A HANDBOOK

FOR EVALUATING

THE CITY MANAGER

City of Dover, NH

CONTENTS

Introduction

This Handbook has been developed for use by Dover's City Council to help establish and conduct an evaluation process for the City's chief executive officer and the Council's sole employee, the City Manager.

An annual examination of the City Manager's performance is not only required by the City Manager's employment agreement but also because it is important and healthy for an effective council-manager relationship. Ultimately, the City Manager's performance evaluation is an essential tool for promoting more effective decision-making throughout the City organization.

This Handbook first discusses the purpose for completing an evaluation of the Manager's performance, and defines the context within which a performance evaluation takes place. It then outlines a series of steps for an effective performance evaluation process and concludes with other reference materials and a generic evaluation form.

The information presented has been adapted from materials developed by the Oregon League of Cities and includes related resource materials assembled from various publications.

Purpose

Performance evaluation need not be painful for either the Council or it's most important and only employee, the City Manager. It should be constructive, providing not only an examination of past performance but guidance for future efforts by the City Manager.

The needs of any city often change over time and priorities are likely to shift with each Council election. As with any employer/employee relationship, an employer has a responsibility to clearly communicate to its employee exactly what it expects and wants. As the employer, each new Council has an obligation to relate to their employee, the Manager, their desire for him or her to focus on particular community needs, projects or priorities.

If conducted properly, a performance evaluation process will be positive and useful for both the Council and Manager. It will:

  allow Council members to become better acquainted with each other and the Manager;

  improve communication between the Council and Manager;

  provide important feedback to the Manager;

  acknowledge strengths and point out weaknesses for the Manager;

  bring problems into focus and reduce future misunderstanding and conflict; and

  Help clarify roles and responsibilities of both the Council and Manager.

There is another purpose for completing the City Manager performance evaluation process. An effective evaluation process can help the Council examine and improve upon its own performance. A Council's success in achieving its goals is tied to the performance of its City

Manager. The City Manager can provide useful feedback and observations to the council about such things as:

> is the Council providing clear direction about its needs, goals, and priorities?
> is the Council fulfilling its role as a policy-making body?
> is the Council becoming too involved in day-to-day administration?

There are numerous methods and techniques that a city council may choose to follow in evaluating their city manager. The process outlined in this Handbook is general in nature and can be adapted to accommodate various needs or circumstances that may arise from time to time. Although there is no "right" way to conduct an evaluation, there is a right way to approach performance evaluations. The City Council's evaluation of the City Manager must be approached as part of an on-going process which strives to allow for a more thoughtful and effective decision-making body and more effective city management.

Context for Performance Evaluation

Council and Manager Roles and Responsibilities. A council and its manager depend on each other. . . the council depends on its manager for a considerable amount of information, and the manager depends on the council to make the best decisions it can after receiving and evaluating that information. Given this dependency, the importance of respect, forthrightness and confidence in the Council-Manager relationship can not be overemphasized.

The original concept behind the council-manager form of government was to separate the policy-making functions, the domain of the elected council, from the administrative functions to be directed by the manager. In reality, the separation of administrative and policy-making functions is not so clear cut. Defining the difference between policy and administration may be the greatest source of confusion and conflict between city councils and a manager.

Before any performance evaluation takes place, a council and its manager should define their respective roles and reach agreement about them. Without a clear understanding of functions and roles, performance evaluation is of little value. The areas of responsibility of the City Council and City Manager are outlined in the City's Charter, Administrative Code and ordinances. These documents should be consulted and provide the basis for further discussions to clarify "what falls where."

Council Goals and Priorities. Goals are a necessary ingredient for success in an organization. To be effective, any organization must have a clear picture of its purpose and what it hopes to achieve, an understanding of what it must do to achieve its purpose, specific goals, and objectives, and a valid method for evaluating its effectiveness in reaching them.

Setting goals has a direct relationship to the Manager's performance. Goals set clear direction and let the Manager know what issues are important to pursue. The council goals, themselves, should not be a <u>part of appraising the Manager's performance. However, the City Manager's professional capacity to take policy direction from the Council and implement the goals is an important ingredient of evaluating the Manager's performance</u>.
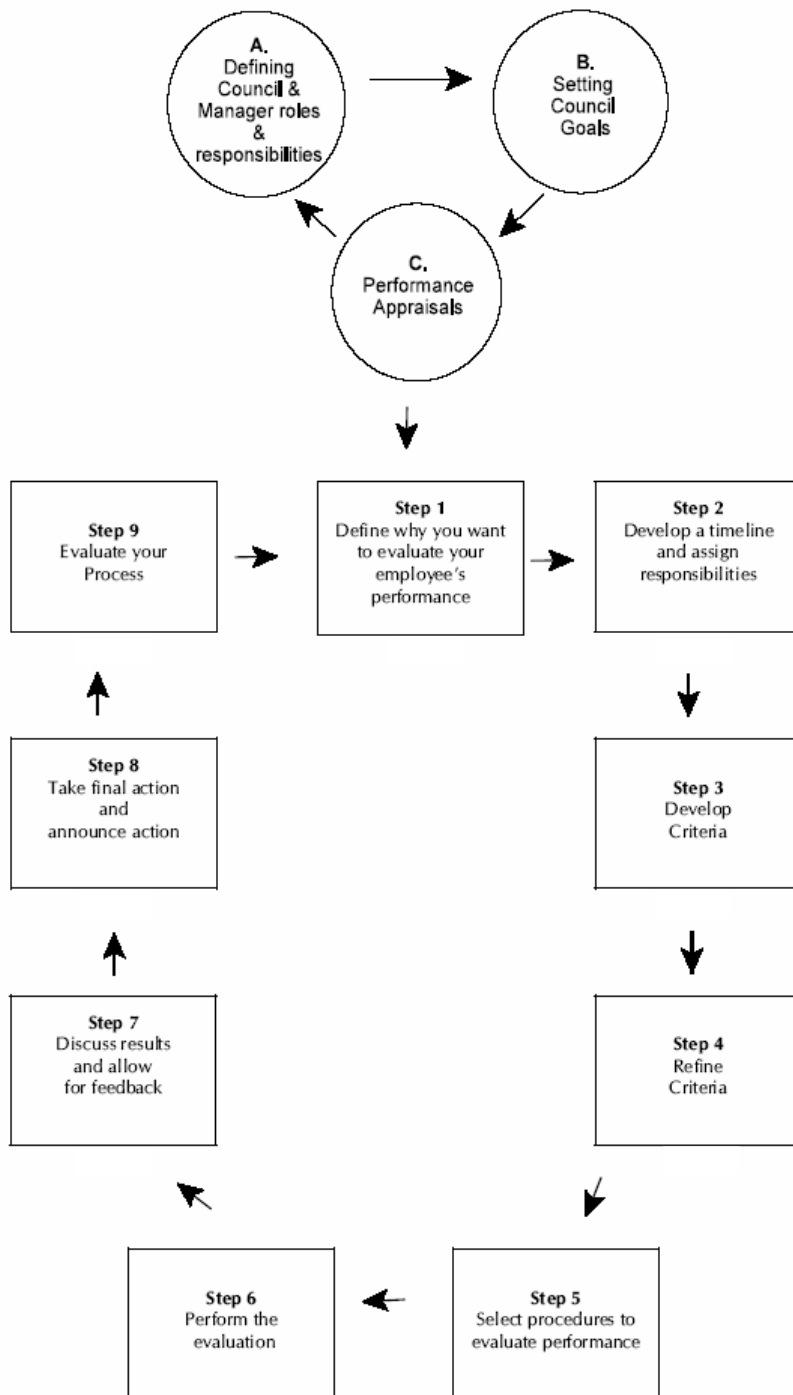
Right to Know Law. In New Hampshire, an evaluation completed by the City Council must occur within the guidelines of the state's Right to Know law, RSA 91-A. The Council and Manager

should review the law and decide whether or not to conduct the process in a public or a non-public session.

The general intent of the Right to Know Law is to provide a statutory right of public access to meetings conducted by a public decision-making body and records maintained by public agencies. There are some specific exceptions when the public may be excluded from attending a meeting involving the body or having access to certain records. One of the specific exemptions relates to personnel related matters involving a public employee.

Regardless of whether the evaluation is conducted in a non-public or open session, the Right to Know Law will dictate certain procedures for meeting notification, recording of minutes and disclosure of decisions made. These procedures should be reviewed by the Council and Manager and followed throughout the evaluation process.

The Performance Evaluation Process

A.
Defining
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Manager roles
&
responsibilities

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Setting
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Step 9
Evaluate your
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and
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Develop
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for feedback

Step 4
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Step 6
Perform the
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Step 5
Select procedures to
evaluate performance

STEP 1: **DEFINE CLEARLY WHY YOU WANT TO EVALUATE THE PERFORMANCE OF YOUR EMPLOYEE**

There are many reasons for a Council to evaluate the performance of its Manager. Frequently, the Council wants to measure performance and determine salary, or define or improve, the working relationship between the Manager and the Council. Whatever the particular reasons, they should be honest, clear, and understood by the Council, the employee, and the public before launching a performance evaluation process.

Following are examples of objectives that can be established prior to completing the appraisal process:

To establish and maintain effective Council and City Manager relationships;

To allow the City Manager and Council to identify and understand their respective roles, relationships, expectations of, and responsibilities, to each other; and

to allow the discussion of the City Manager's strengths and weaknesses as demonstrated by past performance, away from the decision-making table, and the methods where performance may be improved and crisis confrontations avoided.

STEP 2: **DEVELOP A TIME LINE AND ASSIGN RESPONSIBILITIES**

A Council which is committed to a good evaluation process will also commit the time necessary to perform each task involved in the process. The entire council should be involved in every step. The Council as a body employs the City Manager and is needed to provide guidance to the City Manager.

A Council may decide to use the services of an outside facilitator to assist in, some or all, phases of the process. Using an outside facilitator has advantages. For example, the facilitator has not been involved in the council-manager relationship or the individual personalities which would likely influence the process. It is also easier for an outside person to keep the process moving along during periods when the Council can otherwise get bogged down.

If you choose not to use an outside facilitator, you should select a leader who will take responsibility for facilitating the evaluation process. This leader could be the Mayor or a designated Council member.

STEP 3: **DEVELOP CRITERIA**

Once the Council and Manager are comfortable with your respective roles and responsibilities, have adopted goals which are supported by the Council, and are clear about why you're conducting an evaluation, you're ready to move to the next step — selecting the criteria to measure against. Criteria are like yard sticks — they establish standard dimensions by which we can measure progress. Without these yardsticks, evaluations can turn into unfair, unproductive free-for-alls.

Nowadays, employers of all types commonly identify the specific professional competencies and skills employee's need to succeed in any given position. These competencies and skills are used as the criteria for employment related evaluations beginning with an employee's initial recruitment, ongoing training, and subsequent performance evaluations.

Examples of competencies that can be incorporated into an evaluation of the City Manager may be found in the 18 practice areas recognized by International City/County Management

Association as essential for every local government manager. The professional competencies for effective local government management are listed in Appendix A.

Aside from selecting criteria based on professional competencies, do not overlook the Manager's ability to achieve Council goals. If a goal is purely a Council goal, such as Council members being more visible in the community, it would not be fair to add that to the list since it is not something the Manager can implement. However, the Council can look at whether or not the Manager has the professional capacity to help the Council implement its goals.

In developing the criteria to be used for evaluating the City Manager's performance, both the Council and Manager should discuss and agree upon the competencies, skills and expected outcomes necessary for being an effective City Manager. ***The evaluation process will be enhanced if both the entire Council and the Manager are involved from the start in developing the criteria and agreeing on them.*** This is an important area where a facilitator may add value to the evaluation process. A facilitator should be able to assist with identifying and developing evaluation criteria that are specific to the circumstances found in this community.

STEP 4:   REFINE CRITERIA

You are now ready to refine the criteria and develop specific questions you want to ask and have answered during the evaluation. It is important to be specific about what you really mean in each category. Again, it is best to refine the criteria with the entire Council and the Manager to ensure categories are not misinterpreted or new performance goals inadvertently added which were not previously defined.

After developing evaluation criteria, refining and expanding upon each is one of the most critical steps in an effective performance appraisal system, and one of the most involved. For each competency and/or responsibility you list, you must be able to answer two questions:

First,   "What is the purpose, effect, or desired outcome of this competency/responsibility?"

Second,   "How will I know, if and when, this purpose, effect, or desired outcome is being achieved?"

Answers to these questions achieve two important goals: (1) a clear statement of purpose helps assure that individual Council members understand one another's values, ideas, and concerns about the role and functions of the City Manager in city government; and (2) knowing the data and performances that tell you that responsibility is, in fact, being achieved requires that you look for tangible criteria to use in judging managerial performance.

Example:

CRITERIA: Policy Facilitation

What is the purpose, effect, or desired outcome of this responsibility?
    To allow the council to function as efficiently and effectively as possible in its interaction with administrative staff members, departments, and the overall guidance of city affairs. To minimize delays, confusion, and conflict generated by incomplete staff work, favoritism,

lobbying, and unprofessional managerial performance. To assist the council in acting as a single body . . . etc.

How will I know, if and when, this purpose, effect, or desired outcome is being achieved?

Availability and timeliness of information requested or needed by the council. Preparedness for council meetings. Accuracy and thoroughness of information and reports. Keeping councilors appraised of day-to-day events and information necessary for them to carry out their functions. Impartial and professional interaction with each councilor, regardless of opinions and recommendations . . . etc.

Ultimately, performance appraisal addresses the actions taken by the City Manager to meet the expectations of the Council and the requirements of the position. Performance is action. Appraisal focuses on the effects of that action.

Focusing each criterion by addressing the two questions above will help you in objectively identifying the actions and effects of the City Manager's performance while avoiding the traps of trying to assess subjective characteristics that may not truly be bona fide job requirements.

STEP 5:   SELECT PROCEDURES TO EVALUATE PERFORMANCE

After you have specific criteria by which you will evaluate your employee, review them until both the Council and Manager are satisfied with the results.

The next step is deciding how you're going to perform the evaluation. The criteria you've developed may help determine the best way to do it. There are three general approaches to consider: written evaluations, oral evaluations, or a combination of both.

Written Evaluations. This technique allows each person to make all comments in writing. There are several methods used for written evaluations. A combined essay and rating scale is perhaps the most commonly used.

Essays. An essay is a written statement describing the employee's performance. It is most effective when each answer responds to a specific question, topic or criterion. It is least effective when each answer is generally stated and when its relation to criteria is vague and unspecific.

Rating Scales. A rating scale consists of a set of statements about job performance. A scale, either using numbers or adjectives, is used by evaluators to make their judgments.

Combination Essay and Rating Scales. A simple and effective way to perform the evaluation is to develop a rating scale and leave room for additional comments under each criterion. This allows for individuals to use specific examples of what the employee has done. It also helps the Manager understand what the Council thinks more specifically about his or her performance.

Oral Evaluation. Openly discussing the appraisal with the Manager is another technique. As with written evaluations, conversation should center on the criteria you developed and should be conducted by the Council as a group. An advantage of verbal evaluation is that it presents

an opportunity to clear up any misunderstanding about performance in face-to-face settings. However, unlike written evaluations, verbal evaluations do not leave a written record and sometimes lead to confusion at a later time about what was said.

Combination of Written and Oral. A combined written and oral evaluation is probably the most effective method of performing the evaluation. This method allows each individual Council member to evaluate the performance of the Manager in writing and follow up with face-to-face discussion individually and/or preferably collectively as a group.

Whatever technique chosen, it is important to stick to the developed criteria. You are evaluating the performance of an individual in a position. The evaluation is not a free-for-all gripe session, nor is it an awards ceremony; it is important to express legitimate concerns and recognize good performance as well as communicate future expectations.

STEP 6:   PERFORM THE EVALUATION

The system for performing the evaluation you have just designed is now in place and ready to use. Make sure you have a definitive schedule set up and a target date for completing the evaluation.

If you have chosen to use a written evaluation technique, the forms should be distributed to individual Council members, requesting that the forms be completed and returned according to the established schedule.

Collecting accurate information according to the criteria you have developed is more difficult for a Council than in an ordinary supervisor-subordinate situation because Council members are not always in a position to observe the employee on a day-to-day basis.

It is certainly not appropriate for Council members to follow the Manager around for a week with a pencil and pad in their hands. But there are several things Council-members can and should do to help ensure that they have accurate information to perform a meaningful evaluation.

> The most important thing is to allow enough time to collect information about the Manager's performance. An extended information-collection period will make the entire process a little longer; however, it is well worth spending the additional time to have an effective and productive evaluation. Council members cannot base their judgments on the employee's performance in only 2 or 3 months. Allowing six months after you have developed the criteria may be more appropriate.
>
> Looking over minutes of past meetings may bring to mind projects that the Manager has been responsible for and the outcome of those projects.
>
> Individual Council members may want to make appointments with the Manager to discuss his or her performance. This meeting is not intended to make judgments about his or her performance. Its purpose is to seek information.

Remember, the primary responsibility for Councilors during this phase of the evaluation cycle is to be alert and responsive to data about the Manager's performance. One of the most common errors found in formal employee evaluation systems is, as one manager explained, that they often reflect only the performance just prior to the evaluation session. To avoid this, it

is important for Councilors to document incidents and information throughout the performance cycle that reflect the performances of the City Manager.

Note: It is as important to document outstanding performances as it is to document performances that don't meet with your expectations.

It will be extremely helpful to both the Manager and the Council to use specific examples of performance in the evaluation. Vague generalizations will not help the Manager understand how he or she can improve performance. Specific examples help to illustrate positive and negative comments and put everyone on the same wavelength.

In preparing for discussion of the evaluation results with the Manager, the facilitator of the review session should compile the information from each Council member into one document which reflects all the input. The facilitator should then share the results with the entire Council before it is presented to the Manager. The purpose of sharing the results of the evaluation with the Council is to provide each member with an understanding of the total results. The Council should strive to reach consensus on the report so that each person can feel a part of the result and be comfortable with it. This does not mean that any individual should try to push others into changing their minds about how they filled out the evaluation. But this group discussion will allow each council member to understand how the others feel and what differences need to be resolved. There may be differences in the perceptions of individuals which need further discussion and clarification.

Having one document from the whole council is very important. The entire performance evaluation process has been a group process. It is not appropriate for each Council member to independently pass judgment on the Manager without consensus of the entire Council. The Council has authority and the Manager receives direction only when the Council acts as a body.

STEP 7:   DISCUSS RESULTS WITH EMPLOYEE AND ALLOW FOR FEEDBACK

Before you make a final decision about any action as a result of the evaluation, or make any final statement as a Council about the Manager's performance, it is important to discuss the results of the evaluation with the Manager first.

Several things should happen during this discussion. First, you may wish to let the Manager evaluate him or herself. You can give the same rating form or set of questions to the Manager and ask him or her to fill it out according to their own perception of how he or she has performed in the position.

Discuss the areas where there are differences between the Manager and the Council about strengths and weaknesses. There may be misunderstanding among Council members about the Manager's actual performance. Likewise, the Manager may not have understood or may have misinterpreted the Council directives. Try to reach agreement on the areas that need improvement and what types of changes the Council would find acceptable.

A Council that is serious about evaluation should understand that its performance often affects the Manager's performance. The Council should ask the Manager about how the Council's performance has enhanced or hindered the Manager's performance.

STEP 8:   AGREE ON FOLLOW-UP STEPS

One of the most important reasons for evaluating the performance of an employee is to acknowledge the employee's strengths and point out areas that need to be improved. Any recommendations or actions the Council takes should be tied to this reason and any others the Council listed in Step 1 of this process.

Nobody is perfect — even the best evaluation will likely show a few things that need improvement and attention. Also, change may be necessary on the part of the Council as well as the Manager.

Remember that the evaluation process is intended to bring out positive change. **Focus on future improvement, not on past performance.**

Agree on the areas that need improvement and the best course of action. The facilitator, if you are using one, may be able to suggest ways to improve performance.

Set up a work program and schedule for workshops or any other methods which will help the Manager and Council improve the identified areas. Stick to the schedule.

Effective performance should be acknowledged. Everyone needs positive reinforcement for good work. The Council should decide how they would like to acknowledge strong performance. But, at the very least, a public statement by the Council should be made supporting and acknowledging the Manager's performance.

STEP 9:   EVALUATING YOUR PROCESS

No process is ever complete without an evaluation of what it is you have done. Whether you develop a questionnaire to evaluate the process or have a debriefing session, every individual involved in the process should participate and make recommendations for future use. Here are some questions to get you started:

> What were the positive outcomes?
> What were the negative outcomes?
> Could negative outcomes have been avoided?
> How could you improve the process next time?
> What areas of the process do you and the Manager need to work on?
> Were the criteria fair and objective?
> What have you learned about yourself as an elected or appointed official?
> How did the general public react?

Involve the Manager in this review. He or she may have some valuable insights for the next time.

As a group, try to develop a list of ways you could improve what you have done.

Your Next Steps

Once you have completed this process, you will have done more than evaluate the performance of your employee. You will have defined your roles and responsibilities, set goals, opened up lines of communication, and made significant strides toward increasing your own effectiveness as an elected body.

But don't stop here! Go back and refine your roles; you may have accomplished some of your goals and need to set new ones. If you haven't accomplished them, set deadlines for their accomplishment. It may be time to put another appraisal process together. There may be some Council training and team development sessions needed as a result of reviewing the Council's and Manager's accomplishments. Don't be discouraged if you felt a little uncomfortable or if the process wasn't perfect the first time. This process takes practice and refinement, but it is worth it!

Continue the good work that you have started and watch how positive change can happen.

Appendices

ICMA Recognized Practices for Effective Local Government Management

1. <u>Staff Effectiveness</u>: Promoting the development and performance of staff and employees throughout the organization (requires knowledge of interpersonal relations; skill in motivation techniques; ability to identify others' strengths and weaknesses). Practices that contribute to this core content area are:

COACHING/MENTORING Providing direction, support, and feedback to enable others to meet their full potential (requires knowledge of feedback techniques; ability to assess performance and identify others' developmental needs)

TEAM LEADERSHIP Facilitating teamwork (requires knowledge of team relations; ability to direct and coordinate group efforts; skill in leadership techniques)

EMPOWERMENT Creating a work environment that encourages responsibility and decision making at all organizational levels (requires skill in sharing authority and removing barriers to creativity)

DELEGATING Assigning responsibility to others (requires skill in defining expectations, providing direction and support, and evaluating results)

2. <u>Policy Facilitation</u>: Helping elected officials and other community actors identify, work toward, and achieve common goals and objectives (requires knowledge of group dynamics and political behavior; skill in communication, facilitation, and consensus-building techniques; ability to engage others in identifying issues and outcomes). Practices that contribute to this core content area are:

FACILITATIVE LEADERSHIP Building cooperation and consensus among and within diverse groups, helping them identify common goals and act effectively to achieve them; recognizing interdependent relationships and multiple causes of community issues and anticipating the consequences of policy decisions (requires knowledge of community actors and their interrelationships)

FACILITATING COUNCIL EFFECTIVENESS Helping elected officials develop a policy agenda that can be implemented effectively and that serves the best interests of the community (requires knowledge of role/authority relationships between elected and appointed officials; skill in responsibly following the lead of others when appropriate; ability to communicate sound information and recommendations)

MEDIATION/NEGOTIATION Acting as a neutral party in the resolution of policy disputes (requires knowledge of mediation/negotiation principles; skill in mediation/negotiation techniques)

3. <u>Functional and Operational Expertise and Planning (a component of Service Delivery Management)</u>: Practices that contribute to this core content area are:

FUNCTIONAL/OPERATIONAL EXPERTISE Understanding the basic principles of service delivery in functional areas--e.g., public safety, community and economic development, human and social services, administrative services, public works (requires knowledge of service areas and delivery options)

OPERATIONAL PLANNING Anticipating future needs, organizing work operations, and establishing timetables for work units or projects (requires knowledge of technological advances and changing standards; skill in identifying and understanding trends; skill in predicting the impact of service delivery decisions)

4. Citizen Service (a component of Service Delivery Management): Determining citizen needs and providing responsive, equitable services to the community (requires skill in assessing community needs and allocating resources; knowledge of information gathering techniques)

5. Quality Assurance (a component of Service Delivery Management): Maintaining a consistently high level of quality in staff work, operational procedures, and service delivery (requires knowledge of organizational processes; ability to facilitate organizational improvements; ability to set performance/ productivity standards and objectives and measure results)

6. Initiative, Risk Taking, Vision, Creativity, and Innovation (a component of Strategic Leadership): Setting an example that urges the organization and the community toward experimentation, change, creative problem solving, and prompt action (requires knowledge of personal leadership style; skill in visioning, shifting perspectives, and identifying options; ability to create an environment that encourages initiative and innovation). Practices that contribute to this core content area are:

INITIATIVE AND RISK TAKING Demonstrating a personal orientation toward action and accepting responsibility for the results; resisting the status quo and removing stumbling blocks that delay progress toward goals and objectives

VISION Conceptualizing an ideal future state and communicating it to the organization and the community

CREATIVITY AND INNOVATION Developing new ideas or practices; applying existing ideas and practices to new situations

7. Technological Literacy (a component of Strategic Leadership): Demonstrating an understanding of information technology and ensuring that it is incorporated appropriately in plans to improve service delivery, information sharing, organizational communication, and citizen access (requires knowledge of technological options and their application)

8. Democratic Advocacy and Citizen Participation: Demonstrating a commitment to democratic principles by respecting elected officials, community interest groups, and the decision making process; educating citizens about local government; and acquiring knowledge of the social, economic, and political history of the community (requires knowledge of democratic principles, political processes, and local government law; skill in group dynamics, communication, and facilitation; ability to appreciate and work with diverse individuals and groups and to follow the community's lead in the democratic process). Practices that contribute to this core content area are:

DEMOCRATIC ADVOCACY Fostering the values and integrity of representative government and local democracy through action and example; ensuring the effective participation of local government in the intergovernmental system (requires knowledge and skill in intergovernmental relations)

CITIZEN PARTICIPATION Recognizing the right of citizens to influence local decisions and promoting active citizen involvement in local governance

9. Diversity: Understanding and valuing the differences among individuals and fostering these values throughout the organization and the community

10. Budgeting: Preparing and administering the budget (requires knowledge of budgeting principles and practices, revenue sources, projection techniques, and financial control systems; skill in communicating financial information)

11. Financial Analysis: Interpreting financial information to assess the short-term and long-term fiscal condition of the community, determine the cost-effectiveness of programs, and compare alternative strategies (requires knowledge of analytical techniques and skill in applying them)

12. Human Resources Management: Ensuring that the policies and procedures for employee hiring, promotion, performance appraisal, and discipline are equitable, legal, and current; ensuring that human resources are adequate to accomplish programmatic objectives (requires knowledge of personnel practices and employee relations law; ability to project workforce needs)

13. Strategic Planning: Positioning the organization and the community for events and circumstances that are anticipated in the future (requires knowledge of long-range and strategic planning techniques; skill in identifying trends that will affect the community; ability to analyze and facilitate policy choices that will benefit the community in the long run)

14. Advocacy and Interpersonal Communication: Facilitating the flow of ideas, information, and understanding between and among individuals; advocating effectively in the community interest (requires knowledge of interpersonal and group communication principles; skill in listening, speaking, and writing; ability to persuade without diminishing the views of others). Practices that contribute to this core content area are:

ADVOCACY Communicating personal support for policies, programs, or ideals that serve the best interests of the community

INTERPERSONAL COMMUNICATION Exchanging verbal and nonverbal messages with others in a way that demonstrates respect for the individual and furthers organizational and community objectives (requires ability to receive verbal and nonverbal cues; skill in selecting the most effective communication method for each interchange)

15. Presentation Skills: Conveying ideas or information effectively to others (requires knowledge of presentation techniques and options; ability to match presentation to audience)

16. Media Relations: Communicating information to the media in a way that increases public understanding of local government issues and activities and builds a positive relationship with the press (requires knowledge of media operations and objectives)

17. Integrity: Demonstrating fairness, honesty, and ethical and legal awareness in personal and professional relationships and activities (requires knowledge of business and personal ethics;

ability to understand issues of ethics and integrity in specific situations). Practices that contribute to this core content area are:

PERSONAL INTEGRITY Demonstrating accountability for personal actions; conducting personal relationships and activities fairly and honestly

PROFESSIONAL INTEGRITY Conducting professional relationships and activities fairly, honestly, legally, and in conformance with the ICMA Code of Ethics (requires knowledge of administrative ethics and specifically the ICMA Code of Ethics)

ORGANIZATIONAL INTEGRITY Fostering ethical behavior throughout the organization through personal example, management practices, and training (requires knowledge of administrative ethics; ability to instill accountability into operations; and ability to communicate ethical standards and guidelines to others)

18. Personal Development: Demonstrating a commitment to a balanced life through ongoing self-renewal and development in order to increase personal capacity (includes maintaining personal health, living by core values; continuous learning and improvement; and creating interdependent relationships and respect for differences).

"How Are We Doing?"

Evaluating the Performance of the Chief Administrator

Margaret S. Carlson

Picture a governing board meeting at a hectic time of year. Perhaps it is budget season and difficult funding decisions loom. Or the members are still recovering from stinging criticism over a hot community issue. Suddenly, someone says, "Hey, didn't we say last year that we were going to evaluate the manager around this time?" Other members groan inwardly as they envision yet another series of meetings and potential conflict with other board members. One member says, "Everything seems to be going OK. Let's just go ahead and decide on a salary increase now. Is an evaluation really that important?"

Yes.

Evaluating the performance of the chief administrative officer—whether the title is local government manager or health director or school superintendent or social services director—is critically important.

In recent years, jurisdictions increasingly have recognized the importance of a useful performance evaluation system to the overall effectiveness of their organizations. They have taken steps to improve their methods of evaluating line workers, supervi-

Avoid the Pitfalls by Using a Systematic Evaluation Process

sors, and department heads. But one important individual is frequently overlooked at performance evaluation time: the person who reports to the governing board. Governing boards have a responsibility to get on with that job. This article is designed to show how to evaluate a chief administrative officer who reports to a governing board, for simplicity called here the "manager."

Ironically, the reasons that a manager may not receive a regular performance evaluation are the very reasons that an evaluation can be helpful:

- This individual is in a unique position in the organization.
- He or she serves at the pleasure of the board.
- He or she may frequently receive conflicting messages about priorities and direction from board members.

It is vital for managers to get regular, accurate feedback about whether they are meeting the expectations of the board, but it is unlikely that the organization will have a useful process in place for administrators to get that information in the absence of a well-conceived performance evaluation system.

Conducting an effective evaluation is hard work, but it doesn't have to be a bad experience for the board or the manager. With planning and a commitment to open lines of communication, chances are good that the experience will result in a new level of cooperation and understanding between manager and board and, ultimately, a more effective working relationship.

Common Pitfalls

Both the board and the manager may approach an evaluation with reluctance. Board members will be required to talk openly and honestly about the positive and negative aspects of a person's performance—a difficult task for many people. The manager must be able to receive this feedback in a nondefensive manner, even when it appears that the board is articu-

lating specific performance expectations for the first time, or that the board is focused on the manager's conduct in the most recent crisis, rather than his or her overall performance.

Here are some common problems that boards and managers encounter when they plan for and conduct performance evaluations:

- The board evaluates the manager only when there are serious performance problems, or when all or some of the board members already have decided that they want to fire the manager.
- The board realizes it is time to determine the manager's salary for the upcoming year, and it schedules a performance evaluation for the next meeting without discussing the format or process of the evaluation.
- The discussion during the evaluation is unfocused, with board members disagreeing about *what* the manager was expected to accomplish as well as *whether* the manager met expectations.
- The board excludes the manager from the evaluation discussion.

- The board evaluates only the manager's interactions with and behavior toward *the board*, even though members recognize that this may represent a relatively small portion of the manager's responsibilities.
- The board borrows an evaluation form from another jurisdiction or from a consultant without assuring that the form matches the needs of its own board and manager.

Most of these pitfalls can be avoided by planning and conducting a systematic process for evaluating the manager's performance. A thorough evaluation process, like the one suggested below, contains several essential components (see Figure 1).

A Suggested Evaluation Process

Planning the Evaluation.
1. Agree on the purpose(s) of the evaluation. Typically, boards identify one or more of the following goals when describing the purpose of an evaluation:

- To give the manager feedback on his

Figure 1. Steps in Planning and Conducting an Evaluation Process

Planning the Evaluation.
1. Agree on the purpose(s) of the evaluation.
2. Agree on what the board expects of the manager.
3. Agree on the frequency and timing of the evaluation.
4. Agree on who will be involved.
5. Agree on an evaluation form to be used.

Conducting the Evaluation.
1. Have individual board members complete the evaluation form before the evaluation session.
2. Have the manager do a self-assessment.
3. Agree on a setting for the evaluation discussion.
4. Have the manager present during the evaluation.
5. Consider using a facilitator.
6. Allow sufficient time.
7. Include a portion during which the board evaluates its own performance.
8. Decide on the next steps, and critique the process.

or her performance and to identify areas in which improvement may be needed.

■ To clarify and strengthen the relationship between the manager and the board.

■ To make a decision about the manager's salary for the upcoming year.

These goals are not incompatible, and it is possible to accomplish all of these tasks at once. However, it is essential that board members and the manager discuss and reach agreement on the purpose of the evaluation before deciding what the rest of the process will be. For example, a board member who thinks the main reason for doing an evaluation is to make a decision about compensation may think that a brief consultation among board members—minus the manager—is sufficient to ensure that no members have any major concerns about the manager's performance. This member also may ask for input from a personnel specialist who can provide information about managers' salaries in comparable jurisdictions. By contrast, a board member whose main interest is improving communication between the board and the manager may suggest a process that includes a conversation between the board and the manager, with the manager present throughout the evaluation.

A board might question whether the manager should be involved in planning the evaluation process, as the evaluation may be seen as the board's responsibility, with the manager as the recipient of the evaluation. Yet most boards want to conduct an evaluation that is helpful to the manager and provides guidance for his or her future actions. Because it can be difficult for the board to anticipate fully what the manager would—or would not—find useful in an evaluation, it is wise to consult with the manager early in the planning process.

For instance, the board may feel that the manager would be uncomfortable hearing board members talk about his or her performance at first hand and so

may design a process that "protects" the manager from hearing any negative feedback. Although the board's motives may be good, such a design may not meet the manager's needs if the manager actually wants to be part of the discussion, negative comments and all. Spending some time talking about the purpose of an evaluation at the beginning of the process will reduce the possibility of misunderstandings and conflicting priorities later on.

2. Agree on what the board expects of the manager. A job is essentially a set of expectations. It is possible to assess whether or not an individual holding that job has met expectations. But an evaluation can be useful only if an earlier discussion has taken place in which the board and manager have outlined expectations for the manager's performance. A board and manager may discuss expectations in conjunction with setting organizational goals for the upcoming year, perhaps as part of an annual retreat.

After setting goals, the board may specify objectives for the manager that define his or her role in meeting these goals. These objectives, then, are the board's expectations concerning the manager. For example, a city council may set a goal of working with agencies and community groups to reduce drug-related crimes in the city. The council may list one or more objectives for the manager related to this goal: identifying groups and agencies that already are working to reduce drug-related crime, forming a partnership that includes members of all relevant groups, or explaining new programs to the local media. If the manager needs clarification of the objectives or has some concerns about his or her ability to meet the board's expectations, these issues are best discussed at the time these objectives are set, rather than a year later, when the board wants to know why its expectations have not been met.

In addition to identifying *what* the board wants the manager to achieve, a board typically has an interest in *how*

the manager achieves these objectives; it expects the manager to have certain knowledge and to exhibit certain skills while performing his or her duties. Expectations about the manager's knowledge and skills also should be articulated by the board. The board may expect the manager, for example, to have oral and written presentation skills that enable him or her to present ideas clearly and concisely to diverse groups. It also may expect the manager to be able to allocate resources in a way that ensures equitable service delivery to citizens and to be able to delegate work effectively and evaluate the performance of his or her staff.

A board's expectations for the manager often represent a mix of general areas of knowledge and skills every manager should possess, as well as specific expectations based on the board's composition, the organization's history, or special features of the city or region. Therefore, it may be helpful for the board to use an existing list of managerial expectations as input for its discussion, then to customize these expectations to fit the needs of the jurisdiction. Many professional organizations—like ICMA—can supply such a list; or the board and manager may contact other communities in their area. Remember that a list of expectations for the manager that comes from a source outside the board is intended to *begin* a discussion of the board's expectations for the manager, not to *replace* this discussion.

3. Agree on the frequency and timing of the evaluation. The board and manager should agree on how often evaluations should be conducted (perhaps once a year) and adhere to that schedule. The timing of the evaluation also should be considered. For instance, the board may wish to have the evaluation cycle and budget cycle coincide and to make decisions about the manager's compensation at such a time. Or, it may choose to conduct the evaluation before the budget process gets under way if it feels that it would not be able to give its full attention to the evaluation during the

months leading up to the adoption of the budget.

The board should avoid scheduling the evaluation just before or after an election. If the evaluation is held too soon after an election, new members may not have had the time they need to gather information about and form a judgment of the manager's performance. Likewise, it is not a good idea to schedule an evaluation just before an election if a change in the composition of the board is expected.

4. Agree on who will be involved. All members of the board and the manager should participate in the evaluation (more about the manager's presence at the evaluation, below). The full board's participation is necessary because all members have relevant information about the manager's performance. In addition, during the planning process, the board and manager should consider whether there are other parties who have an important perspective on the manager's performance. A common problem is for the board to focus entirely on the manager's interactions with the board, even though the manager spends only a fraction of his or her time in direct contact with the board.

Although both the board and manager may feel that the perceptions of staff, citizens, and others are important, they may be concerned about how these perceptions will be collected and shared. It is not a good idea for board members to go directly to staff and to poll employees on their views of the managers' strengths and weaknesses. Such actions would put board members in an inappropriate administrative role and may put staff members—including the manager—in an uncomfortable position. Instead, the manager might hold "upward review sessions" with his or her staff in order to receive feedback from subordinates and to report general themes that came out of these sessions as part of his or her self-assessment.

The goal is not to make the manager feel under attack; rather, it is to acknowl-edge that many people may have relevant information about the manager's performance and that the board should not be expected to know everything about the manager's work. If the board and manager choose not to incorporate other sources of information in the evaluation, the board may want to consider omitting performance criteria that it feels unable to judge (such as the coaching and mentoring of subordinates).

5. Agree on an evaluation form to be used. Frequently, this is the first step that boards consider when planning an evaluation, and they find it to be a difficult task. However, if the board already has discussed and agreed on what it expects of the manager (see Step 2), agreeing on an evaluation form becomes much easier. It is simply a matter of translating expectations into performance criteria, making sure that the criteria are clear and measurable. For example, three expectations in the area of "knowledge and skills necessary for local government management" may look like Figure 2.

Following each criterion on the evaluation form is a scale ranging from "does not meet expectations" to "exceeds expectations," with an option of marking "unable to rate." A board may choose to assign numbers to this scale (say, 1 through 5, with 1 corresponding to "does not meet expectations" and 5 corresponding to "exceeds expectations"). But a numerical rating system is less useful in an evaluation of the manager than it is in an organization-wide evaluation of all employees, where standardized comparisons may have some value. In fact, a potential problem with using a numerical rating system is that it is easy to focus on the number as the end in itself, rather than simply a shorthand way to express the evaluation. Thus, a board may discuss at length whether a manager's performance on a given dimension is a 3 or a 4, and perhaps conclude that it is a 3.5, without fully exploring what these numbers represent.

Samples of evaluation forms may be

Figure 2. Portion of Sample Evaluation Form

Presentation Skills. The ability to understand an audience and to present an idea clearly and concisely, in an engaging way, to a group whose interests, education, culture, ethnicity, age, etc., represent a broad spectrum of community interests and needs.

1	2	3	4	5	
Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	Unable to Rate

Citizen Service. The ability to determine citizen needs, provide equitable service, allocate resources, deliver services or products, and evaluate results.

1	2	3	4	5	
Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	Unable to Rate

Delegating. The ability to assign work, clarify expectations, and define how individual performance will be measured.

1	2	3	4	5	
Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	Unable to Rate

obtained from ICMA (contact Anthony Crowell by fax, 202/962-3500) and other professional organizations. Again, it is essential for boards and managers to tailor forms to meet their needs.

Conducting the Evaluation.
1. Have individual board members complete the evaluation form prior to the evaluation session. Setting aside some time for individual reflection is important preparation for the evaluation session. It reinforces the message that this is an important task, worthy of the board members' attention. Making individual assessments before beginning a group discussion also increases the likelihood that each member will form his or her own opinion without being influenced by the judgments or experiences of other members.

This is not meant to imply that board members cannot change their minds as a result of group discussion; on the contrary, members frequently change their views of a manager's performance as they hear the perspectives of other members and learn information that was not available to them when making their individual assessments.

2. Have the manager do a self-assessment. Inviting the manager to assess his or her own performance can add a helpful—and unique—perspective to the evaluation process. In most cases, the manager can simply complete the same evaluation form being used by the board. For the manager, the comparison of the self-assessment with the assessments of others provides an opportunity for insight into his or her own overestimation or underestimation of performance level as compared with the expectations of the board. For the board, hearing how the manager rates his or her own performance (and, more important, how he or she arrived at that rating) can help members gain some insight into whether the board and manager are communicating effectively.

As an example, board members might rate the manager as not meeting expectations in a given area because a land use study has not been completed. Upon discussion with the manager, however, the board might learn that the study has been completed but not yet been presented to the board. This distinction would be important because it would suggest different areas for improvement. If the manager has not completed the study, the discussion might have focused on the importance of meeting deadlines. Instead, the group could develop strategies for improving communication so that board members will receive information in a timely manner.

3. Agree on a setting for the evaluation discussion. The evaluation should be conducted in a setting that is private and comfortable, free from interruptions, and considered neutral by all parties. These are the same characteristics a board may look for in a retreat setting when it meets to develop a long-range plan, discuss roles and responsibilities of new board members, and the like. The idea is to set aside a time and place to address a single topic, away from the pressure of a loaded agenda.

Boards frequently ask whether the manager's evaluation is defined as an open meeting. Because the board is considering the performance of the manager—a public employee—during an evaluation, such a meeting may be held in executive session. According to the North Carolina open-meetings statute, for instance, a public body may hold an executive session to "consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of a public officer or employee."

4. Have the manager present during the evaluation. The above example, in which the board learns important information from the manager during the evaluation, illustrates the benefit of having the manager in the room, playing an active role in the evaluation. A manager present during the discussion can respond to questions from the board, ask questions, and provide relevant information.

Frequently, a board's first impulse is to exclude the manager from the evaluation session. Some members may be reluctant to share negative feedback in the manager's presence. Other members may fear that the evaluation will turn into an analysis of the manager's handling of a single incident, with the manager defending his or her actions. Still others may want to shield the manager from what they perceive to be unduly harsh criticism from a few board members. These are valid concerns.

However, many of the problems anticipated by the board stem from a lack of planning rather than from the manager's presence at the evaluation; consequently, many of these issues can be addressed in earlier phases of the planning process. For example, a good evaluation form will help ensure that the discussion focuses on job-related behaviors rather than personal traits and will look at the previous year's performance rather than that of the previous week.

Some boards choose to exclude the manager from the evaluation session and select one member to summarize the board's discussion for the manager after the evaluation has been completed. Appointing a "designated spokesperson" to communicate the board's evaluation to the manager is often frustrating for both parties. It is difficult for one person to summarize a complex discussion in an accurate and balanced way, and the spokesperson may end up overemphasizing some points and underemphasizing or eliminating others. To a manager who is seeking feedback and guidance, this one-way communication usually does not give a full picture of the board's perceptions; consequently, the manager may make future decisions that are not consistent with the board's expectations.

Even with a careful planning process, board members still may have concerns about sharing negative feedback with the manager. As described in the next section, a skilled facilitator frequently can diminish these concerns by helping

the group discuss these issues in a constructive way.

After the board has concluded its discussion of the manager's performance, it may wish to excuse the manager while it makes a decision about the manager's compensation. The manager presumably will receive any feedback and guidance from the board before the salary discussion, so his or her presence is not necessary at this point. However, the board should keep in mind that the actual setting of the manager's salary may not be covered under a personnel exception to an open-meetings law, and for this reason this determination should take place in an open session.

5. Consider using a facilitator. A performance evaluation is a complex task, particularly when an entire group is participating in the evaluation. Members may have different views of the manager's past performance or different expectations for the future. Board members also may be reluctant to share negative feedback, or they may be concerned that their feedback will be misinterpreted.

For all of these reasons, it often is helpful to use a facilitator when conducting the evaluation. A facilitator can help the group by monitoring the group's process, while leaving all members free to focus on the task of the evaluation. Facilitators often suggest that groups use a set of ground rules to help them accomplish their work more effectively.

The board might look to local business, civic, and academic leaders for recommendations for qualified facilitators; or it might contact the Institute of Government at the University of North Carolina at Chapel Hill, or the state's association of county commissioners, league of municipalities, school board association, or similar organizations for help in this area.

6. Allow sufficient time. A useful technique for the actual evaluation is a "round robin" format. Each member in turn expresses his or her judgment of the manager's performance on a given

criterion, and the entire group then discusses any differences among individuals' ratings, with the goal of reaching group consensus on the manager's performance in this area before progressing to the next performance criterion. Even with a small board that is in general agreement about the manager's performance, this is a time-consuming process. Therefore, setting aside a full day for the evaluation session is a good idea.

Although this may seem like a lot of time to devote to one issue, the consequences of failing to reach agreement on what the board expects of the manager can ultimately require far more time and energy. The group may wish to divide the evaluation session into two half-days, if that is more manageable (both in terms of scheduling and energy levels).

7. Include a portion in which the board evaluates its own performance. In theory, it is possible for a board to specify expectations for the manager and then to evaluate the degree to which a manager has met these expectations. In practice, however, meeting expectations is usually a two-way street, and it is helpful for a board to examine its own functioning and how it contributes to—or hinders—the manager's effectiveness. In one case, a board set a number of high-priority objectives for the manager to meet, after which individual board members brought new "high-priority" projects to the manager throughout the year. In this case, the board was partly responsible for the manager's failure to meet the expectations initially set by the board.

8. Decide on the next steps, and critique the process. The actual evaluation of the manager's (and the board's) performance may seem like the last step in the evaluation process, but there still are a number of decisions to be made before the next evaluation cycle can begin. The board may wish to have a separate session to make a decision about the manager's compensation. This is also a logical time to talk about expectations and goals for the coming year, and the board

may wish to set a date in the near future when it will set expectations and performance measures in preparation for the next evaluation.

An important final step: Before the evaluation is concluded, all members should assess the evaluation process itself. This self-critique helps the group look at its own process and learn from its experiences in working together. By reflecting on the task just completed, the group frequently identifies components of the process that worked well and aspects that could have been more effective. For example, it may decide that it did not clearly define the manager's role in reaching board goals before the evaluation and resolve to address this lack by a specified date.

A Process, Not an Event

As the steps described here illustrate, the evaluation of a chief administrative officer is a process, not an event. Careful planning and a commitment to communication between the board and the manager throughout the year will greatly facilitate the actual evaluation and increase the likelihood that it will be a valuable experience for all involved.

One last word: Don't let the fear that your board has not laid the proper groundwork prevent you from getting on with the job. You will probably see some things that you would like to change after the first evaluation (and the second, and the third . . .). That is what the self-critique is for. The important thing is to begin the process. Making the evaluation a regular part of the board's work is the best way to ensure its success. ▣

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City Manager's Performance Evaluation
Sample Form

Monitoring the performance of the organization and the City Manager are a continual process for the Mayor and Council. This is punctuated by the annual performance appraisal.

The following instrument allows each member of the Mayor and Council an opportunity to evaluate the City Manager based on the following Job Dimensions:
- ✓ Staff Effectiveness
- ✓ Policy Facilitation
- ✓ Service Delivery Management
- ✓ Strategic Leadership
- ✓ Democratic Responsiveness
- ✓ Organizational Planning and Management
- ✓ Communication
- ✓ Integrity
- ✓ Interpersonal Characteristics and Skills
- ✓ Organizational Values
- ✓ Personal Development
- ✓ Self-Mastery
- ✓ Leadership

On each job dimension you are provided the opportunity to rate the relative importance of the dimension from your individual perspective, as well as the performance of the City Manager. Narrative comments are welcomed to provide specific examples, or additional feedback to the City Manager.

The combined feedback from this multi-rater form and the City Manager's self-evaluation will provide a framework for discussion during the annual performance evaluation meeting.

Job Dimension: Staff Effectiveness:

Level of Importance: ☐ High   ☐ Medium☐ Low

Rater	Staff Effectiveness
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Staff is professional and high quality performers; providing reports and services that are timely and complete and contain sound recommendations.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates a commitment to deal with non-performers and hold the organization accountable for results.

Comments:

Job Dimension: Policy Facilitation

Level of Importance: ☐ High ☐ Medium ☐ Low

Rater	Policy Facilitation
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Presents policy-related information completely and accurately.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Respects the role of elected officials in making policy decisions
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Ensures that policy decisions and initiatives are implemented.

Comments:

Job Dimension: Service Delivery Management

Level of Importance: ☐ High ☐ Medium ☐ Low

Rater	Service Delivery Management
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Ensures prompt, courteous and accurate responses to requests from citizens either directly or through the Governing Body.

Comments:

Job Dimension: Strategic Leadership

Level of Importance: ☐ High ☐ Medium ☐ Low

Rater	Strategic Leadership
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Anticipates and positions the organization to address and respond to anticipated events and circumstances.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Accepts responsibility for undesirable results

Comments:

Job Dimension: Democratic Responsiveness

Level of Importance:	☐ High	☐ Medium	☐ Low

Rater	Democratic Responsiveness
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates an appreciation for the unique culture of the community.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Respects and promotes active citizen participation in local governance.

Comments:

Job Dimension: Organizational Planning and Management

Level of Importance:　☐ High　☐ Medium☐ Low

Rater	Organizational Planning and Management
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Prepares clear, effective, understandable budget.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Manages the allocation of financial resources.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Provides accurate assessment of the fiscal condition of the community.

Comments:

Job Dimension: Communication

Level of Importance: ☐ High ☐ Medium ☐ Low

Rater	Communication
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates a capacity for effective written and oral communication.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Conveys information effectively and matches presentation styles to different audiences.

Comments:

Job Dimension: Integrity

Level of Importance:	☐ High	☐ Medium	☐ Low

Rater	Integrity
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Fosters ethical behaviors.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates integrity in professional relationships.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates accountability for personal actions.

Comments:

Job Dimension: Interpersonal Characteristics and Skills

Level of Importance:	☐ High	☐ Medium	☐ Low

Rater	Interpersonal Characteristics and Skills
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates the ability to work in harmony with others, minimizing conflict, fostering good will within the organization, in external relationships, with the public and other governmental representatives and interest groups..

Comments:

Job Dimension: Organizational Values

Level of Importance:	☐ High	☐ Medium	☐ Low

Rater	Organizational Values
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates and models the organizations values, mission statement, goals and objectives.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	S/he "Walks the Talk!"

Comments:

Job Dimension: Personal Development

Level of Importance: ☐ High ☐ Medium ☐ Low

Rater	Personal Development
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates a commitment to ongoing personal professional development through continued education and training.

Comments:

Job Dimension: Self-Mastery

Level of Importance: ☐ High ☐ Medium ☐ Low

Rater	Self-Mastery
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Demonstrates adaptability and a capability for coping with stress.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Respects the views of others and accepts feedback.
☐ No Basis for Rating ☐ Exceeds Expectations ☐ Meets Expectations ☐ Almost Always Meets Expectations ☐ Does Not Meet Expectations	Is able to control and manage emotions in conflicts and interactions.

Comments:

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