



Washoe County Guide to Managing Employee Performance

Department of Human Resources

Learn... Grow... Lead... Excel

Committed to Excellence

GUIDE TO MANAGING EMPLOYEE PERFORMANCE

OUR MISSION

Working together regionally to provide and sustain a safe, secure and healthy community.

ORGANIZATIONAL VALUES

INTEGRITY: We are dedicated to uncompromising honesty in our dealings with the public and each other in conformance with our code of conduct.

EFFECTIVE COMMUNICATION: We believe in simple, accurate, and clear communication. We encourage the open exchange of ideas and information.

QUALITY PUBLIC SERVICE: The County exists to serve the public. We put the needs and expectations of citizens at the center of everything we do and take pride in delivering services of the highest quality.

STRATEGIC DIRECTION

Washoe County will be the social, economic and policy leadership force in Nevada and the Western United States.

STRATEGIC OBJECTIVES

- Stewardship of Our Community
- Proactive Economic Development and Diversification
- Safe, Secure and Healthy Communities
- Regional Leadership Through Engaged Employees

GOALS

- Fiscal Sustainability
- Economic Impacts
- Vulnerable Populations
- Employee Engagement

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PURPOSE

Performance management is an essential practice for high performing organizations. A balanced performance management system contributes to workforce engagement and success. It enables employee accountability and clarity of responsibilities, links strategic County objectives and the day-to-day actions of employees, and focuses on employee development. This performance management system is intended to:

- **Improve employee and organizational performance by defining critical employee performance goals and assessing results achieved.**
 - Individual goals are aligned with those of the work unit, division, department and County strategic priorities and employees focus on doing the right things, the right way.
 - Employees and supervisors jointly develop work goals, clarify job responsibilities and expectations, identify and eliminate obstacles to performance and evaluate results achieved.
- **Encourage on-going dialogue and feedback between managers and employees on performance progress and development needs.**
 - Employees understand the results they are expected to achieve (the *WHAT*) and the competencies they are expected to demonstrate in achieving them (the *HOW*).
 - Employees receive continuous feedback, guidance, coaching, and training to improve performance and achieve development goals.
 - Employees and supervisors jointly identify areas for job enrichment, career progression and skill development.
- **Provide managers with knowledge and techniques to effectively manage employee performance.**
 - Employees receive consistent, accurate, and fair performance assessment.
 - Complete and accurate documentation justifies and supports decisions and evaluations when acknowledging good performance and managing poor performance.
 - Grievances and wrongful discharge litigation is reduced.

This guide outlines a comprehensive approach to performance management that is intended to increase effectiveness and consistency across the County. It incorporates best practices and approaches to ensure achievement of results, enable a learning organization, and foster cooperation and the spirit of excellence in public service. It is designed to provide information needed to effectively and successfully manage individual employee performance.

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WHAT IS PERFORMANCE MANAGEMENT?

Performance management is an on-going cycle that involves employees, their managers, and the organization in improving individual and County effectiveness in the accomplishment of the organization's mission and goals. The process includes:

- setting performance goals and expectations
- observing and documenting performance and behavior
- providing feedback, coaching and mentoring
- evaluating results achieved measured against results expected
- assessing proficiency in competencies used to achieve results
- assessing development needs and planning for improvement
- providing opportunities for development

Performance management focuses employee effort on contributing directly to the strategic priorities of the County. County success depends upon the success of the workforce charged with doing the right things, in the right way. It requires the cascade of organization strategy to the formulation of goals and objectives for the department, the division, work groups and the individual.

Performance Management begins on an employee's first day on the job. New employees need concrete goals to focus on and want to understand what is expected of them. Good managers communicate these expectations to their new employees and provide on-going coaching and feedback to help ensure success and retention during the probationary period.

Did you know?

Research indicates that employee engagement is enhanced by performing meaningful work, having clear direction, performance accountability, and having an efficient, safe, trusting and cooperative environment in which to work.



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PERFORMANCE MANAGEMENT ROLES & RESPONSIBILITIES

Responsibility for performance and development is shared between the organization, the manager and the individual. Ultimate accountability for outcomes rests with the individual.

The Organization	The Manager	The Individual
Sets strategy	Interprets and cascades strategy	Works with manager to set performance goals in line with strategy
Provides training on Performance Management processes and tools	Sets performance goals, standards, and measures in line with cascaded strategy	Communicates career aspirations
Measures the quality of performance appraisals	Documents performance and provides feedback & coaching	Works with manager to set development goals
Ensures consistency across the County	Appraises performance and identifies areas for learning & development	Pro-actively seeks out and participates in development activities
Provides development opportunities	Provides access to development opportunities	Seeks on-going feedback and coaching
	Coaches & mentors	Provides critical self-evaluation during appraisal process

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THE PROCESS OF PERFORMANCE MANAGEMENT

Our Mission, Values and Direction provide us with the reasons and the focus for coming to work everyday and providing excellent public service (the *WHY*). The Strategic Objectives and Goals define and drive all the work that we do in support of that vision.

Performance Management begins with the overarching County strategy. As the strategy is cascaded throughout the organization, each department, division, work group and individual sets goals and objectives and works to achieve these strategic results. The results can then be linked back to organizational performance.

The manager is responsible for carrying out the departmental objectives through the work group and the individuals reporting to him or her. The process of performance management consists of an on-going cycle of performance planning, performance monitoring and execution, and performance review.

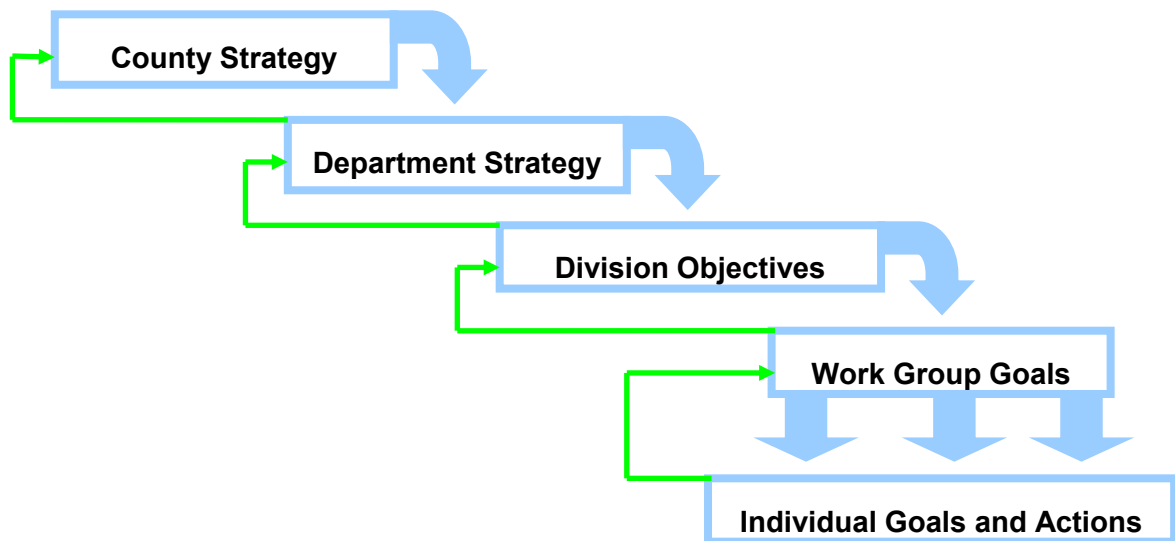
Washoe County Strategic Objectives

Stewardship of Our Community

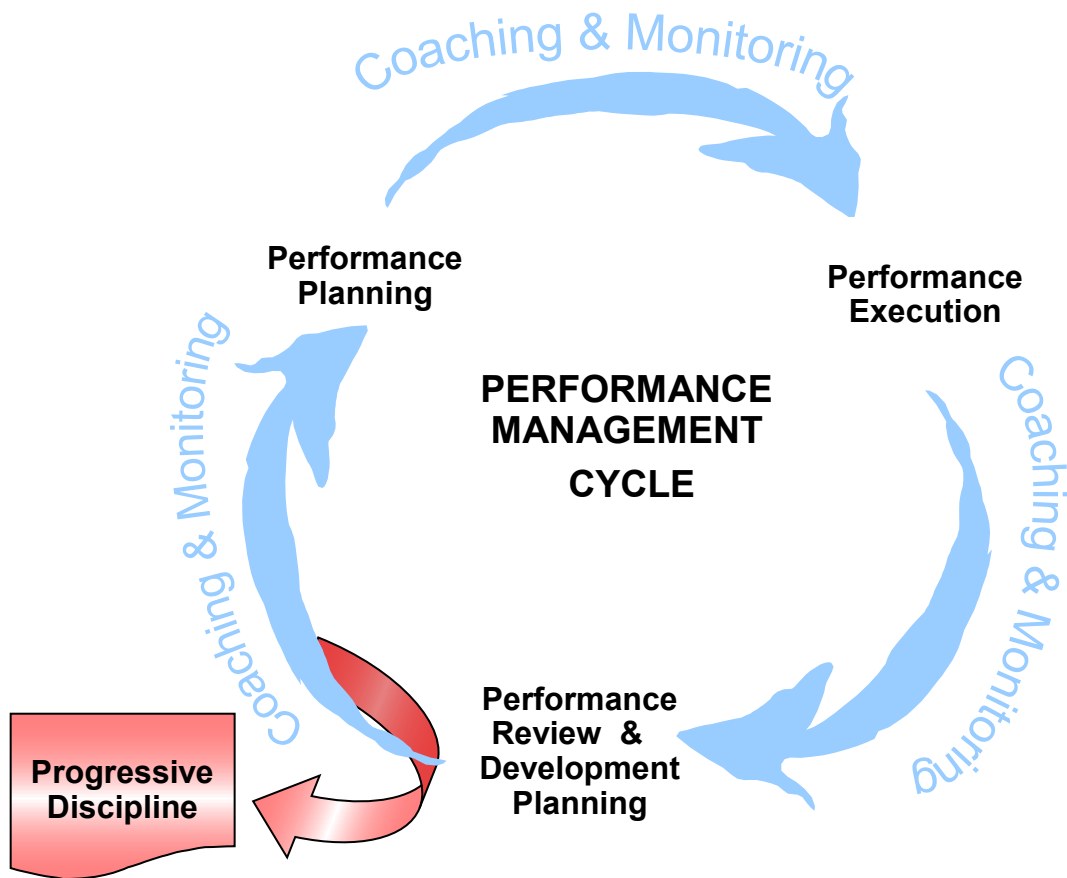
Proactive Economic Development and Diversification

Safe, Secure and Healthy Communities

Regional Leadership Through Engaged Employees



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Performance Planning includes setting individual goals in support of department objectives, setting job performance standards and competency requirements.

Performance Monitoring and Execution is on-going and includes: getting the work done, coaching, training, mentoring, career development, periodic progress discussions, motivating, performance improvement, and confronting.

Performance Review and Development Planning includes the formal Employee Performance Review and Development Plan.

Progressive Discipline is the formal procedure for addressing serious behavior issues. It includes a series of progressively serious corrective actions that may result in discharge of employment. This guide does not include the progressive discipline process that is conducted with the Labor Relations Division of Human Resources.

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PERFORMANCE MANAGEMENT CYCLE: *PERFORMANCE PLANNING*

Performance Planning sets the stage for on-going coaching and monitoring. Performance goals and expectations are established and the skills and abilities needed to accomplish them are communicated.

Performance goals and expectations are specific actions and key measures of performance results expected in a position. They are the job related activities that will take place to accomplish the division/departmental goals. Achievement typically describes the outcome expected and is often expressed in terms of quality, quantity, cost and/or timeliness.

Developing Performance Goals & Expectations



1. List principal activities or assignments needed to accomplish division/department objectives and measures. *What does the job need to do and why?*
2. Review the job functions and work with incumbents to include key tasks responsibilities of the position. *What are the tasks? Why does the job exist?*
3. Set expectations that are outcome-focused and can be measured. SMART goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound. *What must be accomplished?*
4. Define measurable results expected (quantity, quality, cost or timeliness). If you can only describe the performance, describe how the work will be judged and what factors will be considered. *What are the value added results of the work?*

Keys to Developing Performance Goals & Expectations:

- ↪ Performance goals and expectations are set for the major components, key job responsibilities, tasks and activities of every job at all levels in the organization. Results are linked to overall division, department and county strategy.
- ↪ Employee participation in the development of goals and expectations for the job increases buy-in and contributes to self-management and self-development.
- ↪ Job performance expectations should be reasonable and attainable by any qualified person doing the job. Expectations may change based on incumbent skills and experience, training, and length of time in the job.
- ↪ Goals and results expected are reviewed during Progress Review sessions and annual Performance Review and Development sessions. They should be reviewed and adjusted, if necessary, when the job or employee working conditions change (e.g. new technology), after training or any time priorities change.
- ↪ Performance expectations describe the level of performance which new employees must attain to pass probation and which existing employees are expected to maintain. Employees holding the same job at the same level are held to the same performance expectations.

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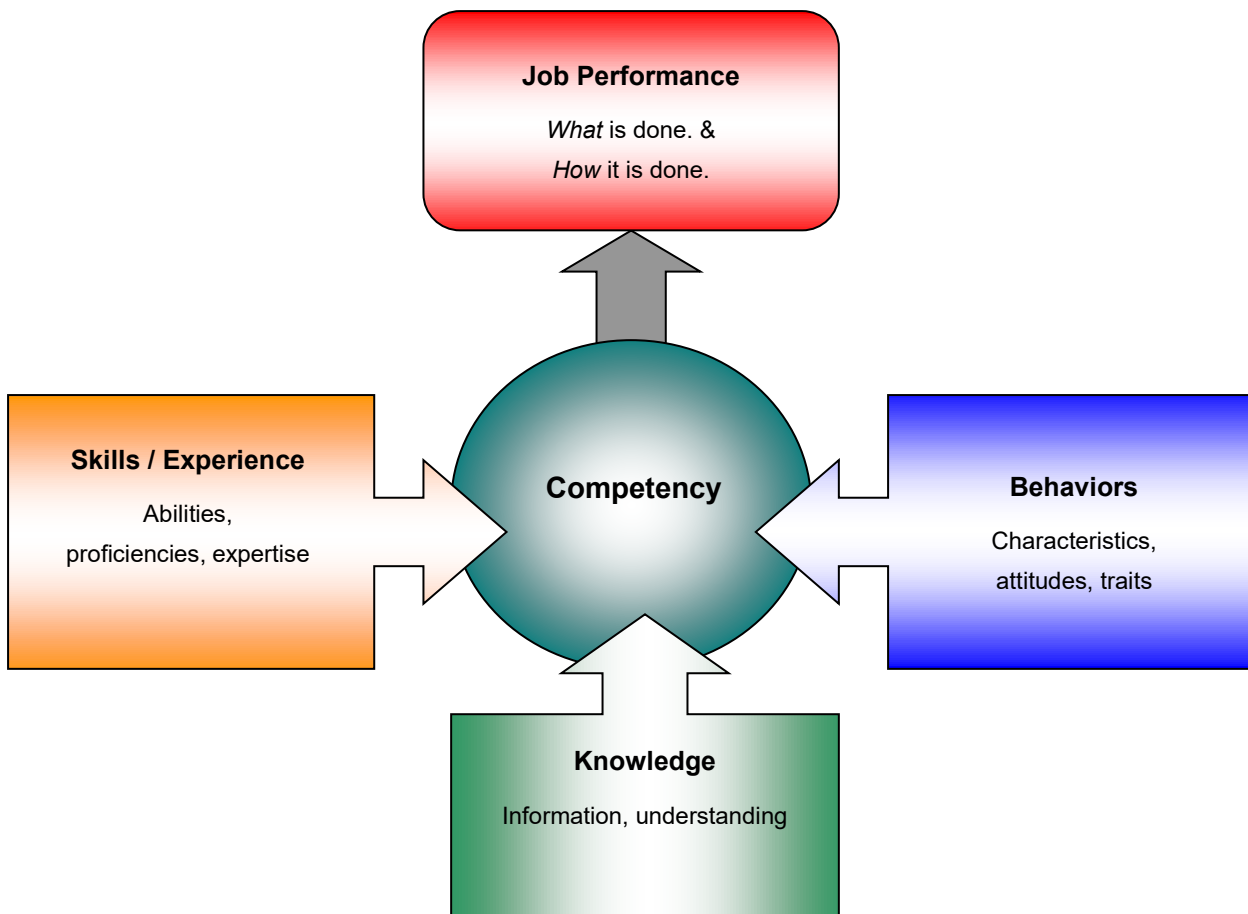
PERFORMANCE MANAGEMENT CYCLE: *PERFORMANCE MONITORING AND EXECUTION*

As employees work to accomplish their goals, it is necessary for them and the supervisor to track progress and outcomes/results achieved (**the WHAT**) and the specific behaviors and competencies used in execution (**the HOW**). Failure to accomplish goals and achieve results must also be tracked including specific behaviors that may have hindered performance or competencies that were not used and may have contributed to the outcome.

WHAT ARE COMPETENCIES?

Competencies are the skills, knowledge, attributes, behaviors, and abilities that are necessary for success in a job or on a team.

Washoe County Core Competencies describe knowledge, skills and traits that are critical for all employees and contribute to our success. (See Appendix 2)



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In addition to these core competencies, each functional area, job classification, and individual job will have competencies that are specific and essential for successful performance and delivery of results. Managers and their employees can work together to determine what competencies are needed and what level of proficiency or capability is expected. To help determine these competencies:

- Collect information on the job from the employee.
- Observe work outputs or work being performed, especially outcomes over which the employee has direct control.
- Review the position description and class specification.
- Consider the contributions the work unit and the position is expected to make.

Assessing Capability Using Competencies



1. Is the employee prepared to succeed in the current role?
 - Do his skills, knowledge and abilities enable him to meet his performance objectives?
 - Could upgrading her proficiency in certain competencies enhance her performance?
2. Is the employee prepared to do the job in the future?
 - Will there be changes in technology, the environment, customers?
 - Does he have the skills and is he ready to meet the needs of tomorrow?
3. Is the employee ready for the next career step?
 - Should she broaden her knowledge?
 - Should he be using a particular skill in a more complex way?
 - Does the next step require more people management and less technical ability?
 - Should she build new skills?

Keys to Performance Monitoring:

The Performance Review is about assessing the past...

What were the objectives?

How well were results achieved?

How were the results achieved?

Performance is an indicator of capability...

What skills were applied?

How were they applied?

How might they have been applied for improved results?

Where are we today and what will be needed to prepare for the future?



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Performance monitoring enables the supervisor to track performance execution. It is an on-going process of:

- ⇨ Observing
- ⇨ Documenting
- ⇨ Providing coaching and feedback

The effective supervisor encourages dialogue with employees and ensures that they have a clear understanding of their progress toward goals and targets. On-going informal reviews allow employees to implement their plans and make any course corrections that may be required due to shifting priorities or changes in performance (improvement or decline). Supervisors will be able to address any challenges employees may be encountering and employees will understand how they are doing, feel valued for their performance and contributions (recognition) and learn ways to improve performance (development).

Accurate documentation of performance monitoring sessions should include:

- Progress toward goals
- Accomplishments and support needed
- Development needs
- Training attended
- Performance improvement or disciplinary discussion
- Other relevant performance related information

The steps to on-going performance execution and monitoring are:



1. Observe and document performance.
2. Provide feedback to the employee throughout the entire performance period. Use appropriate coaching, training, and confronting skills.
3. Conduct informal and formal (when appropriate) reviews.
4. Reset goals and targets as necessary; modify individual development plan as needed.
5. Recognize good performance.
6. Correct problem performance.
7. Take disciplinary action when warranted.

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When performance does not meet expectations, the supervisor must address it:

- assess desired performance vs. actual performance
- identify contributing factors
- communicate performance gap and describe the impact
- discuss possible solutions
- agree on an action plan
- provide feedback and coaching
- support improvement by removing obstacles, providing training or other development opportunities
- check for positive change
- provide recognition as appropriate
- identify if further action is necessary

A Performance Improvement Plan (PIP) is required when training and coaching efforts have not resulted in the desired change of behavior and employee behavior is unacceptable. This document includes:

- Specific job requirements and expectations
- Specific improvement needed
- Consequences if performance improves or does not improve
- Action plan for improvement
- Assistance and support that will be provided
- Timeframe for improvement, typically 60 to 90 days

Developing and Implementing a Performance Improvement Plan



1. Draft a Performance Improvement Plan and meet with the employee to discuss and get agreement on the improvement needed and the action plan for improvement.
 - Review the draft improvement plan with the employee.
 - Agree on specific actions, monitoring methods, needed resources and support such as training, supervisory assistance and guidance.
 - Reiterate performance expectations, steps to improve performance, statement of outcome.
2. Revise Plan to incorporate employee input if appropriate.
3. Hold a final discussion and obtain employee signature.
4. Monitor and follow-up
 - Schedule weekly or bi-weekly meetings to review progress.
 - Evaluate the outcome of the improvement plan.

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A good performance improvement plan is clearly communicated, consistently followed and gives the employee an opportunity to correct performance problems. Performance counseling can challenge an employee to meet or exceed established work performance standards. Some benefits to this approach include:

- The employee is given an opportunity to improve performance.
- The relationship between the employee and supervisor is strengthened or, at a minimum, clarified.
- Documentation is filed in the employee's personnel file.
- The employee's performance may improve, but if it does not, the supervisor will have developed sound documentation to support whatever personnel action must be taken.

Begin defining the situation by asking these questions:

- Have performance expectations been clearly communicated?
- Are expectations achievable and reasonable?
- Are the performance problems within the employee's control?
- Are all employees required to adhere to the same standard?
- Is there a reasonable excuse for the performance problem?
- Do you have all the relevant facts? Have you asked for the employee's input?



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PERFORMANCE MANAGEMENT CYCLE: *PERFORMANCE REVIEW AND DEVELOPMENT PLANNING*

Performance Review and Development Planning is a process of:

1. Preparing to write the performance review and development plan
2. Writing a draft of the review and development plan
3. Conducting a performance review and development planning meeting
4. Finalizing the performance review and development plan

Washoe County's Employee Performance Review and Development Plan is a communication tool designed to enable the manager and employee to jointly evaluate the achievement of previously set performance and development goals, develop and set performance and development goals for the next review period, and identify and solve problems in achieving goals. It utilizes a narrative approach that provides employees with specific examples of performance expectations and achievement as well as developmental feedback. The document is not static and with on-going progress reviews (at least quarterly), it can be modified to reflect changes to goals and performance and increase the likelihood of success.

The foundation of the Performance Review and Development Planning Process rests in the key concepts:

- ⇒ All employees will be reviewed annually during the month before their merit increment date.
- ⇒ Newly hired employees will be evaluated per the County Code 5.219.
- ⇒ A mid-year progress review of the Employee Performance and Development Plan will be conducted. Ideally, the employee should initiate this discussion to ensure they are on track.
- ⇒ Immediate supervisors are responsible for evaluating the performance of each employee under their direct supervision.
- ⇒ Employees should complete a Self-Performance Review and Development Plan prior to the discussion.
- ⇒ Supervisors should complete a draft Employee Performance Review and Development Plan for discussion with the employee.
- ⇒ Supervisors may revise the draft version based upon the discussion with the employee.
- ⇒ The supervisor's manager will review and sign off on the finalized Employee Performance Review and Development Plan.
- ⇒ Any employee receiving a "needs improvement" on any functional competency will have a developmental objective identified and/or be placed on a performance improvement plan.

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- ⇒ Employees may express agreement/disagreement on the Employee Performance Review and Development Plan form and/or attach additional comments/documentation. They may discuss the disagreement with the reviewer and others in the chain of command within their department.
- ⇒ Once completed, the supervisor will give a copy of the plan to the employee, keep one, and send the original to HR for filing in the personnel file.

PERFORMANCE REVIEW AND DEVELOPMENT PLANNING PROCESS

Prepare

Preparation for the review and development session includes:



1. Gathering documentation:

- County/Division/Department strategic plans and unit goals
- Current job description, essential job functions, job standards and competencies
- Performance Documentation file

2. Gathering input from the employee:

- Ask employee to complete a self-Performance Review and Development Plan using the same form

3. Gathering input from others:

- Ask for input from other supervisors and managers, employees, and customers the employee has worked with to get additional perspectives.
- You may use the Feedback input form attached to Employee Performance Review and Development Plan, Appendix C.

Write the Performance Review and Development Plan

1. List all accomplishments and results against previously agreed upon goals and provide a brief narrative that describes the performance.

Was the task/goal completed? Was it completed in the expected timeframe? Were the expected outcomes/results achieved? What outside factors contributed to the achievement or non-achievement of results?

2. Identify WC Core Competencies that contributed to goal achievement or those not used that would have contributed to better results. Provide a narrative that details specific examples.
3. Assess proficiency in specific functional competencies/job requirements and document specific examples to illustrate the rating.
4. Provide any additional comments and identify an overall rating.
5. Identify goals, tasks, responsibilities and results expected for the next review period. Make them SMART and link them to department /division goals.
6. Identify the competencies that need to be the focus of developmental effort and goal setting for the upcoming rating period. Focus narrative on behaviors, results and improvement.
7. Identify development objectives for job enrichment/career development.

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Conduct Performance Review Session

1. Schedule sufficient time for the meeting with each of your employees and ensure that there will be no interruptions.
2. Meet with employee.
3. Using your evaluation and the employee's self-evaluation, discuss goals and objectives, expectations, results, competencies, and job requirements for the review period.

Some conversation starters can include:

- *What contributions and accomplishments have you made or skills have you acquired during the appraisal period that you are particularly proud of?*
 - *Tell me more about your assessment of your performance on your goals.*
 - *What obstacles are in the way of achieving your performance goals?*
 - *What can I do to help you be more effective in your job?*
 - *What can be done to help you provide better service to your customers?*
 - *What type of projects would you like to be involved with?*
 - *What do you see as your development needs?*
4. Define performance goals and clarify expectations for the next review period.
 5. Discuss development objectives for the upcoming performance period.

Finalize Employee Performance Review and Development Plan

1. Make any changes to your draft based on discussion with employee and submit electronically through the ESS/Performance Management system.
2. Performance Review is sent via workflow to employee for electronic signature and comments, if applicable, then forwarded to higher management.
3. Higher management reviews, approves, and comments, if applicable, thereby completing the workflow cycle.
4. A copy of the Performance Review is PDF'd by the department and forwarded via email to Human Resources to scan in the employee's AppXtender file.
5. The employee may access their completed Performance Reviews through ESS.

The supervisor who meets with direct reports throughout the year and holds Performance Monitoring discussions is able to complete the Performance Review and Development Plan with better information, greater ease, and in a timelier manner. From the employee's perspective, there should be no surprises.



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Appendix 1 GLOSSARY OF TERMS AND DEFINITIONS

ALIGNMENT: Process of tying employee goals to overall department, division and county strategies.

COACHING: Supervisor acts as a mentor, trainer and instructor by providing ongoing guidance and direction to the employee to maximize his or her knowledge, skills and abilities and enhance career development. Day-to-day coaching builds the relationship between the employee and the supervisor by developing a learning environment where the employee learns from mistakes and receives recognition on a job well done.

COMPETENCE: The level of capability to perform in a job. Competence can include an assessment of what skills were applied, how were they applied and to what degree of expertise or proficiency they were used.

COMPETENCIES: Clusters of skills, attributes, attitudes, knowledge, abilities and behaviors essential to job success and to creating lasting benefit for the organization. More than what is accomplished, competencies focus on how the employee creates value and enhanced sustainability for the organization. Competencies include:

- ❑ Core competencies necessary of all employees to ensure accomplishment of county's mission (i.e. customer service, accountability, etc.) and
- ❑ Functional / Technical competencies that are job specific and relate to the relevant areas of expertise for an employee or group of employees.

CONFRONTING: Supervisor monitors employee performance, identifies problems and works with the employee to determine a corrective course of action. Supervisors encourage action to correct problems or clarify perceptual differences between the supervisor and employee. The intent of confronting is to improve employee performance and is expected to produce a specified pattern of behavior.

CULTURE: The way we do things around here – factors include vision, mission, values, beliefs, management practices, line-staff relationships, power and status, policies and procedures, communication, motivational systems, stories and legends, organizational identity, branding, and physical workplace.

DEPARTMENT PERSONNEL FILE: Each department maintains an employee file that may contain records such as certificates, records of discussion, etc. These items may not be sent on to HR; however, each employee has the right to see whatever is in their department personnel file. This is not the official personnel file, which is maintained by the Department of Human Resources.

DOCUMENTATION: Note taking to include all significant performance events, successes and areas for improvement. All notes should be objective and based on observable, job related behaviors rather than conclusions, opinions or judgments.

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ENGAGEMENT: The emotional involvement or commitment of an employee to a job, leader, or organization that provides motivation for him or her to go beyond what is expected and expend discretionary effort to achieve personal and organizational goals.

FEEDBACK: Constructive, candid and timely information given to employees on a regular basis. It includes exceptional as well as ineffective performance and emphasizes two-way communication between manager and employee.

JOB REVIEW: The determination of skills, knowledge and abilities, as well as the specific tasks, requirements and responsibilities required of a worker for successful performance in a position.

JOB ENRICHMENT: Re-structuring work to give employees greater responsibility for their pace, quality and work methods, work environment or variety in their current position.

LEARNING ORGANIZATION: One in which people at all levels, individually and collectively, are continually increasing their capacity and enhancing their capabilities to create and produce results.

MENTORING: A relationship that helps orient an employee to the realities of the workplace, support employee success through sponsorship or influence, or provide cultural insights and develop skill and abilities.

MOTIVATION: The process of combining motives and incentives so that employees willingly do what needs to be done.

PERFORMANCE: How well an employee fulfills the requirements of the job. Performance is a function of the ability (knowledge, skills and experience necessary to achieve results), motivation (effort employee is willing to exert) and systems (process, procedures, technology, and resources essential to achieve results).

PERFORMANCE DOCUMENTATION FILE: Notes kept by supervisors to document performance discussions and feedback sessions with employees. They may be maintained in a supervisor log or journal. Once placed in a file with the employee's name on it, the employee has a right to view it.

PERFORMANCE IMPROVEMENT PLAN: A specific course of action taken to improve employee performance or to bring about a desired change in job related behavior. The PIP details what is to be done, when, and by whom.

PERFORMANCE MEASURES: The primary indicators of success for each element of a job such as quality, quantity, timeliness or manner of performance. Performance measures quantify the performance management process and provide a line of sight between what an individual or team does and the strategy of the division, department and county. They must be objective and SMART, indicate expected results and manner of performance.

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PERFORMANCE REVIEW: A business report on an employee's job performance for a specific period of time that includes:

- A review of actual performance, results and accomplishments,
- Clarification of performance expectations through goal setting and identification of key performance measures in alignment with division and department objectives and mission,
- Outline of individual development goals to meet current and future performance expectations.

PERFORMANCE REVIEW SESSION: Feedback session to discuss and finalize the Performance Review and Development Plan.

PERFORMANCE STANDARDS: Specific key measures of performance expected in a position, regardless of the person in the job. They describe the job related, objective, behavior based and observable results expected when the job is satisfactorily performed under existing work conditions and are expressed in terms of quality, quantity, cost and timeliness.

PROGRESS REVIEW: A performance discussion held at specific intervals (at least quarterly) to review accomplishments, identify barriers, plan revisions, communicate deficiencies in performance and required improvements, and discuss training and development needs.

PROGRESSIVE DISCIPLINE: A series of increasingly serious corrective actions taken in compliance with collective bargaining agreements to address behavior that violates rules, regulations or orders from a supervisor, and may result in discharge of employment. Employees are not generally disciplined for poor work performance, instead Performance Improvement Plans are used to develop desired performance.

SMART PERFORMANCE GOALS: Goals that are written to be specific, measurable, achievable / attainable, results-oriented / realistic / relevant, and time bound. They are linked to the division, department and County strategy.

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Appendix 2 CORE COMPETENCIES FOR WASHOE COUNTY EMPLOYEES

Competencies are clusters of skills, attributes, attitudes, knowledge, abilities and behaviors essential to job success and to creating lasting benefit for the organization. Competencies focus on how the employee creates value and enhanced sustainability for the organization.

Our core competencies are based on Washoe County's Vision, Mission, and Values. They are critical to personal and organizational success and indicate an employee's commitment to our public service mission. Core competencies apply to all positions and all employees. Statements following each competency explain the performance that is expected to "meet" requirements.

Supervisors will need to develop the Functional / Technical Competencies for specific positions in collaboration with employees.

INTERPERSONAL EFFECTIVENESS:

- **Communication:** Expresses information correctly, clearly and effectively in writing and speaking. Actively listens; attends to non-verbal cues and uses clarifying questions to ensure understanding. Keeps management informed of decisions. Uses multiple channels to ensure communication (email, phone, meetings, memos).
- **Customer Service:** Knows who the customer is. Assesses and understands the needs and expectations of internal and external customers. Handles all interactions promptly. Is responsive, pleasant, professional, courteous, approachable, friendly, and easy to do business with. Manages complaints with tact and respect. Takes ownership of problems to find solutions. Acts as an ambassador of the County in all interactions.
- **Personal Relationships:** Shows respect for and supports equal and fair treatment for all races, nationalities, cultures, disabilities, ages, and sexes. Builds trust through direct, honest communication; does not gossip. Understands others' perspectives and resolves conflicts constructively, calmly and diplomatically.
- **Teamwork:** Participates in groups willingly. Works with others to set and achieve group goals. Values and encourages others' input and expertise. Shares resources, information and knowledge. Helps to establish group cooperation, pride and identity. Encourages commitment to County mission and organizational goals. Recognizes others' achievements.

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ORGANIZATIONAL SYSTEMS AWARENESS

- **Action and Results:** Pushes self to deliver on goals. Able to plan, prioritize and execute work. Gets things done efficiently and well. Stays focused and energized under distraction and high workload. Acts with minimal direction and supervision. Manages own and others' time and resources well.
- **County Knowledge:** Understands the complexity of the County, its services and the roles and responsibilities of the whole. Knows the County mission, vision, values and priorities. Knowledgeable about how the organization works and how each job impacts the bottom line.
- **Ethics and Integrity:** Maintains the highest standards of conduct. Can be counted on to do the right thing in line with County values. Is trusted and maintains confidentiality of sensitive information, records and materials. Expresses the truth courageously, appropriately, and in the spirit of helpfulness. Dedicated to acting in the interest of the public's trust. Understands the impact of public perception and acts accordingly.
- **Quality Improvement:** Challenges the status quo and seeks to create and implement improvements leading to more efficient and effective work systems and processes. Identifies problems and uses sound judgment and logic to generate, analyze and evaluate effective and innovative solutions. Uses tools and techniques to execute solutions that meet the requirements of internal and external customers.

PERSONAL DEVELOPMENT

- **Accountability:** Has the motivation and mind-set to make a difference. Is able to recognize and acknowledge reality. Takes ownership of own actions and their impact on others. Believes in own capability to accomplish a task and ability to follow through. Can admit to making mistakes and learns from them.
- **Adaptability:** Is open to and able to effectively cope with change. Handles multiple and changing priorities quickly and comfortably. Anticipates new and changing demands for programs and services. Has tolerance for risk and uncertainty. Is able to modify style to successfully meet organizational priorities.
- **Continuous Learning:** Recognizes own strengths and weaknesses. Seeks feedback and accepts criticism non-defensively. Works to develop knowledge, skills and abilities needed for current job. Anticipates future needs of the organization and pursues learning to meet those needs. Is a quick learner when faced with new problems and information. Uses a variety of methods to learn and develop.

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MANAGING OTHERS (for team leaders, supervisors, managers & above):

- **Decision Making:** Recognizes need for a decision. Able to make a timely decision with available data. Understands impact of decision making on others and can explain position when necessary. Able to alter decision if new information indicates. Exercises sound judgment and makes reasonable decisions that demonstrate critical and strategic thinking. Involves citizens and others in decision making as appropriate.
- **Developing Organizational Talent:** Builds talented staffs to address workforce capability and capacity needs. Hires the best people from inside or outside, develops and retains staff. Takes negative action, including discharge, when necessary. Establishes clear, outcome oriented performance and development goals and expectations. Provides regular feedback, coaching, and recognition. Addresses performance issues promptly and uses discipline appropriately.
- **Financial and Resource Management:** Acts as a trustee of the County's resources. Knows the fundamentals of budgeting, cash flow and tracking of expenditures. Understands financial statements. Uses prudent judgment in the utilization and expenditure of available resources.
- **Leading and Inspiring Others:** Articulates a vision for the future and uses it to drive daily decisions. Converts strategies into effective actions. Inspires a commitment to excellence. Builds relationships and develops strategies to include divergent opinions and overcome adversity. Able to motivate diverse teams to achieve results.
- **Planning and Organizing:** Understands scope and difficulty of tasks and projects. Able to set achievable yet challenging goals for self and others. Balances requirements with abilities. Can prioritize, plan and schedule assignments appropriately.
- **Values and Leverages Diversity:** Practices equity and fairness in managing all classes and kinds of people. Makes high quality, diverse appointments and ensures that selection practices provide for inclusion of targeted groups. Supports job restructuring and workplace accommodations. Holds self and others accountable for promoting and achieving diversity in hiring, utilizing and developing staff. Promotes a work environment that is cooperative, family friendly, and accepting of diversity. Obtains input from diverse employee groups to identify broad perspectives on program development and implementation.

GUIDE TO MANAGING EMPLOYEE PERFORMANCE

Appendix 3 FUNCTIONAL COMPETENCIES FOR WASHOE COUNTY EMPLOYEES

FUNCTIONAL / TECHNICAL COMPETENCIES

In setting functional / technical competencies, managers should have clear and achievable examples or indicators. These indicators give the employee an idea of how their performance will be measured.

- Displays knowledge and skills necessary to perform the work. Has a clear understanding of work environment and impact on the organization.
- Understands processes, procedures, standards, regulations and technology related to assignments.
- Demonstrates functional and technical literacy.
- Keeps current on new developments in the field.
- Effectively uses available technology in the working environment.

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