

ESSENTIAL SUPERVISORY SKILLS

Performance Evaluations

AFSCME Performance Evaluations

Articles

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Introduction

Performance management is a continuous process of observation, guidance, training, and open communication between the supervisor and employee. The supervisor and employee should discuss work priorities and work collaboratively to find the best way to strengthen and direct the employee's skills and abilities. A formal performance evaluation is an important part of this process.

Some supervisors are responsible for managing employees from different unions and there are union specific provisions for each collective bargaining unit regarding the hiring process, evaluation, promotion, work schedule and many other aspects of work. Please refer to the AFSCME and APA collective bargaining agreements for specific provisions and to human resources for assistance in navigating the system.

All classified positions at Westfield State University, whether AFSCME or non-unit, are governed by the Commonwealth's Human Resources Division (HRD). These specifications describe the general purpose of positions, the supervisory level, and minimum qualifications. Every classified position must have a job description (Position Description) which is specific to that job. It must also conform to the types of duties, minimum qualifications, and level of responsibility listed in the state classification specifications. Job descriptions should be reviewed annually and updated if needed.

The performance evaluation is a review and rating of all factors relevant to an employee's effectiveness on the job. Its purpose is to assess their job-related strengths and weaknesses and to develop competencies. Communication regarding an employee's performance should be ongoing; there should be no surprises in an evaluation. Evaluations become a permanent part of the employee's personnel file.

Questions regarding timeline for and receipt of evaluations should be directed to Michele Lyons at ext. 8471.

Human Resources

Performance Evaluations

Performance Review Process

How to be a Great Supervisor

How to be a Great Supervisor

In the simplest terms great supervisors strive to do the following:

- **Maintain relationships** - Great supervisors understand that their first priority is maintaining productive relationships with their employees.
- **Communicate** - Communicate clearly by giving clear instructions that don't assume that employee automatically knows what you need.
- **Catch the employee doing things right** - This helps build up their self-confidence and self-esteem. It also goes a long way in helping to build the relationship between the two of you (see above).
- **Actively Listen** - to gain an understanding of problems by doing the following:
 - **Relax the Person** - Ask them to sit down, make them comfortable, exhibit inviting body language
 - **Don't interrupt** - use silence
 - **Empathize by reflecting their feelings** - Do not say: "I know how you feel." Do say: "It sounds like this makes you frustrated, angry, overwhelmed, etc."
 - **Paraphrase** - use your own words to repeat back to them what you heard them say
 - **Ask open ended questions** - Prompt them to continue speaking with who, what, where, why questions.
- **Steady** - Great Supervisors are calm non-reactionary and mature.
- **Delegate** -The biggest mistake that new supervisors make is to think that they have to do it all themselves.
- **Get Input** - Gain an understanding from as many people as possible within the department, because there will be as many different views as there are people.
- **Honest** - Earn respect through honesty by not being afraid to say: "I don't know" or "I made a mistake." Your employees know when you have anyway, so why not be human and admit it?
- **Fair**- Great supervisors are fair by being careful not to give preferential treatment.
- **Clear Expectations** - Demand good work from everyone and don't tolerate lazy performance.
- **Feedback** - Great supervisors regularly recognize the good work performed by their employees.

Performance Evaluations

Section 1 – Performance Review Process

Trust Tips for Managers

Trust Tips for Managers

<https://portal.lifeworks.com/portal/viewers/HPSArticle.aspx?HPSMaterialID=5360>

Overview

Five ways to build trust as a manager

- [1. Lead by example.](#)
- [2. Show that you care about others.](#)
- [3. Empower your employees.](#)
- [4. Encourage open communication.](#)
- [5. Treat everyone fairly and with respect.](#)

When you build a trusting environment in your work group, everyone benefits -- you, your employees, the organization, and your clients. In his recent book, *The Soft Edge: Where Great Companies Find Lasting Success*, author Rich Kaarlgard explains what research has often demonstrated: that trust is the foundation of long-lasting success. Employees who work for managers they trust feel more committed, tend to be more productive, and work together more effectively. Following are five ways to build trust on your team and with individual employees. Building trust doesn't happen overnight. It grows over time from your consistent actions and words.

1. Lead by example.

- *Do what you say you'll do.* A leader who advocates one thing but does another won't be trusted by employees. For example, if you promise rewards and recognition for a job well done and fail to deliver, you will severely damage your reputation.
- *Accept accountability.* Admit when you're wrong. Know what your strengths are and, more important, what your weaknesses are.
- *Be scrupulous about confidentiality.* Never discuss employees with their co-workers. If someone has a complaint about a team member, listen respectfully and then end the conversation. Whether or not you take action after hearing a complaint, it is usually not appropriate to discuss the issue with other employees, as that can seem like gossiping. When you gossip, employees begin to wonder if you also talk about them to others and whether they can trust you. So, if you tell someone you will keep something between the two of you, do exactly that. Also be sensitive to confidentiality when forwarding emails or hitting Reply All.
- *Encourage a culture of continuous improvement.* Strive for a high-performance work culture. Set high standards for yourself and your team. Encourage everyone to make suggestions to improve processes or work flow. In times of change, get employee input on how best to carry out changes that affect them. When you choose to implement one person's recommendation, avoid hard

feelings by explaining carefully to the group why you made that choice.

- *Avoid creating a culture of blame.* When a work problem arises, lead the group toward correcting it and learning from it. When people are afraid of finger-pointing and harsh criticism, it leads to mistrust within the group.

2. Show that you care about others.

- *Spend time with people.* Show an appropriate level of interest in employees' lives outside of work. You might ask, "How was your daughter's basketball game?" or "How is your father doing?" You won't succeed as a manager if you are not genuinely interested and concerned about the well-being of your employees.
- *Be careful about social media.* Facebook and other sites can make it hard to maintain professional distance from employees. Consider telling employees that you enjoy talking with them face-to-face but that you avoid connecting much on social sites.
- *Show your appreciation.* "We all want to know that we are contributing to the success of our workplaces," say Dennis Reina and Michelle Reina in their new third edition of *Trust and Betrayal in the Workplace: Building Effective Relationships in Your Organization*. Give recognition at meetings, send an email to an employee to say "thank you," or use bulletin boards to call attention to your team's good efforts. Learn what each of your employees appreciates when it comes to recognition by asking them to tell you about a meaningful experience where they received recognition.
- *Be available.* Create an atmosphere where people feel comfortable enough to drop by your office or call you to ask a question, make a request, or just say "hi." Listen carefully to suggestions and concerns. Make sure people know you are available for coaching and advice.
- *Support employees.* Offer to help someone who is having a difficult time with a project or customer. During difficult times or periods of overload, offer support to employees and show that you appreciate everyone's hard work.
- *Celebrate successes and milestones.* Informal social gatherings build team spirit and encourage an environment of cooperative appreciation and trust. Learn what types of gatherings work for your team and build them into the schedule on a regular basis. Encourage your team during times of pressure and challenge, and celebrate their success after achieving a significant goal.

3. Empower your employees.

- *Trust people to make good decisions, and reward them.* Trust begets trust. If an employee attends a meeting where decisions have to be made, set parameters before the meeting and allow the employee to make decisions within those parameters. Hire a team that complements your abilities, and be quick to recognize high performance, especially in areas where you do not excel.
- *Play to people's strengths.* If someone is a great project manager, give her assignments in that area, especially if she enjoys it. The opportunity to shine will be appreciated and her trust in you will be

reinforced.

- *Make yourself available as a coach.* Try not to interfere in day-to-day activities or decisions unless an employee is new to the job and needs more direct supervision. Let employees know they can talk with you about work problems or challenges.
- *Focus on goals.* Don't micromanage. If you gave someone a project, for example, have the person create a project plan with set target dates. Agree on how often you will have status meetings. Then, unless you are seeing performance problems, you won't have to constantly ask for updates.
- *Look for ways to help employees grow.* Provide work opportunities that might be a stretch for an employee but that you believe the person can accomplish with some guidance. Encourage team members to mentor each other based on their skill sets, and look for ways to create project teams that include a cross section of your team's diverse talents.

4. Encourage open communication.

- *Commit to being open and honest.* Research shows that honest leaders inspire a greater sense of teamwork and that their employees have more positive work attitudes. The more straightforward you are the more employees will trust you. Employees appreciate a direct "I don't know" when it's the truth; it's better than giving a vague or untruthful answer.
- *Share what you know with employees.* Use staff meetings to share information that's been given to management whenever possible. Give frequent updates, especially during times of change. Help people see the big picture, including market changes and technology advances. Employees will trust you as the best source of information if they hear from you about what's going on at the company, rather than relying on the rumor mill. When addressing sensitive subjects, always check with your manager about what can be shared with your employees.
- *Create an open-door work environment.* This improves communication and helps keep you in the loop. Avoid defensiveness when listening to concerns or problems or you will not hear what is really on an employee's mind.
- *If you have virtual team members, spend some time keeping in touch in a personal way by phone or teleconferencing.* And in the office, try to compensate for the communications downside of electronic communication. Virtual workers may be slower to win trust because they lose the benefits of daily face-to-face contact. Even on-site co-workers may rely too much on email and less on the face-to-face communication that fosters trust and rapport.
- *Help people learn to trust new technology.* Will it work? Will it help or hurt them? Address employee concerns before friction between early adopters and their co-workers can create mistrust.
- *Encourage employees to ask questions and to offer suggestions.* Be open to ideas and to what people have to say. Remember to say, "That's a great idea" or "How can we build on that idea?" If you don't feel an employee's idea is helpful, give concrete feedback on why it's not. For example, let the employee know you appreciate his efforts, and then give sound business reasons why the idea

may not work. Publicize creative ideas in newsletters and department memos.

- *Give credit where credit is due.* When someone thinks, "She stole my idea," then that person perceives a serious breach of trust. Be sensitive to the issue of credit. Your employees always are.

5. Treat everyone fairly and with respect.

- *Avoid the appearance of favoritism.* Don't choose some people more often to help you. Don't assign all the high visibility projects to the same few people unless it is justified by unique skills or a higher-level role. Avoid socializing or connecting repeatedly with only certain employees. Strive to maintain professional distance from the group while still being open and available.
- *Create a working environment that's free of discrimination and harassment.* Discrimination and harassment seriously undermine trust. Make it clear that the following will not be tolerated: hostile, humiliating, or demeaning remarks; ridicule or persistent teasing; derogatory words; offensive jokes; explosive outbursts; bullying or intimidation; unwelcome sexual or romantic advances; spoken comments, written comments, or behaviors that are meant to annoy, disturb, or frighten another person. If someone raises an issue about one of these problems, treat it as a serious matter.
- *Look for the good in all your employees.* In each of your employees, find traits and behaviors that you appreciate and admire.

Reviewed October 2015 by human resources consultant Lynne Gaines, BA, and Advanced Human Resources Certificate, Boston College Graduate School of Management/Bentley College. Ms. Gaines's management experience spans 25 years in financial services, higher education, and publishing. She is the former editor of the *Levinson Letter* and former HR Manager for the *New England Journal of Medicine*.

Performance Evaluations

Section 1 – Classified Rating Guide

Classified Performance Evaluation Explained

<p>BEFORE YOU BEGIN: Review Job Description! Understand thoroughly the duties and requirements of the position to be evaluated.</p>	
<p>DEFINITION FOR RATING TO BE APPLIED:</p>	
<p>COMMENDABLE: Accomplished all goals or performed all tasks and excels in a substantial manner.</p> <p><i>Performance objectives have been met and demonstrated <u>with an extraordinary level of skill and ability.</u></i></p>	<p>NEEDS IMPROVEMENT: Below average performance but improving and potentially acceptable.</p> <p><i><u>Objectives have not been met or have been met only partly with a satisfactory level of skill and ability. Reflects performance where minor deficiencies are noted, or where performance requires minor growth/development.</u></i></p>
<p>ABOVE STANDARD: Performs all tasks above departmental standards.</p> <p><i>Performance objectives have been met and demonstrated <u>with a high level of skill and ability.</u> Total performance is well above normal standards for the position.</i></p>	<p>UNACCEPTABLE: Many goals unrealized or many tasks not performed.</p> <p><i>Significant performance <u>objectives have not been met and/or performance indicates significant deficit in skill and ability.</u></i></p> <p><i>“Unacceptable” rating must be fully discussed with employees well before doing the evaluation to allow time to effect changes necessary to meet standards.</i></p> <p><i>Deficiency areas must be documented at this time with specific recommendations for improvement and must be attached to this performance evaluation if it notes such deficiencies.</i></p>
<p>COMPETENT: Average performance meets departmental standards</p> <p><i>Performance objectives have been met and demonstrated <u>with a satisfactory level of skill and ability.</u> Reflects performance where minor deficiencies are noted, or where performance requires minor growth and development.</i></p>	<p>NOT APPLICABLE: Not applicable to job.</p> <p>Specific examples must be cited in the Space provided for comments.</p> <p><i>Provide a statement of why the item does not apply.</i></p>
<p>Instructions</p> <ul style="list-style-type: none"> Evaluation template can be found at MyWestfield > Documents > Human Resources > AFSCME > Evaluation Form - AFSCME.doc 	

- **Return the completed evaluation** to Michele Lyons, Human Resources, and/or call her with any questions at ext. 8471.
- **Evaluations must be completed on time in order to be accepted.** After that date, a note will be placed in the personnel file indicating that the evaluation was not completed. Reminder: In accordance with the AFSCME agreement, **there is a window of 30 days on either side of the due date for an annual evaluation** during which you may complete the evaluation.
- **Check one of the Recommendation boxes** in Part B (Retention or Dismissal if during the probationary period; No Action Required if an annual evaluation)
- **Each employee's job description should be reviewed at least annually.** The best time to do so is during the evaluation process as duties and responsibilities are directly related.
- **Evaluations are developmental tools** which assess an employee's job-related strengths and weaknesses. Supervisors are encouraged to work with each employee to assist in developing to his/her full potential. Evaluations are also used when an employee is applying for another position on campus or when it may be necessary to document an employee's performance history.

AFSCME Agreement - ARTICLE 27 – Probationary Employees

http://www.westfield.ma.edu/uploads/human-resources/AFSCMEContract_2014-2017.pdf

Section 1 - New employees hired into the bargaining unit shall be **considered as probationary employees for the first seven (7) months** of their continuous employment. Employees who are hired into the bargaining unit at less than full-time shall be deemed to be probationary employees until they have worked the equivalent of seven (7) months of full time equivalent continuous employment.

Section 2 - The purpose' of the new hire probationary period is to provide for the evaluation of an employee over a period of seven (7) months. Should that period be interrupted to a significant degree, the new hire probationary period shall be extended to compensate for the interruption.

Section 3 - **At the completion of the first three (3) months and again at the completion of the first six (6) months**, each probationary employee shall be evaluated by his/her supervisor. Such evaluation shall be recorded in writing by the supervisor. The supervisor shall also indicate his/her recommendation for the retention or termination of such employee. **Such employee shall receive a written copy of the supervisor's evaluation and recommendation and shall, upon written request submitted within seven (7) days of receipt, be entitled to meet with the supervisor to discuss the evaluation and recommendation prior to their transmittal to the CEO.**

Section 4 - During the new hire probationary period, an employee may be disciplined or terminated without recourse to the grievance and arbitration procedures provided herein, except discipline or discharge for lawful and protected Union activity

Section 5 - An employee whose employment is severed with a State University, College or Community College must serve an additional probationary period upon reemployment, whether in the same or a different job title.

Section 6 - If, during the probationary period, an employee applies for and receives a lateral transfer, a promotion, or a lateral appointment, the probationary employee shall receive no credit towards satisfaction of the probationary period and **shall serve a full probationary period in the new position unless the employee's new position is within the same division as the old position, and the employee serves under the same department head.** Nothing contained in this Section shall deny an employee the right to a promotion pursuant to Article 19.

APPENDIX G
PERFORMANCE EVALUATION FOR CLASSIFIED EMPLOYEES

Evaluation Status:	
<input type="checkbox"/>	3 month probationary
<input type="checkbox"/>	6 month probationary
<input type="checkbox"/>	Annual _____ (year)
<input type="checkbox"/>	Other _____

Name _____ Grade _____

State Title _____

Working Title _____

Department _____

Anniversary Date in College Service _____

Anniversary Date in Working Title _____

PART A.

DEFINITION FOR RATING TO BE APPLIED:	
<p>COMMENDABLE: Accomplished all goals or performed all tasks and excels in a substantial manner.</p> <p>ABOVE STANDARD: Performs all tasks above departmental standards.</p> <p>COMPETENT: Average performance meets departmental standards</p>	<p>NEEDS IMPROVEMENT: Below average performance but improving and potentially acceptable.</p> <p>UNACCEPTABLE: Many goals unrealized or many tasks not performed.</p> <p>NOT APPLICABLE: Not applicable to job. Specific examples must be cited in the Space provided for comments.</p>

		COMMENDABLE	ABOVE STANDARD	COMPETENT	NEEDS IMPROVEMENT	UNACCEPTABLE	NOT APPLICABLE
A.1.	QUALITY AND QUANTITY OF WORK						
A.	Demonstrates knowledge of job						
B.	Performs work with accuracy						
C.	Work is neat and presentable						
D.	Work is thorough						
E.	Organizes work appropriately						
F.	Appropriate amount of work accomplished						
SUPERVISOR'S COMMENTS:							
EMPLOYEE'S COMMENTS:							

APPENDIX G

		COMMENDABLE	ABOVE STANDARD	COMPETENT	NEEDS IMPROVEMENT	UNACCEPTABLE	NOT APPLICABLE
A.2.	WORK HABITS						
A.	Is regular in attendance at work						
B.	Observes established working hours						
C.	Completes work on time						
D.	Demonstrates the ability to work without immediate supervision						
E.	Complies with departmental and college policies						
F.	Complies with instructions, rules, and regulations, including health and safety precautions.						
SUPERVISOR'S COMMENTS:							
EMPLOYEE'S COMMENTS:							

A.3.	WORK ATTITUDES						
A.	Endeavors to improve work techniques						
B.	Accepts new ideas and procedures						
C.	Accepts constructive criticism and suggestions						
D.	Accepts responsibility						
E.	Exercises judgement						
F.	Adapts to emergency situations						
SUPERVISOR'S COMMENTS:							
EMPLOYEE'S COMMENTS:							

APPENDIX G

		COMMENDABLE	ABOVE STANDARD	COMPETENT	NEEDS IMPROVEMENT	UNACCEPTABLE	NOT APPLICABLE
A.4.	RELATIONSHIPS WITH OTHERS						
A.	Works well with co-workers						
B.	Works well with the public						
C.	Cooperates with supervisors and other staff members						
D.	Observes established channels of communication						
SUPERVISOR'S COMMENTS:							
EMPLOYEE'S COMMENTS:							

A.5.	SUPERVISORY ABILITY (Where applicable)						
A.	Demonstrates leadership ability						
B.	Makes timely decisions						
C.	Is fair and impartial in relationships with subordinates						
D.	Trains and instructs subordinates						
E.	Maintains acceptable performance standards among employees						
SUPERVISOR'S COMMENTS:							
EMPLOYEE'S COMMENTS:							

APPENDIX G

PART B.

COMMENTS OF DEPARTMENTAL SUPERVISOR WHO PERFORMED THIS EVALUATION:

Probationary 3 Month & 6 Month Evaluation

Recommendation:

- Retention
- Dismissal

Annual or Other Evaluation

Recommendation:

- No Action Required
- Other (Explain/Specify)

Signature and Title of Departmental Supervisor

Date

COMMENTS OF EMPLOYEE:

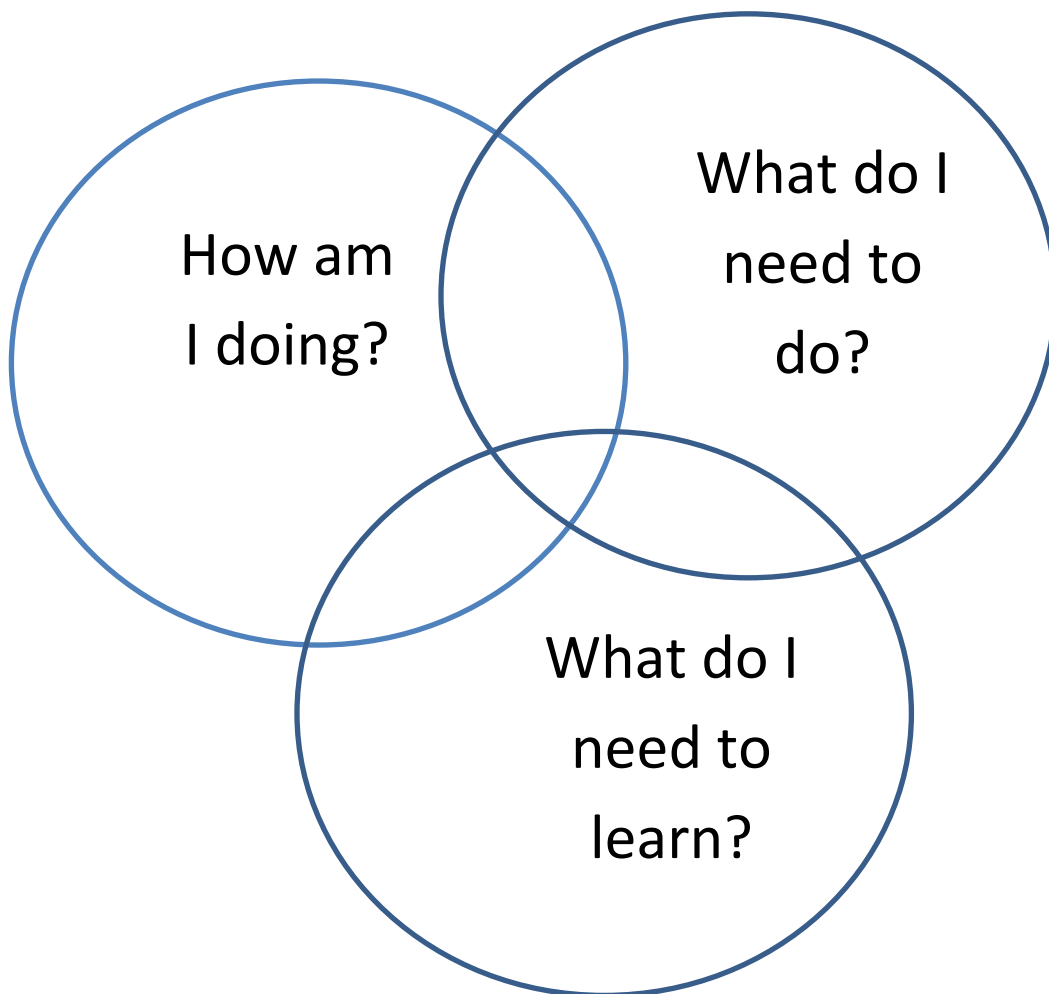
Date of discussion with Supervisor

Signature of Employee (Does not imply Agreement or Disagreement with Evaluation)

Performance Evaluations
Resources

Performance Evaluations
Section 1 – Three Core Questions
The Three Core Questions of Performance Reviews

*There are three simple questions that a supervisor must **help their employee understand** during the performance evaluation...*



Performance Evaluations

Performance Evaluation Review Steps

You can't improve what you're not aware of.

Pre-Evaluation Meeting	<p>Well before the evaluation meeting, have a conversation about when it will happen. Ask them to think about these three questions:</p> <ul style="list-style-type: none"> • What do you think went well? • What do you think you want or need to learn in the next few months? • How can I help you reach your career goals? <p>Schedule a date and time for the performance evaluation.</p>
Collect Input	<p>Seek input from other supervisors and from coworkers (a good idea to do informally on a regular basis). Ask the employee to jot down some notes about :</p> <ul style="list-style-type: none"> • What they think their strengths are? • What they want to learn? • What might help them to do their job better?
Write	<p>Fill out the Classified rating guide giving specific examples. Note: Due date is based on the employee's date of hire.</p>
Pre-Meeting	<p>Give the employee a copy of their review the day before or morning of the meeting. Describe how the meeting will proceed.</p> <ul style="list-style-type: none"> • We're going to talk about the three questions I asked you to think about. • We're going to choose two or three goals to accomplish for over the next few months. • We're going to decide when to meet to check-in to see how we're doing.
Meet and Discuss	<p>Ask: "How do you think the year (past few months) has gone?" <i>Listen and then rephrase what they said using your own words.</i></p> <p>Ask: "If you could is there something that you wish you could do over again?" <i>Listen and then rephrase what they said using your own words.</i></p> <p>Ask: "What parts of your job do you think went well?" <i>Listen and then rephrase what they said using your own words.</i></p> <p>Ask: "What do you need or want to learn this year?" Pause and listen. <i>Listen and then rephrase what they said using your own words.</i></p>

<p>Close with Goals</p>	<ul style="list-style-type: none"> • Together, identify several accomplishments. Identify an area to work to improve. • Identify two learning opportunities and an area to work on over the next several months. • Complete Goal form for identified goals and provide employee with copies.
<p>Revise and Finalize</p>	<ul style="list-style-type: none"> • Write final version of the evaluation with comments. • Have employee read and sign the evaluation. They may write comments. • Give the employee a photocopy of the evaluation. • Make a copy of the evaluation for your records. • Return the original signed evaluation to Michele Lyons, Human Resources, and/or call her with any questions at ext. 8471. • Evaluations must be completed on time in order to be accepted. • Schedule a time for the first follow-up meeting. <p>Note: In accordance with the AFSCME agreement, there is a window of 30 days on either side of the due date for an annual evaluation during which you may complete the evaluation.</p>
<p>Follow-up</p>	<ul style="list-style-type: none"> • Review progress on goals and revise if needed. • Create a folder to keep track of notable moments of the employee's performance during the coming year. • Document examples of improvement and compliment these successes as they occur • Document and discuss concerns as they may occur between formal performance review conversations.

Observations – Form One

Name: _____

Campus Title: _____

Date of Hire: _____

- Complement employee when they do something right. Intervene when they do something wrong.
- Document using this sheet or another method of your choice.
- Use notes as a basis for performance evaluation.

DATE	QUALITY AND QUANTITY OF WORK
	Demonstrates knowledge of job
	Performs work with accuracy
	Work is neat and presentable
	Work is thorough
	Organizes work appropriately
	Appropriate amount of work accomplished
DATE	WORK HABITS
	Is regular in attendance at work
	Observes established working hours
	Completes work on time
	Demonstrates the ability to work without immediate supervision
	Complies with departmental and college policies
	Complies with instructions, rules, and regulations, including health and safety precautions.

DATE	WORK ATTITUDES
	Endeavors to improve work techniques
	Accepts new ideas and procedures
	Accepts constructive criticism and suggestions
	Accepts responsibility
	Exercises judgement
	Adapts to emergency situations
DATE	RELATIONSHIPS WITH OTHERS
	Works well with co-workers
	Works well with the public
	Cooperates with supervisors and other staff members
	Observes established channels of communication
DATE	SUPERVISORY ABILITY (If applicable)
	Demonstrates leadership ability
	Makes timely decisions
	Is fair and impartial in relationships with subordinates
	Trains and instructs subordinates
	Maintains acceptable performance standards among employees

Observations – Form Two

Name: _____

Campus Title: _____

Date of

Hire: _____

- Complement employee when they do something right. Intervene when they do something wrong.
- Document using this sheet or another method of your choice.
- Use notes as a basis for performance evaluation.
- Use multiple sheets as needed.

Notes:

QUALITY AND QUANTITY OF WORK	Date:
Demonstrates knowledge of job	
Performs work with accuracy	
Work is neat and presentable	
Work is thorough	
Organizes work appropriately	
Appropriate amount of work accomplished	
WORK HABITS	
Is regular in attendance at work	
Observes established working hours	
Completes work on time	
Demonstrates the ability to work without	
Complies with departmental and college	
Complies with instructions, rules, and regulations, including health and safety	
WORK ATTITUDES	Date:
Endeavors to improve work techniques	
Accepts new ideas and procedures	
Accepts constructive criticism and suggestions	
Accepts responsibility	
Exercises judgement	
Adapts to emergency situations	
RELATIONSHIPS WITH OTHERS	Date:
Works well with co-workers	
Works well with the public	
Cooperates with supervisors and other staff	

members	
Observes established channels of communication	
SUPERVISORY ABILITY (Where applicable)	Date:
Demonstrates leadership ability	
Makes timely decisions	
Is fair and impartial in relationships with	
Trains and instructs subordinates	
Maintains acceptable performance standards	

