion in the Fact Sheet of Significant Events. It is important to reiterate that this section is designed for use as the rating cycle progresses. It should not be filled in as an afterthought or as a means of justifying the rating given but as a tool to provide ongoing feedback.

SECTION 6

Work Standard Checklist

- **Job Expectations and Evaluation**
 - Major Goals of the Unit/Work Group
 - Major Goals of the Ratee
 - Major Job Responsibilities
 - Essential Criteria
 - Initial Meeting
 - Initial Certification
- **Conversion to Overall Rating**
- **Justification Sheet and Development Plan – Interim & Final**
 - Justification for Interim & Final Evaluation
 - Interim & Final Development Plan
 - Interim & Final Certification
- **Fact Sheet of Significant Performance Events**

Job Expectations and Evaluation

The overall purpose of Job Expectations and Evaluation is to define the employee's job in relationship to the mission of the organization and provide a clearly defined mechanism for evaluation.

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When developing the Major Goals of the Unit Work/Group, review the mission of the department and any statutory or regulatory authority creating the department or unit. Those documents will assist in defining the purpose and objectives of the unit and identifying the desired state of affairs toward which the organization and individual are working. This component is typically pre-defined by the organization's management.

Major Goals of the Ratee

The Major Goals of the Ratee specify the work-related goals or objectives of the Ratee. The identification of Major Goals is significant because it gives the Rater and Ratee the opportunity to discuss the Ratee's job in direct relationship to the "Big Picture." Questions to consider when developing the major goals are "Why is the Ratee's job important to the organization?" and "How does the individual's job make a contribution to the organization's accomplishment of its goals?"

Please note that the Major Goals of the Ratee should not be mistaken as the section to list Job Responsibilities. Major Goals of the Ratee are attainable objectives. Job Responsibilities are specific tasks to accomplish those objectives.

Major Job Responsibilities

Once there is an understanding of “Why” the work unit exists and “What” is the employee’s contributing role to that unit, it is easier to talk about the specific job responsibilities of the Ratee.

The Major Job Responsibilities are principal duties or tasks, which must be accomplished by the Ratee in order to achieve the Major Goals of the Unit/Work Group and the Major Goals of the Ratee.

What are the key duties or tasks of the Ratee? There is no fixed number of Major Job Responsibilities for a position. The number varies with the job and may even vary from year to year for the same job, depending upon program initiatives. Usually, however, there are six to ten major job responsibilities in any given job. If you think of major job responsibilities in categories of assignments such as supervising, planning, typing, cleaning, scheduling, etc., then it is necessary for you to give examples of some of the specific tasks that fall under that category to ensure that there is a clear understanding of what needs to be done.

(See **Appendices C and E** for examples of Major Job Responsibilities)

Please note, Job Specifications are general document that may act as reference for certain tasks performed in a job title. However, you must avoid using the Job Specification document as the actual list of Job Responsibilities to be performed by a Ratee. Each Job Specification contains broad/general statements that may or may not be performed by an individual in that title. Also, Job Specifications do not contain statements defining the Essential Criteria.

When the Major Job Responsibilities are determined and established, the following questions should be asked in relationship to the position:

- Does the job responsibility contribute to the goals and objectives of the Ratee and the Work Unit?
- Is it critical or vital to the job?
- Does statute or regulation require the job responsibility?
- Does performing the job responsibility appropriately take up a significant amount of the Ratee’s time?

If you cannot answer “yes” to any of these questions, perhaps, that task should not be listed in the document as a Major Job Responsibility.

When rating the Major Job Responsibilities, *Raters should review these tasks against the Major Goals of the Ratee and Essential Criteria*, determine and check the correct evaluation point for each factor (1, 2, or 3), and subtotal the checkmarks.

Essential Criteria

Once the Major Job Responsibilities are outlined, the Essential Criteria describing the measures used to determine the Ratee's success are defined on the form. Essential Criteria

describe what the job responsibility looks like when it is performed correctly; the acceptable end result of the task or duty. There must be at least **one** Essential Criterion for each Major Job Responsibility.

Essential Criteria are written at the level necessary to meet the work unit goals. They describe the acceptable level of performance that the Ratee must achieve in order to meet the work unit goals. Essential Criteria describe the performance at the "Commendable" level.

The Ratee may inquire about what would be considered "Exceptional" performance and, therefore, the Rater should be able to discuss this at the time of the initial meeting.

Essential Criteria can define what the achieved goal looks like:

- They can define the Quantity associated with the Major Job Responsibility by determining the amount (how much or how many) of product or service is acceptable to meet the work unit goals.
- Quality speaks to how well, how accurately or how effectively the job responsibility is performed. Since quality can be subjective, it is necessary for the Rater to clearly define what he/she means by quality statements.
- Essential Criteria dealing with specific time frames or deadlines make up the Timeliness element. If the work must be performed daily, monthly or within established timelines, that fact is identified for the major job responsibility.
- Finally, Cost criteria can be identified, whether they are budgetary constraints or cost savings realized.

Good Essential Criteria should follow the **SMART** principle. They must be:

Specific - They should be **explicitly stated and distinctive** actions related to the successful accomplishment of the job responsibility. If they are too broad, they will be difficult to measure.

Measurable - Essential Criteria must be **quantifiable**. **Attainable** - Essential Criteria must be **attainable**. It must be reachable, within the power and scope of the Ratee to accomplish. It must be something that the Ratee can do.

Reasonable - Essential Criteria must also be **reasonable**. The criteria should be within the Ratee's authority, something the Ratee has appropriate training for and the necessary functioning equipment.

Tied - Finally, good Essential Criteria are **tied**, that is linked to the goals of the organization. (See **Appendix C** for sample Essential Criteria)

Initial Meeting

The purpose of the Initial Meeting is for the Rater and Ratee to jointly discuss what the job is and how well it is to be done. The Initial Meeting provides an ideal opportunity for both parties to review job expectations (i.e. Major Goals of the Unit/Workgroup, Major Goals of the Ratee, Major Job Responsibilities), and determine how well they should be accomplished (i.e. Essential Criteria).

It is hoped that the Rater and Ratee can:

- Set specific, measurable criteria for commendable performance
- Determine problem areas and how to overcome them
- Review the Major Job Responsibilities and corresponding Essential Criteria, and discuss their application.

Initial Certification Section

The Work Standard Checklist Model form provides space for conference confirmation and signatures. The date of the conference is entered into the space provided, after the review and discussion occur. The Ratee's signature here indicates that the Job Expectations and Evaluation mechanism used have been discussed. The Ratee then has the opportunity to note agreement or disagreement and any relevant comments, concerns or reasons for disagreement in the area marked Ratee Comments. The Ratee may use additional sheets if necessary.

The Rater and Reviewer then sign the certification section, indicating that the process has been followed and that they are aware of any concerns or issues documented by the Ratee.

Computation and Conversion to Overall Rating - Interim & Final

By now you have recorded the total number of checkmarks and multiplied the total number of checkmarks by the assigned rating values. The number of points accumulated should then be added to compute the Total Points Accumulated. The Total Points Accumulated should then be located on the scale of ranges provided. An interim or final rating should be assigned based on the conversion table. **REMINDER: Interim Reviews reflect six month performance. Final Reviews reflect twelve month performance.**

Justification Sheet and Development Plan - Interim & Final

Justification for Interim & Final Evaluations

In this section, the Rater should recognize and document positive contributions and areas needing improvement and provide justification for the Overall Rating. This is done by citing specific examples - both positive and negative - which support and justify the rating given. (See **Appendix C, D** and E for examples of Justification Statements)

REMINDER: Interim Reviews reflect six month performance. Final Reviews reflect twelve month performance.

Development Plan for Interim & Final Evaluations

In this section the Rater should identify skills and competencies targeted for improvement or growth. Although weaknesses are typically the focus of development plans, it is appropriate and highly recommended that this forum be used to increase an employee's strength in a particular area.

The Development Plan outlines a specific action plan related to areas where growth of skill or knowledge is desired, or needed. In order to provide clarity for the Ratee, it is suggested that Raters prioritize the areas targeted for development.

It is in the best interest of both the Rater and Ratee mutually to develop a specific plan of action. This development plan should include the identification of any resources necessary for successful achievement and a plan to address the possible barriers that may arise. (See **Appendices C, D and E** for examples of Justification Statements with Development Plans.)

Fact Sheet of Significant Events

The Fact Sheet of Significant Events is used to record any noteworthy event, positive or negative, that occurs throughout the rating cycle. Many times, a Rater may wait until the last minute and attempt to recall specific events when determining the rating. This is not only difficult, but very impractical. Therefore, this sheet was developed to capture significant events as they occur, with both the Rater and Ratee initialing the description of the event and making comments.

It is up to the Rater to decide whether an event is considered “significant.” However, this does not preclude a Ratee from bringing a particular event to the attention of the Rater for inclusion in the Fact Sheet of Significant Events. It is important to reiterate that this section is designed for use as the rating cycle progresses. It should not be filled in as an afterthought or as a means of justifying the rating given but as a tool to provide ongoing feedback.

SECTION 7

Conducting the Appraisal Interview

The appraisal process requires open communication from both the Rater and Ratee. Giving and receiving feedback is key to the PAR process. To ensure that the process is effective, the Rater should utilize the principles of giving constructive feedback.

- Focus on future outcomes rather than on negative past circumstances or occurrences;
- Focus on specific behaviors and not the person;
- Use “I” statements rather than “You” statements; in these statements make it clear what the Rater's expectations are;
- Provide suggestions for improving performance;
- Provide guidance in advance of the performance event.

As part of this process, the Rater must be willing to listen to feedback from the Ratee. Using active listening techniques during this process will assist in ensuring effective communication. Active listening involves reflecting, paraphrasing and summarizing key points and feelings. These techniques encourage the speaker to clarify what has been said; check the understanding of what has been said; acknowledge the other person's viewpoint; and reduce the emotion or tension in a difficult situation.

Feedback sessions can be difficult but they are essential. If Raters have done their job properly through the rating cycle, the interim and final rating meetings will not bring any surprises to either party. However, there is always the possibility that the Ratee or Rater will get emotional about the information being shared. No one wants to feel like a failure and the purpose of these ratings and conferences is not to belittle the Ratee. The Rater should acknowledge the contributions that the Ratee has made, acknowledge the progress that has been made while being honest about where there is a gap between expectations and results. Again, the Ratee should know this before walking into the room. The Rater should keep the discussion on target. This is not about the personality of the Ratee. It is about the work produced or not produced; it is about results and outcomes.

One should never lose control of these feedback sessions. If the Rater senses that the Ratee is becoming emotional, one should take time out and if necessary, reschedule. Remember that the Rater and Ratee have the resources of the Reviewer, the Human Resources Office and the Employee Advisory Service to assist with serious problems.

The feedback session should set the stage for additional meetings with the Ratee. These sessions can be brief but they will keep the Rater and the Ratee informed and will indicate an ongoing interest in the Ratee's job performance and work product and the department's and unit's goals.

The meeting should be scheduled for a time when there will be no interruptions. If for some reason, there is an interruption, reschedule.

SECTION 8

The Performance Assessment Database System

The Department of Personnel (DOP), in conjunction with the Office of Information Technology (OIT), maintains a Performance Assessment Database System to help manage the performance appraisal program. This database enables the DOP to monitor, analyze, and evaluate the progress and status of the PAR program down to the level of the individual employee.

The Performance Assessment Database System is a mainframe application designed to capture rating information for the interim and final rating cycles. By tracking this information, the system can assist both individuals and management in monitoring employee performance and goal attainment, and projecting employee development needs.

This database application interfaces with the Personnel Management Information System (PMIS) to obtain relevant personnel data, such as Rater name and Appointing Authority Code, from the PMIS Employee File. In addition, PMIS will read an employee's final rating directly from the Performance Assessment Database System and display that rating on its Employee Master Inquiry Screen.

Appendix A

PAR Model Comparison Chart

Features	PAR Committee Model*	Work Standard Checklist Model *	Performance Factor Checklist Model *
Rater & Ratee Identify Job Expectations	Yes	Yes	Yes
Major Goals of Unit/Workgroup Stated	Yes	Yes	Yes
Major Goals of Ratee Stated	Yes	Yes	Yes
Major Job Responsibilities Stated	Yes	Yes	-
Essential Criteria for Commendable Performance Stated	Yes	Yes	Yes
Performance Factors Defined	Yes	-	Yes
Certification of Meeting	Yes	Yes	Yes
Ratings based on Accomplishment of Essential Criteria	Yes	Yes	Yes
Employee Development Plan Required	Yes	Yes	Yes
Standardized Rating Cycle	Yes	Yes	Yes

* Note: Each PAR Model has an additional option to contain “weighted” Job Responsibilities or “weighted” Job Achievement and Job Related Performance Factors. All “weighted” models must be approved by the PAR Coordinator.

Appendix B

Performance Assessment Review (PAR) Frequently Asked Questions (FAQ's)

Who is required to receive a PAR?

In State service, the Performance Assessment Review (PAR) program shall apply to all non-aligned and/or managerial employees in the career service, as well as those in non-aligned unclassified titles as designated by particular departments or agencies. While not mandated, departments and agencies are encouraged to include all non-aligned unclassified titles in the PAR Program.

When should I receive my PAR Job Expectations (Section I)?

Within a reasonable time after the start of the new rating period, a new appointment, a change in supervisor, or a promotion. A face-to-face meeting with your supervisor should take place to review the elements of your PAR (i.e. the Job Expectations, Performance Factors and Evaluation Criteria). Recommended: 1-2 weeks

What should happen if I disagree with the Job Expectations?

Assuming that you have noted your disagreement with supporting comments, you and your supervisor should discuss the situation to see if it can be resolved. If not, the Reviewer should then be consulted to see if a resolution can be reached. Depending on the issue, the employee has the option of filing a classification appeal or a non-contractual grievance. However, until the issue is resolved, the Job Expectations remain in effect.

May I be assigned duties not on my PAR?

Yes. Your PAR Job Expectations contain only your major job responsibilities. However, if a duty becomes a significant part of your workload, it then should become part of your Job Expectations, with both you and your supervisor initialing and dating the change or addition.

How many promotional points am I awarded for a Commendable final rating? For an Exceptional final rating?

Employees receiving a Commendable final rating will be awarded 1 promotional point,. Employees receiving an Exceptional final rating will be awarded 3 promotional points. Those employees rated Unsatisfactory will receive 0 points.

What happens if I do NOT receive a Final Rating?

First, you should ask your supervisor, then the Reviewer, for a Final Evaluation Rating. If you are unsuccessful, you should then contact your Personnel Office to inform them of the situation. If a Final Evaluation Rating is not submitted, there will not be an Official Rating entered in

PMIS and the Performance Assessment Database System. However, for promotional purposes, you will be treated as if you received a rating of "Commendable" or "2" for that rating period and awarded 1 promotional point.

How are promotional points assigned when both PES and PAR employees are applying for a promotion?

If the applicant population for a given promotional announcement involves a combination of PES (CWA, AFSCME, and IFPTE aligned employees) and PAR (confidential or another Employee Relations Group), then all applicants will be awarded 1 or 0 points. That is, any applicant in this scenario who may have received 3 points under PAR should have those points converted to 1 point for promotional scoring purposes.

When are PAR Ratings NOT used to add points to promotional examinations?

Whenever a supervisor completes a performance rating for one of the supervisor's subordinates or acts as a Reviewer for a subordinate's rating and competes in the same promotional examination, then the PAR Ratings are not used for any applicants in that unit scope.

How does PAR relate to the Working Test Period?

The PAR Job Expectations should be completed at the beginning of the Working Test Period. These Job Expectations can then assist in the completion of the Working Test Period Evaluation. The Interim and Final PAR Ratings and Plans are completed twice each year, six months apart, regardless of the starting date of the Working Test Period.

For what period of time am I rated?

The rating cycle is one year; however, six months after the Initial Certification, the Interim assessment is due and six months later, the Final assessment is due.

Will my rating period change if I go on Leave of Absence?

Rating periods have been standardized and are not tied into your anniversary date as in the past. Your rating period will remain the same if you take a leave. You will be rated for the time you actually worked.

What happens if I change supervisors or transfer to a new unit, but keep my same title and duties?

A "closeout" PAR Evaluation should be done with the former supervisor. New Job Expectations should be developed with the new supervisor. At the end of the rating period, the ratings of the former supervisor and the new supervisor should be pro-rated by the department's Human Resources Office to arrive at the Final Rating.

What happens to my PAR if I get promoted, transferred, and/or my title changes?

In this case, you should receive a Final Rating for the former title. A new PAR should be developed for the new title, new unit and/or new department.

What happens if I receive a Rating of Unsatisfactory?

If you receive a rating of “Unsatisfactory”, your supervisor must make clear in your Final Development Plan the steps you must take to bring your performance up to the “Commendable” level. A performance conference shall be conducted every three months to evaluate your progress (or a shorter period of time as determined by the supervisor).

After I reach Step 8 or Step 9 in the compensation scale, do I still have to wait 18 months or 2 years until my Final Evaluation Rating is completed?

No, you continue to receive a Final Evaluation Rating on the scheduled dates. The increment for Step 9 will be given 18 months after you have received your Step 8 increment. The increment for Step 10 will be given 2 years after you have received your Step 9 increment. Approval or denial of this increment will be based on the most recent Final Rating.

When will I receive my increment?

If you are entitled to receive an increment, your increment will be given on the pay period of your Anniversary Date. If you receive a Rating of Unsatisfactory on your most recent PAR, your increment will be denied.

What is the role of the Reviewer?

The Reviewer is the Rater’s Rater. He/she should ensure that the process is handled equitably. It is the Reviewer’s responsibility to discuss the unit goals with the Rater. If there are concerns, the Reviewer should attempt to resolve them.

Can an agency have more than one PAR model?

Yes. Agencies were given the choice of PAR models. Selections are made based on agency needs and the type of work assignments for groups of employees.

Does an agency have to have written PARs for its employees?

Yes, PARs must be documented on the proscribed forms.

Can an agency rate “by exception” and assume that most employees are performing at an acceptable level?

No, every employee should have a PAR and thereby be given the opportunity to grow and develop professionally.

What kinds of performance factors / elements can an agency use in PARs?

Job Achievement and Job Related performance factors are found in **Appendices C, D and E..**

What is a “significant fact or event?”

A significant fact or event is any noteworthy accomplishment, or area needing improvement, that occurs throughout the rating cycle.

Does the Department of Personnel (DOP) have to approve an agency’s PAR model(s)?

Yes, the Department of Personnel (DOP) must approve all PAR models.

If an agency makes minor changes to their PAR models, must it obtain approval from the Department of Personnel (DOP)?

Yes, information on PAR models, ratings cycles, etc. are housed in a Performance Assessment database and used for reporting purposes. Any changes to the system must be approved by the Department of Personnel (DOP).

Are agencies required to use a “Forced Distribution” Rating approach? Are they permitted to use such a method?

Ratings should be based on the performance of an individual employee. Ratings should not be based on some predetermined perception that a certain number of employees must fall into a particular category.

Are there any “safeguards” to prevent intentional or unintentional rating errors?

It is recommended that each department monitor the various aspects of the PAR Program within its agencies and divisions, take corrective actions when necessary, and reach out for assistance when needed. The Department of Personnel stands ready to lend whatever support is needed. In addition, the Performance Assessment Database System will check for errors in calculating the final rating.

What, if any, steps are available for employees who feel they have been unfairly or inaccurately rated?

In this instance, employees have the non-contractual grievance procedures available to them (see NJAC 4 A: 6-5.3 (b)). Employees dissatisfied with the departmental decision can seek Department of Personnel review. These grievance appeals are processed by Merit System Practices and Labor Relations for determination by the Commissioner of Personnel.

Does the Rater (Supervisor) have the authority or responsibility to tell an employee that the employee's performance is "Unsatisfactory"?

It should be the goal as the employee's supervisor (Rater) to keep the employee informed about the assessment of the employee's performance, particularly when that assessment is negative. In addition, there may be a policy or practice in agencies that must be followed when notifying employees that their performance is "Unsatisfactory".

Does the Rater (Supervisor) have to wait for the Interim or Final Performance Assessment Review to tell an employee that the employee's performance is "Unsatisfactory"?

No. Good managers provide employees with performance feedback on an ongoing basis, throughout the rating period. The important thing to remember is that no one likes to feel "sandbagged" at PAR time--Interim or Final--so the Rater should confront any poor performance as soon as it becomes evident.

Should a Ratee get a copy of all the Rater's documents about the employee's performance?

Employees must be given a signed copy of the PAR document for the Initial Certification, Interim and Final evaluation sessions. It is expected that supervisors may take "supervisory" notes to serve as "memory joggers" regarding the employee's performance. For example, these notes can include the dates or number of times an employee was given an instruction. This type of "supervisory" information does not have to be included in the documents given to the employee.

APPENDIX C

**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name: _____ Title: Education Program Specialist I Rating Period: July 1, 2004 – June 30, 2005

SSN: _____ Dept/Agency - Location: _____

Section 1 - Job Expectations

Major Goals of the Unit/Work Group	Major Goals of the Ratee
<p>Develop, implement and refine appropriate academic, vocational and special education programs targeted for the unique needs and performance profile exhibited by students enrolled system-wide.</p> <p>Facilitate system-wide programs operated under the State Facilities Education Act (SFEA) for eligible students served by the New Jersey Department of Education</p> <p>Provide programmatic compliance with all pertinent Federal and State statute, code, policy and regulation relative to the educational recreational and legal access activities operated by the Department.</p>	<p>Improve programmatic compliance pertinent to statute, code, policy and regulations at state and federal level.</p> <p>Review and acquire further knowledge of all information contained in testing manuals (HSPT and GED).</p> <p>Develop internal procedures to confirm all teacher/staff certification documents inclusive of emergency and provisional teachers and aides.</p> <p>Increase the number of applications submitted for all educational grants (focusing on Adult Basic Skills and Federal grants) following compliance procedures.</p>

<p>I have reviewed this package and have had a face-to-face meeting with my supervisor to discuss the Major Goals (Unit and Ratee), Major Job Responsibilities, Essential Criteria, Performance Factors, Point Accumulation Methodology, and the Evaluation Conversion to the Overall Rating by which I will be rated. This meeting was held on</p> <p>_____ (Date)</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I _____ Agree _____ Disagree with the elements of this PAR</p>	<p>Ratee Comments</p> <p style="text-align: center;"><i>(Use Additional Sheets as Necessary)</i></p>
<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p>	
<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p>	

APPENDIX C**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name:

Title: Education Program Specialist 1

Rating Period: July 1, 2004 – June 30, 2005

SSN:

Dept/Agency - Location:

Section 1 - Job Expectations (Continued)**Major Job Responsibilities and Essential Criteria for Successful Accomplishment** (Use Additional Sheets as Necessary)

Job Responsibility: **Provide technical assistance to the Supervisors of Education, Administrative staff and other professional staff.**

Essential Criteria: On a daily basis be available by phone, e-mail or in person to answer questions or provide guidance. If unavailable, provide adequate coverage to address the needs of your colleagues.
Compile all student information, relevant to testing, on a weekly basis
Function as District Coordinator for HSPT and as Alternate Chief Examiner for GED testing.

Job Responsibility: **Coordinate all training activities for each level of educational staff.**

Essential Criteria: Weekly, review and process internal and external training requests, by facility.
On the third Thursday of each month, coordinate and conduct internal morning and afternoon training seminars relative to HSPT, GED and current curriculum.

Job Responsibility: **Develop Program Reports and Surveys**

Essential Criteria: Compile, tabulate and present data from all facilities for quarterly and annual Adult Basic Skills program grant and the Special Education Annual Data report
Quarterly reports are due 15 working days after each quarter and Annual reports are due 20 days after fiscal year end.

Job Responsibility: **Represent the Office of Educational Services on various interagency committees, task forces, conferences, meetings.**

Essential Criteria: Attend one conference yearly for personal growth.
Applications are to be submitted at least two months prior for departmental approval.
Will represent the Office of Education at various meetings at the Directors' request

Job Responsibility: **Technical Assistant for curricular instructional materials and methods.**

Essential Criteria: On a daily basis, assist supervisors, teachers and other staff in developing curriculum and in revising current curriculum content.
Develop and maintain, on a weekly basis, resource information relative to materials, supplies and training.
Distribution of new listings should take place on a quarterly basis unless quantity of changes necessitates monthly distribution.

Job Responsibility:

Essential Criteria:

APPENDIX C

**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name:	Title: Education Program Specialist 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 2 - Performance Factors

Job Achievement Factors

(These factors are directly related to the outputs of the job: Section 1 Major Goals, Job Responsibilities, and Essential Criteria.)

Job Achievement Factors	1	2	3	Interim	Final
Goal Achievement Overall extent to which employee accomplishes established Ratee goals.	Failed to accomplish most major goals; original objectives were not entirely achieved.	Achieved or exceeded major goals.	Significantly exceeded original goals and objectives.		
Cost Overall extent to which employee satisfies the essential cost criteria.	Failed to meet most or all of the essential cost criteria.	Met or occasionally exceeded essential cost criteria.	Significantly exceeded essential cost criteria; achieved dramatic cost saving.		
Quality of Work Overall extent to which employee thoroughly and accurately meets the quality criteria.	Failed to achieve most or all essential quality criteria.	Achieved or occasionally exceeded all essential quality criteria.	Significantly exceeded essential quality criteria.		
Quantity of Work Overall extent to which employee produces an acceptable amount of work as defined in the quantity criteria.	Failed to produce an acceptable amount of work as identified in the essential quantity criteria.	Produced acceptable or greater amount of work and met or occasionally exceeded essential quantity criteria.	Significantly exceeded essential quantity criteria.		
Timeliness Overall extent to which employee meets specified schedules and deadlines.	Rarely met work schedules or deadlines. Often was late in completing assignments within specified time frames.	Met and occasionally completed assignments ahead of specified deadlines.	Consistently completed assignments, projects and job responsibilities ahead of scheduled deadlines.		
Job Achievement Subtotal					

APPENDIX C

**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name:	Title: Education Program Specialist 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 2 - Performance Factors

Job Related Factors

(These global factors support the performance of the job.)

Job Related Factors	1	2	3	Interim	Final
<p>Communication Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level and organization of materials. If communication is written, thoughts are expressed with appropriate grammar, organization and structure.</p>	<p>Informal communication was ineffective due to disorganization of thoughts, and/or inappropriate use of voice volume/tone. Formal presentations failed to inform or persuade due to lack of structure or poor organization. Didn't listen during verbal exchanges. Written communication was poorly structured, contained poor grammar, or was difficult to read due to inadequate organization. Communication flaws included: poor listening, no organization of thoughts, or inappropriate gestures.</p>	<p>Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Written communication was concise and appropriate for target audience. Key points were understood by intended audience. Affirmed understanding with appropriate questions.</p>	<p>Excelled in the communication of ideas, thoughts or directions. Thought well, fast and appropriately on his or her own feet in formal situations. Informal presentations created word pictures, leaving no room for confusion. Apt questions uncovered lingering confusion. Presented complex or technical information in a manner easily understood by target audience. Written communication was letter perfect and clearly appropriate for target audience.</p>		
<p>Conscientiousness Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.</p>	<p>Failed to address problems in own task area, was often off schedule; displayed little or no commitment to completing tasks; resisted learning new skills to enhance own work.</p>	<p>Solved problems in own task area; displayed commitment to completing tasks; learned new skills to enhance own work. Occasionally took on added responsibilities when requested.</p>	<p>Consistently took on extra responsibilities voluntarily to respond to shifting priorities, or schedules; displayed a high level of commitment to the organization and its customers through the quality of work while completing tasks ahead of schedule.</p>		
<p>Creative Thinking Uses imagination to combine ideas or information in new ways.</p>	<p>Rarely, if ever, generated new ideas. Ideas were very limited in scope and had little impact.</p>	<p>Occasionally generated new ideas that had a positive impact.</p>	<p>Regularly generated new ideas that were highly innovative and had a very significant positive impact.</p>		
<p>Customer Service Identifies and meets customer (internal and external) needs.</p>	<p>Diagnosed customer needs inaccurately; lacked consistency in meeting customer needs; was not attentive and inquisitive when dealing with customers; did not consistently meet time, quality and cost requirements.</p>	<p>Accurately assessed customer needs; provided necessary or requested service within acceptable timeframes requiring few corrections or revisions; sought customer feedback and expression of satisfaction with work product. Occasionally sought alternative solutions.</p>	<p>Frequently anticipated internal and external customer needs; advanced quality alternative solutions work quality was characterized by exceptional insights and technical expertise.</p>		

APPENDIX C

**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name:	Title: Education Program Specialist 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 2 - Performance Factors

Job Related Factors

(These global factors support the performance of the job.)

Job Related Factors	1	2	3	Interim	Final
<p>Decisiveness Readiness to make decisions, render judgments, and take actions based upon logical analysis of alternatives, evaluations of risks and benefits, and priority setting.</p>	<p>Poor approach to decision making, and/or slowness in making decisions. Had difficulty in generating and weighing alternatives. Unable to correctly identify and balance risks and benefits. Frequently poor decision making led to missed goals, objectives, or poor resource allocation. Didn't generate enough alternatives, and was often unable to balance risk and benefits.</p>	<p>Made sound decisions, based on available facts, with appropriate timing. Could demonstrate that alternatives were considered and could show the risk/benefits of each alternative. Decision process led to consistently appropriate actions with positive business impact. Demonstrated skill at generating alternative courses of actions and was apt at laying out the risks/benefits of each alternative, and at establishing which alternatives were best in rank order. Actions stemming from decisions resulted in real, measurable positive business improvement or objective realization.</p>	<p>Consistently demonstrated the ability to effectively deal with difficult and/or sensitive issues, providing comprehensive analysis and well thought through alternatives. Consistently focused on the best alternatives having the optimum risk/benefit balance. Decisions consistently led to major advances for the unit with respect to productivity, customer service, or quality of work.</p>		

APPENDIX C

**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name:	Title: Education Program Specialist 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

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Job Related Factors

(These global factors support the performance of the job.)

Job Related Factors	1	2	3	Interim	Final
<p>External Awareness Monitors trends and developments in the external business / operational environment and prepares formal and informal projections on a timely basis for incorporation into tactical and strategic plans. Takes into account external changes, such as changing market / customer / social / political / operational conditions and forecasts and plans for their impact on mission attainment.</p>	<p>Often failed to monitor changes in the external environment and did not do environmental scanning or interpret external environmental data for use in meeting organizational objectives. When environmental scanning is done, the results were flawed due to faulty data collection/analysis/reporting or weak follow-through. When made aware of conditions that impact the ability to deliver goods and services, rarely recommended improved methods or procedures that would help the organization obtain its goals and objectives.</p>	<p>Regularly took steps to gather information and monitor changes and developments in the external environment. Anticipated changing conditions and took action to address them before a problem occurred. Regularly demonstrated a professional approach to data collection/analysis, using it to enhance mission/goal/objectives attainment whenever possible. Occasionally monitored trends and developments in the business/operational environment, exercising professional care/diligence in data collection/ analysis/ reporting. Accurately forecasted and identified changing conditions and situations and reported same on timely basis for incorporation into tactical and strategic plans.</p>	<p>Proactively scanned the external environment on a regular basis using information on political, economic, techno-logical, social and changing market / customer conditions to enhance the organization’s business advantage. Inspired / motivated others to scan the environment and accurately predict the potential impact of identified changes on operations and mission attainment</p>		

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Job Related Factors

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Job Related Factors	1	2	3	Interim	Final
<p>Financial Management 1 Prepares, justifies, and/or administers the budget for one or more program areas. Plans, administers and monitors expenditures to ensure cost effective support of programs and policies.</p>	<p>Budget preparation was extremely weak, identifying few applicable program budget elements and their probable costs. Justifications were very vague and were unsuccessful in securing authorization of budget requests. Expenditure reporting and monitoring analysis was fragmented and not timely; appropriate action was often not taken, which results in cost effectiveness suffering. Policies related to budgetary concerns were not upheld.</p>	<p>Budget preparation was successful, identifying the key required program budget elements and their probable costs. Justifications were persuasive, and were usually ultimately successful in securing authorizations of budget requests. Once approved, budgeted program expenditure planning was typically ample, targeted and timely, leading to substantive program support, with few gaps of significance. Expenditure reporting and monitoring analysis was usually timely and accurate; appropriate action was taken when necessary and cost effectiveness was maintained. Policies related to budgetary concerns were upheld.</p>	<p>Budget preparation was extremely thorough, identifying the universe of applicable program budget elements and their probable costs. Justifications were very compelling and were always successful in securing authorization of budget requests. Once approved, budgeted program expenditure planning was extremely thorough, accurately targeted and timely, leading to superb program support, with no gaps. Expenditure reporting and monitoring analysis was always timely and accurate; appropriate action was taken when necessary and cost effectiveness was maintained. Policies related to budgetary concerns were upheld.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Financial Management 2 Manages a financial operation in conformity with State and Federal Law, OMB Requirements and Professional rules, standards and principles of the Financial Accounting Standards Board (FASB), the Government Accounting Standards Board (GASB) and Generally Accepted Accounting Principles (GAAP). Ensures the efficient, effective and professional management of financial/ accounting operations.</p>	<p>Failed to follow standard rules of financial management and accounting in government. Demonstrated irresponsible behavior with respect to managing financial matters. Caused audit problems by departing from generally accepted accounting principles. Was aware of what constitutes responsible behavior with respect to managing financial matters but did not take the initiative to ensure compliance with state, federal and professional principles or to advance the understanding and professional practice of effective financial management, control and accountability.</p>	<p>Followed appropriate policies, procedures and rules governing financial matters. Ensured financial/ accounting records, reports and related documents were completed in accordance with standard policies and procedures. Occasionally anticipated potential problems or emerging issues and addressed them. Demonstrated knowledge of current theory and practice in government finance and accounting.</p>	<p>Established and managed an efficient, effective and professional financial management system. Was conversant with critical thinking and current developments in theory and practice in government finance and accounting. Explored alternatives to and explanations of past and current financial/ accounting practices. Incorporated new theory and practice into current work methods.</p>		
<p>Flexibility Adapts behavior and work methods in response to changing conditions, new information, emergency situations and/or shifting priorities.</p>	<p>Demonstrated inability to modify behavior in response to change; was inflexible and ineffective in performing work under varying conditions. Failed to deal with unforeseen emergencies. Rarely modified behavior in response to change.</p>	<p>Demonstrated a capability to modify behavior in response to change. Generally adapted to changing conditions and emergency situations. Effectively performed work under varying conditions. Adjusted work behaviors and methods to accommodate for multiple demands, shifting priorities, ambiguity and rapid change in work situations.</p>	<p>Effectively addressed changing conditions, emergencies and other contingencies. Incorporated new information based on changes into behaviors and work methods. Acted as change agent in response to fluctuating work circumstances; regularly encouraged others to modify behavior in response to changing needs.</p>		
<p>Interpersonal Skills Uses interpersonal skills to take charge, direct, motivate or coordinate activities to achieve results and follow up.</p>	<p>Did not secure cooperation. Lacked control and failed to motivate others. Follow-up was not evident. Methods fell short of getting desired results.</p>	<p>Succeeded in gaining respect. Generated a positive working environment that produced expected results. Involved and motivated others to achieve desired results.</p>	<p>Achieved exceptional results through instilling confidence and motivating others. Effectively used the full range of interpersonal skills in achieving exceptional results.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Internal Controls Assures controls are developed and maintained to protect the integrity of the organization’s resources and assets from fraud, waste, abuse, and mismanagement, including the development of appropriate policies and procedures. From a financial/ accounting/ auditing/ management perspective, provides “reasonable assurance” that an organization’s objectives will be achieved.</p>	<p>Failed to follow internal control practices, policies and procedures. Demonstrated irresponsible behavior with respect to management, use and/or care of organization’s resources and assets. Failed to adhere to/practice internal control policies, procedures and regulations, or ensure the adequacy or appropriateness of actions taken. Wasted or abused resources and/or assets. Did not take the initiative to ensure compliance with internal control procedures or adequacy of actions taken regarding waste, fraud, abuse and mismanagement.</p>	<p>Regularly followed proper internal control procedures regarding the assessment, control and reduction of risk regarding waste, fraud, abuse and mismanagement. Exercised care/diligence in the exercise of internal controls ensuring records, reports and related documents were completed and that the organization followed appropriate practices / policies / procedures to help attain organizational results.</p>	<p>Established, executed, and ensured organizational conformity with internal control practices / policies/regulations to reduce risks to efficient/effective achievement of organizational objectives. Monitored/ modified the internal control process to include critical thinking and current developments in the practice of internal control to enhance the organization’s response to changing conditions. Identified potential internal control problems/emerging issues and acted to address them. Promoted the ongoing use of internal controls in support of accomplishing the operational/organizational mission.</p>		
<p>Job Knowledge/Skills Extent to which employee knows the details of the job. Understands job and applies necessary technical knowledge and skills.</p>	<p>Rarely demonstrated any application of skills or knowledge which clearly had an adverse effect on job performance. Rarely able to answer queries. Usually did not know when to ask others for information.</p>	<p>Effectively demonstrated job knowledge and ability to answer queries. Knowledge and skills contributed to the work of the unit.</p>	<p>Demonstrated expert skills and knowledge above expectations. Stayed abreast of recent developments and changes in job’s technical area or discipline. Knowledge was sought by others and thought to have significant impact on the results of the work of the unit.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Leadership Influencing individual and/or groups toward desired behaviors and results by accepting suitable leadership styles, using interpersonal skills and influencing organizational values and systems.</p>	<p>Did not assume appropriate leadership roles or engage in behavior, which encouraged others toward desired results. Did not take on challenges. Failed to ensure work complied with organization standards. Could not influence others toward desired behaviors. Style and/or techniques were not appropriate for the situation to achieve desired results. Did not take the lead in responding to customer needs.</p>	<p>Demonstrated willingness to assume leadership roles. Influenced others towards desired behaviors or results. Style was usually commensurate with person/situation to achieve desired results or behaviors. Used interpersonal skills to influence individuals and/or group values. Ensured completed work complied with organizational standards and values.</p>	<p>Assumed appropriate leadership roles with groups and individuals when necessary. Consistently adopted a style commensurate with person or situation to ensure desired results or behaviors. Persuaded others to accept own point of view. Modeled excellent standards of performance to guide others toward desired behavior. Took on challenges. Enhanced the self-esteem of others. Encouraged diversity. Took the lead in setting standards of excellence in work.</p>		
<p>Manages Human Resources Sets performance expectations; provides feedback; develops employees; promotes cooperation and teamwork; appraises employee performance; identifies employees' needs and works with them to improve; encourages adherence to core values.</p>	<p>Did not clarify performance expectations for employees; did not recognize employee contributions or deficiencies; provided minimal feedback; failed to appraise employee performance in writing using the performance appraisal system. Failed to identify potential internal control problems/emerging issues and/or failed to act to address them; inhibited teamwork; planned without consulting affected parties; failed to utilize abilities of others; stifled efforts of others.</p>	<p>Set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.</p>	<p>Clearly correlated mission and goals of the work unit with expected and actual individual performance results; created a work environment which promoted synergy of effort and talent; empowered employees to identify and develop skills which supported the operational needs, mission and core values of the agency.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Managing Resources Identifies all physical plant, material, vendor and staff resources required to complete operational projects; uses allocated resources effectively and efficiently. Regarding staff sets performance expectations; appraises employee performance; provides feedback; develops employees; promotes cooperation and teamwork; identifies employees' needs and works with them to improve; encourages adherence to core values.</p>	<p>Failed to identify the resources required to accomplish assigned projects; did not utilize a working resource control methodology. Regarding staff, did not clarify performance expectations for employees; did not recognize employee contributions or deficiencies; provided minimal feedback; failed to appraise employee performance in writing using the performance appraisal system; inhibited teamwork; planned without consulting affected parties; failed to utilize abilities of others; stifled efforts of others.</p>	<p>Identified the resources required to accomplish assigned projects; utilized a resource control methodology which minimized the waste of resources. Regarding staff, set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided constant feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.</p>	<p>Identified with precision the resources required to accomplish assigned projects; utilized a resource control methodology which fully optimized the use of allocated resources. Regarding staff, clearly correlated mission and goals of the work unit with expected and actual individual performance results; created a work environment which promoted synergy of effort and talent; empowered employees to identify and develop skills which supported the operational needs, mission and core values of the agency.</p>		
<p>Managing/Valuing Diversity Builds, maintains, and/or contributes to a work environment that is fair, equitable, inclusive and cooperative in valuing individual differences such as culture, race, ethnicity, religion, gender, sexual orientation, physical attributes, lifestyles, interests, values or other differences.</p>	<p>Failed to make appropriate social accommodations to ensure a fair, inclusive, and respectful working environment. Did not demonstrate respectfulness for individual differences. Created and/or encouraged a hostile environment for others.</p>	<p>Incorporated different perspectives into work actions; fostered a fair and inclusive environment demonstrating respect for others. Worked towards a proactive approach in soliciting and using contributions from diverse perspectives.</p>	<p>Championed diversity and demonstrated through specific actions its value in the organization. Created a work culture that fostered fairness, respect and cooperation. Recognized individual differences while building an environment of esprit de corps.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Negotiation Explores alternative positions to reach outcomes that gain support and acceptance; communicates in a manner that gains agreement and ownership.</p>	<p>Failed to gain agreement or acceptance most of the time. Gave in too easily. Did not stand firm on positions. Referred many solvable problems to others for resolution.</p>	<p>Built consensus in order to meet desired outcomes. Explored positions to reach outcomes that would gain support and acceptance. Gained agreement or acceptance of plans or proposals from others. Developed strategies for giving on some points and standing firm on others in order to achieve desired outcome. Conferred with counterparts to negotiate solutions to problems.</p>	<p>Performed as a recognized expert on alternative positions for complex problems or significant issues. Brought matters believed lost to stalemate or litigation to amicable resolution.</p>		
<p>Communication, Oral Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level, and organization of materials.</p>	<p>Informal communication was ineffective due to disorganization of thoughts, and/or inappropriate use of voice volume/tone or gestures. Formal presentations failed to inform or persuade due to lack of structure or poor organization. Didn't listen during verbal exchanges. Communication flaws included: poor listening, no organization of thoughts, inappropriate gestures.</p>	<p>Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Verbal communications, formal and informal, were consistently well organized, well structured and to the point. Affirmed understanding with appropriate questions.</p>	<p>Excelled in the communication of ideas, thoughts or directions. Thought well, fast and appropriately in formal situations. Informal presentations created word pictures, leaving no room for confusion. Apt questions uncovered lingering confusion. Presented complex or technical information in a manner easily understood by target audience.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Change Management Understands how social/cultural, political, technological and organizational forces/ systems work, and operates effectively to insure that changing conditions impact employees, operations and mission attainment in accord with procedures, rules and regulations of the work/organization.</p>	<p>Failed to be aware of or to monitor changes in the internal operating environment. Ignored / failed to detect potential problem areas or to react/respond to problem conditions on a timely basis. Failed to study, review or demonstrate an awareness or concern about the internal operating methods, procedures, policy or rules that would impact employees, operations and mission attainment. When aware of conditions that impact the internal operational environment, could not recommend improved methods, procedures or policies to improve mission attainment.</p>	<p>Regularly took specific steps to be aware of and to monitor changes and developments in the internal organizational environment. Anticipated potentially adverse changes and took action to address them before a problem occurs. Was sensitive and/or responsive to conditions in the internal operating environment that impact employees, operations and mission attainment. Monitored conditions within the internal operating environment and their impact on employees, operations and mission attainment. Understood the importance of a stable internal environment and dealt with competing social, technical, organizational and political demands.</p>	<p>Created an operation that anticipated change and planned for it so that organizational objectives are encouraged despite competing social, political, technical and organizational changes. Inspired others to scan the operational environment for changing conditions, worked to optimize the positive and lessen the negative, and the potential impact of these changes on employees, procedures and mission attainment.</p>		
<p>Planning, Organizing and Evaluating Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threat or opportunities to achievement of objectives and strategies.</p>	<p>Failed to identify components of a plan, or to logically structure action steps and priorities. Plans were incomplete or overly complex. Resources were not properly utilized. Outcome monitoring and evaluation were not addressed.</p>	<p>Demonstrated full understanding of planning, organizing and evaluating. Planning approach showed appreciation for the influence of complex issues which impact the employee's area of responsibility. Plans had appropriate level of detail and proper priorities were established. Problems and opportunities were anticipated. Resource allocation was appropriate and/or efficient and on target. Plans included monitoring and evaluation criteria and mechanisms.</p>	<p>Planning approach showed grasp of complex issues which impact the employee's area of responsibility. Plans contained detailed coordination processes and contingency planning. Organization of resources was at an optimum to achieve objectives. Plans very effectively provided for an outcome evaluation process and improvement.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>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.</p>	<p>Demonstrated a poor approach to problem resolution and was slow in resolving problems. Had difficulty in making choices and establishing alternatives. Failed to identify and/or distinguish risks and benefits, needed considerable assistance in identifying alternatives and evaluating risks and benefits.</p>	<p>Performed as a competent problem solver. Exhibited a logical approach to problem solving. Considered risks and benefits in weighing alternatives.</p>	<p>Consistently exercised a logical, thorough approach to problem solving which resulted in meaningful solutions to complex problems.</p>		
<p>Project Management Organizes tasks and people in order to achieve specific project objectives.</p>	<p>Did not evaluate relevant factors or viable alternatives; had difficulty defining and identifying problems and finding solutions; did not establish project priorities. Missed project deadlines; did not consider impact on others; created disruption within work groups; costs were not considered in decisions or actions.</p>	<p>Insured that all involved had a common understanding of the objectives, priorities and development of the project; created and evaluated alternative solutions; anticipated problems; consistently met project deadlines, schedules and budget.</p>	<p>Achieved project objectives of substantial quality within or below budget, occasionally ahead of schedule through the managed effort of an empowered team which was focused on meeting or exceeding project requirements.</p>		
<p>Safety Contributes to a safe and secure working environment for self and others in the performance of the job functions and the delivery of services.</p>	<p>Failed to follow safety rules for self or to make safety a priority in dealing with others. Did not use available safety equipment or resources to maintain a safe work area. Behaved as if safety was not a critical element of the work environment. Was aware of conditions that affected operational and employee safety, but did not recommend safety improvements.</p>	<p>Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement.</p>	<p>Was a role model in demonstrating safety requirements. Implemented new and technically sound processes, procedures and equipment to enhance safety on a continuous. Created a safety culture dedicated to technical and operational excellence. Encouraged others to create, promote and maintain a safe work environment.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Self Management Sets well-defined and realistic courses of action to accomplish tasks or objectives; monitors own progress in order to achieve goals.</p>	Failed to establish plans to accomplish work; did not prioritize work or complete important work first; did not follow work plans. Was easily distracted or allowed less important work to interfere.	Established and adhered to goals; planned and scheduled in order to complete tasks or objectives. Prioritized work including multiple important tasks; modified and updated plans. Occasionally had contingency plans; allocated proper amount of time and personal resources to activities.	Established goals, plans and schedules to complete tasks taking into consideration controllable and uncontrollable variables; had detailed contingency plans and coordinated multiple processes; prioritized multiple important tasks. Organization of time and personal resources was at optimum level.		
<p>Team Building Creation of unity of purpose through development of a shared vision and shared objectives; and through appropriate delegation and shared accountability for results.</p>	Subordinates and/or project team members achieved few, if any objectives. There was no evidence of any attempt to clarify vision, jointly establish objectives, or otherwise create a team structure. Decision authority and latitude of action was not delegated.	Objectives were achieved through the establishment of a team vision and effort. Team efforts were encouraged and proactive steps taken to give members of the team appropriate authority levels and latitude of action. Documented success was due to a team working together from a shared vision, individual but shared objectives, and appropriate delegation with suitable controls established by the manager.	The achievement of objectives was superior as a result of a well-managed, participatory approach to the creation of the team's vision, establishing objectives and jointly set accountability with controls based on self-feedback of results.		
<p>Teamwork 1 Works collaboratively in a group as a team member to accomplish stated goals.</p>	Did not share information or cooperate with others on team. Engaged in negative interaction or promoted destructive conflict among team members. Failed to responsibly assume fair share of workload.	Supported the team in meeting or exceeding essential objectives. Responsibly accomplished work assignments in support of team objectives. Effectively cooperated with and contributed to help meet established team results. Worked to encourage good performance from others. Shared information in order to help team members accomplish goals. Encouraged other team members to be successful.	Supported the team in significantly exceeding the essential objectives. Contributed exceptionally well and maximized the effectiveness of the group. Gave regular feedback to team regarding process and accomplishments. Ensured that group goals had priority over individual recognition. Alternated appropriately between leader and member to achieve the best team results.		

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Job Related Factors	1	2	3	Interim	Final
<p>Teamwork 2 Works as a team member to accomplish team goals.</p>	<p>Teamwork achieved few, if any objectives and serious negative consequences resulted. No evidence of motivation and clarity of purpose.</p>	<p>Teamwork achieved or exceeded essential objectives. Motivation and clarity of purpose were evident within the group. Effectively contributed and coordinated with others.</p>	<p>Teamwork consistently achieved and exceeded required objectives. There was significant evidence of high motivation and clarity of purpose within the group. Contributed exceptionally well and maximized the effectiveness of the group.</p>		
<p>Technology Management Integrates available technologies into the workplace; develops strategies using technology to manage and improve program effectiveness; understands the impact of technology on the organization.</p>	<p>Failed to integrate available technology into the workplace with any success; did not take advantage of opportunities to develop strategies to use new technology to manage and improve program effectiveness; misunderstood the impact of technological changes on the organization.</p>	<p>Successfully integrated available technology into the workplace; developed productive strategies using new technology to manage and improve program effectiveness; understood the impact of technological changes on the organization and/or began to redefine the impact of technological changes on the organization.</p>	<p>Was extremely successful in integrating available technology into the workplace; developed very powerful strategies using new technology to manage and improve program effectiveness; fully understood and mastered the impact of technological changes on the organization.</p>		
<p>Vision Develops a broad, long-term view of an issue / challenge / problem and recommends/creates a strategy for future change. Takes the organization out of its normal operating domain by creating an environment that discovers and optimizes future opportunities. Uses similarities between current and prior trends/situations to successfully deal with future events.</p>	<p>Failed to create adequate strategies for the future growth of the organization. Took only a parochial view of social, political, and economic climates in charting a course for future organizational growth and direction.</p>	<p>Created new ideas and alternatives to be successful in a changing business environment. Generally initiated opportunities for long-term growth and was proactive in obviating future problems. Considered broad outcomes in developing alternatives and evaluating different possibilities for the future of the organization. Occasionally envisioned new possibilities, anticipated the future, and acted to develop a strategy for future growth.</p>	<p>Anticipated changing social, political and economic climates in consideration of possible future events. Created new opportunities or eliminated potential problems by considering the forces that will shape the future. Was proactive in creating long-term opportunities, leading others in making decisions and in acting today in anticipation of the near and distant future.</p>		

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Job Related Factors	1	2	3	Interim	Final
<p>Communication, Written Effective expression of ideas or concepts, utilizing appropriate grammar, organization and structure.</p>	<p>Written communication was poorly structured; was confusing due to poor structure or organization; contained or was hampered by poor grammar, or was difficult to read due to inadequate organization.</p>	<p>Written communication contained appropriate grammar and was well organized. Main points were understood by intended audience. Written communication was also concise, and appropriate for target audience; causing no confusion as to intent.</p>	<p>Written communication was letter perfect and clearly appropriate for target audience; it presented complex or technical information in a manner easily understood by target audience.</p>		
Job Related Subtotal					

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Section 3 - Computation and Conversion to Overall Rating

Computation		
Performance Factors	Interim Evaluation	Final Evaluation
Job Achievement Factor Subtotal		
Job Related Factor Subtotal		
Grand Total Points		

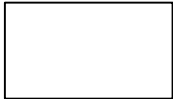
Conversion to Overall Rating		
<i>1 - Unsatisfactory (Points)</i>	<i>2 - Commendable (Points)</i>	<i>3 - Exceptional (Points)</i>
	Interim Evaluation Rating	Final Evaluation Rating
Overall		

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Section 4 - Justification Sheet and Development Plan - Interim



Justification for Interim Evaluation

During this rating period, the Ratee has successfully applied for three additional Federal grants not previously available to this department. Of the three applications, one was accepted, one denied on the grounds quantity of individuals to receive benefit from the grant, and we are still awaiting a response from the third application. The approved grant was for \$10,000, ear-marked for staff development for those working with the hearing impaired student population.

Staff training initiatives are “on course” for this time period. However, where the number of GED candidates has risen by 5%, the success rate for candidates has fallen by 3%. Further examination as to this result is required.

The Ratee has also developed a new curriculum for students, seeking a career in the computer field, to receive credit toward a Microsoft Network Administrator’s Certificate. Implementation of this program will start upon approval of funding. The Ratee will now have oversight of this program and the new Job Responsibility will be added to this PAR.

Interim Development Plan	
Specific Area(s) Identified for Development	Specific Action to be Taken by Ratee
Improvement of GED candidacy success rate.	Research in-house data as to why the success rate may have fallen. Research statewide data to see if a pattern had developed via a different exam, etc. A full report is due within 15 days with suggestions and a plan of action to improve the numbers to prior results.
Implement and follow through on new computer certification program	Document and chart results on a weekly basis. One year after approval provide a full report on the programs success. Seek additional grant money to support this and future similar type programs.

<p>I have reviewed Sections 1, 2, 3 and 4 of this package and have had a face-to-face meeting with my supervisor to discuss the Interim Rating, Justification, and Development Plan. This meeting was held on</p> <p>_____ (Date).</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I _____ Agree _____ Disagree with the Interim Rating. I _____ Agree _____ Disagree with the Justification. I _____ Agree _____ Disagree with the Development Plan.</p>	<p style="text-align: center;">Ratee Comments</p> <p style="text-align: center;"><i>(Use Additional Sheets as Necessary)</i></p>
<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p>	<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p>

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Section 5 - Justification Sheet and Development Plan - Final



Justification for Final Evaluation

The Ratee has continued to develop and implement effective training tools for the educational staff as well as valuable “real-life” programs for the student population. Their devotion to the educational profession is without question.

The Ratee has continued to apply for more grant funding and has exceeded the previous years total by 10%. Recently, the Ratee received a verbal commitment for thirteen “state of the art” computers to be donated by a local corporation.

Where previously there had been a decrease in our GED success rate, the Ratee implemented a series of review courses, based on our current curricula, to be used prior to the time of the examination. Since the implementation of that process, our success rate has risen to its previous level and now looks to go surpass the previous mark.

Final Development Plan	
Specific Area(s) Identified for Development	Specific Action to be Taken by Ratee
Continue to try to find funding for the computer certification program mentioned in the Interim Development Plan.	Develop plan of action to find funding that includes: <ul style="list-style-type: none"> • Writing Microsoft requesting a grant to fund the program. • Request from Microsoft a list of grants that may be applicable for support of the program. • Contact the Department of Labor inquiring on the available Workforce Investment funding. • Contact other corporations that may be willing to fund the program as well as hire the successful candidates.

<p>I have reviewed Sections 1, 2, 3 and 5 of this package and have had a face-to-face meeting with my supervisor to discuss the Final Rating, Justification and Development Plan. This meeting was held on</p> <p>_____ (Date).</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I _____ Agree _____ Disagree with the Final Rating. I _____ Agree _____ Disagree with the Justification. I _____ Agree _____ Disagree with the Development Plan.</p>	<p style="text-align: center;">Ratee Comments</p> <p style="text-align: center;"><i>(Use Additional Sheets as Necessary)</i></p>
<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p>	<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p>

APPENDIX C**Performance Assessment Review
PAR Committee Model
New Jersey Department of**

Employee Name:

Title: Education Program Specialist 1

Rating Period: July 1, 2004 – June 30, 2005

SSN:

Dept/Agency - Location:

Section 6 - Fact Sheet of Significant Performance Events

Description of Significant Performance Event	Rater Comments/Recommended Action
The Ratee developed a new curriculum for students to receive credit toward a Microsoft Network Administrator's Certificate. Implementation of this program will start upon approval of funding.	Will recommend that Ratee have supervision responsibility of this program statewide. _____ Ratee Initials Rater Initials Date
Ratee asked corporation for support in the schools computer program. Corporation donated 13 state of the art desktop computers, complete with operating system.	_____ Ratee Initials Rater Initials Date
	_____ Ratee Initials Rater Initials Date
	_____ Ratee Initials Rater Initials Date

Ratee Comments: *(Use Additional Sheets as Necessary)*

APPENDIX D**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name: _____

Title: Date Processing Analyst 1

Rating Period: July 1, 2004 – June 30, 2005

SSN: _____

Dept/Agency - Location: _____

Section 1 - Job Expectations

Major Goals of the Unit/Work Group	Major Goals of the Ratee
<p>Provide client agencies with support related to developing new conceptual, functional and detail designs for new and enhanced software applications.</p> <p>Maintain effective and efficient project management, as well as technical assistance to client agencies.</p> <p>Improve coding, testing, implementation and maintenance of information technology systems.</p>	<p>Identify and file requests for on going staff training. Monitor attendance and conduct comprehension testing within 3 working days after each class ends. Work one-on-one with staff failing test until knowledge is at full comprehension.</p> <p>Provide work assignments to assigned staff consistent with skill level and work load. Monitor work daily to ensure that designs, specs, coding, testing and documentation adhere to MIS standards.</p> <p>Develop Proposals - Examine user requirements, analyze their specific hardware and software needs, and discuss viable options. Proposals should be presented in 10 working day from final conference and include upgrades in system requirements, timeframes for implementation and hard and soft cost estimates.</p>

I have reviewed this package and have had a face-to-face meeting with my supervisor to discuss the Major Goals (Unit and Ratee), Major Job Responsibilities, Essential Criteria, Performance Factors, Point Accumulation Methodology, and the Evaluation Conversion to the Overall Rating by which I will be rated. **This meeting was held on**

(Date).

My signature indicates that I have been advised of these PAR elements.

Ratee: _____

Date: _____

I _____ Agree _____ Disagree with the elements of this PAR.

My signature indicates that the Ratee's positions have been noted.

Rater: _____

Date: _____

My signature indicates that the Ratee's positions have been noted.

Reviewer: _____

Date: _____

Ratee Comments*(Use Additional Sheets as Necessary)*

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Achievement Performance Factors Factors that are directly related to the outputs of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the commendable level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Goal Achievement Overall extent to which employee accomplishes established goals.	Achieved or exceeded major goals			
Cost Overall extent to which employee satisfies the essential cost criteria.	Met or occasionally exceeded essential cost criteria			
Quality of Work Overall extent to which Ratee thoroughly and accurately meets the quality criteria.	Achieved or occasionally exceeded all essential quality criteria.			
Quantity of Work Overall extent to which employee produces an acceptable amount of work as defined in the quantity criteria.	Produced acceptable or greater amount of work and met or occasionally exceeded essential quantity criteria			
Timeliness Overall extent to which employee meets work schedules and specified deadlines.	Met and occasionally completed assignments ahead of specified deadlines.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Conscientiousness Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.	Solved problems in own task area; displayed commitment to completing tasks; learned new skills to enhance own work. Occasionally took on added responsibilities when requested; displayed commitment to completing tasks.			
Creative Thinking Uses imagination to combine ideas or information in new ways.	Occasionally generated new ideas that had a positive impact.			
Customer Service Identifies and meets customer (internal and external) needs.	Accurately assessed customer needs; provided necessary or requested service within acceptable timeframes requiring few corrections or revisions; sought customer feedback and expression of satisfaction with work product. Occasionally sought alternative solutions.			
Decisiveness Readiness to make decisions, render judgments, and take actions based upon logical analysis of alternatives, evaluations of risks and benefits, and priority setting.	Made sound decisions, based on available facts, with appropriate timing. Could demonstrate that alternatives were considered and could show the risk/benefits of each alternative. Decision process led to consistently appropriate actions with positive business impact. Demonstrated skill at generating alternative courses of actions and was apt at laying out the risks/benefits of each alternative, and at establishing which alternatives were best in rank order. Actions stemming from decisions resulted in real, measurable positive business improvement or objective realization.			
Communication Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level and organization of materials. If communication is written, thoughts are expressed with appropriate grammar, organization and structure.	Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Written communication was concise and appropriate for target audience. Key points were understood by intended audience. Affirmed understanding with appropriate questions.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
External Awareness Monitors trends and developments in the external business / operational environment and prepares formal and informal projections on a timely basis for incorporation into tactical and strategic plans. Takes into account external changes, such as changing market/customer/ social/ political/operational conditions and forecasts and plans for their impact on mission attainment.	Regularly took steps to gather information and monitor changes and developments in the external environment. Anticipated changing conditions and took action to address them before a problem occurred. Regularly demonstrated a professional approach to data collection/analysis, using it to enhance mission/goal/objectives attainment whenever possible. Occasionally monitored trends and developments in the business/operational environment, exercising professional care/ diligence in data collection/analysis/reporting. Accurately forecasted and identified changing conditions and situations and reported same on timely basis for incorporation into tactical and strategic plans.			
Financial Management 1 Prepares, justifies, and or/ administers the budget for one or more program areas. Plans, administers and monitors expenditures to ensure cost effective support of programs and policies.	Budget preparation was successful, identifying the key required program budget elements and their probable costs. Justifications were persuasive, and were usually ultimately successful in securing authorizations of budget requests. Once approved, budgeted program expenditure planning was typically ample, targeted and timely, leading to substantive program support, with few gaps of significance. Expenditure reporting and monitoring analysis was usually timely and accurate; appropriate action was taken when necessary and cost effectiveness was maintained. Policies related to budgetary concerns were upheld.			
Financial Management 2 Manages a financial operation in conformity with State and Federal Law, OMB Requirements and Professional rules, standards and principles of the Financial Accounting Standards Board (FASB), the Government Accounting Standards Board (GASB) and Generally Accepted Accounting Principles (GAAP). Ensures the efficient, effective and professional management of financial/ accounting operations.	Followed appropriate policies, procedures and rules governing financial matters. Ensured financial/ accounting records, reports and related documents were completed in accordance with standard policies and procedures. Occasionally anticipated potential problems or emerging issues and addressed them. Demonstrated knowledge of current theory and practice in government finance and accounting.			
Flexibility Adapts behavior and work methods in response to changing conditions, new information, emergency situations and/or shifting priorities.	Demonstrated a capability to modify behavior in response to change. Generally adapted to changing conditions and emergency situations. Effectively performed work under varying conditions. Adjusted work behaviors and methods to accommodate for multiple demands, shifting priorities, ambiguity and rapid change in work situations.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Interpersonal Skills Uses interpersonal skills to take charge, direct, motivate or coordinate activities to achieve results and follow up.	Succeeded in gaining respect. Generated a positive working environment that produced expected results. Involved and motivated others to achieve desired results.			
Internal Controls Assures controls are developed and maintained to protect the integrity of the organization's resources and assets from fraud, waste, abuse, and mismanagement, including the development of appropriate policies and procedures. From a financial/ accounting/ auditing/ management perspective, provides "reasonable assurance" that an organization's objectives will be achieved.	Regularly followed proper internal control procedures regarding the assessment, control and reduction of risk regarding waste, fraud, abuse and mismanagement. Exercised care/diligence in the exercise of internal controls ensuring records, reports and related documents were completed and that the organization followed appropriate practices/policies/procedures to help attain organizational results.			
Job Knowledge/Skills Extent to which employee knows the details of the job. Understands job and applies necessary technical knowledge and skills.	Effectively demonstrated job knowledge and ability to answer queries. Knowledge and skills contributed to the work of the unit.			
Leadership Influencing individual and/or groups toward desired behaviors and results by accepting suitable leadership styles, using interpersonal skills and influencing organizational values and systems.	Demonstrated willingness to assume leadership roles. Influenced others towards desired behaviors or results. Style was usually commensurate with person/situation to achieve desired results or behaviors. Used interpersonal skills to influence individuals and/or group values. Ensured completed work complied with organizational standards and values. Ensured completed work complied with organizational standards and values.			
Manages Human Resources Sets performance expectations; provides feedback; develops employees; promotes cooperation and teamwork; appraises employee performance; identifies employees' needs and works with them to improve; encourages adherence to core values.	Set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Managing Resources Identifies all physical plant, material, vendor and staff resources required to complete operational projects; uses allocated resources effectively and efficiently. Regarding staff sets performance expectations; appraises employee performance; provides feedback; develops employees; promotes cooperation and teamwork; identifies employees' needs and works with them to improve; encourages adherence to core values.	Identified the resources required to accomplished assigned projects; utilized a resource control methodology which minimized the waste of resources. Regarding staff, set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided constant feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.			
Managing/Valuing Diversity Builds, maintains, and/or contributes to a work environment that is fair, equitable, inclusive and cooperative in valuing individual differences such as culture, race, ethnicity, religion, gender, sexual orientation, physical attributes, lifestyles, interests, values or other differences.	Incorporated different perspectives into work actions; fostered a fair and inclusive environment demonstrating respect for others. Worked towards a proactive approach in soliciting and using contributions from diverse perspectives.			
Negotiation Explores alternative positions to reach outcomes that gain support and acceptance; communicates in a manner that gains agreement and ownership.	Built consensus in order to meet desired outcomes. Explored positions to reach outcomes that would gain support and acceptance. Gained agreement or acceptance of plans or proposals from others. Developed strategies for giving on some points and standing firm on others in order to achieve desired outcome. Conferred with counterparts to negotiate solutions to problems.			
Oral Communication Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level, and organization of materials.	Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Verbal communications, formal and informal, were consistently well organized, well structured and to the point. Affirmed understanding with appropriate questions.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Organizational Awareness Understands how social/cultural, political, technological and organizational forces/ systems work, and operates effectively to insure that changing conditions impact employees, operations and mission attainment in accord with procedures, rules and regulations of the work/organization.	Regularly took specific steps to be aware of and to monitor changes and developments in the internal organizational environment. Anticipated potentially adverse changes and took action to address them before a problem occurs. Was sensitive and/or responsive to conditions in the internal operating environment that impact employees, operations and mission attainment. Monitored conditions within the internal operating environment and their impact on employees, operations and mission attainment. Understood the importance of a stable internal environment and dealt with competing social, technical, organizational and political demands.			
Planning, Organizing, and Evaluating Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threat or opportunities to achievement of objectives and strategies.	Demonstrated full understanding of planning, organizing and evaluating. Planning approach showed appreciation for the influence of complex issues which impact the employee's area of responsibility. Plans had appropriate level of detail and proper priorities were established. Problems and opportunities were anticipated. Resource allocation was appropriate and/or efficient and on target. Plans included monitoring and evaluation criteria and mechanisms.			
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.	Performed as a competent problem solver. Exhibited a logical approach to problem solving. Considered risks and benefits in weighing alternatives.			
Project Management Organizes tasks and people in order to achieve specific project objectives.	Insured that all involved had a common understanding of the objectives, priorities and development of the project; created and evaluated alternative solutions; anticipated problems; consistently met project deadlines, schedules and budget.			
Safety Contributes to a safe and secure working environment for self and others in the performance of the job functions and the delivery of services.	Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Self Management Sets well-defined and realistic courses of action to accomplish tasks or objectives; monitors own progress in order to achieve goals.	Established and adhered to goals; planned and scheduled in order to complete tasks or objectives. Prioritized work including multiple important tasks; modified and updated plans. Occasionally had contingency plans; allocated proper amount of time and personal resources to activities.			
Team Building Creation of unity of purpose through development of a shared vision and shared objectives; and through appropriate delegation and shared accountability for results.	Objectives were achieved through the establishment of a team vision and effort. Team efforts were encouraged and pro-active steps taken to give members of the team appropriate authority levels and latitude of action. Documented success was due to a team working together from a shared vision, individual but shared objectives, and appropriate delegation with suitable controls established by the manager.			
Teamwork 1 Works collaboratively in a group as a team member to accomplish stated goals.	Supported the team in meeting or exceeding essential objectives. Responsibly accomplished work assignments in support of team objectives. Effectively cooperated with and contributed to help meet established team results. Worked to encourage good performance from others. Shared information in order to help team members accomplish goals. Encouraged other team members to be successful.			
Teamwork 2 Works as a team member to accomplish team goals.	Teamwork achieved or exceeded essential objectives. Motivation and clarity of purpose were evident within the group. Effectively contributed and coordinated with others.			
Technology Management Integrates available technologies into the workplace; develops strategies using technology to manage and improve program effectiveness; understands the impact of technology on the organization.	Successfully integrated available technology into the workplace; developed productive strategies using new technology to manage and improve program effectiveness; understood the impact of technological changes on the organization and/or began to redefine the impact of technological changes on the organization.			
Vision Develops a broad, long-term view of an issue/ challenge/problem and recommends/creates a strategy for future change. Takes the organization out of its normal operating domain by creating an environment that discovers and optimizes future opportunities. Uses similarities between current and prior trends/situations to successfully deal with future events.	Created new ideas and alternatives to be successful in a changing business environment. Generally initiated opportunities for long-term growth and was proactive in obviating future problems. Considered broad outcomes in developing alternatives and evaluating different possibilities for the future of the organization. Occasionally envisioned new possibilities, anticipated the future, and acted to develop a strategy for future growth.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Written Communication Effective expression of ideas or concepts, utilizing appropriate grammar, organization and structure.	Written communication contained appropriate grammar and was well organized. Main points were understood by intended audience. Written communication was also concise, and appropriate for target audience; causing no confusion as to intent.			
Valuing Diversity Extent to which employee contributes to a productive and harmonious working environment by acting in a respectful manner towards people in the workplace.	Recognizes ethnic, cultural, religious, physical, gender and other individual differences, and makes appropriate accommodation in order to complete an assignment. Respectful treatment of fellow workers, keeping an open line of communication. Willingness to cooperate with others who hold different views in order to complete the task/job at hand. Employee understands his/her part in shaping the environment.			
Total Checks	(Record the Total Number of Checks in Each Column)	___4	___4	___4
Check Value Total	(Multiply Total of Checks by Designated Number in Column)	X 1	X 2	X 3
Points Accumulated	(Record Results of Column Multiplication)			
Total Points Accumulated	(Total All Points Across All Columns)			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 2 - Conversion to Overall Ratings

Interim Rating		
1 - Unsatisfactory (Points)	2 - Commendable (Points)	3 - Exceptional (Points)

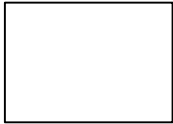
Interim Rating

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 3 - Justification Sheet and Development Plan - Interim



Justification for Interim Evaluation

Due to reorganization, the Rater has been assigned the duties of an additional unit whose supervisor left on emergency leave. With this transition, the Rater assumed the responsibility of two Mainframe programs of which he had limited knowledge. Currently, each unit has a work backlog of approximately 40 working days. The Rater has requested advanced training on each Mainframe program and for additional Analyst II with experience on each program.

Interim Development Plan	
Specific Area(s) Identified for Development	Specific Action to be Taken by Ratee
Gain experience and knowledge on Mainframe QR & DD	Rater will work with Ratee one hour each day to address current development and training needs for each program.

<p>I have reviewed Sections 1, 2, and 3 of this package and have had a face-to-face meeting with my supervisor to discuss the Interim Rating, Justification, and Development Plan. This meeting was held on</p> <p>_____ (Date).</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I _____ Agree _____ Disagree with the Interim Rating. I _____ Agree _____ Disagree with the Justification. I _____ Agree _____ Disagree with the Development Plan</p>	<p style="text-align: center;">Ratee Comments</p> <p style="text-align: center;">(Use Additional Sheets as Necessary)</p>
<p>My signature indicates that the Ratee's positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p>	<p>My signature indicates that the Ratee's positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p>

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Achievement Performance Factors Factors that are directly related to the outputs of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the commendable level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Goal Achievement Overall extent to which employee accomplishes established goals.	Achieved or exceeded major goals			
Cost Overall extent to which employee satisfies the essential cost criteria.	Met or occasionally exceeded essential cost criteria			
Quality of Work Overall extent to which Ratee thoroughly and accurately meets the quality criteria.	Achieved or occasionally exceeded all essential quality criteria.			
Quantity of Work Overall extent to which employee produces an acceptable amount of work as defined in the quantity criteria.	Produced acceptable or greater amount of work and met or occasionally exceeded essential quantity criteria			
Timeliness Overall extent to which employee meets work schedules and specified deadlines.	Met and occasionally completed assignments ahead of specified deadlines.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst I	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Conscientiousness Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.	Solved problems in own task area; displayed commitment to completing tasks; learned new skills to enhance own work. Occasionally took on added responsibilities when requested; displayed commitment to completing tasks.			
Creative Thinking Uses imagination to combine ideas or information in new ways.	Occasionally generated new ideas that had a positive impact.			
Customer Service Identifies and meets customer (internal & external) needs.	Accurately assessed customer needs; provided necessary or requested service within acceptable timeframes requiring few corrections or revisions; sought customer feedback and expression of satisfaction with work product. Occasionally sought alternative solutions.			
Decisiveness Readiness to make decisions, render judgements, and take actions based upon logical analysis of alternatives, evaluations of risks and benefits, and priority setting.	Made sound decisions, based on available facts, with appropriate timing. Could demonstrate that alternatives were considered and could show the risk/benefits of each alternative. Decision process led to consistently appropriate actions with positive business impact. Demonstrated skill at generating alternative courses of actions and was apt at laying out the risks/benefits of each alternative, and at establishing which alternatives were best in rank order. Actions stemming from decisions resulted in real, measurable positive business improvement or objective realization.			
Communication Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level and organization of materials. If communication is written, thoughts are expressed with appropriate grammar, organization and structure.	Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Written communication was concise and appropriate for target audience. Key points were understood by intended audience. Affirmed understanding with appropriate questions.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst I	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
External Awareness Monitors trends and developments in the external business / operational environment and prepares formal and informal projections on a timely basis for incorporation into tactical and strategic plans. Takes into account external changes, such as changing market/customer/ social/political/operational conditions and forecasts and plans for their impact on mission attainment.	Regularly took steps to gather information and monitor changes and developments in the external environment. Anticipated changing conditions and took action to address them before a problem occurred. Regularly demonstrated a professional approach to data collection/analysis, using it to enhance mission/goal/objectives attainment whenever possible. Occasionally monitored trends and developments in the business/operational environment, exercising professional care/ diligence in data collection/analysis/reporting. Accurately forecasted and identified changing conditions and situations and reported same on timely basis for incorporation into tactical and strategic plans.			
Financial Management 1 Prepares, justifies, and or/ administers the budget for one or more program areas. Plans, administers and monitors expenditures to ensure cost effective support of programs and policies.	Budget preparation was successful, identifying the key required program budget elements and their probable costs. Justifications were persuasive, and were usually ultimately successful in securing authorizations of budget requests. Once approved, budgeted program expenditure planning was typically ample, targeted and timely, leading to substantive program support, with few gaps of significance. Expenditure reporting and monitoring analysis was usually timely and accurate; appropriate action was taken when necessary and cost effectiveness was maintained. Policies related to budgetary concerns were upheld.			
Financial Management 2 Manages a financial operation in conformity with State and Federal Law, OMB Requirements and Professional rules, standards and principles of the Financial Accounting Standards Board (FASB), the Government Accounting Standards Board (GASB) and Generally Accepted Accounting Principles (GAAP). Ensures the efficient, effective and professional management of financial/ accounting operations.	Followed appropriate policies, procedures and rules governing financial matters. Ensured financial/ accounting records, reports and related documents were completed in accordance with standard policies and procedures. Occasionally anticipated potential problems or emerging issues and addressed them. Demonstrated knowledge of current theory and practice in government finance and accounting.			
Flexibility Adapts behavior and work methods in response to changing conditions, new information, emergency situations and/or shifting priorities.	Demonstrated a capability to modify behavior in response to change. Generally adapted to changing conditions and emergency situations. Effectively performed work under varying conditions. Adjusted work behaviors and methods to accommodate for multiple demands, shifting priorities, ambiguity and rapid change in work situations.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst I	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Interpersonal Skills Uses interpersonal skills to take charge, direct, motivate or coordinate activities to achieve results and follow up.	Succeeded in gaining respect. Generated a positive working environment that produced expected results. Involved and motivated others to achieve desired results.			
Internal Controls Assures controls are developed and maintained to protect the integrity of the organization's resources and assets from fraud, waste, abuse, and mismanagement, including the development of appropriate policies and procedures. From a financial/ accounting/ auditing/ management perspective, provides "reasonable assurance" that an organization's objectives will be achieved.	Regularly followed proper internal control procedures regarding the assessment, control and reduction of risk regarding waste, fraud, abuse and mismanagement. Exercised care/diligence in the exercise of internal controls ensuring records, reports and related documents were completed and that the organization followed appropriate practices/policies/procedures to help attain organizational results.			
Job Knowledge/Skills Extent to which employee knows the details of the job. Understands job and applies necessary technical knowledge and skills.	Effectively demonstrated job knowledge and ability to answer queries. Knowledge and skills contributed to the work of the unit.			
Leadership Influencing individual and/or groups toward desired behaviors and results by accepting suitable leadership styles, using interpersonal skills and influencing organizational values and systems.	Demonstrated willingness to assume leadership roles. Influenced others towards desired behaviors or results. Style was usually commensurate with person/situation to achieve desired results or behaviors. Used interpersonal skills to influence individuals and/or group values. Ensured completed work complied with organizational standards and values. Ensured completed work complied with organizational standards and values.			
Manages Human Resources Sets performance expectations; provides feedback; develops employees; promotes cooperation and teamwork; appraises employee performance; identifies employees' needs and works with them to improve; encourages adherence to core values.	Set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Managing Resources Identifies all physical plant, material, vendor and staff resources required to complete operational projects; uses allocated resources effectively and efficiently. Regarding staff sets performance expectations; appraises employee performance; provides feedback; develops employees; promotes cooperation and teamwork; identifies employees' needs and works with them to improve; encourages adherence to core values.	Identified the resources required to accomplished assigned projects; utilized a resource control methodology which minimized the waste of resources. Regarding staff, set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided constant feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.			
Managing/Valuing Diversity Builds, maintains, and/or contributes to a work environment that is fair, equitable, inclusive and cooperative in valuing individual differences such as culture, race, ethnicity, religion, gender, sexual orientation, physical attributes, lifestyles, interests, values or other differences.	Incorporated different perspectives into work actions; fostered a fair and inclusive environment demonstrating respect for others. Worked towards a proactive approach in soliciting and using contributions from diverse perspectives.			
Negotiation Explores alternative positions to reach outcomes that gain support and acceptance; communicates in a manner that gains agreement and ownership.	Built consensus in order to meet desired outcomes. Explored positions to reach outcomes that would gain support and acceptance. Gained agreement or acceptance of plans or proposals from others. Developed strategies for giving on some points and standing firm on others in order to achieve desired outcome. Conferred with counterparts to negotiate solutions to problems.			
Oral Communication Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level, and organization of materials.	Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Verbal communications, formal and informal, were consistently well organized, well structured and to the point. Affirmed understanding with appropriate questions.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Organizational Awareness Understands how social/cultural, political, technological and organizational forces/ systems work, and operates effectively to insure that changing conditions impact employees, operations and mission attainment in accord with procedures, rules and regulations of the work/organization.	Regularly took specific steps to be aware of and to monitor changes and developments in the internal organizational environment. Anticipated potentially adverse changes and took action to address them before a problem occurs. Was sensitive and/or responsive to conditions in the internal operating environment that impact employees, operations and mission attainment. Monitored conditions within the internal operating environment and their impact on employees, operations and mission attainment. Understood the importance of a stable internal environment and dealt with competing social, technical, organizational and political demands.			
Planning, Organizing and Evaluating Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threat or opportunities to achievement of objectives and strategies.	Demonstrated full understanding of planning, organizing and evaluating. Planning approach showed appreciation for the influence of complex issues which impact the employee's area of responsibility. Plans had appropriate level of detail and proper priorities were established. Problems and opportunities were anticipated. Resource allocation was appropriate and/or efficient and on target. Plans included monitoring and evaluation criteria and mechanisms.			
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 judgements.	Performed as a competent problem solver. Exhibited a logical approach to problem solving. Considered risks and benefits in weighing alternatives.			
Project Management Organizes tasks and people in order to achieve specific project objectives.	Insured that all involved had a common understanding of the objectives, priorities and development of the project; created and evaluated alternative solutions; anticipated problems; consistently met project deadlines, schedules and budget.			
Safety Contributes to a safe and secure working environment for self and others in the performance of the job functions and the delivery of services.	Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst I	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Self Management Sets well-defined and realistic courses of action to accomplish tasks or objectives; monitors own progress in order to achieve goals.	Established and adhered to goals; planned and scheduled in order to complete tasks or objectives. Prioritized work including multiple important tasks; modified and updated plans. Occasionally had contingency plans; allocated proper amount of time and personal resources to activities.			
Team Building Creation of unity of purpose through development of a shared vision and shared objectives; and through appropriate delegation and shared accountability for results.	Objectives were achieved through the establishment of a team vision and effort. Team efforts were encouraged and pro-active steps taken to give members of the team appropriate authority levels and latitude of action. Documented success was due to a team working together from a shared vision, individual but shared objectives, and appropriate delegation with suitable controls established by the manager.			
Teamwork 1 Works collaboratively in a group as a team member to accomplish stated goals.	Supported the team in meeting or exceeding essential objectives. Responsibly accomplished work assignments in support of team objectives. Effectively cooperated with and contributed to help meet established team results. Worked to encourage good performance from others. Shared information in order to help team members accomplish goals. Encouraged other team members to be successful.			
Teamwork 2 Works as a team member to accomplish team goals.	Teamwork achieved or exceeded essential objectives. Motivation and clarity of purpose were evident within the group. Effectively contributed and coordinated with others.			
Technology Management Integrates available technologies into the workplace; develops strategies using technology to manage and improve program effectiveness; understands the impact of technology on the organization.	Successfully integrated available technology into the workplace; developed productive strategies using new technology to manage and improve program effectiveness; understood the impact of technological changes on the organization and/or began to redefine the impact of technological changes on the organization.			
Vision Develops a broad, long-term view of an issue/ challenge/problem and recommends/creates a strategy for future change. Takes the organization out of its normal operating domain by creating an environment that discovers and optimizes future opportunities. Uses similarities between current and prior trends/situations to successfully deal with future events.	Created new ideas and alternatives to be successful in a changing business environment. Generally initiated opportunities for long-term growth and was proactive in obviating future problems. Considered broad outcomes in developing alternatives and evaluating different possibilities for the future of the organization. Occasionally envisioned new possibilities, anticipated the future, and acted to develop a strategy for future growth.			

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Job Related Performance Factors Behaviors that support the overall performance of the job.	Essential Criteria Statement of conditions that exist when a job has been completed at the Successful level.	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Written Communication Effective expression of ideas or concepts, utilizing appropriate grammar, organization and structure.	Written communication contained appropriate grammar and was well organized. Main points were understood by intended audience. Written communication was also concise, and appropriate for target audience; causing no confusion as to intent.			
Valuing Diversity Extent to which employee contributes to a productive and harmonious working environment by acting in a respectful manner towards people in the workplace.	Recognizes ethnic, cultural, religious, physical, gender and other individual differences, and makes appropriate accommodation in order to complete an assignment. Respectful treatment of fellow workers, keeping an open line of communication. Willingness to cooperate with others who hold different views in order to complete the task/job at hand. Employee understands his/her part in shaping the environment.			
Total Checks	(Record the Total Number of Checks in Each Column)	_ 4	_ 4	_ 4
Check Value Total	(Multiply Total of Checks by Designated Number in Column)	X 1	X 2	X 3
Points Accumulated	(Record Results of Column Multiplication)			
Total Points Accumulated	(Total All Points Across All Columns)			

Model # _____

Rating Cycle Ending 6/2005

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Data Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 2 - Conversion to Overall Ratings

Final Rating		
1 - Unsatisfactory (Points)	2 - Commendable (Points)	3 - Exceptional (Points)

Final Rating

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Date Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 4 - Justification Sheet and Development Plan - Final



Justification for Final Evaluation

Since the last rating, the Ratee has been able to maintain the goals of both units and has decreased the backlog of work down to 25 days. The Ratee has made strides in learning both of the new assigned systems. Also the Ratee has made improvements in his delegation and communication skills. Increased use of written documentation has reduced “programming down time” due to scheduling conflicts. Also by implementing a suggestion from a team member, the time in testing programs has been reduced.

Final Development Plan	
Specific Area(s) Identified for Development	Specific Action to be Taken by Ratee
Develop new “team” approach for each unit	Ratee to take HRDI course on February 1 on Team Building. Meet with Rater to develop outline of implementing team approach by end of rating cycle.

<p>I have reviewed Sections 1, 2, and 4 of this package and have had a face-to-face meeting with my supervisor to discuss the Final Rating, Justification, and Development Plan. This meeting was held on</p> <p>_____ (Date).</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I _____ Agree _____ Disagree with the Interim Rating. I _____ Agree _____ Disagree with the Justification. I _____ Agree _____ Disagree with the Development Plan</p>	<p style="text-align: center;">Ratee Comments</p> <p style="text-align: center;">(Use Additional Sheets as Necessary)</p>
<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p>	<p>My signature indicates that the Ratee’s positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p>

APPENDIX D

**Performance Assessment Review
Performance Factor Checklist
New Jersey Department of**

Employee Name:	Title: Data Processing Analyst 1	Rating Period: July 1, 2004 – June 30, 2005
SSN:	Dept/Agency - Location:	

Section 5 - Fact Sheet of Significant Performance Events

Description of Significant Performance Event	Rater Comments/Recommended Action
	<p style="text-align: right;">Ratee Initials Rater Initials Date</p>
Description of Significant Performance Event	Rater Comments/Recommended Action
	<p style="text-align: right;">Ratee Initials Rater Initials Date</p>
Description of Significant Performance Event	Rater Comments/Recommended Action
	<p style="text-align: right;">Ratee Initials Rater Initials Date</p>
Description of Significant Performance Event	Rater Comments/Recommended Action
	<p style="text-align: right;">Ratee Initials Rater Initials Date</p>

<p>Ratee Comments: <i>(Use Additional Sheets as Necessary)</i></p>

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
1. Prepare, process and maintain accurate files, records and reports for all customer claims.	Claims previously processed in 45 days should now be processed in 40 days after knockdown. Work in conjunction with other regions to design process to improve processing time. All files, records and reports should be maintained on a daily basis.			
2. Assign emergency calls to appropriate personnel.	Immediately assign emergency calls to the proper mechanics. Document time call received, time mechanic was dispatched, time mechanic arrived at site, and time mechanic finished repair. Also immediately notify appropriate police, public officials and utility companies			
3. Order, receive and verify all purchased equipment	Process all purchase orders within 24 hours of receipt with appropriate account numbers and job numbers. Upon delivery, verify order, (following unit procedures-noting discrepancies if applicable) processing "same day" report for vendor payment.			
4. Preparation of all written correspondence and reports for unit.	Prepares written responses to all correspondence, for Director approval, within 48 hours of receipt. Prepares monthly reports within five working days after the end of the month. All correspondence and reports due with zero errors. Review all unit related e-mail for corrections and suggestions, as written.			
5. Analyze all reports submitted by employees.	Review accuracy of job numbers, location, directive number, work order number, and date for maintaining accuracy of all traffic signal, street lighting and drawbridge equipment. Information to be reviewed and sent 48 hours after receipt.			
6.				
7.				
8.				
9. Exhibits Conscientiousness by displaying high levels of effort and commitment towards performing work; demonstrates responsible behavior.	Solved problems in own task area; completed all assigned work according to schedule; learned new skills to enhance own work.			
10. Provides Customer Service by identifying and meeting customer needs (internal and external).	Accurately assesses customer needs; provides necessary or requested service within acceptable time frames requiring few corrections or revisions; seeks customer feedback and expression of satisfaction with work product.			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
11. Effectively Communicates ideas, concepts or directions orally and in writing.	Seldom miscommunicates ideas, thoughts or directions. Asks appropriate questions and involves the listener. Seeks clarification and affirms understanding in verbal exchanges. Uses appropriate non-verbal communication. Formal presentations are organized, have appropriate detail and are completed within established timeframes. Written communication contains appropriate grammar, is well organized and completed within established timeframes. Generally intended audience understands main points.			
12. Displays Flexibility by adapting behavior and work methods in response to changing conditions, new information, emergency situations and/or shifting priorities.	Took Steps to modify behavior in response to change. Generally adapted to changing conditions and emergency situations. Effectively performed work under varying conditions. Adjusted work behaviors and methods to accommodate for multiple demands, shifting priorities, ambiguity and rapid change in work situations.			
13. Exhibits appropriate Job Knowledge and Skills; knows the details of the job.	Effectively demonstrated knowledge; was able to answer many queries; contributed as expected.			
14. Displays Leadership skills by influencing individual and or/groups toward desired behaviors and results; by accepting suitable leadership styles, using interpersonal skills and influencing organizational values and systems.	Demonstrated willingness to assume leadership roles when appropriate. Influenced others towards desired behaviors or results. Style was usually commensurate with person/situation to achieve desired results or behaviors. Used interpersonal skills to influence individuals and/or group values. Ensured completed work complied with organizational standards and values.			
15. Manages Human Resources by setting performance expectations; providing feedback; developing employees; promoting cooperation and teamwork; appraising employee performance; identifying employees' needs and working with them to improve; encouraging adherence to core values.	Set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
16. Manages and/or Values Diversity by building, maintaining, and/or contributing to a work environment that is fair, equitable, inclusive and cooperative in valuing individual differences such as culture, race, ethnicity, religion, gender, sexual orientation, physical attributes, lifestyles, interests, values or other differences.	Incorporated different perspectives into work actions; fostered a fair and inclusive environment demonstrating respect for others. Worked towards a proactive approach in soliciting and using contributions from diverse perspectives.			
17. Plans, Organizes and Evaluates by determining objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threat or opportunities to achievement of objectives and strategies.	Demonstrated full understanding of planning, organizing and evaluating. Planning approach showed appreciation for the influence of complex issues, which impact the employee's area of responsibility. Plans had appropriate level of detail and proper priorities were established. Problems and opportunities were anticipated. Resource allocation was appropriate and/or efficient and on target. Plans included monitoring and evaluating criteria and mechanisms.			
18. Demonstrates Problem Solving Skills by identifying and analyzing problems; using sound reasoning to arrive at conclusion; finding alternative solutions to complex problems; distinguishing between relevant and irrelevant information to make logical judgments.	Is usually a competent problem solver. Usually exhibits a logical approach to problem solving. Considers risks and benefits in weighing alternatives. Seldom fails to identify problems and possible solutions.			
19. Ensures Safety by maintaining a safe and secure work environment for self and others in the performance of the job functions and the delivery of service.	Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement.			
20. Exercises Teamwork within the work group by working collaboratively as a team member to accomplish stated goals.	Supports the team in meeting essential objectives. Responsibly accomplishes work assignments within established timeframes in support of team objectives. Effectively cooperates with and contributes to help meet established team results. Works to encourage good performance from others.			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Interim Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
Check Total	(Record the Total Number of Checks in Each Column)	___4	___4	___4
Check Value Total	(Multiply Total of Checks by Designated Number in Column)	X 1	X 2	X 3
Points Accumulated	(Record Results of Column Multiplication)			
Total Points Accumulated	(Total All Points Across All Columns)			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9. Exhibits Conscientiousness by displaying high levels of effort and commitment towards performing work; demonstrates responsible behavior.	Solved problems in own task area; completed all assigned work according to schedule; learned new skills to enhance own work.			
10. Provides Customer Service by identifying and meeting customer needs (internal & external).	Accurately assesses customer needs; provides necessary or requested service within acceptable time frames requiring few corrections or revisions; seeks customer feedback and expression of satisfaction with work product.			
11. Effectively Communicates ideas, concepts or directions orally and in writing.	Seldom miscommunicates ideas, thoughts or directions. Asks appropriate questions and involves the listener. Seeks clarification and affirms understanding in verbal exchanges. Uses appropriate non-verbal communication. Formal presentations are organized, have appropriate detail and are completed within established timeframes. Written communication contains appropriate grammar, is well organized and completed within established timeframes. Generally intended audience understands main points.			
18. Displays Flexibility by adapting behavior and work methods in response to changing conditions, new information, emergency situations and/or shifting priorities.	Took Steps to modify behavior in response to change. Generally adapted to changing conditions and emergency situations. Effectively performed work under varying conditions. Adjusted work behaviors and methods to accommodate for multiple demands, shifting priorities, ambiguity and rapid change in work situations.			
19. Exhibits appropriate Job Knowledge and Skills; knows the details of the job.	Effectively demonstrated knowledge; was able to answer many queries; contributed as expected.			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
20. Displays Leadership skills by influencing individual and or/groups toward desired behaviors and results; by accepting suitable leadership styles, using interpersonal skills and influencing organizational values and systems.	Demonstrated willingness to assume leadership roles when appropriate. Influenced others towards desired behaviors or results. Style was usually commensurate with person/situation to achieve desired results or behaviors. Used interpersonal skills to influence individuals and/or group values. Ensured completed work complied with organizational standards and values.			
21. Manages Human Resources by setting performance expectations; providing feedback; developing employees; promoting cooperation and teamwork; appraising employee performance; identifying employees' needs and working with them to improve; encouraging adherence to core values.	Set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.			
22. Manages and/or Values Diversity by building, maintaining, and/or contributing to a work environment that is fair, equitable, inclusive and cooperative in valuing individual differences such as culture, race, ethnicity, religion, gender, sexual orientation, physical attributes, lifestyles, interests, values or other differences.	Incorporated different perspectives into work actions; fostered a fair and inclusive environment demonstrating respect for others. Worked towards a proactive approach in soliciting and using contributions from diverse perspectives.			
23. Plans, Organizes and Evaluates by determining objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threat or opportunities to achievement of objectives and strategies.	Demonstrated full understanding of planning, organizing and evaluating. Planning approach showed appreciation for the influence of complex issues, which impact the employee's area of responsibility. Plans had appropriate level of detail and proper priorities were established. Problems and opportunities were anticipated. Resource allocation was appropriate and/or efficient and on target. Plans included monitoring and evaluating criteria and mechanisms.			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 1 - Job Expectations and Evaluation (Continued)

Final Evaluation				
Major Job Responsibilities	Essential Criteria <small>Statement of conditions that exist when a job has been completed at the commendable level.</small>	(1) Failed to Achieve Essential Criteria	(2) Achieved Essential Criteria	(3) Significantly Exceeded Essential Criteria
24. Demonstrates Problem Solving skills by identifying and analyzing problems; using sound reasoning to arrive at conclusion; finding alternative solutions to complex problems; distinguishing between relevant and irrelevant information to make logical judgments.	Is usually a competent problem solver. Usually exhibits a logical approach to problem solving. Considers risks and benefits in weighing alternatives. Seldom fails to identify problems and possible solutions.			
25. Ensures Safety by maintaining a safe and secure work environment for self and others in the performance of the job functions and the delivery of service.	Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement.			
26. Exercises Teamwork within the work group by working collaboratively as a team member to accomplish stated goals.	Supports the team in meeting essential objectives. Responsibly accomplishes work assignments within established timeframes in support of team objectives. Effectively cooperates with and contributes to help meet established team results. Works to encourage good performance from others.			
Check Total	(Record the Total Number of Checks in Each Column)	_4	_4	_4
Check Value Total	(Multiply Total of Checks by Designated Number in Column)	X 1	X 2	X 3
Points Accumulated	(Record Results of Column Multiplication)			
Total Points Accumulated	(Total All Points Across All Columns)			

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 2 - Conversion to Overall Ratings

Interim Rating		
1 - Unsatisfactory (Points)	2 - Commendable (Points)	3 - Exceptional (Points)

Interim Rating

Final Rating		
1 - Unsatisfactory (Points)	2 - Commendable (Points)	3 - Exceptional (Points)

Final Rating

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 3 - Justification Sheet and Development Plan - Interim



Justification for Interim Evaluation

The Ratee has mastered all basic internal Electrical Claims Systems, Procurement Process Systems and Maintenance Management Systems. Ratee now needs to become familiar with the intricate system procedures. All reports and correspondence have been presented on or before the due dates. However, most reports have been submitted with one or two errors. While correcting the errors has not delayed the reports or documents from reaching their destination within the required timeframes, the repetitiveness of the same errors does become time consuming and disconcerting. Progress has been made for the Ratee to become the main liaison for the unit's internal and external communications. The beginning assignments have been conducted with very little modification.

Interim Development Plan	
Specific Area(s) Identified for Development	Specific Action to be Taken by Ratee
<p>Needs to become more familiar with all processing "systems."</p> <p>Develop confidence in ability to present information to external customers.</p>	<p>Ratee will enroll in Microsoft Access training through HRDI. There are 3 classes in the series. Class I beings July 13th. Class II & III will be taken during the next rating cycle.</p> <p>Rater and Ratee will meet each Tuesday at 3:30pm to review the issues that were addressed over the last week. The Rater will also select a specific topic to explain and develop an understanding with the Ratee each week.</p>

<p>I have reviewed Sections 1, 2 and 3 of this package and have had a face-to-face meeting with my supervisor to discuss the Interim Rating, Justification and Development Plan. This meeting was held on _____ (Date).</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee _____</p> <p>Date _____</p> <p>I _____ Agree _____ Disagree with the Interim Rating. I _____ Agree _____ Disagree with the Justification. I _____ Agree _____ Disagree with the Development Plan.</p>	<p>Ratee Comments</p> <p style="text-align: center;"><i>(Use Additional Sheets as Necessary)</i></p>
<p>My signature indicates that the Ratee's positions have been noted.</p> <p>Rater _____</p> <p>Date _____</p>	<p>My signature indicates that the Ratee's positions have been noted.</p> <p>Reviewer _____</p> <p>Date _____</p>

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 4 - Justification Sheet and Development Plan - Final



Justification for Final Evaluation

The Ratee has taken the lead and implemented an Overtime Tracking Program increasing the Unit's efficiency. The additional "systems" training has assisted in developing the skills and knowledge to where the level of proficiency has shown improvement. The reports and correspondence prepared by the Ratee continue to need additional review for errors. While there has been improvement, further corrective action is needed to meet the criteria. The Ratee has effectively handled three emergencies during the year. Repair Units reported having the correct information made available at first contact. The Ratee has also shown great strides in their external customer contact. A letter was received from one municipality conveying their appreciation for the timely information provided by the Ratee

Final Development Plan	
Specific Area(s) Identified for Development	Specific Action to be Taken by Ratee
Continue to become more familiar with all processing "systems."	Ratee has enrolled Microsoft Access training through HRDI for Class II & III. Classes to be finished by the end of December.
Develop confidence in ability to present information to external customers.	Rater and Ratee will continue to meet each Tuesday at 3:30pm to review the issues that were addressed over the last week. The Ratee will now select a specific topic to present to the Rater to show their level of knowledge on each topic.
Eliminate report, document and correspondence errors.	Have team member review each document after your review.

<p>I have reviewed Sections 1, 2 and 4 of this package and have had a face-to-face meeting with my supervisor to discuss the Final Rating, Justification and Development Plan. This meeting was held on _____ (Date).</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee _____</p> <p>Date _____</p> <p>I _____ Agree _____ Disagree with the Interim Rating. I _____ Agree _____ Disagree with the Justification. I _____ Agree _____ Disagree with the Development Plan</p>	<p>Ratee Comments</p> <p style="text-align: center;"><i>(Use Additional Sheets as Necessary)</i></p>
<p>My signature indicates that the Ratee's positions have been noted.</p> <p>Rater _____</p> <p>Date _____</p>	<p>My signature indicates that the Ratee's positions have been noted.</p> <p>Reviewer _____</p> <p>Date _____</p>

APPENDIX E

**Performance Assessment Review
Work Standard Checklist
New Jersey Department of**

Employee Name:	Title: Principal Clerk Typist	Rating Period: 11/1/04-10/31/05
SSN:	Dept/Agency - Location:	

Section 5 - Fact Sheet of Significant Performance Events

Description of Significant Performance Event	Rater Comments/Recommended Action
Ratee developed an Overtime Tracking Program. Helped increase unit efficiency.	Through next fiscal year this program is estimated to save the Unit approximately \$22,000. <div style="text-align: right; margin-right: 50px;"> <u>XXX</u> <u>XXX</u> <u>9/14/04</u> Ratee Initials Rater Initials Date </div>
Ratee received letter from Mayor thanking them for the immediacy and accuracy of emergency information on 9/9.	This is first letter received in unit in the last three years. <div style="text-align: right; margin-right: 50px;"> <u>XXX</u> <u>XXX</u> <u>10/1/04</u> Ratee Initials Rater Initials Date </div>
	<div style="text-align: right; margin-right: 50px;"> _____ Ratee Initials Rater Initials Date </div>
	<div style="text-align: right; margin-right: 50px;"> _____ Ratee Initials Rater Initials Date </div>

Ratee Comments: *(Use Additional Sheets as Necessary)*