

| Five-Point Rating Scale | |
|-----------------------------------|---|
| Label | Description |
| Exceptional Performer | Employee exceeded all performance expectations. Employee was an exceptional contributor to the success of his/her department and the state of Georgia. He/she demonstrated role model behaviors. |
| Successful Performer-Plus | Employee met all and exceeded most (more than 50%) of the established performance expectations. |
| Successful Performer | Employee met all performance expectations and may have exceeded some (less than 50%). Employee was a solid contributor to the success of his/her department and the state of Georgia. |
| Successful Performer-Minus | Employee met most (more than 50%), but failed to meet some (less than 50%) performance expectations. Employee needs to further improve in one or more areas of expected job results or behavioral competencies. |
| Unsatisfactory Performer | Employee did not meet all or most (more than 50%) of the established performance expectations. Employee needs significant improvement in critical areas of expected job results or behavioral competencies. |
| Not Rated | At the agency's discretion, a new hire or transfer within five months of the end of the performance period may or may not receive a performance rating. |

Development Activities

- On-the-Job Experiences
- Special Projects
- Rotation Program
- Field Trips
- E-learning
- Inter- and Intra-Agency Teams
- Professional Conferences
- Classroom Training
- Informal Mentoring
- Formal Mentoring
- Coaching



Georgia Performance Management Process

Performance Management is an ongoing process of establishing clear expectations and providing feedback and coaching to ensure those expectations are achieved. It is also a partnership between the employee and his/her manager. The process should focus on continuous communication between the employee and his/her manager, not on the performance form itself.

Value of Performance Management

- Drives **accountability** throughout the organization
- Ensures there is **alignment** between an individual's goals and objectives and their agency's goals and strategic plans
- Drives **clear expectations** with measurable, objective criteria
- Provides **opportunities for feedback** to employees
- Supports **individual development** planning to expand the employee's skill sets

Guiding Principles of Performance Management

- **People drive improved performance**, not forms. Focus on relationships and feedback
- Performance management is a **partnership** between the manager and the employee
- There should be **no surprises** at review time
- **Specific and objective feedback** is key

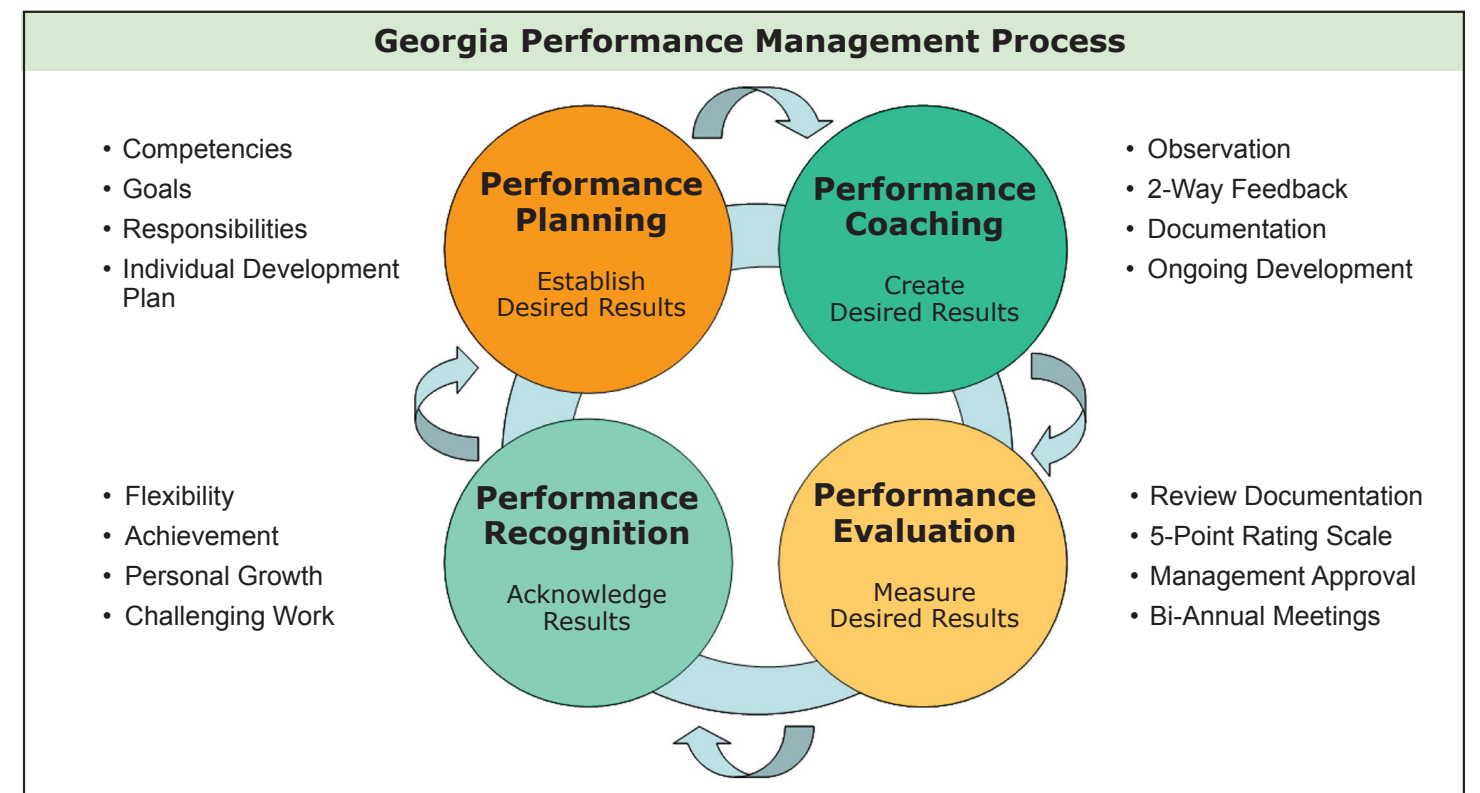
- All individual **performance goals should be linked** to goals of the department or agency
- Performance should be evaluated on **what is to be accomplished**, as well as **how it is to be accomplished**
- Performance should be carefully measured and documented to ensure **fairness and objectivity**

Performance Management Process Design

- **Behavioral Competencies**
 - Core competencies – required of all employees
 - Leadership competencies – required of all managers
- **Goals/Job Responsibilities**
 - Aligned with state and agency mission, vision, goals, and strategic objectives
 - Individual goals unique to position
- **Individual Development Plans**
 - Help identify where to best focus training dollars
 - Develop present and future competencies and skills
- **5-point rating scale to better differentiate performance**

ePerformance System

- Traceable and auditable
- Web-based and “paperless”
- Self-service
- Maintains historical information
- Easy agency reporting
- Flexible



For more information contact your Human Resources Office. The SPA website provides additional resource materials: <http://www.spa.ga.gov/employees/perfMgmtProcess.asp>



Georgia Performance Management Process Timeline

| | Planning Phase | | | | Mid-Year Review | | Annual Evaluation |
|--|---|--|--|---|--|--|--|
| | June | July | August | September - December | December - January | February - June | June-July |
| HR | Create Documents | Questions from managers & employees | Approve plans (if required by agency) | Serve as agency SME | Mid-year evaluation (monitor, review, approve) | Serve as agency SME | Annual evaluation (monitor, review, approve) |
| Monitor and update Reports To Serve as SME to Managers and Employees | | | | | | | |
| Managers | Performance Management training; Begin thinking about goals | Collaborate with employee to develop performance plan; Create plan | Get plan approved (if required); Performance notes | Performance notes; Work with employees on execution of plan | Mid-year review; Meeting with employee; Conduct evaluation | Performance notes; Work with employee on execution of plan | Review employee feedback; Complete annual review; Meet with employee |
| Ongoing Coaching and Development | | | | | | | |
| Employees | Performance Management training; Think about goals | Collaborate with manager to develop plan | Begin plan execution; Performance notes | Performance notes | Self-evaluation; Meet with manager to discuss progress | Performance notes | Self-evaluation; Review achievements with manager; Meet with manager |
| Execution of Performance Plan and Obtaining Feedback | | | | | | | |

Statewide Competencies

| Core Competencies | | Leadership Competencies |
|---|--|---|
| <ul style="list-style-type: none"> ■ Customer Service ■ Teamwork and Cooperation ■ Results Orientation | <ul style="list-style-type: none"> ■ Accountability ■ Judgment and Decision Making | <ul style="list-style-type: none"> ■ Talent Management ■ Transformers of Government |

Goal Alignment / Cascading Goals



What is a "SMART" Goal?

- **Specific** – Precise, Definite, Clear, Understandable: *Exactly what I am going to do.*
- **Measurable** – Standard, Assessment, Exact: *What will success look like? (numbers, percents, etc.).*
- **Achievable or Attainable** – Reachable, Feasible: *This is possible for me to do.*
- **Relevant** – Within **my** job scope: *How does this relate/contribute to my job?*
- **Time-bound** – Time frame, Ending point, Finish: *When (dates) am I actually going to do this?*

PERFORMANCE COACHING

Four goals of coaching:

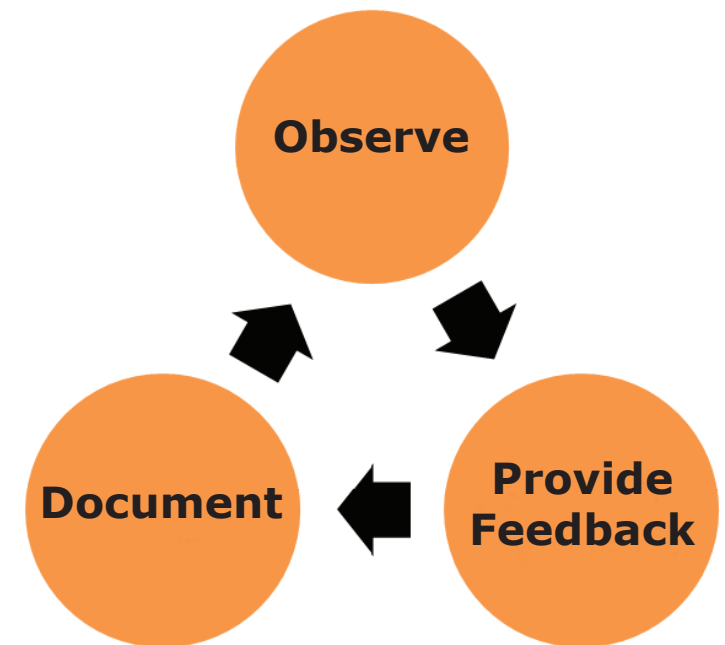
1. To **begin** an effective behavior
2. To **help** employees **correct** deficiencies
3. To **encourage** continued good performance
4. To **stretch** performance to next level

Positive Feedback Approach

1. Describe behavior/result
2. Describe why the behavior is important
3. Obtain employee input
4. Encourage repeat performance

Corrective Feedback Approach

1. Describe what the employee is doing or not doing that is unacceptable
2. Describe the effects of the behavior/results
3. Ask for the employee's input (listen/probe)
4. Describe/restate the expectation
5. Ask for a solution; gain commitment
6. Follow up



Performance Recognition

| Types | Incentives |
|-------------------------|---|
| Flexibility | <ul style="list-style-type: none"> • Telework/flex time • Freedom in approach to work |
| Achievement | <ul style="list-style-type: none"> • Stretch goals • Additional roles and responsibilities |
| Personal Growth | <ul style="list-style-type: none"> • Educational opportunities • Ways to gain marketable skills |
| Challenging Work | <ul style="list-style-type: none"> • Interesting/visible projects • Opportunities to improve/innovate |

