



City of Columbus, Ohio
 90 West Broad Street
 Columbus, Ohio 43215

MCP/ASR Performance Excellence Program

Employee Data

Employee Name: _____

Classification Title: _____

Date of Rank: _____

Department: _____ Division: _____

Evaluation Period: From: _____ To: _____

Evaluation Type: Annual Probationary Self Special

General Instructions

Performance Planning: At the beginning of each evaluation period, with input from the employee, the manager should establish a performance plan based upon the employee's job description, department/division goals and objectives, and specific expectations for successful performance during the evaluation period. This planning process includes:

- Core Competencies: a discussion of the Core Competencies and how they relate to the employee's job
- Leadership Competencies (if applicable): a discussion of Leadership Competencies and how they relate to the employee's job
- Performance Goals: identification of key objectives/job responsibilities and how they will be measured for the position

Mid-year Review (Optional): Midway through the evaluation period, the manager and employee should meet to ensure performance objectives for the period are on track, and to revise as necessary.

Performance Review: At the end of the evaluation period, employees should be given a copy of this performance plan and instructed to provide a self-evaluation on the Core Competencies, Performance Goals, and Leadership Competencies (if applicable), for review by the manager. The manager will then complete the evaluation, considering input from the employee. After departmental review of the evaluation form, the manager and employee will meet to review and discuss accomplishments, any needed improvement areas, and development opportunities for career enhancement. Additionally at this time, the manager and employee should begin performance planning for the next evaluation period.

For more detail on any of these steps, please consult the MCP/ASR Performance Excellence Program Handbook, or contact your departmental human resources staff.



▪ **Core Competency: Customer Focus**

<i>Performance Description</i>	<i>Competency Rating</i>
<ul style="list-style-type: none"> ▪ Serves as a role model for one-on-one customer service delivery ▪ Anticipates broad customer needs based on day-to-day experiences ▪ Recommends customer-focused processes or solutions to those needs with due consideration for resource constraints 	<input type="checkbox"/> <i>Exceptional</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly higher than Successful, but does not rise to the level of Exceptional 	<input type="checkbox"/> <i>Highly Successful</i>
<ul style="list-style-type: none"> ▪ Greets customers and listens carefully ▪ Provides requested assistance and/or information in a prompt and courteous manner to satisfy the customer ▪ Performs with accuracy and thoroughness 	<input type="checkbox"/> <i>Successful</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly lower than Successful, but is not Unsatisfactory 	<input type="checkbox"/> <i>Needs Improvement</i>
<ul style="list-style-type: none"> ▪ Behaviorally indicates that customers are an interruption and/or nuisance ▪ Provides the least amount of assistance ▪ Does not bother to ensure the accuracy or thoroughness of information or assistance provided ▪ Passes the customer to someone else if at all possible 	<input type="checkbox"/> <i>Unsatisfactory</i>

Comments:



▪ **Core Competency: Accountability For Results**

<i>Performance Description</i>	<i>Competency Rating</i>
<ul style="list-style-type: none"> ▪ Consistently achieves very high quality results within a minimal timeframe ▪ Effectively manages multiple competing priorities and demands ▪ Anticipates broad work flow needs and prepares for upcoming projects/events in advance, including potential problem resolution 	<input type="checkbox"/> <i>Exceptional</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly higher than Successful, but does not rise to the level of Exceptional 	<input type="checkbox"/> <i>Highly Successful</i>
<ul style="list-style-type: none"> ▪ Assumes personal responsibility for own actions ▪ Performs job duties in a manner consistent with time and quality standards ▪ Identifies work flow obstacles to supervisor ▪ Finds productive activities to fill idle time 	<input type="checkbox"/> <i>Successful</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly lower than Successful, but is not Unsatisfactory 	<input type="checkbox"/> <i>Needs Improvement</i>
<ul style="list-style-type: none"> ▪ Does only what they are told to do ▪ Disregards time and quality standards ▪ Sees work flow obstacles as a reason to not work 	<input type="checkbox"/> <i>Unsatisfactory</i>

Comments:



▪ **Core Competency: Continuous Improvement**

<i>Performance Description</i>	<i>Competency Rating</i>
<ul style="list-style-type: none"> ▪ Is a role model for continuous improvement of work processes ▪ Anticipates how future changes in the work environment, such as those brought about by technology, will create opportunities for work process improvements ▪ Works to increase awareness of such opportunities throughout the work group ▪ May lead continuous improvement efforts for the group with respect to the changes 	<input type="checkbox"/> <i>Exceptional</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly higher than Successful, but does not rise to the level of Exceptional 	<input type="checkbox"/> <i>Highly Successful</i>
<ul style="list-style-type: none"> ▪ Demonstrates willingness to do things differently within the context of continuous improvement ▪ Actively participates in training or on-the-job opportunities to learn new ways of doing things ▪ Applies those new ways of doing things to everyday work 	<input type="checkbox"/> <i>Successful</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly lower than Successful, but is not Unsatisfactory 	<input type="checkbox"/> <i>Needs Improvement</i>
<ul style="list-style-type: none"> ▪ Continues to do things the same way even when an improvement is clearly needed ▪ Unwilling to consider doing things differently unless directly told to do so ▪ Returns to old way of doing things when not observed ▪ Fails to incorporate training to improve work performance 	<input type="checkbox"/> <i>Unsatisfactory</i>

Comments:



▪ **Core Competency: Culture of Occupational Safety**

<i>Performance Description</i>	<i>Competency Rating</i>
<ul style="list-style-type: none"> ▪ Serves as a “go to” person for questions/issues regarding safety throughout the workgroup ▪ Anticipates how future changes in the work environment, such as those brought about by technology, will create needs for new or enhanced safety rules, practices, procedures, or standards ▪ Takes the lead to develop or update safety rules, practices, procedures, and/or standards, which may be approved by supervision or others ▪ May serve as the leader of a safety committee or other safety-related group 	<input type="checkbox"/> <i>Exceptional</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly higher than Successful, but does not rise to the level of Exceptional 	<input type="checkbox"/> <i>Highly Successful</i>
<ul style="list-style-type: none"> ▪ Follows all safety rules; proactively works to prevent accidents; complies with occupational safety regulations ▪ Encourages the use of sound judgment in regard to safety throughout the work environment ▪ Advocates safety focus by identifying and following through on opportunities to implement, enhance, or update safety rules, practices, procedures and/or standards ▪ Attends and participates in safety meetings and/or other safety-related activities ▪ Ensures occupational safety matters are investigated and brought to resolution 	<input type="checkbox"/> <i>Successful</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly lower than Successful, but is not Unsatisfactory 	<input type="checkbox"/> <i>Needs Improvement</i>
<ul style="list-style-type: none"> ▪ Disregards safety rules, endangering self, others, and creating risk to City resources ▪ Uses poor judgment in regard to occupational safety ▪ Does not regularly attend safety meetings or attends but does not participate or makes light of serious issues ▪ Consistently fails to ensure occupational matters are investigated and brought to conclusion 	<input type="checkbox"/> <i>Unsatisfactory</i>

Comments:



▪ **Leadership Competency: Managing Performance** (*Applicable* *Not Applicable*)

<i>Performance Description</i>	<i>Competency Rating</i>
<ul style="list-style-type: none"> ▪ Working from the City's strategic plan, mission, and/or vision, identifies short and long range goals and objectives for the work area obtaining input from subordinates/others and own supervision ▪ Provides exceptional leadership in organizing, maintaining, controlling, and maximizing operations ▪ Anticipates changes in priorities and readies subordinates/others for the inevitability of change ▪ Articulates the goals and objectives within the context of the City's broader plan ▪ Focuses goal-setting and performance-related communications with subordinates/others that are appropriate to the individual while within the context of the short and long range objectives ▪ Recognizes and fosters hidden talents and potential in subordinates/others to promote career development ▪ Embraces performance management and creates a sense of employee ownership of the process ▪ Employs broad, frequent use of recognition, using creative and innovative approaches to keep recognition programs from becoming stale 	<input type="checkbox"/> <i>Exceptional</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly higher than Successful, but does not rise to the level of Exceptional 	<input type="checkbox"/> <i>Highly Successful</i>
<ul style="list-style-type: none"> ▪ Leads by example; demonstrates high ethical standards ▪ Sets clear goals and objectives for work area, yet remains flexible to changes in priorities ▪ Regularly communicates tasks to be achieved to subordinates/others ▪ Provides regular constructive feedback and coaching to subordinates/others based on their performance ▪ Works with subordinates/others to determine training needs and to complete training objectives ▪ Participates in the City's performance management process with each subordinate employee, conducting required sessions and submitting completed paperwork in a timely manner ▪ Uses recognition programs to recognize employees ▪ Encourages and rewards risk-taking consistent with defined goals ▪ Demonstrates high ethical standards ▪ Fosters a work environment characterized by mutual respect; promotes good labor relations ▪ Ensures performance measures are in place to monitor progress and assess achievement of strategic goals and objectives; develops initiatives to achieve goals and objectives 	<input type="checkbox"/> <i>Successful</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly lower than Successful, but is not Unsatisfactory 	<input type="checkbox"/> <i>Needs Improvement</i>
<ul style="list-style-type: none"> ▪ Does not set goals and objectives for work area or does not communicate them to those in work area ▪ Communicates as little as possible with subordinates/others, typically focusing on the immediate tasks at hand with no explanation as to how the task fits in to the larger picture for the City ▪ Performance feedback, if any, is negative and directed at the person rather than focused on behavior ▪ Demonstrates disrespectful behavior toward others in the workplace ▪ Does not use recognition program or uses the program in a clearly preferential way ▪ Does not participate in the City's performance management process 	<input type="checkbox"/> <i>Unsatisfactory</i>

Comments:



▪ **Leadership Competency: Managing Resources** (*Applicable* *Not Applicable*)

<i>Performance Description</i>	<i>Competency Rating</i>
<ul style="list-style-type: none"> ▪ Plans and budgets resource requirements for future operational needs ▪ Uses minimal resources to produce maximum results ▪ Highly skilled in shifting resources to meet objectives or for cost containment ▪ Innovative in obtaining alternative resources 	<input type="checkbox"/> <i>Exceptional</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly higher than Successful, but does not rise to the level of Exceptional 	<input type="checkbox"/> <i>Highly Successful</i>
<ul style="list-style-type: none"> ▪ Maintains appropriate budgetary and asset controls ▪ Initiates timely and effective corrective actions as needed ▪ Makes effective use of available resources to accomplish goals and meet workload requirements ▪ Responds to needs for cost containment as required 	<input type="checkbox"/> <i>Successful</i>
<ul style="list-style-type: none"> ▪ This level represents performance that is significantly lower than Successful, but is not Unsatisfactory 	<input type="checkbox"/> <i>Needs Improvement</i>
<ul style="list-style-type: none"> ▪ Fails to use available resources effectively and efficiently ▪ Initiates unsuccessful corrective actions ▪ Initiates cost containment activities that are superficial 	<input type="checkbox"/> <i>Unsatisfactory</i>

Comments:



Performance Goals

Objectives or Key Job Responsibilities <i>(What you will do)</i>	Measurement/Timing <i>(How will you quantify, verify, or observe success? What critical milestones should be considered?)</i>	Outcomes <i>(Summary of progress to date)</i>	Results
			<input type="checkbox"/> <i>Exceeded</i> <input type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Did Not Meet</i> <input type="checkbox"/> <i>N/A</i>
			<input type="checkbox"/> <i>Exceeded</i> <input type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Did Not Meet</i> <input type="checkbox"/> <i>N/A</i>
			<input type="checkbox"/> <i>Exceeded</i> <input type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Did Not Meet</i> <input type="checkbox"/> <i>N/A</i>
			<input type="checkbox"/> <i>Exceeded</i> <input type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Did Not Meet</i> <input type="checkbox"/> <i>N/A</i>
			<input type="checkbox"/> <i>Exceeded</i> <input type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Did Not Meet</i> <input type="checkbox"/> <i>N/A</i>

Mid-Year or Special Review (Optional)

Mid-Year or Special Review (Optional)



Comments:

Manager's Initials: _____ Employee Initials: _____ Date Review Conducted: _____

Manager's Review Summary

Manager's Comments:

Manager's Signature: _____ Date: _____

Reviewer's Comments:

Reviewer's Signature: _____ Date: _____

Appointing Authority Review Summary

Appointing Authority Comments:

Overall Performance Rating

Exceptional Highly Successful Successful Needs Improvement Unsatisfactory

Appointing Authority Signature: _____ Date: _____

Employee's Comments and Signature

Employee's Comments:

Employee Signature: _____ Date: _____