

GROUP TWO EMPLOYEES
PERFORMANCE MANAGEMENT AND COMPETENCY RATING FORM

STANDARDS AND INSTRUCTIONS

- A. This form is used in accordance with Civil Service Commission Rule 2-3 and Civil Service Regulation 2.06 to document performance factors and objectives, required competencies, and the supervisor's evaluation of the employee's performance for: (1) probationary ratings, (2) progress reviews, and (3) annual ratings. This form is only used for Group Two employees.
- B. A probationary period is required upon: (1) hire, (2) promotion, and (3) lateral job change between departments to a different classification. A probationary period is not required, but may be established for a reinstatement or demotion.
- C. A full-time probationary employee shall be rated upon completion of six months and twelve months of service. Less than full-time probationary employees shall be rated upon completion of nine months and eighteen months of service. New hires without status shall also be rated upon completion of three months of employment.
- D. The supervisor or supervisor and employee must establish performance factors or objectives setting forth expectations for the rating period. Performance objectives should be briefly stated but specifically defined and should include expected outcomes. All relevant competencies must also be identified. Competencies measure behaviors or how the employee accomplishes the objectives.
- E. At the beginning of each rating period, the supervisor must review the performance factors, objectives, and competencies with the employee and explain that they set the performance expectations for the rating period. The employee and supervisor must sign and date the form and retain a copy.
- F. The supervisor should provide regular performance feedback to the employee. Formal progress reviews may be given during the course of the annual review period.
- G. At the end of the review period, the supervisor shall evaluate the employee's performance and assign an overall rating. The employee's achievements in relation to the performance factors (what was accomplished) and the competency evaluation (how the objectives were accomplished) must be considered in determining the employee's rating. The supervisor's evaluation must be documented on the form. The supervisor must discuss the evaluation with the employee.
- H. **The probationary rating categories are "Unsatisfactory," "Meets Expectations," and "High Performing."** Meets Expectations and High Performing are satisfactory ratings. An Unsatisfactory probationary rating is discipline and may be the basis for additional discipline, up to and including dismissal.
- I. **The annual rating categories are "Needs Improvement," "Meets Expectations," and "High Performing."** A Needs Improvement rating is not discipline. If a Needs Improvement rating is issued, the appointing authority shall establish a plan for improving the employee's performance or behavior.
- J. All ratings must be completed within twenty-eight calendar days of the end of the rating period.
- K. The supervisor and employee must sign and date the rating as evidence of the review. The appointing authority must sign and date Unsatisfactory probationary ratings and Needs Improvement annual ratings.
- L. The appointing authority must notify the State Personnel Director of any Unsatisfactory ratings within twenty-eight calendar days of the rating.
- M. Training on performance management is available from the Civil Service Commission. See Web site <http://web1mdcs.state.mi.us/MCSCHRTD/HRTDHome2.aspx> for details.

State of Michigan
Civil Service Commission
Office of Classifications, Selections, and Compensation
P.O. Box 30002, Lansing, MI 48909

GROUP TWO EMPLOYEES
PERFORMANCE MANAGEMENT AND COMPETENCY RATING FORM
FOR PROBATIONARY RATINGS, PROGRESS REVIEWS, AND ANNUAL RATINGS

Information and instructions for conducting probationary and annual reviews and evaluations are found in Civil Service Regulation 2.06, available from all human resource offices and the Civil Service Commission Web site, at www.michigan.gov/mdcs.

Name		Employee I.D. No.	Position Code
Classification		Department/Agency/Bureau/Division	
Supervisor's Name	Supervisor I.D. No.	Rating Period Start/End Dates	
		From:	To:

REVIEW OF PERFORMANCE FACTORS AND COMPETENCIES

I certify that I have reviewed the performance factors and competencies identified on this form and received a copy.	I certify that the performance factors and competencies identified on this form provide the basis for evaluating this employee's performance during this rating period.
_____	_____
Employee's Signature and Date	Supervisor's Signature and Date

PROBATIONARY RATING

<input type="checkbox"/> 3 MONTH (NEW HIRE)	<input type="checkbox"/> 6 MONTH	<input type="checkbox"/> 9 MONTH (PART-TIME)
<input type="checkbox"/> 12 MONTH	<input type="checkbox"/> 18 MONTH (PART-TIME)	<input type="checkbox"/> OTHER _____
RATING: <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> High Performing

PROGRESS REVIEW

I certify that I have had a progress review and discussed my performance with my supervisor. My signature reflects only that a meeting occurred.

Employee's Signature and Date

I certify that the employee's progress has been reviewed with the employee.

Supervisor's Signature and Date

ANNUAL RATING

RATING: **Needs Improvement** **Meets Expectations** **High Performing**

I certify that I have had the opportunity to review this rating and understand that I am to receive a copy of it. I understand that my signature does not necessarily mean that I agree with the rating.

Employee's Signature and Date

I certify that this rating report constitutes my evaluation of the performance of this employee for the period covered.

Supervisor's Signature and Date

I certify that I have reviewed this evaluation and concur with the rating given. **(Required only if rating is Needs Improvement or Unsatisfactory.)**

Appointing Authority's Signature and Date

Name	Rating Period From: _____ To: _____
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PERFORMANCE OBJECTIVES AND EVALUATION

List the performance factors/objectives and accomplishments expected during the rating period. Revise and add factors/objectives, as necessary, throughout the rating period. Upon completion of the rating period, summarize the employee's accomplishments and performance.

Performance Factors/Objectives	Evaluation








Name	Rating Period From:	To:
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GROUP TWO COMPETENCIES









Competencies are defined as the ability, skill, knowledge, and motivation needed for success on the job. All relevant competencies (suggested minimum of five) should be evaluated.

RATING CATEGORIES

Probationary: US — Unsatisfactory	ME — Meets Expectations (Satisfactory)	HP — High Performing (Satisfactory)
Annual: NI — Needs Improvement	ME — Meets Expectations	HP — High Performing

CHECK ALL THAT APPLY	COMPETENCIES (Check and Evaluate All Relevant Competencies)	RATING
<input type="checkbox"/>	<p><u>Adaptability</u> — Maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements, or cultures.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p><u>Building Strategic Working Relationships</u> — Identifying opportunities and taking action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p><u>Building Trust</u> — Interacting with others in a way that gives them confidence in one's intention and those of the organization.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p><u>Coaching</u> — Providing timely guidance and feedback to help staff strengthen specific knowledge and skill areas needed to accomplish a task or solve a problem.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p><u>Continuous Learning</u> — Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skill on the job and learning through their application.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p><u>Contributing to Team Success</u> — Actively participating as a member of a team to move the team toward the completion of goals.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p><u>Customer Focus</u> — Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.</p> <p><u>Comments:</u></p>	

Name	Rating Period From: _____ To: _____
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CHECK ALL THAT APPLY	COMPETENCIES (Check and Evaluate All Relevant Competencies)	RATING
<input type="checkbox"/>	<p>Communication — Clearly conveying and receiving information and ideas through a variety of media to individuals or groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback from the audience.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Decision Making — Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequence.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Follow-Up — Monitoring the results of delegations, assignments, or projects; considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Initiating Action — Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Innovation — Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Planning and Organizing Work — Establishing courses of action for self and others to ensure that the work is completed efficiently.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Technical/Professional Knowledge and Skills — Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Valuing Diversity and Inclusion — Actively appreciating and including the diverse capabilities, insights, and ideas of others and working effectively and respectfully with individuals of diverse backgrounds, styles, abilities, and motivations.</p> <p><u>Comments:</u></p>	
<input type="checkbox"/>	<p>Work Standards — Setting high standards of performance for self and staff; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed.</p> <p><u>Comments:</u></p>	