

New Mexico Judicial Branch

Employee Performance Planning & Performance Evaluation Manual



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Access forms and related materials on the Web Site at
<https://humanresources.nmcourts.gov/performance-managements-performance-evaluations.aspx>

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| Access all interactive documents at http://inside.nmcourts.com/ | |

INTRODUCTION

The State of New Mexico Judicial Branch performance planning and evaluation process has been developed in support of a number of important Judicial Branch goals: to establish an ongoing dialogue and to strengthen the partnership between managers and employees, to promote continuous improvement by fostering individual and organizational excellence, and to assist in human resource(s) decisions. Performance planning and evaluations clarify how each employee contributes to the organization's objectives, delivers constant and constructive employee feedback and supports a system of differentiated rewards.

Job Review - Performance Plan Preparation - Employee Evaluation

SUMMARY "SHORT" INSTRUCTIONS

Section 1

- The employee Performance Plan section is used to communicate and document job assignments, set meaningful job assignment goals and objectives related to job priorities, and describe the specific results expected in measurable terms. (Group assignments by task type, in order of importance.)
- The Performance Plan may be updated at any time during the evaluation cycle. The employee, supervisor and reviewer must initial updates.
- Each non-supervisory employee must be assigned a minimum of three (3) grouped work assignments and no more than seven (7). Each will also have a score on the required work qualities.
- Each supervisory employee must be assigned a minimum of three (3) work assignments, in addition to the mandatory three (3) supervisory tasks for a total of no more than seven (7). Each will also have a score on the required work qualities.
- List the specific Competency numbers that are important for the staff member's success.
 - Additional Competencies and comments may be added.
 - Attach the New Mexico Judicial Branch Job Description.

Section 2 - Required Work Qualities are listed in section 2. These qualities are important to how the employee can be successful on the job. Additional qualities may be utilized but must be defined by the supervisor.

Section 3

- If applicable include the mandatory three (3) Leadership tasks for supervisory personnel. If Section 3 does not apply, place an N/A in the Point Score box. This section may be utilized for Leadworkers who have assigned subordinate personnel for whom they evaluate performance only.

Employee Comments - Employees should use the comments sections and the Employee Communication Form to communicate and document how he or she understands his or her work expectations and would evaluate his or her overall performance during the past evaluation cycle.

Section 4

- Performance Evaluation: Document the employee's overall performance during the past evaluation cycle.
 - The first one-year evaluation cycle begins within the employee's first 30 business days of appointment and ends upon completion of the probationary period one year later.
 - The evaluation cycle will be changed to the adopted Focal Point Evaluation cycle upon completion of the one-year probationary period.
- Select the evaluation rating that describes the employee's overall job performance, applicable competencies, required work qualities and leadership qualities. At the end of the evaluation cycle, enter the evaluation score in the corresponding box.

DETAILED INSTRUCTIONS

EMPLOYEE PERFORMANCE PLAN - Sections 1, 2 and 3

PLAN Introduction - Please use these instructions as a guide when meeting with the employee, and discuss each factor and your expectations for performance. It is mandatory that supervisors and reviewers develop an employee Performance Plan for all direct reports (except for at-will and temporary employees) in accordance with New Mexico Judicial Branch Personnel Rule (NMJBPR), Section 6 - Performance Planning, Development and Evaluations.

- Review the employee's assigned job description and utilize it to begin the planning process. Attach a copy of the job description to the Performance Plan. Access job descriptions at the New Mexico Judicial Branch web site.

Employee Performance Plan development is a collaborative effort between the supervisor, employee and reviewer, and is used at the beginning of the evaluation cycle to communicate and document meaningful:

- work assignments and expectations;
- work objectives/goals related to job priorities and organizational goals;
- specific results expected in measurable terms; and
- job effectiveness competencies (terms which describe how the work gets done effectively).

Clarifying how each employee's work contribution helps the organization and his or her self succeed is a continuous process throughout the year and performance plans may be updated, as necessary.

Employee - The employee must review his or her Performance Plan, meet with his or her supervisor and understand (not always agree) what his or her performance expectations are for the evaluation cycle. The employee is encouraged to actively participate in the Performance Plan development and discussion.

Supervisor - The immediate supervisor must complete the Performance Planning Form for each direct report. The immediate supervisor drafts the Performance Plan for discussion with the employee, and then for final review by the Reviewer. For new hires the Performance Plan and planning discussion must be within 30 business days of the employee's appointment. (Ref: NMJBPR, Section 6)

Employee Transfers, Promotions, Demotions, Job Classification Changes - The immediate supervisor of an employee who was promoted, demoted, transferred laterally or reclassified must develop and complete a Performance Plan at the beginning of what is considered the employee's new performance evaluation cycle. This must be within 30 business days of the employee's appointment, transfer or classification change.

Reviewer - It is strongly recommended that the reviewer study the plan prior to the employee and supervisor planning meeting. The reviewer must review the employee Performance Plan prior to the plan being considered officially in place. The reviewer may adjust the plan as appropriate. If the reviewer changes the plan, the employee and supervisor must meet again and initial the changes made by the reviewer, to indicate their understanding of the plan revision. The reviewer must critique the plan again after the employee and supervisor performance planning meeting. By signing the Performance Plan the reviewer is indicating his or her agreement with the final Performance Plan.

Plan to HR - Please submit a copy of the completed and signed Performance Plan to your Human Resource(s) Department. Supervisors should retain the original to make adjustments throughout the evaluation cycle as necessary and then to finalize at the end of the evaluation cycle.

Section 1 - Work Assignments, Goals, Objectives & Expectations; and Competencies

Work Assignments - A group of assigned tasks that describe the work to be performed and the results expected.

- Each non-supervisory employee must be assigned a minimum of three (3) job assignments and no more than seven (7).
- Each supervisory employee must be assigned a minimum of three (3) job assignments, in addition to the mandatory three (3) supervisory tasks for a total of no more than seven (7).
- Supervisors are encouraged to group assignments by task type and list in order of importance.
- Reference the associated NM Judicial Branch job description. When writing job assignments, you may cut and paste applicable defined job duties from the job description.

Goals - Meaningful work expectations set by the immediate supervisor at the beginning of an employee's evaluation cycle (initial hire, appointment or promotion to a new job classification, focal point planning session). Goals should be jointly formulated between the employee, supervisor and reviewer.

Objectives - Describe "why" the work assignments and goals have been established.

Results Expected - Set time lines and final outcomes. When planning, results need to be **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime framed (**SMART**).

Job Effectiveness & Organizational Success Competencies - Please review the definitions and list the specific competency numbers that are important for the staff member's success. Additional competencies may be added as applicable and must be clearly defined in this section.

"SMART" Performance Planning Definition of Terms

Specific - Write a concise statement of the goal including what needs to be accomplished and when - the specific results/outcomes you expect.

Measurable - Include in the specific goal statement the measurements to be used to determine that the results and outcomes expected have been achieved.

Attainable - The expected results/outcomes must be within the authority, skill and knowledge level, and the needed resources should be available to the individual expected to achieve them.

Relevant - The expected results/outcomes should be tied to efforts in support of the Judicial Entity's mission and strategic plan and/or the mission.

Time Framed - Deadlines for achieving expected results/outcomes should not be left open-ended. Deadlines can be moved if circumstances warrant but should be re-set and monitored.

| SAMPLE PLAN - Section 1 | | | | <u>EVAL</u> Section 4 |
|--------------------------------|---|--|--|---|
| Grouped Task # | Work Assignments, Goals & Objectives | Results Expected | Job Effectiveness & Organizational Success Competencies (List by #) | Rating Score (Complete at the end of evaluation cycle.) |
| 1 | FELONY CASE MAINTENANCE (Court Clerk 2 in a Magistrate Court) - Open all felony cases, maintain files, copy files for parties, update files and computer after arraignment and as otherwise necessary, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, file closed files. | Productivity - Felonies must be bound over to District Court within 10 days of the filing of the notice of indictment. Felonies, including bind overs, will be closed at a rate of 20 per week. All other duties will be completed daily. Cases for in jail arraignments will be completed by 10:30. Labels will be run at 12:00 noon. | 1-Accuracy, 2-Achieve Results, 4-Adherence to Policy, 5 -Attention to Detail, 7-Confidentiality, 16-Efficiency, 19-Job Knowledge, 21-Planning & Preparing, 22-Prioritizing | |
| EVAL NOTES | <i>To be completed at the end of the evaluation cycle.</i> | | | |

Section 2 – Required Work Qualities

Section 2 is to be completed for all employees by the supervisor, and offers the supervisor and reviewer a way to communicate to the employee the required work qualities necessary for the job. An work quality describes "how" an employee can be successful on the job. All work qualities are important.

- Additional work qualities may be added as applicable and must be clearly defined in this section.

| SAMPLE - PLAN - Section 2 Required Work Qualities | | |
|--|---|--|
| (Ref: Glossary of Terms) | Adaptability to change, attendance, commitment to quality work, cooperation and teamwork, dependability, good interpersonal skills, honesty, recognize diversity, respect for others, result oriented, take responsibility, willingness to learn. | |
| EVAL NOTES | <i>To be completed at the end of the evaluation cycle.</i> | <i>Eval score to be assigned at the end of the eval cycle.</i> |

Section 3 - The Three Mandatory Leadership Tasks

Section 3 is to be utilized for supervisors and leadworkers actually assigned supervisory duties (in a mentorship program). All supervisory staff shall be evaluated on the same three (3) supervisory work assignments, goals and objectives; results expected and competencies as described.

- If applicable, include the mandatory three (3) Leadership tasks for supervisory personnel in your planning discussion.
- If Section 3 does not apply, place an N/A in the Rating Score box.

EMPLOYEE COMMENTS on PLAN

This comment area in the PERFORMANCE PLAN section encourages the employee to review and comment about his or her Performance Plan.

- Employees should use this as an opportunity to communicate and document how he or she understands his or her job expectations and to provide any additional information to have considered in the performance plan discussion with the supervisor.
- This section must be completed prior to the Performance Plan signatures.

Signatures for PERFORMANCE PLAN

Employee - The employee signature does not indicate complete agreement with the Performance Plan. It indicates receipt and understanding of the assigned work assignments, goals and objectives, results expected, job competencies and qualities. To be signed at the beginning of the evaluation cycle.

Supervisor - Upon completion of the performance planning meeting with the employee, the supervisor's signature indicates that he or she considers the plan almost final and ready for review.

Reviewer - The reviewer should be well informed as to the intended employee Performance Plan. It is strongly suggested that the reviewer initial the semi final plan before it is presented to the employee. After the performance planning meeting, the reviewer should then receive the Performance Plan for final review and signature.

Section 4 - EMPLOYEE PERFORMANCE EVALUATION

Evaluations reinforce the value of good performance and show appreciation, and if necessary the need for performance improvement and finalizes the evaluation cycle process. Good performance feedback can motivate employees to improve performance.

The Employee Performance Evaluation provides work performance feedback and communicates to the employee:

- How effective he or she has demonstrated his or her work knowledge, skills and abilities.
- How well he or she has performed a job or task compared to the results expected as set in the Performance Plan, at the end of the evaluation cycle.

Supervisor and reviewer finalization of an employee performance evaluation is mandatory for all direct reports.

New Employee Evaluation - The immediate supervisor must evaluate a new employee who has not yet completed his or her one-year probationary cycle at least once prior to the completion of the probationary cycle in accordance with NMJBPR Section 6. Supervisors are encouraged to evaluate new employees at the end of six (6) months.

Completed Probation - The immediate supervisor must evaluate his or her direct reports who have completed their probationary cycle at least annually.

Intermittent Evaluation - The immediate supervisor may evaluate an employee whenever a supervisor wants to make an employee's performance a matter of record; upon change of supervisor; or when the supervisor deems appropriate. The basis for the evaluation is ongoing performance, not an isolated incident.

Be as fair as you can be; do not let personal feelings influence the evaluation. Supporting comments are key elements of appraisal.

EVALUATION NOTES

Throughout the performance evaluation cycle, a supervisor should keep notes on his or her employee's work performance. This may be necessary to provide a balanced and complete review of each employee's work throughout the evaluation cycle. Without notes to jog memory, a supervisor may be more likely to make some of the mistakes common in performance evaluation, such as the "recency" effect or the "halo" effect. Notes do not need to be extensive or formal.

In the EVAL NOTES sections (just under the work assignments etc.) the supervisor and/or reviewer should summarize the overall effectiveness of the employee's assigned work for each task.

- Read each of the task criteria as written in the Performance Plan and utilize specific terms that best describe the employee's overall performance and contribution during the past evaluation cycle.
- Consider work accomplishments and success in meeting predetermined work objectives and expectations.
- List special contributions the employee made to the division, the court, etc. during the evaluation cycle.
- List notable obstacles encountered when performing assigned work tasks.
- i Summarize your feelings about his or her performance during the review cycle and provide feedback regarding what training, cross-training, or on-the-job assignments could be beneficial in his or her continued work development.
- Draw on specific aspects of the employee's performance to support the evaluation point score, and any other additional information you need to document employee performance.

Eval Rating Score (Section 4)

- Evaluate the overall performance of the employee for each task group and enter the evaluation rating score in the box at the far right. Also, enter the grouped task scores on the Plan and Evaluation Signature Page.
 - Evaluation ratings may be:
 - “Exemplary”, “Surpasses”, “Meets Requirements”, “Needs Improvement”, and “Fails to Meet Requirements”.
- The average of the ratings will be the overall rating.

| SAMPLE – EVAL NOTES | | | | <u>EVAL</u> Section 4 |
|----------------------------|---|--|---|--|
| Grouped Task # | Work Assignments, Goals & Objectives | Results Expected | Job Effectiveness & Organizational Success Competencies (List by #) | Rating Score (Complete at the end of evaluation cycle.) |
| 1 | FELONY CASE MAINTENANCE (Court Clerk 2 in a Magistrate Court) - Open all felony cases, maintain files, copy files for parties, update files and computer after arraignment and as otherwise necessary, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, file closed files. | Productivity - Felonies must be bound over to District Court within 10 days of the filing of the notice of indictment. Felonies, including bind overs, will be closed at a rate of 20 per week. All other duties will be completed daily. Cases for in jail arraignments will be completed by 10:30. Labels will be run at 12:00 noon. | 1-Accuracy, 2-Achieve Results, 4-Adherence to Policy, 5-Attention to Detail, 7-Confidentiality, 16-Efficiency, 19-Job Knowledge, 21-Planning & Preparing, 22-Prioritizing | |
| EVAL NOTES | Ms. Smith did a fine job opening, maintaining, copying and closing cases. Data entry into the database was timely and her thoroughness was appreciated. Scheduling of hearings and public notices were done sufficiently with no significant issues. Docketing was done efficiently and timely. The disbursement of bonds was done with very few errors (errors were addressed with no significant findings). In this task grouping Ms. Smith surpassed expectations. | | | 3 |

Section 4 - EMPLOYEE COMMENTS on EVALUATION

Employee Comments on EVALUATION - This comment area in the Performance Evaluation section encourages the employee to review and comment about his or her performance and to self-evaluate his or her performance. The intent is not for this section to include an employee's agreement with or rebuttal of the supervisor's assessment. Rather it should provide additional information for the supervisor and reviewer to consider.

- An employee should use this as an opportunity to communicate and document how he or she would evaluate his or her overall performance during the past evaluation cycle in light of work accomplishments, attributes, job description, predetermined work objectives and supervisor/reviewer results expected.
- An employee may want to:
 - list special contributions made to the organization or work unit during the evaluation cycle;
 - describe notable obstacles encountered when performing job duties;
 - i communicate training needs, cross-training, or on-the-job assignments that could be beneficial to continued work development;
 - identify strengths and areas for improvement;
 - summarize feelings about his or her performance during the evaluation cycle; and
 - i provide any additional information to be considered in the performance evaluation discussion with the supervisor.

Reviewer Responsibility - There may be times when the difference between an employee's self-assessment and the supervisor's assessment cannot be resolved between them. In those cases, the reviewer may have a heavier responsibility, and renders the final performance evaluation score.

EMPLOYEE PERFORMANCE COMMUNICATION FORM

It is not mandatory that employees complete this additional communication tool. However, employees are strongly encouraged to provide supervisors and managers with their view and comments at the end of the evaluation cycle.

- i Forms must be submitted at least five (5) work days prior to the employee's scheduled performance evaluation, to allow supervisors and managers the opportunity to consider comments prior to the actual performance evaluation.

There is a list of questions on the form that employees may want to answer to help the evaluators finalize the performance evaluation.

- Employees who do not complete this additional form will not be penalized, and are strongly encouraged to at least provide written comments on the Performance Evaluation.

Value of Employee Comments - Recalling specific incidents can help employees, like supervisors, to establish a more objective basis for evaluation. For example, when an employee's assessment differs substantially from that of the supervisor, the most productive way to try to resolve the difference is for each to consider the performance from the other's perspective. An employee can move forward quickly by acknowledging that the supervisor has reasons for holding a particular perspective, by asking for more information about what led to the supervisor's perspective, by calmly presenting evidence to support his or her own perspective. This opportunity is encouraged by use of the Employee Communication Form.

Supervisor - After review of the Employee Performance Communication Form the supervisor is strongly encouraged to provide the reviewer with what is considered a semi-final draft of the Employee Performance Evaluation. The reviewer is asked to initial and date the semi-final draft evaluation, indicating his or her first review of the evaluation. After which time, the immediate supervisor will proceed with the performance evaluation meeting with the employee.

If the Employee Communication Form is completed by the employee, then it must be attached to the final Performance Evaluation, and placed along with the final documents into the employee personnel file.

Compensation - The NM Judicial Branch bases compensation on a pay-for-performance philosophy; that is, financial incentives of higher increases are given to employees who perform above expectations when such financial incentives are approved by the Legislature and adopted by the Supreme Court of New Mexico. Such a philosophy requires accurate performance planning and measures of performance that are objective and job related. These performance measures must also be considered fair by the employees whose work is evaluated.

EMPLOYEE PERFORMANCE EVALUATION DEFINITIONS

Exemplary - Exceeds position requirements even on the most difficult and complex aspects of his or her job. Consistently accomplishes more than expected. Takes on additional assignments without negatively affecting other work. Completes projects thoroughly, completely and on or ahead of schedule. Consistently demonstrates expertise, which leads other employees to seek him or her out for direction and assistance. Identifies ways to improve techniques and procedures used to perform the job.

Surpasses - Is doing an excellent job and usually exceeds most requirements. Demonstrates a willingness to perform beyond expectations. Takes initiative in asking for additional responsibilities. Produces work with very few errors while working at an appropriate pace.

Meets Requirements - Is doing a satisfactory job. Handles most assignments within the scope of his or her responsibility. Does not require significant improvement. Typically completes regular work and projects on schedule. Consistently interacts effectively with peers and/or management.

Needs Improvement - Sometimes does a satisfactory job. Some improvement in quantity, quality and/or timeliness of work is important. Regular work and projects are not consistently completed on schedule. Takes little to no initiative, even with prompting. Requires more than the expected level of supervision due to lower quality level of work or learning required to complete role successfully. Improvement is a necessity.

Fails to Meet Requirements - Does not perform the job satisfactorily. Does not produce the quantity, quality and timeliness of work expected. Improvement is a necessity to secure continued employment. Takes no initiative even with prompting.

Section 1, 2 & 3 - Overall Point Score

To find the overall point score of Sections 1, 2 and 3 (*if applicable*):

- add the task scores plus one score for required work qualities; and
- then divide by the total number.
(For example, 7 grouped tasks + required work quality score 1 = a denominator of 8*)

*The denominator will change based upon the number of tasks, but shall never exceed 8. Enter final evaluation information on front page.

Rating/Final Evaluation Scale

Exemplary (E)

Surpasses (S)

Meets Requirements (MR)

Needs Improvement (NI)

Fails to Meet Requirements (F)

Signatures for PERFORMANCE EVALUATION

Employee - The employee signature does not indicate complete agreement with the Performance Evaluation. It indicates receipt and understanding of the Performance Evaluation. Employees may rebut their performance evaluation in accordance with NMJBPR 6.05.

Supervisor - Upon completion of the performance evaluation meeting with the employee, the supervisor's signature indicates that he or she considers the evaluation almost final and ready for review by the reviewer.

Reviewer - Only once the Performance Evaluation is considered final by the supervisor and reviewer, should the reviewer sign the Performance Evaluation. The closed out Performance Plan, Employee Communication Form, additional supporting documents and the final Performance Evaluation should be then sent to the HR Division for processing.

Please submit the completed Employee Plan and Performance Evaluation; and a copy of the "NEW" Employee Performance Plan for the upcoming evaluation cycle to your Human Resources Department.

**JOB EFFECTIVENESS and ORGANIZATIONAL SUCCESS
COMPETENCIES; and REQUIRED WORK QUALITIES**

GLOSSARY OF TERMS

Instructions - This list is not all-inclusive. When developing the Employee Performance Plan you may utilize any of the appropriate competencies or qualities listed below. Indicate the selected competency or quality # assigned in the appropriate section of the Performance Plan. You may also develop your own. If you develop your own please define each new term clearly in the Additional Comments sections.

**PLAN Section 1 - Job Effectiveness & Organizational Success Competencies
(List by # in Column 4)**

| # | Term | Definition |
|----------|--|---|
| 1 | Accuracy | The degree to which one assimilates information and provides an accurate response or action. |
| 2 | Achieve Results | The degree to which one adequately uses time and resources to complete work. |
| 3 | Acquire New Knowledge | The degree to which one successfully develops new strengths. |
| 4 | Adherence to Policy | The degree to which one appropriately applies and implements actions pursuant to organizational rules, policies and procedures. |
| 5 | Attention to Detail | The degree to which one enters data precisely, reads documents thoroughly and discerns content, applies relevant policies and procedures to assigned work. |
| 6 | Communicate Effectively | The degree to which one expresses him or herself clearly in written and oral communication with diverse parties; understands instructions and messages conveyed; is professional, courteous and diplomatic in communications with co-workers, external customers and supervisors/managers; and actively listens and responds appropriately. |
| 7 | Confidentiality - Communications & Documents | The degree to which one uses discretion when dealing with sensitive information. The degree to which one processes documents that contain sensitive and confidential information in a secure and safe manner. |
| 8 | Conflict Management | The degree to which one mediates conflict and defuses hostile situations. |

| | | |
|----|----------------------------------|--|
| 9 | Conflicts of Interest | The degree to which one must avoid conflicts of interest. Such conflicts normally arise when employees engage in activities for personal gain that compromise their ability to represent their employer's best interests. Examples of employee activities commonly viewed as creating conflicts of interest include: having significant financial interests in customers; working for a vendor; self-employment in competition with the organization; soliciting or accepting gifts or gratuities from others; using the organization's equipment and supplies for personal reasons; and using inside information about the employer for personal benefit. |
| 10 | Creativity/Innovation | The degree to which one appraises situations, uses initiative to transform ideas into valuable processes. The systematic process for acquiring, creating, synthesizing, sharing and using information, insights and experiences to achieve organizational goals. |
| 11 | Customer Service Orientation | The degree to which one is prompt, empathetic, impartial, objective, courteous and polite. The success of the organization depends on how it treats its customers and how well it anticipates and fills its customers' needs. |
| 12 | Effective Decisions | The degree to which one researches, analyzes and solves problems appropriately. |
| 13 | Effective Feedback | The degree to which one provides guidance, constructive criticism and information provided to another person about the impact of that person's actions on a person, situation, or activity. Effective feedback is specific, timely, and focuses on a specific behavior. Performance feedback can motivate employees to improve performance. |
| 14 | Effective Use of Technology | The degree to which one effectively uses computers and computer software. Computer applications include but are not limited to the following, based upon the job assigned: SHARE, word processing, case management, monitoring and recording equipment, and e-mail. |
| 15 | Effective Writing Skills | The degree to which one is mindful of errors and presents written communications with proper spelling, grammar and no punctuation errors. |
| 16 | Efficiency | The degree to which one independently manages time and resources while handling a high-volume workload in an environment subject to frequently changing priorities and high stress. |
| 17 | Initiative | The degree to which one explores and implements more effective ways of working; sets an example for others and uses expertise and experience to teach others. |
| 18 | Job Knowledge - Court Procedures | The degree to which one applies the specific knowledge necessary to effectively process court documents, audit case files, accurately receipt and reconcile court fines and fees. |
| 19 | Job Knowledge - General | The degree to which one acquires, maintains and applies knowledge necessary to perform job assignments, and an understanding of the duties, procedures, equipment, skills, techniques, and job-related functions required. |
| 20 | Job Knowledge - Organizational | The degree to which one applies the broad knowledge necessary to effectively meet the goals and objectives of the Judicial Branch. |
| 21 | Planning and Preparing | The degree to which one achieves desired outcomes by setting clear guidelines/plans, time lines and expectations for staff. |

| | | |
|----|-------------------------|--|
| 22 | Prioritizing | The degree to which the employee handles several responsibilities simultaneously. |
| 23 | Problem Solving | The degree to which one analyzes and understands the problem and after understanding, makes a plan, carries out the plan, and then reviews the results. |
| 24 | Productivity | The degree to which one produces volume work and the degree to which one meets deadlines and agreed-upon commitments, and organizes and balances assignments to achieve desired results. |
| 25 | Professional Appearance | The degree to which the employee presents a professional appearance for customers and the public; to promote a positive working environment and limit distractions caused by provocative or inappropriate dress; and also to ensure safety while working. (Employers should base their dress policy choices on the presumption that employees at all levels and job positions are representatives of the organization and therefore, their dress, grooming, and personal hygiene affect both the public's impression of the organization and internal morale.) |
| 26 | Quality Work | The degree to which one produces work that is neat, timely, thorough and accurate; and the degree to which the employee identifies and corrects errors, and conforms to procedures and standards. |
| 27 | Safety | The degree to which one follows organizational safety and security procedures; and maintains a clean and orderly work environment. |

**PLAN Section 1 & 3 - Job Effectiveness & Organizational Success Competencies
Supervisory or Managerial Competencies**

(List by # in Column 4)

These competencies may be utilized for supervisory or managerial jobs, in addition any competencies previously listed.

SC – Signifies a supervisory/managerial competency.

| # | Term | Definition |
|-----|------------------------------|--|
| SC1 | Employee - Recognition | The degree to which one provides attention or favorable notice to another person. Recognition can be written, verbal, or monetary. In the work place, the second purpose for employee recognition is to communicate and reinforce the behaviors and actions the supervisor would like to see the employee do more often. |
| SC2 | Employee - Training | The degree to which one effectively trains staff by identifying knowledge and skills needed for the employee to succeed. Provides training opportunities/activities for employees with specific information or skills to improve their performance in the job they have now. |
| SC3 | Employee - Work Development | The degree to which one produces activities that prepare employees for promotion, by focusing on skills beyond those needed for the job they now have. |
| SC4 | Goal Setting | The degree to which one identifies a broad process that describes what an organizational unit will do over a certain planning period to meet its needs. |
| SC5 | Management - Court or Office | The degree to which one effectively analyzes court operations, assesses and evaluates court services to efficiently meet work demands, and makes decisions. |
| SC6 | Management - Financial | The degree to which one effectively manages the application of governmental, financial and general accounting principles. |
| SC7 | Management - Project | The degree to which one effectively persuades, influences, motivates, negotiates and gains support for the project. Sets goals, priorities, establishes time frames, identifies resources and evaluates work product. |
| SC8 | Management - Team Leadership | The degree to which one demonstrates leadership and effectively directs the work of employees by scheduling work assignments; coaches and counsels for skill development, and monitors work results; demonstrates high qualities of leadership and direction to staff and utilizes staff, resources and equipment effectively. |
| SC9 | Strategic Planning | The degree to which one defines long-term objectives and develops strategies to achieve those objectives. |

PLAN Section 2 – Required Work Qualities

| | | |
|----|----------------------------|--|
| 1 | Adaptability to Change | The degree to which one displays flexibility and openness in daily work and encourages others to stay open to change and improvements; adapts own attitude and behavior to work effectively with different people and situations; accepts and readily adapts to changing priorities, better ideas, strategies, procedures and methods; maintains work effectiveness in new situations. |
| 2 | Attendance | The degree to which one complies with leave policies and attendance expectations; is dependable, punctual and conscientious. |
| 3 | Builds Trust | The degree to which one works as an effective team member in the work unit, maintains patience and is ready for unguarded interaction with someone or something. |
| 4 | Commitment to Quality Work | The degree to which one is committed to excellence in work products, processes and services provided. |
| 5 | Cooperation & Teamwork | The degree to which one cooperates with co-workers, external customers and supervisors/managers in an effort to achieve the desired results for the work unit, maintains professional demeanor and composure, promotes a positive work environment, and receives and follows directions. |
| 6 | Dependability | The degree to which one is reliable to others because of his or her integrity, truthfulness, and trustfulness, traits that can encourage someone to depend on him or her. |
| 7 | Good Interpersonal Skills | The degree to which one communicates respect for other people or professionals within the work place to reduce conflict and increase participation or assistance in obtaining information or completing tasks. Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced. |
| 8 | Honesty | The degree to which one simply states facts and views as best one truly believes them to be. |
| 9 | Recognize Diversity | The degree to which one recognizes that no one race, gender, religion or belief has cornered the market on our ability to succeed. |
| 10 | Respect for Others | The degree to which one treats people with courtesy, politeness, and kindness; encourages coworkers to express opinions and ideas; incorporates others ideas to change or improve work. |
| 11 | Result Oriented | The degree to which one creates a clear link between individual performance and organizational success and applies such effectively to the work place. |
| 12 | Take Responsibility | The degree to which one is informed, accountable and has an obligation to carry forward an assigned task to successful conclusion. With responsibility goes authority to direct and take the necessary action to ensure success. |
| 13 | Willingness to Learn | The degree to which one is willing to acquire new job knowledge and competencies. |