



SANTA CRUZ COUNTY REGIONAL TRANSPORTATION COMMISSION

EMPLOYEE PERFORMANCE EVALUATION AND DEVELOPMENT REPORT

ANNUAL REPORT Step 1 SPECIAL REPORT PROBATIONARY REPORT --mo. FINAL

Employee # Employee Name
Last First Initial

Rating Period from to Class Title

If Applicable: Status Change Effective Date Merit Increase Effective Date

The purpose of the Employee Performance Evaluation and Development Report is to increase communication between employees and supervisory personnel concerning the performance of employees in the accomplishment of their assigned duties and responsibilities, the establishment of specific work-related goals and objectives and the preparation of a personal development plan for further employee development.

INSTRUCTIONS

1. Review employee’s work performance for the entire period; try to refrain from basing judgment on recent events or isolated incidents only. Disregard your general impression of the employee and concentrate on one factor at a time.
2. Evaluate the employee on the basis of the standards you expect to be met for the job to which assigned considering the *length* of time in the job. *Rate only those factors that are applicable to the job.* Check the number which most appropriately fits the level of performance for the factor appraised using the rating scale described below.
3. RATING SCALE:

1 UNSATISFACTORY	The employee’s work performance is inadequate and definitely inferior to the standards of performance required for the position. Performance at this level cannot be allowed to continue.
2 MARGINAL	The employee’s work performance is occasionally below the minimum standards of the position. Effort is needed to improve performance.
3 MEETS JOB STANDARDS	The employee’s work performance consistently meets the standards of the position.
4 EXCEEDS JOB STANDARDS	The employee’s work performance is frequently or consistently above the level of a satisfactory employee, but has not achieved an overall level of outstanding performance.
5 OUTSTANDING	The employee’s work performance is consistently excellent when compared to the standards required of the job.

FACTOR DEFINITIONS

1. **JOB SKILLS AND ABILITY**
 - A. **Job Understanding** – The degree to which the employee perceives clearly and fully the nature and functioning of his or her job in the organizational setting.
 - B. **Job Knowledge and Skills** – The extent to which the employee possesses the knowledge or skill to perform the job.
 - C. **Analytical Ability** – The ability to analyze facts, arrive at alternative solutions and provide acceptable recommendations.
 - D. **Judgment** – The ability to interpret correctly a situation and make sound evaluations as demonstrated by practical decisions and their results.
 - E. **Initiative in Work Improvement** – The extent to which the employee applies himself or herself to their responsibilities and seeks to improve the level of work by initiating action on their own to accomplish the task without direction.
 - F. **Supervision Required** – The amount of supervision needed to assure that the employee will perform his or her assigned duties in an acceptable manner.

- G. Physical Condition** – The extent to which the employee is physically capable of performing the more strenuous aspects of the job.
- 2. QUANTITY**
- A. Amount of Work Performed** – The volume of work produced in relation to the amount of work requiring completion or attention.
- B. Completion of Work on Schedule** – The extent to which an employee completes work within given or reasonable time limits.
- 3. QUALITY**
- A. Accuracy** – The extent to which work is free from errors or omissions.
- B. Thoroughness** – The extent to which work is completed, with all details covered, avoiding the necessity to perform further work to complete it.
- C. Neatness of Work Product** – The extent to which a finished work product exceeds the acceptable standard for legibility, cleanliness and orderliness.
- D. Oral Expression** – The extent to which an employee is capable of verbally expressing himself or herself clearly, concisely and effectively to others.
- E. Written Expression** – The extent to which an employee is capable of expressing his or her thoughts in writing in a logical manner and sequence, using appropriate grammar, punctuation and sentence structure.
- 4. WORK HABITS**
- A. Observance of Working Hours** – The extent to which an employee deviates, without permission, being prompt and/or present during designated work periods.
- B. Attendance** – The extent to which an employee absences himself or herself from the job.
- C. Observance of Rules and Procedures** – The extent to which an employee follows established County and departmental rules and procedures.
- D. Follows Instructions** – The ability to perform according to written or verbal instructions.
- E. Plans and Organizes Work** – The ability to develop an approach to work which will effectively utilize time, material and manpower in an equitable manner to achieve the greatest results with a minimum of time and effort.
- F. Coordinating With Others** – The extent to which the employee organizes his or her work activities to operate harmoniously with the work of others to achieve the best possible results for all.
- G. Attention to Duty** – The extent to which an employee accomplishes work goals with a minimum amount of time and effort.
- H. Care of Equipment** – The extent to which County equipment is properly expended, used and cared for.
- I. Exercises Proper Safety Practices** – The extent to which the employee practices rules of safety to protect self and others.
- 5. ADAPTABILITY**
- A. Performance in New Situation** – The extent to which the employee adapts with a minimum of difficulty to new orders, policy changes, new personnel, different assignments, etc. and performs properly.
- B. Performance with Minimum Instructions** – The extent to which the employee effectively performs with brief instructions without further explanations.
- C. Performance Under Stress** – The extent to which the employee is able to react quickly and properly under adverse conditions or in emergencies.
- 6. PERSONAL RELATIONS**
- A. Acceptance of Supervision** – The manner in which the employee carries out orders or suggestions relating to specific tasks or recurring responsibilities.
- B. Getting Along with Fellow Employees** – The extent to which the employee willingly cooperates with other employees when the job requires it.
- C. Meeting and Handling the Public** – The effectiveness of the employee in relating to the public for the mutual satisfaction of both in carrying out specific responsibilities.
- 7. OTHER**
- This section is to be used for the listing of additional factors of critical importance to the job. Describe the factors to be evaluated in the space provided. Use the comments section to describe the level of performance.**
- 8. SUPERVISORY ABILITY**
- A. Accepting Responsibility** – The extent to which the employee voluntarily performs assigned duties, accepts new duties and assumes responsibility for the actions of subordinates.
- B. Planning** – The extent to which the employee anticipates needs, preplans work, and establishes appropriate schedules.
- C. Organizational Skills** – The ability of the employee to effectively establish, coordinate and prioritize work assignments for the work group.
- D. Decision Making** – The ability to consider and interpret correctly all of the important facts in solving a problem and arriving at a prompt and effective decision.
- E. Directing Work** – The extent to which the employee gives appropriate direction and instruction to subordinates to effectively accomplish the work of the group.
- F. Improving Work Methods** – The extent to which the employee takes actions or provides recommendations which result in improved work efficiency or service.
- G. Training** – The extent to which the employee recognizes deficiencies in subordinates and provides personnel training through proper instruction.
- H. Evaluating Performance** – The extent to which the employee accurately evaluates the performance of subordinates, documents observations, and works with subordinates on correcting their deficiencies.
- I. Disciplinary Control** – The extent to which the employee maintains a consistent and impartial standard of acceptable conduct, performance and quality of work while exercising proper and effective discipline when required.
- J. Communication Skills** – The ability to organize thoughts and effectively express them verbally and/or in writing.
- K. Counseling Skills** – The extent to which the employee offers advice and guidance to employees on work areas that can be improved.
- L. Employee Complaints and Grievances** – The extent to which the employee successfully resolves complaints or grievances of subordinates.
- M. Approachability** – The extent to which others feel free to approach him or her for guidance, advice and counsel.
- N. Fairness and Impartiality** – the extent to which the employee judges subordinates honestly and on merit and interacts impartially toward each.
- O. Leadership and Motivational Ability** – The ability to inspire the confidence, loyalty and willing cooperation and compliance of subordinates in accomplishing the groups' responsibilities.

I. PERFORMANCE EVALUATION AND ACHIEVEMENTS

Please review Factor Definitions before rating employee and then check the appropriate rating 1, 2, 3, 4, or 5.
COMMENTS – Use spaces below to substantiate factor ratings of Unsatisfactory, Improvement Needed, Exceeds Job Standards, or Outstanding. Describe employee's strengths and/or weaknesses. Use additional sheets if necessary.

1. JOB SKILLS & ABILITY	1 2 3 4 5
A. Job understanding	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Job knowledge & skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C. Analytical ability	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D. Judgment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E. Initiative in work improvement	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
F. Supervision required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
G. Physical condition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

2. QUANTITY	1 2 3 4 5
A. Amount of work performed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Completion of work on schedule	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

3. QUALITY	1 2 3 4 5
A. Accuracy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Thoroughness	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C. Neatness of work product	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D. Oral expression	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E. Written expression	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

4. WORK HABITS	1 2 3 4 5
A. Observance of working hours	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Attendance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C. Observance of rules & procedures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D. Follows instruction	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E. Plans and organizes work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
F. Coordinating with others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
G. Attention to duty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
H. Care of equipment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I. Exercises proper safety practices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

5. ADAPTABILITY	1 2 3 4 5
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A. Performance in new situations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Performance with minimum instruction	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C. Performance under stress	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

6. PERSONAL RELATIONS	1 2 3 4 5
A. Acceptance of supervision	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Getting along with fellow employees	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C. Meeting & handling the public	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

7. OTHER (identify)	1 2 3 4 5
A.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

8. SUPERVISORY ABILITY (For Supervisors)	1 2 3 4 5
A. Accepting responsibility	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. Planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
C. Organizational skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D. Decision making	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E. Directing work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
F. Improving work methods	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
G. Training	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
H. Evaluating performance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I. Disciplinary control	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
J. Communication skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
K. Counseling skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
L. Employee complaints & grievances	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
M. Approachability	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
N. Fairness and impartiality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
O. Leadership and motivational ability	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="text" value="<NARRATIVE>"/>	

ACHIEVEMENTS RELATIVE TO OBJECTIVES FOR THIS APPRAISAL PERIOD:

<type here>

II. SUMMARY RATING

Overall Performance Rating – Considering the results obtained against established performance standards as well as overall job performance, the following rating is provided:

- Unsatisfactory Marginal Meets job standards Exceeds job standards Outstanding

Remarks:

<type here>

III. FUTURE OBJECTIVES AND DEVELOPMENT PLAN

A. OBJECTIVES

1. Specific objectives to be achieved for next appraisal period:

<type here>

B. DEVELOPMENT PLAN

1. Formalized education or training required/recommended:

<type here>

2. Job assignments or experience

<type here>

3. Other recommendations

<type here>

Remarks by Employee: _____

Permanent Status Recommended Yes No Not Applicable Merit Step Increase Recommended Yes No Not Applicable

Signature of **RATER** _____ Title **<title>** _____ Date **<date>** _____

If applicable please check this box. I would like to discuss this report with the Reviewing Officer

In signing this report I do not necessarily agree with the conclusions of the rater.

Signature of **EMPLOYEE** Date

As requested, Reviewing Officer discussed report with employee on

I concur in the ratings given by the rater. I have made no change in the report.

(date) (initials) Signature of **REVIEWING OFFICER** Date

An evaluation may be appealed as provided in the SCCRTC's Human Resources Policies.

APPEAL OF EVALUATION RATINGS

1. Upon presentation of the employee performance evaluation, the employee should discuss it with the supervisor, including any rating or comments that he/she believes is improper. If still not satisfied, in addition to signing the evaluation, the employee should place an "X" in the space provided by his/her signature to indicate he/she wishes to discuss the report with the reviewing officer. The employee shall be given a copy of his/her performance evaluation at that time. The supervisor shall then notify the reviewing officer that the employee has requested a meeting.
2. The reviewing officer shall discuss the evaluation with the employee within ten (10) working days after the employee received his/her copy of the performance evaluation report.
3. If an employee wishes further consideration beyond the review by the reviewing officer (or if the reviewing officer fails to respond within the period specified above), the employee, within five (5) working days following the meeting with the reviewing officer, shall prepare a written request as follows to his/her appointing authority:
 - a. Identifies the report by stating the date of the report, the name of the rater, and the date the report was received;
 - b. Specifies that the ratings or comments which he/she believes are incorrect;
 - c. States the rating or comments he/she believes should be made on the report;
 - d. Gives facts substantiating each change requested;
 - e. Keeps a copy of his/her written request and sends the original to the appointing authority.

Upon receiving this request, the appointing authority has ten (10) working days to either sustain or change the report of performance and notify the employee of his/her decision in writing. In case of a change in the report, a copy shall be included with the decision.

An appeal to the Personnel Director for an informal hearing on a report of performance can be made only after the departmental remedies outlined above have been exhausted. Within ten (10) working days after receiving the appointing authority's decision, or within ten (10) working days after expiration of the ten day period for the appointing authority to respond and no response is received, the employee may present his/her appeal in writing to the Personnel Director. However, a report with an overall rating of "meets job standards," "exceeds job standards," or "outstanding" cannot be appealed to the Personnel Director.