

GEORGIA PERFORMANCE MANAGEMENT PROCESS OVERVIEW

Performance Management is an ongoing process of establishing clear expectations and providing ongoing feedback and coaching to ensure those expectations are achieved. Performance management is a partnership between the employee and his/her manager. The process should be focused on the ongoing communication between the employee and his/her manager, not on the performance evaluation form itself.

Value of Performance Management

- Accountability is driven throughout the organization – everyone is held accountable for performing
- Ensures individuals' goals and objectives are aligned with and support agency goals, objectives and strategic plans – everyone is working on the right things
- Drives clear expectations with measurable, objective criteria – everyone knows what is expected of them
- Provides opportunities for feedback to employees to help move them toward exemplary performance – everyone knows where they stand
- Supports individual development planning to expand individuals' skill sets – everyone has the opportunity to grow and develop

Guiding Principles of Performance Management

- Papers and forms do not improve performance; people do. If managers build good relationships with their employees, the employee will develop and succeed.
- Performance management is a partnership between the manager and the employee. It is NOT something managers do to employees.
- There should never be surprises at review time. Open communication between the manager and employee throughout the year helps ensure there will be no surprises.
- To improve performance, employees need feedback that is specific and objective. If feedback is too vague or subjective, the process may do more harm than good.
- All individual performance goals should be linked to those of the department or agency. Clearly defining goals and evaluating their alignment to strategic objectives will ensure that goals are relevant.
- Performance should be evaluated on what is to be accomplished as well as how it is to be accomplished. Successful behaviors on the job support goal accomplishment.
- Performance should be carefully measured and documented to ensure fairness and objectivity.

The State of Georgia's Performance Management Process consists of four phases:

- Performance Planning
- Performance Coaching
- Performance Evaluation
- Performance Recognition



Performance Planning

Performance management begins with the planning phase. During the planning phase, the manager and the employee work together to develop a performance plan for the new performance cycle. The performance plan includes core/individual competencies, goals and/or job responsibilities. These performance expectations determine WHAT is to be accomplished, HOW it is to be accomplished, HOW and WHEN progress is to be measured and the TIMEFRAME in which the expectation is to be accomplished. All performance expectations should be set at the Successful Performer level. Also, an Individual Development Plan (IDP) for the employee is included to help the employee be more successful in their current job or to prepare them for future roles.

All employees should receive a performance plan from their manager at the beginning of the performance plan cycle or within 45 days of hire, transfer, promotion or demotion. Performance management is not just a once-a-year evaluation and planning session.

Competencies

The table below lists the competencies to be used in the performance management process. A competency is the knowledge, skill or ability that contributes to a successful job performance.

There are 18 competencies in all: 5 statewide core competencies which are required for all state employees, 2 leadership competencies which are required for all people managers and other leaders and 11 additional behavioral competencies which can be used as applicable for any state employee.

Statewide Competencies (Automatically populated in Section 1: Core/Individual Competencies)	
Core Competencies (apply to all employees)	Leadership Competencies (applies to those who manage others)
<ul style="list-style-type: none"> • Customer Service • Teamwork and Cooperation • Results Orientation • Accountability • Judgment and Decision Making 	<ul style="list-style-type: none"> • Talent Management • Transformers of Government
Additional Behavioral Competencies (May be added in Section 1 as appropriate)	
<ul style="list-style-type: none"> • Communication • Conflict Management • Creativity and Innovation • Cultural Awareness • Flexibility • Initiative 	<ul style="list-style-type: none"> • Negotiation and Influence • Professional Development • Project Management • Teaching Others • Team Leadership

Performance Coaching

Performance coaching involves consistent, two-way communication between the manager and the employee. Performance management is an ongoing process. Throughout the performance period, the manager must observe and document employee performance results and behaviors. In addition, the manager needs to provide feedback to the employee, both good and corrective, on an ongoing basis. The manager needs to coach the employee and also remember to provide developmental opportunities for the employee. The manager and employee are both encouraged to keep performance notes of activities and accomplishments during the performance period.

Performance Evaluation

The manager will receive a notice from their agency's HR Department when it is time to begin the mid-year or annual review process. The manager evaluates the employee at the end of the performance period. The performance notes that the manager kept during the year is a useful source of information. It helps the manager remember what happened six months ago in addition to what has happened more recently. The manager will determine individual ratings for each of the performance expectations that are in the plan: core competencies, goals, and/or job responsibilities. The manager should also review the employee's self-evaluation (described below), as this is another source of information. The employee's input is an effective platform for comparing what the manager has observed and documented was accomplished with the employee's insight.

Rating	Description
Exceptional Performer (5)	Employee exceeded all performance expectations. Employee was an exceptional contributor to the success of his/her department and the State of Georgia. He/she demonstrated role model behaviors.
Successful Performer – Plus (4)	Employee met all and exceeded most (more than 50%) of the established performance expectations.
Successful Performer (3)	Employee met all performance expectations and may have exceeded some (less than 50%). Employee was a solid contributor to the success of his/her department and the State of Georgia.
Successful Performer – Minus (2)	Employee met most (more than 50%), but failed to meet some (less than 50%) performance expectations. Employee needs to further improve in one or more areas of expected job results or behavioral competencies.
Unsatisfactory Performer (1)	Employee did not meet all or most (more than 50%) of the established performance expectations. Employee needs significant improvement in critical areas of expected job results or behavioral competencies.
Not Rated (N)	New hire or transfer within five months of end of performance period.

Performance Evaluation Process Steps

1. The employee completes a self-evaluation.

Employees are strongly encouraged to rate their own performance using a self-evaluation. The employee will use the same 5-point rating scale as the manager to evaluate his or her performance.

The employee should refer to his or her performance notes to help with the evaluation process. The employee will give their completed self-evaluation to their manager and keep a copy for him- or herself. The supervisor and employee may want to meet to discuss accomplishments prior to completing the performance evaluation.

2. The manager completes the performance evaluation.

Sections 1-3, Manager enters comments and ratings for each competency, goal or job responsibility that was established during the Performance Planning phase.

Individual Development Plan (IDP), the manager indicates progress the employee has made on activities in the IDP. The IDP is not rated.

3. The manager submits the performance evaluation to his/her manager for approval.
4. The manager's manager either approves the document or requires changes and returns it to the manager to make changes.
5. Once the manager's manager approves the evaluation; it is submitted to HR for approval. HR will either approve the performance evaluation or indicate required changes. Changes are made and returned to HR for approval.
6. The manager conducts the formal performance evaluation meeting. Note: The manager MUST have HR's approval before conducting the evaluation meeting.
7. Both the manager and the employee "finalize" the document in ePerformance to close out the evaluation.

The employee's acknowledgement is not intended to signify that he or she approves of the review, but to signify that a performance review was held.

Note: These steps may be modified based upon the Agency's internal performance management policy.