

PERFORMANCE EVALUATION FORM

Instructions

The performance appraisal form is to be used for all associates' performance evaluations, both annual and six-month reviews (for new employees).

Purpose

The purpose of performance reviews at MHA is to identify an associate's strengths or weaknesses in order to reinforce good performance and develop ways to correct problem areas. The review also serves to make the associate aware of and to document how job performance compares to the goals and description of the job. This is also a time to discuss the associate's interests and future goals. The supervisor is interested in helping an associate progress and grow in order to achieve personal as well as work-related goals. At times, the supervisor may recommend further training or additional learning opportunities for the associate.

Process

New employees receive a performance evaluation six months after they begin employment. After the initial six-month review, they are placed in an annual review cycle. The review will take place either in January or July depending on the timing of the employment date.

Employees and supervisors will receive a notice from HR indicating it is time for their evaluation, and the employees should begin to prepare their portion of the evaluation (self-assessment). The notice will also contain a due date for when the completed review is to be returned to HR.

When the employee has completed the self-assessment, he/she should give the evaluation to his/her supervisor. At least a week should be allowed for the supervisor to review the employee's self-assessment and develop a written response. The employee and supervisor then schedule a meeting to review the employee's performance. After the performance review is completed, the performance evaluation form should be signed by both employee and supervisor and returned to HR. HR makes a copy of the completed assessment and forwards it to the president for his review.

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I. Employee Self-Assessment

Questions A, B, C, and D should be completed by the employee. The following is a brief explanation of each of these questions.

- A. This question asks the employee to identify his/her goals for the prior year and identify those that have been completed, those still being worked on, and those not completed. This question addresses a core question of the performance appraisal—have you completed the goals, competencies, tasks, projects, etc. that you established after the previous review?

This question also relates how well the employee has used established competencies in their job. Competencies are addressed in Section III of this appraisal form. Every employee should complete Section III as part of his/her performance review.

- B. All employees should develop goals for the coming year in consultation with their supervisor. An individual's goals will obviously be different depending on their job, but all employees should set some goals for themselves. These goals not only provide a "work plan" to guide the employee's efforts and activities, but also establish the basis of measurement against which performance can be determined.

This question also asks employees to describe the areas of their job where they need to improve in the coming year. Improvements may relate to goal accomplishments, core competencies, or other areas of performance. Employees should be candid in their response. Everyone can improve his/her performance in some way. The employee's success in addressing the area identified as needing improvement should be addressed in the next performance review, or before, if appropriate.

- C. This question asks employees to identify obstacles or barriers to successfully completing their goals. The obstacles to success could take a variety of forms. Obstacles may include, but are not limited to, the following:

- Needed education or training in an aspect of the employee's job;
- Coaching from a supervisor or outside resource;
- Assistance, support, or conflict resolution by a supervisor; and/or,
- Environmental factors such as equipment or accommodations.

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- D. This question asks the employee to discuss accomplishments in addition to established goals. There might be activities that came up during the course of the year that the employee successfully accomplished. The associate also should identify how he/she contributed to the efforts and success of their respective team as well as actions that contributed to improved customer service to our members and clients.

II. Supervisor Assessment

- A. This question relates to item A under the *Employee Self-Assessment* and asks the supervisor to assess and comment on how well the employee has completed his/her goals since the last review.
- B. This question asks the supervisor to identify those accomplishments that stand out in terms of contributions to the goals of the organization or the employee's team and/or department. The supervisor also is asked for an overall assessment of the employee's performance since the last review.
- C. This question relates to item B in the *Employee Self-Assessment*. The supervisor is asked to comment on how the employee has improved since the last review and what improvements are necessary in the coming year. The supervisor's response to this question may include their own perspective, the employee's own remarks concerning necessary improvements, as well as issues identified in Section III dealing with required competencies.
- D. This question relates to item C in the *Employee Self-Assessment* and asks the supervisor to comment on how best to address and resolve any obstacles to the employee's success in accomplishing his/her goals for the coming year.

III. Competency Review Factors

Column 1—Competencies

This column identifies and defines the competencies used in assessing employee performance. They are divided into three categories: 1) *Core Competencies* that are applicable to all associates; 2) *Management/Leadership Competencies* that are applied to those in management positions; and, 3) *Technical Competencies* that are applied to those in technical or IT positions.

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At the end of each of these groupings are several blank spaces that may be used to identify other competencies the supervisor feels are appropriate and applicable to a position(s) in their department.

Column 2—Weight

The weight assigned to each competency reflects the importance and relevance of the competency to the position/job under review. The weights range from 1 to 3 and are defined on the attached definition sheet.

During the performance review meeting prior to the beginning of each new year, the supervisor and employee together will discuss the weight and importance of each competency to the employee's position.

Column 3—Proficiency

This column is divided into the associate's assessment and the supervisor's assessment. During the performance evaluation following the end of the year, the supervisor indicates the score or proficiency level for each competency using the scale (1-5) as explained in the definition sheet. The employees also "self assess" themselves by using the same scale and indicating how they feel they performed during the year.

When the supervisor and employee meet, they will discuss their individual ratings and especially those instances where the ratings differ.

Column 4—Action Plan/Comments

This column is used to identify what plan of action will be used to improve competency levels when a deficiency has been identified. An action plan may include a number of approaches including coaching, education/training, or additional supervisor oversight. The action plan should be specific enough to accomplish the desired competency weight.

Additional Comments

At the conclusion of the competency factor worksheet is a space for the supervisor and/or employee to make additional comments concerning this part of the performance review.

THE MARYLAND HOSPITAL ASSOCIATION

Performance Evaluation Form

Employee Name: _____

Supervisor: _____

Evaluation Period: _____

Date: _____

Note: In addition, other supporting documents may be used as appropriate in the performance review of an associate in a given job; such as, the individual's job description, MHA goals and objectives, or other documents related to accomplishments.

SECTION I

I. Employee Self-Assessment

A. *Please identify or attach a copy of your goals and competencies for the prior year and comment on which goals have been accomplished, which are in progress, and which goals have not been accomplished (competency performance will be addressed in Section III).*

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B. What are your proposed goals for the coming year? Are there any specific improvements that you need to focus on to accomplish these goals? (Note: In discussing your performance/goals with supervisor, these could be amended.)

C. What obstacles to improvement or to goal completion does MHA need to address?

D. Are there additional accomplishments/contributions you have made to your team/MHA and to promoting good customer service that were not part of your annual goals?

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SECTION II

II. Supervisor Assessment

Note: In addition, other supporting documents may be used as appropriate in the performance review of an associate in a given job; e.g., the individual's job description, the performance appraisal form (helpful for those in positions performing organizing, word processing, typing, mailing functions) and MHA goals and objectives.

A. *What is your assessment of the goals completed by this associate since the last review? Please comment on the goals that have been accomplished, those that are in progress, and those that have not been accomplished.*

B. *In your view, what are the associate's important accomplishments/contributions to the team/group, to working with MHA associates, and to achieving MHA's goals in general since the last review? Give your overall assessment of the individual's performance.*

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C. *What is your view of improvements made and necessary improvements for the future?*

D. *How would you suggest we deal with any obstacles to improvement that have been outlined by the associate?*

Comments:

- more -

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SECTION III

III. Performance Competency Factors

Performance Planning

During the performance review meeting prior to the beginning of each new year, the supervisor and employee together will discuss the weight and importance of each competency to the employee's position using the competency weight scale below.

During the performance evaluation following the end of the year, the supervisor indicates the score or proficiency level for each competency using the proficiency scale below. Space is provided for the evaluator's comments as well as associate's comments at the end.

Competency Weights

Each competency will be weighted on a scale from 1 to 3, based upon your and your supervisor's view of its importance and relevance to your current position. The weights are scored as follows:

- 3 - An essential part of the job responsibilities and a focus of the employee's efforts. It is of primary importance.
- 2 - An important part of the job responsibilities. Must spend an adequate amount of time concentrating on it to assure job performance.
- 1 - Not a critical part of the job responsibilities. Not one of the employee's primary concerns, although should not be totally neglected.

Proficiency Score—to be used by supervisor and employee

- 5 - Exceptional
- 4 - Consistently Above Expectations
- 3 - Met Expectations
- 2 - Needs Improvement
- 1 - Not Met

SECTION III
SUPERVISOR/ASSOCIATE WORKSHEET

| COMPETENCY | WEIGHT | PROFICIENCY | | ACTION PLAN/COMMENTS |
|--|--------|------------------------|-------------------------|----------------------|
| | | Associate's Assessment | Supervisor's Assessment | |
| I. CORE COMPETENCIES <i>(applies to all associates):</i> | | | | |
| Job Competency: Possesses a high level of skill, knowledge, and ability in assigned functional area. Is not intimidated by complexity and gets the job done. A subject matter expert. | | | | |
| Teamwork: Integrates own activities with larger group. Readily gives and receives help. Values contributions made by others. | | | | |
| Communications: Communicates effectively (written, oral, presentation) up, down, and across the organization. Listens well. | | | | |
| External Focus: Listens and responds to member/client needs. Helps members improve productivity. Looks outside own area for best practices. | | | | |
| Initiative: Anticipates what needs to be done and does it. Willing and able to take risks. Looks for ways to do things better. | | | | |
| Versatility: Openly pursues change. Is multi-skilled and able to apply knowledge/skills across broad spectrum. | | | | |

PERSONNEL EVALUATION DATA

| COMPETENCY | WEIGHT | Associate's Assessment | Supervisor's Assessment | ACTION PLAN/COMMENTS |
|--|--------|---------------------------|----------------------------|----------------------|
| <p>Personal Leadership: Sets example for excellence. Influential, persuasive, stretches for higher levels of performance. Treats all people with respect and dignity.</p> | | | | |
| <p>Reliability: Personally responsible; completes work in a timely, consistent manner; works hours necessary to complete assigned work; is regularly present and punctual; arrives prepared for work; is committed to doing the best job possible; keeps commitments.</p> | | | | |
| <p>Attention to Detail: Follows detailed procedures and ensures accuracy in documentation and data; carefully monitors gauges, instruments, or processes; concentrates on routine work details; organizes and maintains a system of records.</p> | | | | |
| <p>Decision-Making: Analyzes situations and issues in a rational and logical manner; is innovative and willing to explore alternative ideas; makes decisions in a timely manner; makes decisions in the face of uncertainty; stands accountable for results and decisions; focuses on important information without getting bogged down in unnecessary detail; understands complex concepts and relationships; involves others in plans and decisions that affect them; bases decisions on reliable information and data.</p> | | | | |
| <p>Interpersonal Skills: Attentive to and understands the views of others; responds positively to constructive suggestions; displays objectivity in assessing situations; develops and maintains positive work relationships with others; develops an awareness of own style and how it affects others and makes adjustments as necessary.</p> | | | | |

| COMPETENCY | WEIGHT | Associate's Assessment | Supervisor's Assessment | ACTION PLAN/COMMENTS |
|---|--------|------------------------|-------------------------|----------------------|
| <p>Works Efficiently: Organizes own time effectively; maximizes the use of available resources; successfully balances the competing demands of multiple projects by setting priorities and communicating and meeting deadlines; strives to eliminate inefficient work habits or processes; asks for help, when necessary.</p> | | | | |
| <p><i>(These spaces are for additional position-specific competencies, as needed.)</i></p> | | | | |
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| <p>II. MANAGEMENT/LEADERSHIP</p> | | | | |
| <p>Public Speaking: Making formal presentations before internal or external audiences.</p> | | | | |
| <p>Analyzes and Solves Problems: Conducts a thorough search for relevant information when approaching problems; grasps pertinent issues in all their complexity; carefully weighs the impact of a broad range of related issues or factors; requests the opinions and insights of others during problem-solving efforts, when appropriate.</p> | | | | |

| COMPETENCY | WEIGHT | PROFICIENCY | | ACTION PLAN/COMMENTS |
|--|--------|------------------------|-------------------------|----------------------|
| | | Associate's Assessment | Supervisor's Assessment | |
| <p><i>Vision: Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.</i></p> | | | | |
| <p><i>Political Savvy: Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action. (These spaces are for additional position-specific competencies, as needed.)</i></p> | | | | |
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| COMPETENCY | WEIGHT | PROFICIENCY | | ACTION PLAN/COMMENTS |
|---|--------|------------------------|-------------------------|----------------------|
| | | Associate's Assessment | Supervisor's Assessment | |
| III. TECHNICAL Computer Skills: Demonstrates ability to utilize computer skills to perform assigned job function, including operating systems and required applications; demonstrates knowledge of department's computer policies; demonstrates knowledge of basic computer operations. <i>(These spaces are for additional position-specific competencies, as needed.)</i> | | | | |
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Supervisor/Associate Comments:

Employee Signature

Date

Supervisor Signature

Date