

**COUNTY BOARD OF HEALTH
POLICY # HR-03201
PERFORMANCE MANAGEMENT POLICY**

Approval:		
	District Health Director	Date



1.0 PURPOSE

This policy ensures that both supervisors and employees will have the opportunity to discuss performance expectations for each employee, identify areas for improvement, recognize strengths, and to discuss approaches for meeting goals.

2.0 AUTHORITY – The County Board of Health (CBOH) Performance Management Policy is published under the authority of CBOH and in compliance with the following:

2.1 Rules of the Georgia Department of Administrative Services (DOAS) – Human Resources Administration (HRA) Section

3.0 SCOPE

This policy applies to all employees of the County Board of Health.

4.0 POLICY

The policy of the County Board of Health is to provide supervisors and employees with the opportunity to define performance expectations for each individual employee, to identify and correct areas for improvement, to encourage and recognize strengths, and to discuss positive, purposeful approaches for meeting goals.

4.1 ACCOUNTABILITY

4.1.1 Performance Management discussions will occur throughout the year.

4.1.2 Every employee will have a minimum of two opportunities per year to discuss their job performance.

5.0 DEFINITIONS

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- 5.1 Competencies** – Observable and measurable behaviors, knowledge, skills, abilities, and other characteristics that contribute to an individual's success in the job and the organization.
- 5.2 Goal** – A measurable outcome or result that needs to be achieved. Goals should include the result of the behavior being measured, the measurement criteria, and the level of performance expected.
- 5.3 Performance Expectations** – Competencies, goals, and responsibilities that drive individual performance.
- 5.4 Individual Development Plan** – An action plan that identifies goals, projects, and activities which contribute to the employee's continual development in the organization.
- 5.5 CBOH** – County Board of Health
- 5.6 DHD** – District Health Director
- 5.7 DPH** – Georgia Department of Public Health
- 5.8 HR** – Human Resources
- 5.9 PMF** – Performance Management Form- is a tool to assist supervisors in providing job requirements and formal feedback to employees on an annual basis.
- 5.10 Performance Plan** – is the document shared with and acknowledged by the employee that identifies the competencies, goals, job responsibilities, and/or expectations upon which an employee will be evaluated.
- 5.11 Reviewing Official/Manager's Manager** – Is the direct supervisor of the supervisor completing the PMF.

6.0 RESPONSIBILITIES

- 6.1** Supervisors are responsible for completing the Performance Management Form, developing the performance management plan, coaching, mentoring, monitoring, and conducting a fair, unbiased, and equitable performance evaluation annually for each employee.
- 6.2** Human Resources is responsible for issuing and updating this policy.

7.0 PROCEDURE

The performance management process involves four components: performance

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planning, performance coaching, performance evaluation, and performance recognition.

7.1 Performance Planning

7.1.1 The performance management program requires that supervisors develop a performance plan for each employee upon the employee's hire into a new job and then annually thereafter. The performance plan identifies performance standards and expectations on which the employee will be evaluated. Supervisors are to present performance plans to their employees within 45 calendar days of an employee being placed in a new job and annually within 45 calendar days of the start of a new performance period.

7.1.2 Performance planning is intended to be a collaborative effort between the supervisor and employee. The DHD, however, has sole discretion to make the final determination of individual competencies, goals, job responsibilities, and expectations to be included in the performance plan.

7.1.3 A performance plan may be modified at any time during a performance period and shall be modified when new or different responsibilities and/or expectations are added to a position. Employees should be immediately notified of any substantive modifications to their performance plan and must be notified within 15 calendar days of the modification.

7.1.4 All agencies are encouraged to include Individual Development Plans (IDP's) in their employees' performance plans. The focus of the IDP may be development in the current role, the building of new skill sets or knowledge, and/or preparation for a future role.

7.2 Performance Coaching

7.2.1 The performance management program requires that supervisors monitor their employees' performance and provide coaching throughout the performance period.

7.2.2 At least once during the performance period, supervisors are encouraged to conduct an interim review of each of their employee's performance. Interim reviews need not be as formal as annual performance evaluations but have the option of including detailed assessments and ratings. At a minimum, interim reviews must offer sufficient feedback to employees to reinforce successful performance and redirect less than successful performance. This documentation should be maintained in the local management file.

7.3 Performance Evaluation

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7.3.1 At the conclusion of each annual performance period, supervisors are responsible for documenting, evaluating, and rating the performance of each employee. Supervisors are to assign a summary rating, reflective of the overall level of performance, to each evaluation in compliance with the rating scale currently supported by the State.

7.3.2 Performance evaluations are to be conducted in a fair, unbiased, and equitable manner.

7.3.3 Employees are encouraged to actively participate in the evaluation process. The DHD, however, has sole discretion to make the final determination on employees' overall summary performance ratings.

7.4 Performance Recognition:

7.4.1 Performance recognition may be monetary or non-monetary and includes any activity designed to acknowledge individual or collective performance results.

7.4.2 When monetary performance rewards based on employee overall summary ratings are appropriated statewide, such rewards are implemented as approved by the State Personnel Board.

7.5 REVIEW OF PERFORMANCE PLANS OR EVALUATIONS:

7.5.1 Employees may request a review of their performance plan if they consider the expectations to be non-job-related or unachievable.

7.5.2 Employees may request a review of their annual performance evaluation if the overall summary rating is "Unsatisfactory Performer," or its equivalent, and they disagree with such rating.

7.5.3 Each agency shall designate at least one official to serve as an "Agency Review Official" to review performance plans, evaluations, and supporting documentation, and to render a decision to either uphold or direct the responsible supervisor to revise the performance plan or rating.

7.5.4 The agency may define procedures and timeframes for requesting reviews and require such to be followed as a condition of granting a review.

7.5.5 The Agency Review Official reviewing a particular plan or evaluation cannot be the first or second level supervisor of the employee requesting the review.

7.5.6 Agencies are responsible for ensuring their employees are aware of how to request a review of a performance plan or evaluation and any timeframe for doing so.

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7.5.7 The identity of the Agency Review Official shall be provided to each employee upon presentation of an overall summary rating of "Unsatisfactory Performer," or its equivalent.

7.6 RECORDKEEPING:

7.6.1 Performance evaluations must be dated and acknowledged by the employee and supervisor. Electronic acknowledgement meets these criteria. Once the employee has acknowledged the document, no changes can be made or comments added to the performance evaluation without the employee's knowledge.

7.6.2 Agencies must determine an alternate method of documenting that the evaluation has been discussed with the employee when the employee refuses to acknowledge the performance evaluation.

7.6.3 Completed performance evaluations are maintained in the Human Resources Information System (HRIS) or as otherwise designated by the agency in accordance with the State's official retention schedule.

7.6.4 Overall summary evaluation ratings are to be entered into the HRIS.

7.7 COORDINATION WITH OTHER PERSONNEL POLICIES

7.7.1 Overall summary performance ratings are considered when implementing performance based salary increases and Reductions in Force, as appropriate within these Rules.

7.7.2 Typically, employment actions resulting from an employee's performance, such as promotions or demotions, should be consistent with the most recent annual overall summary performance rating. Significant accomplishments or deficiencies occurring after the most recent annual evaluation could support an exception.

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8.0 REVISION HISTORY

REVISION #	REVISION DATE	REVISION COMMENTS
0	April 30, 2015	Initial Issue
1	November 11, 2015	Revised 6.0 and 6.2.2 and Annual Review
	July 18, 2018	Annual Review
2	April 27, 2020	Revised 2.1, 6.6, 6.8, 7.1, 7.2, 9.0 and Annual Review

9.0 RELATED FORMS

Georgia Performance Management Process Overview
Performance Management Process Timeline
SMART Goals Guidelines
State of Georgia Performance Management Form

Instructions for Use of the Midpoint Review Form ***HR- 03201A***

General

The Management Review Form is designed to assist supervisors in providing performance feedback to employees. The form also serves as documentation that the supervisor and employee have met to review and discuss the employee's performance. The following types of reviews are documented on the MRF:

Annual Interim Progress Review

At least one interim review of employee performance should occur during the designated performance period.

Other Reviews

The supervisor may wish to use the MRF to document other reviews that occur during the performance cycle; for example, when the employee is experiencing difficulty in performing at the expected level.

Please note:

(1) A review documented on the Midpoint Review Form (MRF) must be based on the employee's performance plan.

(2) The MRF cannot be used to document a salary increase decision; a full evaluation, documented on the Performance Management Form (PMF) is required for the annual performance evaluation that determines salary increase recommendations.

Definition of Performance Status Codes

5 = Exceptional Performer
(Employee exceeds all performance expectations and was an exceptional contributor to the success of his/her department and the State of Georgia.)

4 = Successful Performer - Plus
(Employee met all and exceeded most (more than 50%.) of the established performance expectations.)

3 = Successful Performer
(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.)

2 = Successful Performer - Minus
(Employee met most (more than 50%), but failed to meet some (less than 1505) performance expectations. Employee needs to further improve in one or more areas of expected job results or behavioral competencies.

1 = Unsatisfactory Performer
(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.

Completing the Form

(1) At the top of the form, indicate type of review being completed.

(2) Fill in employee and agency identifying information.

(3) Under Individual Goals and Competencies and Job Responsibilities, fill in the first few words of each responsibility statement from the performance plan, and then check the appropriate box to indicate performance status.

(4) In the section titled Recognition/Comments, enter any positive comments (e.g., examples of outstanding performance) that apply to the employee's performance for the period of review.

(5) In the Improvements Needed section, describe any performance problems or shortcomings that need to be addressed in order to improve job performance.

(6) In the Development Goals section, describe specific actions that need to be taken to address problems and improve performance.

(7) Enter signatures and dates as indicated and follow agency policy for filing and distribution of copies.

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

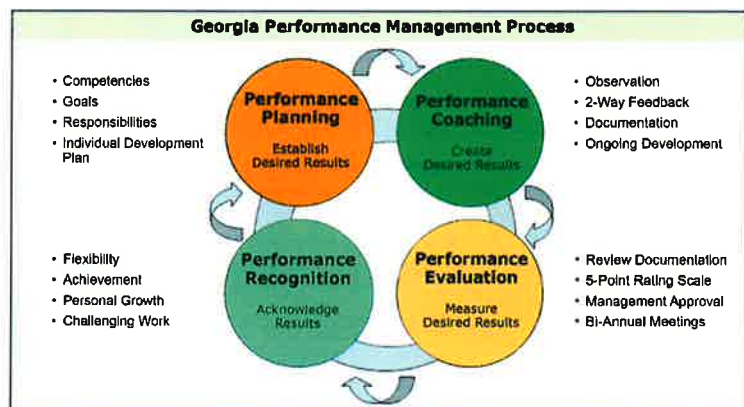
- Accountability is driven throughout the organization – everyone is held accountable for performing
- Ensures individuals' goals and objectives are aligned with and support agency goals, objectives and strategic plans – everyone is working on the right things
- Drives clear expectations with measurable, 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 meet and discuss the final document.
8. 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.
9. The original signed document is submitted to HR.

Performance Management Process Timeline

	Planning Phase				Mid-Year Review		Annual Evaluation
	June	July	August	September – December	December – January	February – June	June - July
HR	Create documents	Questions from managers & employees	Approve plans (if required by agency procedures)	Serve as agency SME	Mid-year evaluation (monitor, review, approve)	Serve as agency SME	Annual evaluation (monitor, review, approve)
Monitor and update reports, Serve as SME to managers and employees							
Managers	Performance management training, begin thinking about goals; Create documents	Collaborate with employee to develop performance plan; Create plan	Get plan approved (if required), Performance notes	Performance notes, work with employee on execution of plan	Mid-year review, meeting with employee, Conduct evaluation	Performance notes, work with employee on execution of plan	Review employee feedback, complete annual review, meet with employee
Ongoing Coaching and Development							
Employees	Performance management training, think about goals	Collaborate with manager to develop plan	Begin plan execution, performance notes	Performance notes	Self-evaluation, meet with manager to discuss progress	Performance notes	Self-evaluation, review achievements with manager, meet with manager
Execution of Performance Plan and Obtaining Feedback							

Setting and Accomplishing SMART Goals

One of the most impactful aspects of Performance Management is that it ensures that everyone is working on the right things; individuals' goals are aligned with and support agency goals and strategic plans. To do this, goals must be written effectively.

To ensure that your goals are effective, use the SMART model for goal writing.

Specific
Measurable
Attainable
Relevant
Time-bound

<i>Specific</i>	What will be accomplished? The goal must state in clear terms what action, result or behavior will be demonstrated or achieved.
<i>Measurable</i>	How will you know if you have achieved the goal? The goal must include how much and/or how well that action, result, or behavior is to be demonstrated or achieved. If the goal is not measurable, you will have no way to know whether or not you have succeeded in reaching it. To be measurable, state the goal in action terms.
<i>Attainable</i>	Is it achievable? Goals should be challenging, but not burdensome or impossible to achieve. They must be attainable, but still provide a stretch.
<i>Relevant</i>	Is the goal important? Is it aligned with the agency's needs? Goals must be aligned with the agency's strategies and goals. Their accomplishment must make a difference.
<i>Time-bound</i>	When must it be done? Goals must state a limit or deadline by which the goal is to be achieved.

Incorporating the SMART characteristics will ensure that the goals you and your manager establish are effective and meaningful, to you and your agency.

How SMART Are My Performance Goals?*

Objective: _____

To determine the “SMART-ness” of your goals, ask yourself the following questions:

Specific *What action, result, or behavior is to be demonstrated or achieved?*

If you have not listed a specific action, result or behavior to be accomplished, your goal will not be effective. Rewrite your goal to include a specific action to be accomplished.

Measurable *How will my result(s) be measured?*

If you have no way of measuring your success in accomplishing your goal, it isn't SMART. You need to rethink and rewrite your goal in measurable terms.

Attainable *Is the accomplishment of this goal “impossible” for me to achieve?*

If your goal is impossible to achieve, you are setting yourself and your agency up for failure. Rewrite your goal so that you have to “stretch” to reach it, but it can realistically be accomplished in the upcoming year. Remember: success breeds success.

Does this goal provide a challenge for me?

If your goal does not challenge you, you will not grow personally or professionally. If you feel that you are not challenged by your goal, rewrite it so that you have to “stretch” to meet it, but it can realistically be accomplished in the upcoming year.

Is the accomplishment of this goal possible given the resources and personnel available?

Although your goal might be realistic in terms of your capabilities, it might not be possible given resources that are available to you. If this is the case, consider what resources you will have available during the upcoming year and then rewrite your goal with those in mind.

Relevant

How does the accomplishment of this goal align with and support my agency's strategies and/or goals?

If your actions don't support your agency's strategies and goals, you need to rethink what needs to be accomplished in the upcoming year.

Time-Bound

When must the goal be accomplished?

You must set a deadline by which time your goal will be reached. If you do not do this, you will never be able to measure the accomplishment of your goal. If your goal does not have a deadline associated with it, rewrite it so it does.

* Make copies of this sheet and complete for each of your goals.

STATE OF GEORGIA

PERFORMANCE MANAGEMENT FORM

Employee Name:	Emp. ID #:	Job Title:
Manager Name:	Department:	
Review Period: From:	To:	

Score the performance in each job factor below on a scale of 5-1 or N as follows:	
5 = Exceptional Performer	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.
4 = Successful Performer-Plus	Employee met all and exceeded most (more than 50%) of the established performance expectations.
3 = Successful Performer	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
2 = Successful Performer – Minus	Employee met most (more than 50%), but failed to meet some performance expectations. Employee needs to further improve in one or more areas of expected job results or behavioral competencies.
1 = Unsatisfactory Performer	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.
N = Not rated:	At the agency's discretion, a new hire or transfer within five months of the end of the performance period may or may not receive a performance rating.

Section 1: Individual / Core Competencies		
Core Competencies (All Employees)		Rating
Customer Service - Understands that all employees have customers, internal and external, that they provide services and information to; honors all of the State's commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable service.		
Teamwork and Cooperation - Cooperates with others to accomplish common goals; works with employees within and across his/her department to achieve shared goals; treats others with dignity and respect and maintains a friendly demeanor; values the contributions of others.		
Results Orientation - Consistently delivers required business results; sets and achieves achievable, yet aggressive, goals; consistently complies with quality standards and meets deadlines; maintains focus on Agency and State goals.		

Accountability - Accepts full responsibility for self and contribution as a team member; displays honesty and truthfulness; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals; demonstrates a commitment to delivering on his/her public duty and presenting oneself as a credible representative of the Agency and State to maintain the public's trust. Performs responsibilities in a manner consistent with the Good to Great® principles.		
Judgment and Decision Making - Analyzes problems by evaluating available information and resources; develops effective, viable solutions to problems which can help drive the effectiveness of the department and/or State of Georgia.		
The GOOD TO GREAT trademark is owned by The Good to Great Project LLC. Used under license.		
Leadership Competencies (Supervisors and Managers)		
Talent Management - Clearly establishes and communicates goals and accountabilities; monitors and evaluates performance; provides effective feedback and coaching; identifies development needs and helps employees address them to achieve optimal performance and gain valuable skills that will translate into strong performance in future roles.		
Transformers of Government - Develops, recommends, or implements innovative approaches to address problems and drive continuous improvement in State programs and processes; drives effective and smooth change initiatives across the State by communicating, confirming understanding and activity working with stakeholders to overcome resistance.		
Note: Calculate the overall section rating by adding the ratings for the individual items in the section, and then by dividing that total by the number of items in the section.	Overall Section Rating:	
	Section Weight	25%
Section 1: Overall Comments:		

Section 2: Individual Goals

		Comments	Rating
Goal 1:	<p>Prepares to respond to public health emergencies and responds as directed.</p> <ol style="list-style-type: none"> Maintains a personal/family emergency plan to ensure that personal and family needs are planned for during times of an emergency. Participates in emergency preparedness trainings, drills, and exercises as directed. Reads the agency's emergency response plans. Participates as an active member of the public health response team to public health threats, emergencies and disasters. Works in the District 2 PH District Operations Center (DOC) as assigned. 		
Goal 2:	<p>Adheres to established policies on privacy and security requirements for compliance with the Health Insurance Portability and Accountability Act (HIPAA), as applicable by Agency policy.</p> <ol style="list-style-type: none"> Adheres to all HIPAA regulations. 		
Goal 3:	<p>Follows All Other Rules and Policies</p> <ol style="list-style-type: none"> If applicable, renews nursing license by December 31 of each renewal year. Keeps CPR certification current. Sends copy of certification to appropriate supervisor for training file. If applicable, transport dangerous drugs per compliance with District 2 Public Health protocol for Transporting Dangerous Drugs. Annually review the protocol and sign acknowledgement form. Attends trainings required for position and as assigned by supervisor. Keep all certifications, continuing education and licenses current as mandated by position requirements. Adheres to District 2 Policies and Procedures including but not limited to HIPAA, Immunizations Policies, protocols and guidelines; reviews and signs documents annually. Adhere to District 2 Protocol for use of communication devices – smart phones, tablets and/or patient care of the employee or work unit (Standard of Conduct Policy). 		
Goal 4:	<p>Cultural Awareness – Demonstrates an open-minded approach to understanding people regardless of their gender, age, race, national origin, religion, ethnicity, disability status, or other characteristics; treats all people fairly and consistently; effectively works with people from diverse backgrounds by treating them with dignity and respect.</p>		

Goal 5:	Flexibility – Adapts to change and different ways of doing things quickly and positively; does not shy away from addressing setbacks or ambiguity; deals effectively with a variety of people and situations; appropriately adapts one's thinking or approach as the situation changes.	
Note: Calculate the overall section rating by adding the ratings for the individual items in the section, and then by dividing that total by the number of items in the section.	Overall Section Rating:	
	Section Weight	25%
Section 2: Overall Comments:		

Section 3 – Job Responsibilities		
	Comments	Rating
Job Responsibility 1:		
Job Responsibility 2:		
Job Responsibility 3:		
Job Responsibility 4:		

Job Responsibility 5:			
Note:	Calculate the overall section rating by adding the ratings for the individual items in the section, and then by dividing that total by the number of items in the section.	Overall Section Rating:	
Section 3: Overall Comments:		Section Weight	50%

Section 4: Employee Comments

Section 5: Manager Comments

Section 6: Overall Rating

Section 1 Rating:	Section 1 Weighting:	25%	Weighted Rating Section 1:
Section 2 Rating:	Section 2 Weighting:	25%	Weighted Rating Section 2:
Section 3 Rating:	Section 3 Weighting:	50%	Weighted Rating Section 3:
Note: Calculate the overall rating by multiplying the ratings for each section by the weighting for each section. This will give you the weighted ratings for each section. Add the weighted ratings together for the overall rating.			OVERALL RATING:

Key Accomplishments for Review Period

Section 7 - Individual Development Plan (not rated or weighted)

Comments

Development Action 1:		
Development Action 2:		
Development Action 3:		
Development Action 4:		
Development Action 5:		

Signatures

Employee Signature:	Date:
Supervisor/Manager:	Date:
Reviewing Manager:	Date: