WEST NORRITON TOWNSHIP POLICE DEPARTMENT

Subject: Job Performance Evaluations		Policy # 5.1.8
Accreditation N/A		
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By Authority Of: Chief A. Dale Mabry	Signature: ADMabry	

5.1.8 JOB PERFORMANCE EVALUATIONS

A. PURPOSE

The purpose of performance evaluation is to improve employee performance. In addition, most supervisors realize that one of the major sources of job satisfaction for an employee is for him to know the work he does is considered worthwhile and essential--to know his efforts progress the department's work objectives; and above all, to know whether or not he is performing his job correctly.

The establishment of job performance standards is a means of letting the employee know just what constitutes satisfactory or "standard" performance of the tasks in his specific job. The foundation on which performance standards are based is what each employee is entitled to know, and must know if he is expected to do his best work, what he is expected to do, and what constitutes a job well-done. Job performance standards are simply statements of these points. They are yardsticks for measuring performance. The "factor definitions" furnished later in this order are intended to assist evaluators in establishing uniform job performance standards.

B. POLICY

It shall be the policy of this department to evaluate the performance of every employee quarterly during the first year of employment and semi-annually thereafter. Dates for officers reviews are June 15 and November 15; supervisors evaluation dates are July 15 and November 30.

C. SUPERVISORY RESPONSIBILITY

1. The Sergeant will evaluate the officers and submit the evaluations to the Deputy Chief for review (before the evaluation report is given to the officer). The Deputy Chief may accept or reject the evaluations. If the Deputy Chief rejects an evaluation it will be returned to the Sergeant for re-evaluation to be corrected within 3 days. The Sergeant will then review the evaluations with the officers.

2. The Deputy Chief will evaluate the Sergeants and submit to the Chief.

3. The Chief will evaluate the Deputy Chief annually, on November 15.

4. Too often a service rating or report of performance is thought of as a chore, and usually an unpleasant one. It might help to think of the service rating, or performance report, as an aid to good supervision and training.

5. Look briefly at your job as a supervisor and see where a more positive use of the performance report can make your work easier. A supervisor is of greatest value in the work of developing his own staff and not in doing the work of his unit. A supervisor usually is not paid the additional salary for doing the job himself. Your greatest value lies in developing your own people to do the job. The major responsibility of a supervisor is to improve the performance of subordinates both individually and collectively.

6. It has been said that from 60-90 percent of a supervisor's work effort is spent in training or instructing his staff. Training is done in many ways, but the basic principles of teaching are the same. Although supervisors may not have been formally trained as teachers, they are expected to directly apply the principles of teaching.

7. These simple principles of teaching or training include the following:

   a. Explaining
   b. Demonstrating
   c. Observing performance
   d. Evaluating

8. Examine these four points briefly. You, as a supervisor must tell both the new employee and the senior employee under your supervision how to do the job. You must then show him exactly how the job is to be done. A supervisor who is a good trainer then has the employee show by doing that he understands what he is to do. Then you, as a supervisor, examine the results of his effort to determine whether he has learned the lesson. These supervisory principles are applicable to both office and field work.

9. After you have (1) told an employee how to do the job, (2) shown him the duties, and (3) observed his performance, comes the all important job of (4) reviewing the employee's work and making an evaluation in an objective manner.

10. Evaluation of the job being done by the employee is one of the most important aspects of your job as a supervisor. It is the means of letting the employee know where he stands. It is the opportunity for you to sit down with the employee and discuss his job performance with him. The interview period for review of your evaluation and analysis furnishes an opportunity for further training of the employee.

11. Often a supervisor's work can be made easier if he can demonstrate to the employee that his work is being considered fairly and objectively. To achieve

this goal is one of the essentials of good supervision. The objective analysis of the work done by the employee increases his own satisfaction of the work done; as well as creating respect in his mind for the supervisor who treats him fairly and impartially. Planned, careful use of performance evaluations can help to achieve this.

12. Before You Begin the Evaluations do the following each time a rating is to be made:

    a. Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions.
    b. Understand thoroughly the duties and requirements of the particular position help by the employee to be rated–it will be helpful to review the Job Class Description on file.
    c. Use a process of objective reasoning, eliminating personal prejudice, bias, or favoritism. For example don't allow your own personal likes or dislikes of certain mannerisms or aspects of personal appearance blind you to the more important measures of competency or effectiveness.
    d. Don't assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the rating form.
    e. Base your judgment on demonstrated performance–not on anticipated performance. The evaluation is to be based on what has happened, not on what might develop.
    f. Evaluate on the experience of the entire rating period it is better not to consider only single accomplishments or failures, or the most recent performance. Neither should important single instances of faulty or brilliant performance be ignored. They should be considered in context with the total performance for the period.
    g. Consider seniority apart from performance–an employee with a short service record may not necessarily be less effective than one with a longer term of employment. Seniority does not guarantee superiority.
    h. Consider the requirements in terms of the level of the position–a beginning clerk may very well be meeting with the requirements of his position more effectively than his immediate supervisor does in his position in a higher classification.
    i. Spaces have been provided on the performance evaluation report forms for additional factors you consider important enough to be included in the overall appraisal of the employee. Examples of such additional factors are given in paragraphs 26 and 40 in the sections of definitions.

D. EVALUATING THE PROBATIONARY EMPLOYEE

1. For probationary employees, the evaluator must, on the final probationary evaluation, check and sign the statement on the form "I do (I do not) recommend this employee be granted permanent status."

2. The probationary, or working test period, is the final and most important stage in the selection process of quality employees. By the end of the probationary period, supervisors should have complete confidence that the probationary employee being evaluated fully meets or exceeds performance standards in every important factor if he is to be recommended for permanent status.

3. It should be noted that probationary employees may be released or demoted at any time without appeal, if, in the judgment of the department head, their dismissal or demotion is in the best interests of the department. Should the supervisor have a question in his mind as to the general fitness of the probationary employee for the position, he should seriously consider the consequences of burdening the department with an employee who may be a net liability rather than a net asset. He should also consider the possibility that it would be a disservice to the employee to retain him in position for which he is poorly suited or altogether unsuited, thus directing him away from seeking a more productive and rewarding type of employment.

4. In deciding whether a probationary employee should be dismissed or granted permanent status, the supervisor might well consider that the average permanent employee remaining twenty years in departmental service will be paid more than $500,000 during that time. The supervisor should ask himself if this employee represents a sound, long-term investment of such magnitude.

E. EVALUATING THE SUPERVISOR

1. There are various levels and types of supervisory activities within the organization. It is important, when rating a particular supervisor, to understand how and to what degree each of the factors applies to him.

2. Who is to be rated as a supervisor? - For evaluation purposes, a supervisor is one to whom the responsibility has been delegated to evaluate other employees. This definition will necessarily eliminate a number of persons who direct some activities or provide some degree of technical supervision over other employees, and/or have limited direct responsibility for the results of their work. For the purpose of this report, an employee who is not delegated the responsibility to complete and sign evaluation reports on other classified employees should not be evaluated as a “supervisor”.

F. EVALUATION PROCEDURES

1. Choose a quiet place where you can work without interruption for a period of time, and where unauthorized persons will not see the forms.

2. Mark lightly in pencil each factor in Section A. You may later agree to changes after conferring with your supervisor. However, the report should be typed or

written in ink before the employee interview, and any changes, corrections, or deletions on the report must be initialed by the employee.

3. Be generous in rating the best of the employee's qualities, but be severe in rating weaknesses. Don't create over-confidence in an employee when improvements are really needed. Trying to avoid an unpleasant situation or risk of losing the employee's friendship by overrating him is unfair, both to him and to the department.

4. Use the spaces for comments, thoughtful comments give the most complete picture of the employee's performance. Note that check marks in columns 1 and 2 require explanations (specific, written) in Section E for each factor thus checked. Use attachments if you find there is insufficient space for your comments.

5. Consider unusual circumstances such as employees you have observed for short periods, employees who have done poorly as a result of temporary ill-health or other unavoidable conditions. In all unusual circumstances, evaluate the actual work performance, but comment fully to indicate reasons.

6. An important point to remember is that before probationary or permanent employees can be properly released for reasons of unsatisfactory performance, there should be documented evidence of a specific nature. Performance Evaluation Reports are intended to provide a written record of specified deficiencies during and/or at the close of the rating period in which the deficiencies were observed. Employee deficiencies affecting job performance which are not recorded on the Performance Evaluation Report cannot properly be used as a basis for dismissal.

7. Special-unscheduled reports in some cases, and particularly for permanent employees, additional warnings in the form of unscheduled reports may be required before recommendations for demotion or dismissal are made.

G. THE EVALUATION INTERVIEW

1. Review your initial evaluation of the employee's performance, and consider why you evaluated his work as you did.

2. Determine what you want to accomplish in the interview and plan your discussion accordingly. You should have as your main objectives an improvement in the employee's performance and will to work. If these are already superior, the objective shifts to one of commendation and maintenance of excellence.

3. Plan to meet in private. If this is the employee's first evaluation interview, anticipate curiosity, tension or anxiety, and be prepared to minimize them.

4. Create the impression that you have time for the interview and that you consider it highly important.

5. Make the employee feel that the interview is a constructive, cooperative one, by placing primary interest upon his development and growth. Tell the employee that the main purpose of the report is to inform him of your opinions of his performance, to improve his performance when possible and to sustain superior performance.

6. Be open minded to the opinions and facts presented by the employee. Be willing to learn about him. Don't dominate or cross-examine. Avoid argument. Remember that the employee must do most of the talking at some points of the interview to bring his opinions and feelings to the surface and your attention to: gain a better understanding of himself; and to identify his own areas of needed or potential improvement in making plans for their accomplishment.

7. Pick the right day, time and place. Don't conduct the interview too soon after a disciplinary action or reprimand. Pick a time when you are in a good mood and when you have reason to believe the employee feels likewise.

8. Talk about the employee's strengths first, covering each point in some detail. This helps start the interview off on the right foot. Remember that the aim is to encourage or sustain high performance, not to reprimand the employee.

9. While building upon the employee's strengths, do not fail to discuss his weaknesses or failures. Offer suggestions on how he can prevent or curtail his failures in the future. Introduce your suggestions for a specific improvement program. Remember, if you do not you are not doing your full job as a supervisor.

10. You should close when you have made clear whatever points you intended to cover; when the employee has had a chance to review his problems and release any emotional tensions that may exist; when plans of action have been cooperatively developed; and when you and the employee are at a natural stopping point. Always reassure the employee of your interest in his progress, and indicate willingness to take up the discussion at any time.

H. DUTIES OF THE EVALUATIOR'S SUPERVISOR

1. No doubt there will be an occasion when the employee will not agree with all or part of the evaluation made by the supervisor. The employee may request that he be allowed to discuss his report with the evaluator's supervisor.

2. In the same space provided for the employee's signature on the form, there is a statement which reads, "I understand my signature does not necessarily indicate agreement." If the employee wishes, he may check the box found in this same

space alongside a statement which reads, "I wish to discuss this report with the reviewer."

3. After such request has been indicated by the employee, the reviewing supervisor will make arrangements for this meeting as soon as possibly (within 15 calendar days).

4. The responsibilities of the reviewing supervisor include:

   a. Thorough efforts to obtain uniformity in the application of standards by the supervisor under his direction.
   b. Securing corrective action when bias or a misinterpretation of standards is evident.
   c. Making sure reports are completely, promptly and thoroughly prepared.
   d. Discussing the report with the evaluator, and with the employee when requested, or when otherwise appropriate.
   e. Striving to make the evaluated employee understand and recognize the validity of the evaluator's markings.
   f. Checking the statements made in the comments section to see that the reasons are specific, substantial and accurate.

I. COMPLETING THE PERFORMANCE EVALUATION REPORT

1. Performance factors listed in Section A are defined below and guideline questions for each factor provided. Each factor should be checked in relation to the individual employee's duties and amount of responsibility. Evaluators should not assume that all of the factors are of equal importance. The degree of importance in each factor will vary according to the requirements of each employee's job. For example, "Effectiveness Under Stress" or "Suspect Contacts" may be of crucial importance in one position and relatively insignificant in another. Evaluators will find, however, that the first four factors listed do have the same degree of importance in any position, and employees should be evaluated accordingly.

2. On the first five factors in Section A, Column 4 (Exceeds Standards) has been blocked out. These factors are considered absolutes – an employee either meets required standards or he does not. Column 5 (Does Not Apply) has been blocked out on the first four factors. All four factors apply to all employees, and therefore no option is provided.

3. Observance of Work Hours - refers to punctuality in reporting to or leaving duty station in accordance with the prescribed schedule of working hours, breaks or leaves of absence. Can the employee be relied upon to be working when and where he is supposed to be?

4. Attendance - reflects absences from duty for any reason. This factor introduces the opportunity for necessary or desirable counseling of an employee regarding his improper or excessive use of leave privileges, especially if his attendance has become unreliable. If sick leave use has been greater than the norm, should the employee seek medical care? Is there a Friday-Monday or holiday pattern of sick leave use? Have continued absences been costly to the department or harmful to the morale of co-workers who may have been required to carry extra loads?

5. Grooming and Dress - an appropriate type of dress and standard of good grooming is required in every position. Does the employee meet the standards of dress commensurate with the degree of public or employee contracts he makes? Is his clothing consistently clean, neat and in good repair?

6. Compliance with Rules - members of the department are subject to rules and regulations. Failure to observe reasonable directions and regulations is listed as a reason of disciplinary action. Does the employee consistently comply with rules and regulations applicable to him and his job?

7. Safety Practices - nearly all employees, even those who do not work under physically hazardous circumstances, must comply with reasonable safety practices, particularly in situations involving the public. These practices may reflect specific supervisory directives, or simply forethought for potentially dangerous conditions and the use of good common sense. Does the employee endanger his own safety or the safety of others by his actions? Does he help to prevent accidents by practicing good safety procedures?

8. Public Contacts - refers to all public contact made through personal or telephone conversation, correspondence, and day-to-day appearances before the public. Does the employee's exposure to the public eye and ear reflect credit on the department and promote a good public image? Is the employee courteous and discreet in his public contacts and behavior? Is he aware of the necessity to present a consistently good appearance on the public?

9. Suspect contacts - as with public contacts, this factor may not apply to some employees and yet may be extremely significant in the cases of other employees. Is the employee too harsh or too timid with suspects or prisoners? Is his attitude or behavior toward suspects or prisoners detrimental to security, a good image, or investigative efficiency?

10. Employee Contacts - reflects only those contacts which either improve or reduce the effectiveness of the employees involved. It does not apply to an employee's personal popularity or lack of it. Does he mind his own business, but at the same time have a proper concern for the problems of other employees whose jobs touch his? Is he a disruptive influence? Does he embarrass others with his personal problems? Is he a positive influence on the morale of others?

11. Knowledge of Work - this factor should not be confused with, or restricted to, the technical knowledge an employee is required to bring to a specialized job class. (See Job Skill Level Factor 12). It is much broader and includes particularly the range of pertinent policies, regulations, and procedures relating to his assignment. Has the probationary employee acquired an acceptable working level of job knowledge?

12. Work Judgments - every employee makes decisions depending upon the degree of responsibility assigned in his position. Does the employee make a minimum of poor judgments? What effect do his judgments have on the quantity and quality of work produced by himself and by others?

13. Planning and Organizing - measure the manner and method in which an employee approaches his assigned duties, and how successful his planning and organizing is in achieving desired results. Does the employee take time to plan the sequence of steps required in carrying out his tasks? Or does he attack the job thoughtlessly or with such blind enthusiasm that waste and mistakes result or work deadlines are missed? Does he make allowances in organizing the job so that all foreseeable circumstances are properly taken into account? Does lack of planning or poor organizing indicate reasons for low production or poor quality of work?

14. Job Skill Level - this factor relates particularly to the mental and/or manual skills required in a given position. Does the employee consistently demonstrate at proper level the skills prerequisite to entry in the job class? Has he made any effort to improve his basic skill levels? Does he have potential for acquiring or developing his job skills to higher levels of proficiency? Should he undertake a brush-up or back to school program? Has he taken advantage of related in-service training opportunities? Does he read technical publications related to his work?

15. Quality of Work - the degree of excellence of the work performed over the entire rating period is measured here. In rating this factor, attention should be paid to the consequence of poor quality work. Is the employee's work effective, accurate, thorough, and acceptable? Must the work be redone thus reducing the potential volume of acceptable work which could have been produced? Do errors in the employees work affect the efforts of others? Does poor work too often reflect adversely upon the department? Are reports clear, concise and accurate?

16. Volume of Acceptable Work - refers to the amount of work required to meet job standards. Does the employee consistently accomplish a day's work for a day's pay? Does he produce enough work so that he is clearly a net asset to the department? Supervisor's should not make undue allowances for such reasons as the employee's poor health, home problems, age, or length of service.

While short-term exceptions to the volume standard can sometimes be made, care should be exercised to see that proper warnings are issued when indicated.

17. Meeting Deadlines - if work schedules are important enough to set reasonable deadlines, were these deadlines met? If the employee could not meet deadlines, did he give advance notice? Did he show and honest attempt to meet deadlines?

18. Accepts Responsibility - refers to the degree of willingness an employee exhibits when given responsibility and the manner in which the responsibility is carried out. Does the employee readily accept responsibility when things go wrong? Or is he quick to own up to his failures? Does he consistently act in a responsible manner?

19. Accepts Direction - the word "direction" as used here is synonymous with such works as supervision, training and instruction. Does the employee demonstrate that he as accepted the direction by carrying out the direction to the best of his ability? Does he chronically challenge supervision, instruction or orders? Does he meekly or passively accept directions he thinks may be faulty? Does he blindly or maliciously carry out such directions? Does he accept direction, but complain about it to fellow employees?

20. Accepts Change - use this factor to evaluate the traits of adaptability and flexibility. Does the employee accept change willingly? Does he slow down progress or cause inefficiencies by resistance to change? Does he adapt satisfactorily to new work surroundings, new equipment, new procedures, new supervisors?

21. Effectiveness Under Stress - there are some positions where pace, pressure, and tempo are consistently demanding. Is the employee capable of meeting the demand? Can he produce an acceptable volume and quality of work in an emergency? Is his work generally organized well enough to meet unforeseen contingencies? Before marking this factor, consider whether stress is inherent in the position or results from employee's failure to properly plan and organize his work.

22. Appearance of Work Station - refers to the neatness and efficient arrangement of work areas. Does the appearance of the work station/vehicle contribute to a desirable work atmosphere or a proper public image?

23. Operation and Care of Equipment - reflects the employee's concern for safe, responsible, and reasonable operation or use of equipment. Is the employee concerned with conservation of equipment? Does he request appropriate maintenance and repair of equipment when necessary?

24. Work Coordination - measures specifically the necessary coordination of work which directly or indirectly involves other employees, sections, divisions or departments. Characteristics of this factor include preplanning, timing, and a

consistent excellence or work judgements. In situations where work coordination is applicable, does the employee consistently maintain a smooth flow of work materials? Has this production process been slowed because of obstructions caused by the employee?

25. Initiative - refers to initiation of action by the employee. While initiative shows up in the form of suggestions and constructive criticism, it is most obvious when the employee originates investigations or acts to produce more efficient, productive or economical methods and procedures. Does he take opportunities to exercise initiative or must he be prodded into action? Is he alert to operating efficiency and cost-cutting? Is he inventive? Does he officer practical constructive criticism?

26. Attitude - refers to the overall manner in which the employee accepts and fulfills his daily responsibilities.

27. Leadership Potential - leadership is the art of influencing, directing, guiding and controlling others in such a way as to obtain their willing obedience, confidence, respect and loyal cooperation in the accomplishment of an objective.

28. Spaces 26 through 29 have been left blank for additional factors the evaluator may consider necessary in achieving a view of the employee's total job effectiveness. Factors such as oral or written expression, thoroughness, or accuracy may figure significantly in fulfilling the requirements of a particular position. Intangible qualities, such as integrity, patience, and courage, usually refer to character or personality traits, not to an employee's performance, and should be avoided as evaluation factors, unless a direct relationship can be demonstrated.

J. EVALUATIONS OF SUPERVISORS

1. In addition to factors 1 through 29, the following should be completed for those who supervise and evaluate the work of others:

2. Planning and Organizing - knowledge, talent, and mental effort are required in planning and organizing the work of subordinates. How well does he analyze and then put into effect improved and more efficient work processes? Does he plan improvements or changes and affect them in a logical and systematic manner?

3. Scheduling and Coordinating - This is the next logical step and is a critical phase sections and divisions? Does he anticipate schedule problems, or is he surprised and "caught short" when these occur? Does he keep his supervisor informed of problems, and delays or does he wait until these may be discovered, or until it is too late for planning adjustments?

4. Training and Instructing – This refers generally to orientation of new employees or to the demonstration and exploration of technical methods, procedures, and

rules in which the new employee cannot be expected to be competent. It also refers to introducing permanent employees to changing methods, procedures and techniques, as well as improving basic qualifying skills to their highest potential level. This also refers to instructions given in day-to-day or periodic observation and supervision of employee performance. It may be an occasional word or it may be a planned periodic meeting of a small group of employees in which methods, techniques and standard are explained, demonstrated, and reviewed. Does the supervisor plan and carry out a program of orientation and training for new employees? Does he provide for the correction of and technical skill deficiencies in new employees? Does he assist employee in self development programs?

5. Effectiveness - This factor is designed to measure the results achieved by the supervisor and his subordinates. Do his subordinates prevent crime, apprehend violators, or provide services to the desired degree? Are assigned functions accomplished? Completely? On time? Is the quality of work produced by the supervisor and his staff up to standard?

6. Evaluating Subordinates - Measure the accuracy and manner in which the supervisor approaches and completes the formal evaluation of his subordinates. Does the supervisor exhibit a good balance of constructive criticism and praise in evaluating employees? Does he indicate how an employee's work may be improved when improvement is needed? Are his evaluations positive contributions to employee development? Are his evaluations consistently objective, fair and accurate?

7. Judgments and Decisions – This refers to the practical exercise of authority and responsibility by the supervisor. Does the supervisor exhibit firmness and fairness in judgments affecting functional goals? Does he cause resentment or other adverse reactions to his decisions because of poor timing or the manner in which he states them? Are his judgments always in accord with the best interest of the department? Does he balance employee and department interests when these are not fully compatible?

8. Leadership - Does the supervisor spur subordinates to their best efforts through example rather than by relying on the authority of his position? Does he mold them into a group or team whose cooperative endeavors surpass their individual performances collectively? Does his intelligent exercise of leadership create an atmosphere in which employee attitudes are optimistic?

9. Operational Economy – This refers to the conservation of time and material. Is the supervisor truly budget conscious? Does he work within his budget? Does he calculate operational costs for units or phases of his operational responsibilities? Is he able to identify uneconomical procedures, methods or equipment? Does he recommend changed policies or procedures which might affect dollar economies?

10. Supervisory Control – This refers to the maintenance of order in all areas of supervisory jurisdiction. Do the supervisor's employees perform their duties and functions in an orderly and disciplined manner which promotes work objectives? Do the employees have a clear understanding of behavior and performance standards which are expected? Does the supervisor enforce these standards consistently? Is the supervisor "accepted" by his subordinates and in full control at all times? Is the discipline and control too oppressive?

11. Conceptual Thinking - Does the supervisor understand the total concepts of his job? Does he think in terms of totality or does he bog down in less important matters?

12. Spaces 40 and 41 have been left blank for any additional supervisory factors the evaluator feels should be included as determinants of supervisory effectiveness necessary to the position of the employee being evaluated. These may come under the heading of particular qualities of skills, without which effective supervision cannot be achieved. Intangible qualities, and references to character or personality traits should, however, be avoided.

13. Example to be included in these spaces:

    a. Human Relationships - does the supervisor understand the personal needs of his employees? Does he properly weigh these needs with departmental requirements?

K. QUICK REFERENCE TO THE EVALUATION FORM

1. Section A - Check one column for each factor. Column (5) may be checked when a factor is not considered applicable to a particular job. Additional spaces have been provided to write in any additional factors. Each check mark in Columns (1) and (2) requires specific explanation in Section E. Use additional pages if needed. In the absence of specific standards for a factor, use your own opinion as to what constitutes standard performance. Standard does not mean average, in fact, standard performance can often be higher than average performance.

2. Exceeds Standards - (Column 4) - total performance means well above standards for the position. This evaluation should be reflected by marks for critical factors in Section A, and superior or excellent performance should be noted in Section B. Only a few employees would normally qualify for this rating.

3. Effective - Meets Standards - (Column 3) - consistently competent performance meeting or exceeding standards in all critical factors for the position. If margin is narrow and standards barely met, explain in Section D. Most employees would be evaluated in this category.

4. Some Improvement Needed - (Column 2) - total performance occasionally or periodically falls short of normal standards. Specific deficiencies should be noted in Section E. This evaluation indicates the supervisor's belief that the employee can and will make the necessary improvements.

5. Not Satisfactory - (Column 1) - performance clearly inadequate in one or more critical factors as explained or documented in Section C. Employee standards. Performance not acceptable for position held.

6. Section B - must be used to describe outstanding qualities or performance when check marks are placed in Column 4. Use performance resulting from employee's efforts to reach previously set goals.

7. Section E - must give specific reason for check marks in Columns 1 and 2. Record here any other specific reasons why the employee should not be recommended for permanent status, or, if the employee is already permanent, any specific reasons for required improvement.

8. Section C - record agree-upon or prescribed performance goals for the next evaluation period.

9. Signatures - both the evaluator and the employee shall sign the report. The employee's signature indicates that the conference has been held and that he has had an opportunity to read the report. If he refuses to sign for any reason, explain that his signature does not necessarily imply or indicate agreement with the report, and that space is provided for him to state any disagreement. Further refusal to sign shall be recorded on the report, after which it shall be forwarded.

10. Routing - keep the preliminary draft at the division level until the next evaluating period and then discard. Route the permanent copy through channels to the Personnel and Training Section.