

Implementing and establishing useful employee performance evaluation practices  
for Tempe Municipal Court:

*What employee performance evaluation practices will provide valuable  
information and assist employees and the organization in their development?*

Institute for Court Management  
Court Executive Development Program  
Phase III Project  
May 2005

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## **ACKNOWLEDGEMENTS**

I want to take this opportunity to express thanks to the Tempe Municipal Court who provided me the time to participate in the Court Executive Development Program (CEDP) as well as my family who sacrificed family time to allow me work on this paper. Haley, my three year old daughter, who understood mommy had lots of homework to finish before we could play. In addition, I would like to individually thank Mark Stodola, Deputy Court Manager, for reading my survey and overall paper and providing his valuable expert advice over and over again. Rick Rager, Deputy Court Manager, who checked out and renewed, renewed and renewed my research books at Arizona State University and was kind enough to edit my final draft. Also, The Tempe Municipal Court evaluation committee who provided brilliant ideas and suggestion that assisted me in my paper and the overall revision to Tempe Municipal Court's Employee Performance Evaluation. Lastly, to my peers who graciously took over my responsibilities while I was completing Phase II for three weeks and encouraged me to partake and complete Phase III.

## ABSTRACT

The focus of this paper is to implement and establish useful employee performance evaluation practices in the Tempe Municipal Court. The goal is to provide the best practices that will offer valuable information to assist in the development of both court employees and the organization.

The Tempe Municipal Court has utilized the identical evaluation process from 1995 through 2002. The court measured employees by the following categories: Work Product, Customer Service, Self Management and Team Support. The information was received using 360 degree feedback from all staff. 360-degree feedback is an evaluation method that incorporates feedback from the worker, his/her peers, superiors, subordinates, and customers. The primary reason to use this review process is to provide the worker with information about his/her performance from multiple perspectives.<sup>22</sup>

In 2002, the City of Tempe encouraged all departments to move away from performance evaluations and use Individual Developmental Plans (IDP). The IDP was generated upon the requests of the employees. The information presented in the IDP strictly came from the individual employee with out any feedback from co-workers. In addition, the city did not make the IDP process mandatory. Therefore, if the employee did not want to receive an IDP, it was not prepared. During that time court staff did not want to change to the IDP. They felt performance evaluations were more valuable when used to address individual needs.

In 2003, the court kept the same evaluation form and concept with the addition of a 360 degree rating form that measured feedback based on a numerical rating system. Unfortunately, staff were not prepared or trained to use this tool which resulted in unconstructive feedback and diminished the morale of the organization. Staff's overwhelming dismay of the 360 evaluation

form made it clear the court's performance evaluation practices needed to be revisited and revamped. Consequently, it is hoped that the research obtained in this paper will assist the court in re-examining its performance evaluation practices to reap benefits and amplify employee and organizational growth.

The method of research used in this study was the creation of a survey questionnaire. This questionnaire was provided to forty (40) Limited Jurisdiction Courts in the State of Arizona. Each Court Administrator and some additional management staff were electronically sent this survey and also received a hard copy. The participating employees had the choice to respond electronically, by facsimile or U.S. mail.

It was requested that each court randomly provide this questionnaire to four (4) managerial employees and four (4) non-managerial/supervisor employees totaling to three-hundred and twenty (320) participants. However, the goal was to have at least two (2) managerial employees and two (2) non-managerial/supervisory employees respond. This would have provided one hundred and sixty (160) responses to the survey. However, the overall amount returned was thirty-three (33) responses or twenty-one percent (21%) of the surveys sent out.

The second method of obtaining research was the development of an employee performance evaluation committee. This committee consisted of Tempe Municipal Court employees who volunteered to assist in the creation of new method(s) of evaluating performance. The committee consisted of eight line staff (Court Services Specialists) and one supervisor. These committee members informed their team what the committee had discussed and requested feedback. They also addressed teammates' concerns and expectations at these meetings to create an evaluation process that everyone could help to build, thereby eliciting greater support. In



addition some guidelines were created by Tempe Municipal staff to outline expectations of staff and job responsibilities.

Lastly, a literature review was conducted to evaluate the most common evaluation practices used by other courts and organizations. Finding literature on employee performance management was not a difficult task. The research included findings such as: practical guide to performance evaluations; maximizing the value; management practices and concepts; measuring performance; self reviews; peer reviews; traditional reviews; 360 degree feedback; etc. However, finding information on court specific employee performance practices was not so easily achieved. Hence, the reason for disseminating a questionnaire was to acquire information on courts' specific performance evaluation practices. Unfortunately, the response rate was less than anticipated, but the questionnaires received were very informative.

The research and survey revealed that annual performance evaluations are not significant enough for an employee and/or organization to grow and develop. Rather, the research and survey respondents favored quarterly reviews. These quarterly reviews will allow more communication between an employee and supervisor and will provide a current status report on performance that can be used to prepare the annual performance evaluations. The quarterly review opens lines of communication and allows supervisors and employees to meet on a routine bases. The quarterly reviews prevent surprises during the annual performance evaluation. The survey results indicated that court staff disliked annual performance evaluations that did not contain a component of quarterly or on-going face to face discussions, prior to the annual review. The research also concluded that traditional evaluations, peer reviews and individual developmental plans can be encompassed within a 360 degree feedback plan to provide better performance results. This practice not used in many organizations; especially courts as the

survey findings revealed. However, this is an exceptional tool if implemented correctly and incorporates all performance evaluation processes. These practices together work best to show the true and whole picture of the employee's performance and not just a snap shot.

Often times, organizations will hire consultants to assist them in implementing 360 degree feedback into the organization's performance management system and to become educated in the formal and/or informal 360 degree feedback process. Based on the Tempe Municipal Court's experience and research, the hiring of a consultant is encouraged to produce an evaluation process capable of producing courts and/or organizations desired results.

## INTRODUCTION

While many documents were obtained throughout the research on employee evaluation practices, the following thirteen statements contained on a web-site regarding United States Federal Government employee performance evaluations proved to be the most interesting:<sup>1</sup>

- Since my last report, this employee has reached rock-bottom and started to dig.
- I would not allow this employee to breed.
- Works well when under constant supervision and cornered like a rat in a trap.
- This young lady has delusions of adequacy.
- He sets low personal standards and then consistently fails to achieve them.
- This employee is depriving a village somewhere of an idiot.
- This employee should go far, and the sooner he starts, the better.
- Got a full 6-pack, but lacks the plastic thingy to hold it all together.
- He doesn't have ulcers, but he's a carrier.
- He brings a lot of joy whenever he leaves a room.
- When his IQ reaches 50, he should sell.
- A prime candidate for natural de-selection.
- Some drink from the fountain of knowledge; he only gargled.

If these statements sound familiar or have ever been used in an employee performance evaluation/appraisal, stop reading this paper! You must immediately proceed to the nearest Human Resources Department for training on preparing appropriate and legal employee performance evaluations. Now, for the rest of us who are concerned and interested in providing useful information to employees to assist them and organizations in their development, read on.

The focus of the paper is to implement and establish useful employee performance evaluation practices in the Tempe Municipal Court (Tempe, Arizona). The goal is to provide the best evaluation practices that will align employees and the organization to each other goals and define the expectations to reach some desired results.

The Tempe Municipal Court has utilized the identical evaluation process from 1995 through 2002. The court measured employees by the following categories: Work Product, Customer Service, Self Management and Team Support (Appendix A). The information was

received using 360 degree feedback from all staff. In 2002, the City of Tempe encouraged all departments to move away from performance evaluations and use Individual Developmental Plans (IDP) (Appendix D, E).<sup>1, 2</sup> The IDP was generated upon the requests of the employees. The information presented in the IDP strictly came from the individual employee with out any feedback from co-workers. In addition, the city did not make these mandatory. Therefore, if the employee did not want to receive an IDP, it was not prepared. During that time court staff did not want to change to the IDP. They felt performance evaluations were more valuable when used to address individual needs.

In 2003, the court kept the same evaluation form and concept with the addition of a 360 degree rating form that measured feedback based on a numerical rating system. (Appendix B, C). Unfortunately, staff was not prepared to use this tool resulting in unconstructive feedback and diminished the morale of the organization. Employees became focused on the 360 feedback numerical rating sheet instead of the documentation contained in the written narrative performance evaluation form. Staff became focused on the low scores co-workers and peers used to rate their performance. Staffs' overwhelming dismay of the 360 evaluation form made it clear the court's performance evaluation practices needed to be revisited and revamped. Additionally, some areas that concerned staff included: utilizing feedback for a meaningful purpose; training ratees and raters on the purpose of employee performance evaluations; inconsistency and subjectivity in rater's scores; and labeling employees, rather than providing valuable and effective information. Further concerns centered around the use of 360 degree feedback including: filtering inappropriate information; motivating employees; and creating rules and parameters regarding the type of 360 information employees provide. Consequently, it is hoped that the research obtained in this paper will assist the court in re-examining its

performance evaluation practices to reap benefits and amplify employee and organizational growth. However, the Tempe Municipal Court is looking at ways to perfect the performance evaluation practices so everyone benefits from this information.

It is hoped that this research will assist in the field of Court Administration. As this field is so new, there is a lack of a consistent evaluation process that can work effectively for all levels of management and administration. By providing valuable information to change this inconsistency and to further develop structured practices which could enhance the maximum effectiveness of both the organization and the employee for constant development and growth.

My goals in conducting this research and surveying Tempe Municipal Court employees and other courts are to provide answers to the following questions:

- What is an employee performance appraisal/evaluation?
- Why should performance evaluations be conducted?
- What are the best practices to use when preparing an evaluation?
  - Are traditional evaluation/appraisals (supervisor's observation of the employee) useful to the organization and employee?
  - Are peer reviews useful to the organization and employee?
    - Is 360 degree feedback a useful tool in evaluating employees?
  - Are self reviews useful to the organization and employee?
  - Are individual development plans a useful tool in evaluating employees?
- What are the do's and don'ts on evaluating employee's performance?
- How should information be assembled for performance evaluations?
- What is appropriate information to incorporate into an evaluation?

- What type of training should be provided to raters and ratees on receiving and preparing performance evaluations?
- When and how often should employee performance evaluation be conducted?
- How should performance evaluations be used for employees and organizations?

These questions will provide the overall answer to the following thesis: *Will the integration of best practices in evaluating employee performance for the Tempe Municipal Court provide valuable information to assist employees and the organization in professional development?*

We must begin with *a definition of the to employee performance evaluation/appraisal*. According to Dana R. Scott, Human Capital and Benefits Consultant for Gallagher, Callahan & Gartrell, PA, “A well executed employee performance evaluation/appraisal shall enable you to identify, evaluate and develop an individual’s performance. It is a tool to encourage strong performers to maintain their high level of performance and to motivate poor performers to do better.”<sup>2</sup>

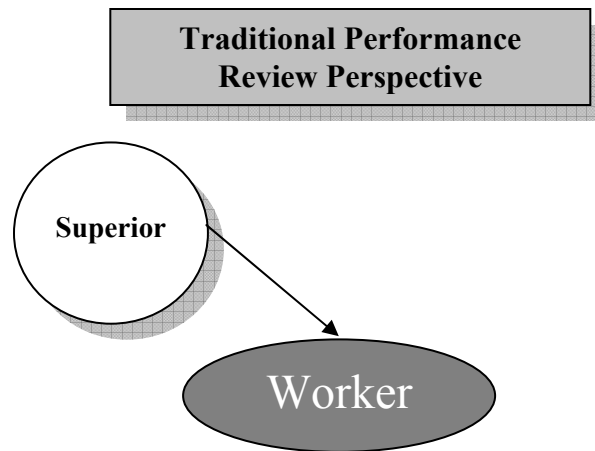
Next, *why review employee performance?*

Mutual benefits for the employee and the organization can be gained from a well conceived and conducted performance review that includes; (a) improving workplace performance through the identification and solution of problems; (b) fostering the on-going growth and development of competent employees in their present job assignments by meeting identified training needs and providing an environment conducive to trust; and (c) providing valuable information for the employee and the organization for career planning purposes.<sup>3</sup>

A major purpose of the performance review is to assist in the identification and definition of problems that affect workplace performance and to bring about a positive change in the ratee’s

behavior. Successful problem solving depends on the equality and quantity of available information about the problem.<sup>6</sup>

Third, a the court needs to determine the best practices to be utilized when preparing an evaluation that might include traditional evaluations, self evaluations, peer evaluations and individual development plans (IDP). *Are traditional evaluation/appraisal practices (supervisor's observation of the employee) useful to the organization and employee?*



*“Managers are uncomfortable when they are put in a position of playing God. The respect we hold for the inherent value of the individual leaves us distressed when we must take the responsibility for judging the personal worth of a fellow man. Yet the conventional approach to performance appraisal forces us, not only to make such judgments and to see them acted upon, but also to communicate them to those we have judged. Small wonder we resist”.*<sup>4</sup>

Those who conduct appraisal interviews face various kinds of concerns including measurement problems, judgment problems, organization problems, communication problems and feedback problems.

The measurement problem arises due to ambiguity regarding the roles and responsibilities involved. In some cases the measures formulated are inappropriate and inadequate and not enough thought has gone into their design. This is why it is important to clarify duties and responsibilities of the employees.

The judgment problem occurs because managers do not like to act as a judge. There are numerous cases in practice that show disagreements on ratings and their associated interpretations. Bias creeps in when judgments are made on behavior-based indicators.

The organization problem is due to the fact that in some organizations staff appraisals are not taken very seriously. They are used as a window-dressing exercise. Some managers consider such appraisals as chores' and with such an attitude their hearts are not into evaluating their staff properly. Staff perceives this attitude and loses faith in the system.<sup>6</sup>

The communication problem focuses on a lack of communication as to the purpose and importance of appraisals. The feedback problem arises because many managers are not trained to give constructive feedback. This is why sometimes staff comments on how other peers do not have a single nice thing to say about them or their performance.

Performance appraisals should properly articulate the contributions made by staff. If you want employees to trust you and share their tacit knowledge, you have to create a climate of trust and communicate the message that people are indeed your greatest asset. You must convert hype into reality.<sup>6</sup>

According to Michael Rigg, of Fluor Daniel, (quoted in *Industrial Engineering*, August 1992), "Traditional evaluation methods damage teamwork because of the focus on supervisors evaluating individuals; they may "strip people of their sense of control. Evaluations should provide feedback to individuals so problems may be corrected and higher performance can be rewarded."<sup>5</sup> Generally, traditional reviews are good at sniffing out excellent and very poor employees, but don't differentiate well among the vast middle ground. This is a problem when reviews are used as the basis for salary adjustments and bonuses; unless only people at the



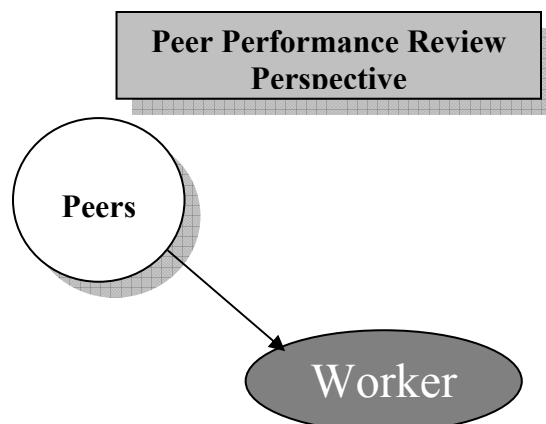
extremes are treated differently (e.g. everyone gets a 4% bonus except very poor employees, who get nothing, and excellent employees, who get 6%).<sup>7</sup>

In traditional reviews, the manager tells the employee how they measure up, assuming that they both perceive the employee's job the same way. Employees are rated by a single person, who may be biased or have an incomplete view of their work. Alternative methods provide a more balanced view.<sup>7</sup>

Other problems with traditional evaluation systems include rater carelessness; the halo effect, where an employee's strengths in one area are spread to other areas; leniency and strictness errors, etc. The bottom line is traditional reviews are always going to be based on that one rater's perspective, subjectivity issue. So inconsistency amongst raters/management will happen based on everyone's unique management style and view of work priorities and level of importance of specific assignments.<sup>7</sup>

Traditional evaluations can be beneficial in small organizations where management and staff work directly together on a daily basis. A rater can see first hand how the ratee is performing. However, in large organizations where management and staff do not work closely together it may be useful to implement a peer evaluation process.

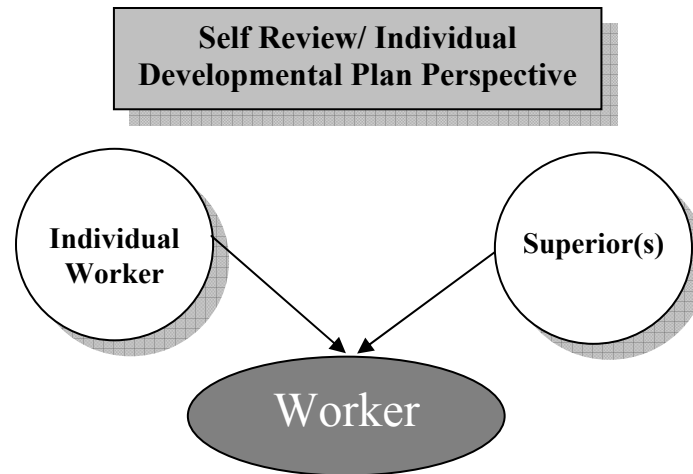
*Are peer evaluation/appraisal practices useful to the organization and employee?*



Peer reviews often have a high level of worker acceptance and involvement and tend to be stable, task-relevant, and accurate. By helping peers to understand each others' work and by airing grievances in a non-threatening manner, peer reviews may also help people to get along better. For the organization, this means higher performance. For staff, this means a better place to work and less frustration; it may also help employees to concentrate less on politics or working around people, and to spend more time on their work (or to put in less overtime).<sup>8</sup> Peer reviews may work best if all parties know that the reviews will *not* be used for setting pay, promotion possibilities, or disciplinary actions. However, a peer review system with the power to give promotions, raises, or disciplinary actions might be workable in some businesses, if the employees think it's a good idea.<sup>8</sup>

The peer review practice is an interesting concept if properly implemented and used in conjunction with another method. This is similar to 360 degree feedback with the limitation of only having some employees rate another employee based on their familiarity of their work while eliminating or limiting management and raters involvement. This may be one-sided if the supervisor or manager is left out of the process. The peer review may be successful in an organization fully developed with trust, respect and maturity. If an organization struggles with employee to employee constructive criticism these reviews can present concerns from both ends of the spectrum. The range of concern is from a crass ego busting evaluation from peers to a sugar coated meaningless evaluation. Lastly, training employees on properly evaluating peers is a necessity to having this process work in additions to having trust respect and maturity in place among staff.

*Are self- reviews useful to the organization and employee?*



Self-reviews are based on the idea that employees are most familiar with their work, and that their involvement is essential. Employees rate themselves on a number of criteria, usually with a formal survey form, and suggest improvements. They help to clarify their own goals, and expose areas of weakness so they may be worked on. The manager may be left out of the process, although an exchange of views between the worker and manager may help their relationship, and boost the employee's own understanding.<sup>6</sup>

Herbert H. Meyer (*Academy of Management Executive*, 1991) wrote, “self-review changes the role of the manager to counselor, rather than judge - a role from which the manager can do more to support people.” Meyer’s also wrote, “Self-review ”...enhances the subordinate's dignity and self respect. Involving the employee as an equal in the review process is more likely to increase commitment to action plans, making the entire process both more satisfying and more productive.”<sup>12</sup> Self-reviews tend to have low halo error and result in little paperwork for managers. However, people may not see their own deficiencies as others do, so self-review

should be used alongside other methods.<sup>12</sup> Self-reviews can be presented as a self development tool such as an Individual Development Plan (IDP).

*Is an Individual development plan a useful tool in evaluating employees?* An individual development plan (IDP) is a tool that helps employees develop their skills, further organization's mission and achieve career goals. Supervisors can use this to develop and motivate staff. By encouraging a focused approach to each individual's training and/or developmental need, managers help employees enhance their job skills and become more effective and productive. Managers who promote the use of IDPs also send a clear message to staff that they view each person's professional development as a priority.<sup>2,13</sup>

The ideal IDP should primarily focus on two things: 1) leveraging each employee's strengths/talents and 2) providing new skills and knowledge that will help the employee perform better in his job.<sup>13</sup> However, some management experts have become critical of IDPs in recent years. Marcus Buckingham and Curt Coffman, in their book, *First Break all the Rules* argue that IDPs are often ineffective because they typically focus too much on addressing employee weaknesses, with the misguided expectation that every employee can master all competencies and become perfectly well-rounded. If an employee has no talent in a given area, they argue, a training course is not going to rewire his/her brain to make that non-talent into a new strength.

The idea that training can help employees become more skilled is axiomatic. And it makes a great deal of sense to create targeted training plans that take into account the needs of each employee and their agency. The key is to identify the kinds of training and development opportunities that will boost each employee's performance most effectively. There is a wealth of literature on how to prepare Individual Development Plans. Some organizations develop such detailed instruction that the guidance itself can actually have the unintended effect of deterring

people from preparing IDPs. Busy managers typically lack the time to wade through a mountain of material on the subject.<sup>13</sup>

Each employee is responsible for developing the substance of his/her own IDP and then agreeing on its contents with the supervisor. There is no mandatory format or official form. Some agencies do have a recommended form, but a memo works just as well. The key is to assess the employee's training needs and commit them to paper.<sup>13</sup>

Once the employee has drafted his/her IDP, he/she should meet with the supervisor to discuss it. The supervisor should offer additional guidance on how to best achieve goals. The supervisor should also provide guidance on the range of training resources that are available.<sup>13</sup> After the employee and supervisor have agreed on the contents of the IDP, they should both sign the document. It then becomes a non-binding contract, by which the employee makes a commitment to follow through on the IDP and the supervisor acknowledges the need to make time for him/her to do so. The IDP should be reviewed and revised periodically to reflect the changing needs of the employee and/or office.

While the IDP is not binding, managers should make every effort to ensure that each employee is given time for the training and developmental opportunities listed on his IDP. Chronic failure to make time for previously agreed upon learning opportunities will breed cynicism and mistrust, completely undermining the IDP's motivational benefits.<sup>2,13</sup>

Finally, after employee has attended a training course, it is important to follow up and ensure that he/she has an opportunity to put the training to good use quickly before the new knowledge and/or skills become a distant memory. This may be a challenge given that an employee who has been out of the office for a week will usually return to find a full in-box.

Nevertheless, it is necessary to ensure that the training has the intended benefits for both the employee and the organization.<sup>13</sup>

### **The Use of Individual Development Plans in The City of Tempe**

The City of Tempe's individual developmental plan was put into place in 2002 after City managers determined the City should re-evaluate the usefulness of traditional evaluations. After several months of kicking around the pros and cons of the evaluation system, The Tempe Human Resources Department proposed a new concept – Individual Developmental Plan (IDP) (Appendix D, E). The plan is a three part process. In part one, the employee lists his/her top accomplishments, job objectives, career goals, and educational opportunities. In part two, the supervisor writes a narrative addressing the employee's career progress and future career opportunities. In part three, the employee and supervisor come together to agree upon a development plan that involves both goals and objectives and training opportunities.<sup>1, 2</sup>

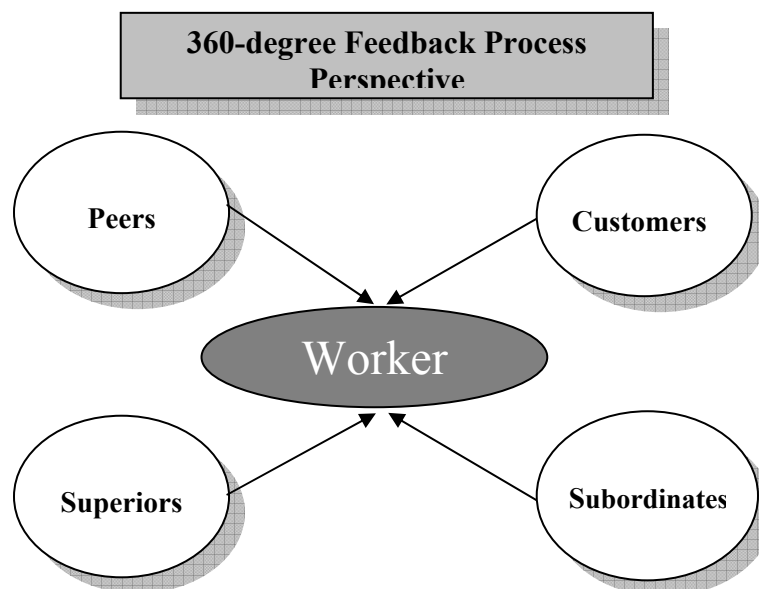
The City of Tempe decided to embark on this new concept when the City eliminated annual performance reviews. The City was hopeful the IDP would create a closer relationship between supervisor and employee for positive purpose, encourage employees to take advantage of the City's many educational benefits and create a pool of qualified in-house candidates for future promotional opportunities. This tool was not intended to be an evaluation, but used to assist in creating a learning organization and placing supervisors in a mentoring role. In addition, this tool did not focus on performance difficulties/concerns the Performance Improvement Plan (PIP) was implemented to address specific performance inadequacies at the same time the IDP was created. These two methods were implemented to provide users two methods to address individual developmental goals (IDP) and performance problems (PIP) when the annual performance evaluations were eliminated. The City believed these two plans would

reap more benefits than the annual performance evaluations. The assumption was that supervisors don't like doing them since they take time, employees don't like them, they don't think they mean much and evaluations are not completed fairly or accurately.<sup>2</sup>

Since the IDPs are not mandatory or kept in personnel files in Human Resources, the number of IDPs completed is unknown. At the Tempe Municipal Court not one IDP was completed since the court administered employee performance evaluations despite the fact the court does promote employees IDPs. In fact, employees are asked on their performance evaluation if they are interested in participating in an IDP.

It is important, when preparing an IDP that staff is actively involved in preparing their own performance objectives. This is an important aspect of motivating employees in order to gain their confidence and trust so that knowledge flows smoothly among individuals in the organization.

Is there a way to combine traditional, peer and self reviews into one practice? The answer is yes. The tool that allows all the above to occur and provide input and benefit to the organization and employee is 360 degree feedback. However, it must first be determined *if 360 degree feedback is a useful tool in evaluating employees.*



360-degree feedback is an evaluation method that incorporates feedback from the worker, peers, superiors, subordinates, and customers. The feedback results are tabulated and shared with the worker, usually by a manager. Interpretation of the results, trends and themes are discussed as part of the feedback. The primary reason to use this full circle review process is to provide the worker with information about his/her performance from multiple perspectives. From this feedback, the worker is able to set goals for self-development which will advance their career and benefit the organization.<sup>22</sup>

The 360 degree feedback process started in the 1980's, with the idea an employee ought to receive management style feedback from more than one source, from those who knew them best - their boss, peers, subordinates and themselves.<sup>7</sup>

Implemented with care and training to enable people to better serve customers and develop their own careers, 360 degree feedback can be a positive addition to a performance management system. However, starting this new method because it's the new flavor in an organization or because "everyone" else is doing it will create a disaster for 360 degree feedback from which it will require months and possibly years, to recover.<sup>8</sup> 360 degree feedback must only be implemented once it is determined how this feedback will be used in employee's evaluations, what information is appropriate and consideration is given in creating a form for employees to use to indicate what information the organization is requiring from this tool.

The popularity of 360-degree feedback is undeniable. 360-degree Feedback, or multi-rater feedback, was used by 90% of Fortune 500 companies in 2002. It is generally believed to be a highly effective performance evaluation tool yet there are many who doubt its benefits. When one considers the factors for the success or the failure of this popular method care must be taken to provide guidelines and suggestions for its use.<sup>22</sup> Yet, the perceived benefits will help the



personal development of workers only in the right organizational climate. When this method is utilized in the wrong environment, the results can be detrimental. With close consideration and evaluation of the environment, the decision to employ this tool, or another, should be made carefully.

The feedback provides insight about the skills and behaviors desired in the organization to accomplish the mission, vision, goals and live the values. There are three common ways of getting 360 degree feedback. The first is by using an outside consultant, minimizing personal friction within the organization. Courts can send a few managers to an outside consultant for assessment and feedback. In this option, managers hand out surveys to staff they know at work (and expect to get feedback with minimal negative information) the data is collected by the consultant(s) and the managers receive an “offsite” training and feedback session with similar managers from different companies. This approach can teach them how they are perceived and show them first hand how subordinates or peers could interpret the information. However, this approach utilizing a consultant has been derogatively called “sending the fair-haired boys to charm school.”<sup>9</sup> While this approach has its merits, its major deficiency is that only a few individuals are changed, the overwhelming mass of management is not, and the systems and processes that encourage old behaviors are still in place.<sup>11</sup>

Secondly, an organization can launch a comprehensive program in-house to get feedback on all key people, top to bottom. This approach is to bring such a program “in-house,” where many managers receive 360 degree feedback. In this option, the feedback can be more systematic for two reasons: 1) surveys are handed out to all subordinates and peers rather than those who have been “volunteered” by the person receiving feedback. This tends to reduce sampling bias of just giving it to those who might give just good feedback; and 2) the implementation of this

process can be from the top of the organization down the bottom. This has the advantage of allowing upper management to be an example of willingly receiving such feedback and encourage them to be both models of behavior and coaches to those underneath them.<sup>11</sup>

Thirdly, an organization can create a comprehensive program designed to uncover not just personal flaws but systematic and organization ones, too. This approach includes the second option “in-house approach” but also deals with “system issues.” Where 360 degree feedback alone can only deal with problems caused by individual behavior, it by itself does nothing for the systemic causes of the problems, such as organizational structure, inappropriate and distorted measurement systems, company-wide lack of skills, or performance evaluation/appraisal and pay problems. 360 degree feedback can serve both as a catalyst to help management realize the systematic causes of organizational problems, and can be part of the solution, so that management style becomes in harmony with other organizational changes senior management is trying to make.<sup>11</sup>

Before proceeding with 360 degree feedback in an organization the following should be considered: Is your court ready to handle 360 degree feedback? Who will be involved? Who needs to agree? Is this feedback voluntary or mandatory? What methods or measurements will be used? And, will the information be collected anonymously and/or confidentially?

Often times, organizations may be willing to pay consultants to assist them in implementing such a system, but the organization needs to be prepared. At times, “soft skills” training in communication, leadership, management style, meeting management, etc. is useful in preparing management. Teambuilding activities might also be useful as well as an organizational climate survey to determine the context of implementation and find any additional issues beyond management style that might be a problem.<sup>11</sup>

The next item an organization should determine is who should be involved in receiving and providing 360 degree feedback? Some organizations may start this new feedback tool with management. Allowing subordinates, bosses and peers to give input for managements' performance evaluations. This can help staff become more accepting of this new process if they are not the so called, "guinea pigs," but the ones who are responsible for providing the feedback. In addition, this sends a message that regardless of your position, your input is valuable for higher positions. Once tested on management, the kinks can be worked out and then rolled out to staff for a smooth transition.<sup>11</sup>

### **The Use of 360 Degree Feedback in The Tempe Municipal Court**

Tempe Municipal Court started using informal 360 degree feedback in 1995. In 2003, we established a standard question and rating form to implement formal 360 degree feedback (Appendix B, C). Informal and formal 360 degree feedback was received on all staff including, judges, business interns, supervisors, court administrator, court managers, court interpreter, public defenders and line level staff (Court Services Specialists). No one was left out of this loop. Feedback was accepted in writing (mostly e-mails) or in person (informal) or employees could complete a 360 degree feedback form (formal). The feedback was confidential unless some alleged violation of the law; ethics or policies were named in the feedback.

In 1995 through 1999 the feedback was strictly voluntary for the employees to provide. The court was concerned with the information because most employees provided input on people they rarely work with on a daily basis and most of the information was irrelevant. In 2000, management decided to require mandatory feedback on all employees. Unfortunately, this placed a huge burden on staff to provide relevant information on employees that they did not work with or see everyday. In addition, all employee evaluations were done at the same time so

employees had only three to four weeks to provide input on the whole court staff, approximately thirty-five employees. Consequently, the feedback was not thorough and effective for performance evaluation purposes. It was rushed and very vague. Based on that year, it was decided in 2001 to require mandatory feedback **only** for individuals on their team. Employees could still voluntarily provide feedback for employees on other teams but must provide feedback on their team mates. This gave supervisors more relevant input since these peers worked closely together all day.

In the Tempe Municipal Court, 360 degree feedback has been a hot topic. Do we keep it and improve the process or do away with 360 degree feedback? The most common feedback we received was informal (e-mail) and based on specific situations. In addition, on numerous occasions the feedback is a “surprise” to the individual being evaluated. Due to these “surprises” management decided not to place any feedback in employee’s performance evaluation if this information was never brought forward to a supervisor or ratee. It was presented by the supervisor during the evaluation meeting with the employee. In addition, staff was told not to mention any events that took place that they did not bring forward to a supervisor or address with that individual at that time. The past is not where corrections or concerns should be addressed; at time of occurrences is when an employee needs to be aware of a learning opportunity whether it is behavioral or procedural.

The staff at the Tempe Municipal Court prides themselves in being open and honest with one another and being productive and efficient every day at the court. As a result, management promotes addressing procedural or behavioral issue at that specific moment with anyone regardless of your position. An employee may address a concern with a supervisor, peer or judge without concern of any retaliation.

Who needs to agree on the information provided through 360 degree feedback? This question is very important. This is where the negativity of 360 degree feedback is derived if no decisions or policy is established. If no decision is made on what information is utilized in performance evaluations, management will not be consistent. Some may assume raters will jump at the chance to use this information to prove a point, or others may give the employee a chance to correct before placing it in an evaluation. Employees talk amongst their peers about what was placed in their evaluation and find out quickly what supervisor is strict, fair or how some may refer, is “out for blood.”

If 360 evaluations are improperly conducted, employees may come to the conclusion that the evaluation process is a useless tool due to inconsistent measurements and conflicting beliefs by raters as to what performance evaluations should entail.

Does consistency mean anything to a court? It does when it comes to the law and imposing sanctions and fees. Don't courts follow guidelines when it comes to sanctions, dismissals and reductions of sanctions and don't we always go by what the statutes require us to do? Then, why should it be different with employees? Shouldn't everyone be evaluated based on the same policy established by management? Granted, not all sanctions are the same amount, just like not all the employees are rated with the same performance score, but it has to be based off the same rules.

The Tempe Municipal Court established a performance evaluation committee to discuss and suggest creating a revised evaluation form that all employees can agree will assist them in growth and provide consistent method regardless of the supervisor or team they are assigned. This committee discussed 360 degree feedback and how it can be effective and how it has the potential to reduce the morale of workers and consequently the overall organization. Some staff

felt that 360 degree feedback should be eliminated from the evaluation form until the bad taste has dissolved. Others feel if used appropriately it will provide great benefits to all involved.

Correctly? That's a hard term to define. Management and staff must agree on appropriate information provided on employees. Also some guidelines must be put in place including consequences if this is used maliciously to hurt an employee's credibility. Also, it is extremely important to tell staff that 360 degree feedback is not the time to compose personal opinions of another employee. The feedback should be strictly about the job performance and specific assigned tasks.

The organization/court may want to create a decision-making body about the information received. The decision making body could include the subordinates supervisor and the court manager. In addition, Human Resources department can be asked to provide an impartial opinion. Another idea is create a decision-making body using all levels of staff to participate.<sup>11</sup>

*Next, should this information be voluntary or mandatory?* This really is based on the people in the organization. Some people may voluntary provide valuable information, but others may need the process to be mandated for it to be a priority in their busy day.<sup>11</sup>

Furthermore, organizations must decide what method and measurement will be used. Organizations can give employees a numerical survey to fill out, or request more supplemented information with observations and interviews. Also, once you decide what type of method to use, how will you present it to the employee for the review? Many options are available, graphs, summary of high and low of survey items or written report with recommendations. Organizations must also carefully discuss how to personalize this information.<sup>11</sup>

In Tempe Municipal Court several methods and measurements have been used to report 360 degree feedback. Formal 360 degree feedback provides more structured information.

However, if a numerical rating system is used caution must be used to ensure it is done correctly. If employees scored high on a specific area but received one low score within that area, there is the potential that the employee could be devastated that he/she received that undeserved low score from a peer or supervisor which becomes the main focus of the feedback.

Next, *should 360 degree feedback be anonymous and/or confidential?* Organizational intent may be to keep the survey data anonymous, if written comments or interview data are also included, the data must be altered to avoid making obvious conclusions about who communicated what information. In addition, management must answer questions about personal confidential data without accidentally revealing the sources during interviews.<sup>11</sup>

Management must be certain to alter wording or not show comments written by hand to an individual. All information must be altered to reduce the concern of the employees providing input. In addition, don't keep feedback on your desk or display it on your computer screen when you're out of your office. Raters need to be very careful no one sees this information; employees need only one incident of carelessness to decide not to provide relevant information.

In Tempe Municipal Court, 360 degree information is "cut and pasted" on a Microsoft Word document to help ensure that there is no way the ratee can determine the contributor. The 360 degree feedback is kept anonymous to the rater. However, the feedback is required to with the name of the contributor when forwarded to the rater. Certain checks and balances need to be put in place to provide feedback. Also, the rater may have additional questions regarding the input provided.

360 degree feedback is the most comprehensive well rounded type of appraisal. It includes self ratings, peer review, and upward assessments; feedback is sought from everyone. It

gives people a chance to know how they are seen by others; to see their skills and style; and may improve communications between people.<sup>15</sup>

360 degree feedback helps by bringing out every aspect of an employee's professional life. Cooperation with people outside their department, helpfulness towards customers and vendors, etc. may not be rewarded by other types of appraisal. This system also helps those who have conflicts with their manager. 360 degree feedback generally has high employee involvement and credibility; may have the strongest impact on behavior and performance; and may greatly increase communication and shared goals. It provides people with a good all-around perspective.<sup>6</sup>

The Managing Individual Effectiveness (MIE) system at Bellcore, Inc. (Bell Communications Research Company that provides certain centralized research and standards coordination for the regional Bell operating companies) is used for self-development. It gets feedback from peers, managers, subordinates, and rates themselves. According to a Bellcore representative, the results are better working relations; better communications; more information on management performance and style; increased effectiveness and productivity of individuals and the organization as a whole; knowledge of training needs; a better grasp of organizational priorities; and greater employee input in designing self-development plans. The Bellcore representative noted that, for success, expectations must be communicated clearly; employees must be involved early; resources must be dedicated to the process, including top management's time; confidentiality must be assured; and the organization, especially top management, must be committed to the program. This system **required** a third party, such as a consultant, to begin the process, which may take months to start up.<sup>10</sup>



360 degree feedback may be given directly to the employees, who have the option of discussing them with their managers; or it may be given to the managers for use in a feedback meeting. Whichever method is chosen, training for the managers and ratees is essential.

*What are the do's and don'ts in evaluating employee's performance?* Giving evaluations can be difficult. If you are criticizing a worker, he/she might react defensively. And sometimes, no one understands what merits a positive evaluation. If your workers feel that you take it easy on some of them while coming down hard on others, resentment is inevitable. Avoid these problems by following these rules:

The do's on evaluating employee's performance starts with the following:

- **Consider the entire appraisal period.** Raters should try to enumerate high points and low points in performance and then assign a rating that typifies the individual's normal performance. The rater should not attempt to assign a rating to a performance indicator and then create justification to support it. There must be able to explain the reason for each rating.
- **Be specific.** When raters set goals and standards for workers, they must spell out exactly what the worker will have to do to achieve them. A rater should not say, "work harder" or "improve quality." Instead, a rater should say, "increase data input by entering ten percent (10%) more than last quarter" or "make no more than three (3) errors per day in data input." Similarly, when evaluating a worker, give specific examples of what the employee did to achieve -- or fall short of -- the goal.

- **Give deadlines.** Raters can give the worker a timeline to turn things around to see improvement. If the expectation is to have work done by a certain date, raters must say so.
- **Be realistic.** If raters set unrealistic or impossible goals and standards, everyone will be disheartened -- and will have little incentive to do their best if they know they will still fall short. Raters shouldn't make standards too easy to achieve, but should take into account the realities of the workplace.
- **Be honest.** Raters that avoid telling a worker about performance problems will not allow the worker to improve. Raters must give the bad news, even if it is uncomfortable.
- **Be complete.** Raters should write an evaluation so that an outsider reading would be able to understand exactly what happened and why. Remember, that evaluation just might become evidence in a lawsuit.
- **Evaluate performance, not personality.** Raters should focus on how well (or poorly) the worker does his job -- not on the worker's personal characteristics or traits. For instance, a rater shouldn't say, "the employee is angry and emotional." Instead, the rater should focus on the workplace conduct that is the problem -- for example, the rater can say, "the employee has been insubordinate to the supervisor twice in the past six months. This behavior is unacceptable and must stop."
- **Listen to your employees.** The evaluation process will seem fairer to the workers if they have an opportunity to express their concerns too. Raters should ask every employee what she enjoys about her job and about working at the company. Also, raters should ask about any concerns or problems the employee has. Raters can gain valuable information,

and the employee will feel like a real participant in the process. In some cases, raters might learn something that could change your evaluation.

- **Review your own record as a rater.** In a group of people in similar jobs, performance is likely to be spread over most performance categories. Raters should check the tendency to be either "too tough" or "too lenient" in your appraisals.
- **Consider how an individual is performing in relation to what is expected.** Raters should rate the person's performance, not importance of the job.
- **Recognize that some people may never achieve top ratings, regardless of length of service.** Raters should watch closely the progress of newcomers and be ready to recognize superior performance if it is achieved.<sup>11</sup>

Some of the don'ts or pitfalls in evaluating employee's performance can be the following:

- **The isolated incident.** A rating should not be based on a few isolated performance incidents. When this is done, the rating is unfairly influenced by non-typical instances of favorable or unfavorable performances.
- **The "halo" effect.** The "halo" effect occurs when one factor influences ratings on all factors. Examples: An employee's work is of good quality; therefore, other ratings (such as those on promptness or work quantity) are higher than normal. Another employee is frequently absent, with the result that the ratings on other factors are usually low.
- **The "cluster" tendency.** The tendency to consider everyone in the work group as above average, average, or below average. Some raters are considered "tough" because they normally "cluster" their people at a low level. Others are too lenient. "Clustering" overall

ratings usually indicates that the rater has not sufficiently discriminated between high and low levels of performance.

- **Rating the job and not the individual.** Individuals in higher-rated jobs are often considered superior performers to those in lower-rated jobs. This normally means that confusion exists between the performance appraisal and how the job has been evaluated.
- **Length of Service Bias.** There is a tendency to allow the period of an individual's employment to influence the rating. Normally, performance levels should be higher as an individual gains training and experience, but this is not always the case.
- **Personality Conflicts.** Avoid judgments made purely on the basis of personality traits. Effective, efficient employees do not necessarily agree with everything a supervisor believes in or states. <sup>13</sup>

**What is appropriate information to incorporate into an employee performance evaluation?** Employee performance evaluations should include goals and performance standards for the employee and the organization. Before a rater can accurately evaluate an employee's performance, the organization needs to establish a system to measure that performance. For each employee, the organization needs to come up with performance standards and goals specific to job assignments. Performance standards describe what the organization wants a worker in a particular job to accomplish and how it wants the job done. To participate in goal setting employers must fully understand job content and job requirements. They must also recognize jobholder perceptions of what the job is and what is acceptable or desired performance. Developing congruence between job requirements as identified by management and as perceived by incumbents is a critical component of participative goal setting. <sup>19</sup>

Unlike performance standards, goals should be tailored to each employee; they will depend on the individual worker's strengths and weaknesses. Your workers can help you figure out what reasonable goals should be. Once you have defined the standards and goals for each position and worker, write them down and hand them out to your employees. This will let your employees know what you expect and what they will have to achieve during the year to receive a positive evaluation.<sup>13</sup>

To create a trusting environment, employees need to know from management what is expected of them, how they are doing, and the relationship between employer-provided reward opportunities and employee-demonstrated workplace behavior. This is the guts of the performance evaluation/appraisal. A trusting environment grants employees an opportunity to make decisions that may influence the way in which they perform work activities is one way to for employees to state that they trust the judgment of their employees.<sup>13</sup>

The Tempe Municipal Court employee performance evaluation committee determined in order for everyone to buy into the evaluation process, the job skills and requirement must be laid out for each team. Tempe Municipal Court has two divisions (Criminal and Civil); with five separate teams between them. The Civil Division has a Customer Service Team and Court Services Team. The Criminal Division also has a Customer Service Team and Court Services Team. Lastly, the fifth team is Court Financial Services that provides payment arrangements and cashiers to both the Civil and Criminal Division customers.

The Customer Services teams' main responsibilities are assisting customers. The Court Services Teams main responsibilities are courtroom functions, specifically assisting the judges in the courtroom with creating forms and updating the cases in the system. Based on each team

assisting with specific case needs and applying knowledge in conjunction with criminal or civil policies, procedures and statutes, five separate job skills and requirements were created. We decided every team needed to revamp or create a Training Team Check List (Appendix F). This would list all the job responsibilities, policies and procedures that staff would be accountable to know and learn to efficiently perform their current assignment.

Once the checklists were established all team member were again trained on all of the functions to verify training was conducted and staff were aware of the expectations. Once this occurred, the team training check lists will be incorporated into the employee performance evaluation. The performance evaluation may have the same general areas, but list different procedures and responsibilities based on the assigned team. (Appendix G). Also, the “method to our madness” focused on employee performance based upon tasked assigned to each team. The training checklist creation allowed everyone a clear expectation of job duties and accountability with all employees. This attempt will reduce and hopefully eliminate the, “I didn’t know this was an expectation or I was never trained”, by starting off with retraining staff based on the teams’ training checklists.

Participation in goal setting begins with the employee and supervisor agreeing on the purpose of the job and the job requirements. Goals must integrate organizational requirements with individual demands. Employees should receive feedback frequently enough to assess progress made toward goal attainment. The supervisor should coach the employee and set regular scheduled reviews of goal directed behavior. It is quite unlikely that only an annual goal performance review is adequate. Goals may be set for periods up to one year in length. However, if performance reviews are not held on a two or three month basis, the impact of the

goal on the behavior of both the employee and supervisor decreases significantly. The bi-monthly meeting or quarterly review may be a relatively brief session for the person who knows the job and has a minimal amount of environmental forces influencing goal attainment, but it is crucial to the employee who is working in new areas or on new goals.<sup>20</sup>

*What type of training should be provided to raters on preparing performance evaluations?* To gain supervisor acceptance and support of the appraisal system it is imperative that each supervisor understand the uses of performance appraisal. There should be no mysteries regarding the use of the appraisal system. Training related to the performance appraisal process grants supervisors an opportunity to understand each part of the system. The more they know, the greater is the likelihood that they will administer their areas of responsibility in a valid and reliable manner.

Education opportunities abound within every aspect of the performance appraisal process. Appraiser educational programs can include instruction on: purpose and use of the appraisal process; business objectives and goals; standards used for measuring performance; design of the appraisal instruments; measurement indexes used to identify the demonstrated degree of a performance quality; meaning of appraisal to employees; procedures available for preparing for performance appraisal; ways to implement appraisal interviews and to provide employees feedback on performance; practices of observing, describing, and rating behavior as it actually occurs; range of subjective influence on performance appraisal and possible ways of minimizing them; and recognition of equity and equality and the impact of appraisal on these two vital areas of concern to all employees.

*What type of training should be provided to ratees on receiving performance evaluations?* It is just as important to train employees receiving the reviews as it is the rater. Employees need to know why the organization conducts these evaluations, how this information will be use based on there current job, in addition to the rules and process of the evaluations.

The more knowledge you give employees the less uncertainty and/or negative connotations they will have on the performance evaluation system. Employee education and participation in the creation or re-structure of the evaluation process provides buy in and sends a clear message their ideas and suggestions are valuable to the organization.

In the Tempe Municipal Court, the Employee Evaluation Committee consists of eight line level staff (Court Services Specialists) and one Court Services Supervisor. The Tempe Municipal Court encourages this committee and all staff to provide open and honest suggestions and concerns to build the best fitting evaluation process for our court. The committee empowers staff to provide useful feedback to produce a performance management system that will provide professional growth to us all. As a result, this is a very time intensive product this committee is trying to produce. Many times the committee communicates the ideas to the rest of the court and with that comes more ideas and suggestions. These ideas and suggestions may move the group forward and peddling back, a completion time is a difficult assessment to estimate

Furthermore, the committee realizes not everyone is going to agree and some will be vary hard pressed with their opinions. If the process is well defined, staff is educated on the process and understands the evaluation purpose and guidelines, the goal was accomplished. The evaluation process may not be deeply liked by some staff, although that would be a nice touch. The goals here are to educate staff and provide a clear understanding of the evaluation process. Lastly, allowing a consultant who has created customized evaluation processes for organization



can be beneficial to the organization. An outside consultant can focus on establishing a fair and effective concept in less time staff can complete.

*When should employee performance evaluation be conducted?* The research stated at least once a year, formally evaluate the worker both in writing and in-person with a one-on-one meeting with the worker.<sup>13</sup> However, this doesn't mean meet with the employee once a year. The research indicates it should be formally documented once per year. Survey respondents suggested having biannual or quarterly reviews. This allows employees to work on areas prior to the end of the evaluation period. Some survey respondents even commented on how the only discussion they have with their superior regarding performance and goals was during their annual performance evaluation meeting. Employees want on going feedback and valuable input to become increase strengths, concerns, development opportunities, setting goals and mentoring.

The Tempe Municipal Court intends to implement quarterly reviews. This will allow the communication flow between supervisor and employee to occur more frequently. In hopes to ensure no surprises on any evaluation and to provide guides while employees pursue goals and development. This will offer the organization and employee a true picture of where we stand on goals and development in hopes to provide encouragement and/or coaching before the end of the evaluation period. The performance evaluation process should assist the organization and employees in growth and development.

*How should performance evaluations be used for employees and organizations?* Supervisor and/or manager must keep track of the employees' and organization's overall performance. Throughout the year, track the performance of each employee. Keep a log for each worker, either on your computer or on paper. Note memorable incidents or projects involving that worker, whether good or bad. For example, note that a worker was absent without calling in,

worked overtime to complete an important project or participated in a committee to represent the court. If an employee does an especially wonderful job on a project or really fouls something up, consider giving immediate feedback. Orally or in writing, let the employee know that you noticed and appreciate the extra effort -- or that you are concerned about the employee's performance. If oral feedback is chosen, make a written note of the conversation for the employee's personnel file.<sup>13</sup>

Because of the likelihood of managerial apathy and the possibility of employee hostility, the implementation of a performance appraisal system requires the total support and commitment of management. From the initial design stages, senior management must be aware of the potential pitfalls, advantages, and costs incurred with performance appraisal. It should be an integral part of the reward system that minimizes US-THEM attitudes and supports a WE concept. It should minimize unacceptable, subjective considerations yet recognize that any system related to human activity will always have subjective elements. Well-designed and managed performance appraisal systems set limits or parameters on subjective considerations. This provides auditing and monitoring procedures that automatically identify some levels of potentially unacceptable appraisal decisions and permit all employees to have a real opportunity to appeal an unacceptable appraisal.<sup>19</sup>

Equitable treatment of employees requires observation and identification of demonstrated workplace behavior and feedback to the employee on (1) how the superior perceived the behavior, (2) recommendations on behaviors to improve and those to maintain, (3) support that the organization can and will provide to assist the employee, and (4) consequences (rewards or punishments) that the employee can expect by continuing such behaviors.<sup>19</sup>

Performance appraisal must be deeply rooted in the content of the jobs themselves. The organization benefits by having employees who know what is expected of them and who recognize that they receive rewards directly related to demonstrated performance.<sup>20</sup>

### **RESEARCH METHODOLOGY**

This method of research used in this study was the creation of a survey questionnaire. This questionnaire was provided to forty (40) Limited Jurisdiction Courts in the State of Arizona. Each Court Administrator and some additional management staff were electronically sent this survey and along with a hard copy. The participating employees had the choice to respond electronically, by facsimile or U.S. mail.

The survey questionnaire was tested by having Tempe Municipal Court employees, two (2) non managerial/supervisory employees and two (2) managerial/supervisory employees complete the survey. The survey was modified for clarity.

It was requested that each court randomly provide this questionnaire to four (4) managerial employees and four (4) non-managerial/supervisor employees totaling to three-hundred and twenty (320) participants. However, the goal was to have at least two (2) managerial employees and two (2) non-managerial/supervisory employees respond. This would have provided one hundred and sixty (160) responses to the survey. However, the overall amount returned was thirty-three (33) responses or twenty-one percent (21%) of the surveys sent out.

The second method of obtaining research was the development of an employee performance evaluation committee. This committee consisted of Tempe Municipal Court employees who volunteered to assist in the creation of new method(s) of evaluating performance. The committee consisted of eight line staff (Court Services Specialists) and one supervisor. These committee members informed their team what the committee discussed and requested

feedback. They also addressed teammates concerns and expectations at these meetings to create an evaluation process that everyone could help to build, thereby eliciting greater support. In addition, some guidelines were created by Tempe Municipal Court staff to outline expectations of staff and job responsibilities.

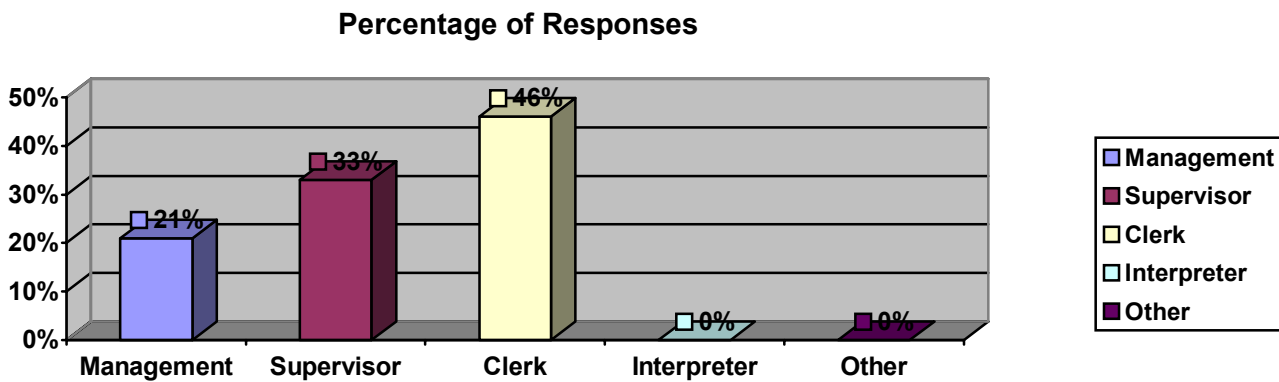
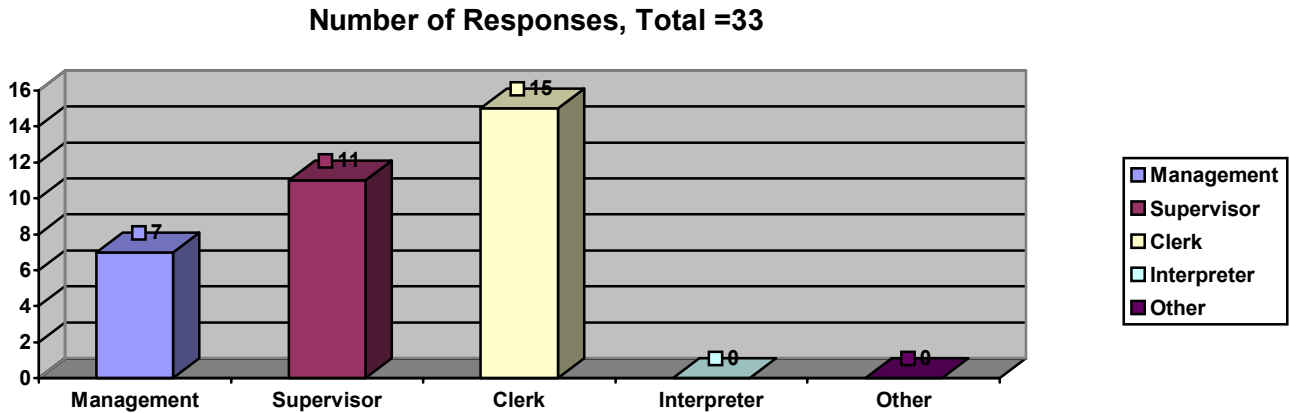
Lastly, a literature review was conducted to evaluate the most common evaluation practices used by other courts and/or organizations. Finding literature on employee performance management was not a difficult task. The research included findings such as: practical guide to performance evaluations; maximizing the value; management practices and concepts; measuring performance; self reviews; peer reviews; traditional reviews; 360 degree feedback; etc. However, finding information on court specific employee performance practices was not so easily achieved. Hence, the reason for disseminating a questionnaire was to acquire information on courts' specific performance evaluation practices.

Unfortunately, the response rate was less than anticipated, but the questionnaires received were very informative. The responses received equated to a small sample size from the forty (40) Limited Jurisdiction Courts in Arizona. A larger scale effort may be initiated through feedback from **all** Arizona Courts in lieu of limiting the research to a specific court type, to confirm these findings.

## RESULTS OF PEFORMANCE EVALUATION QUESTIONNAIRE

### Graph A:

Question #1 and Question #2 – Provide Your Current Position and what category applies to your position title?



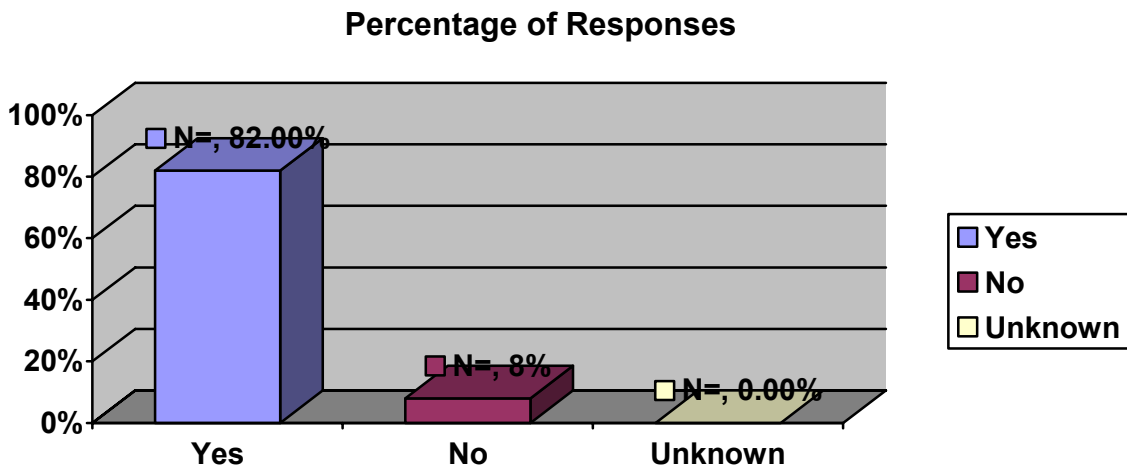
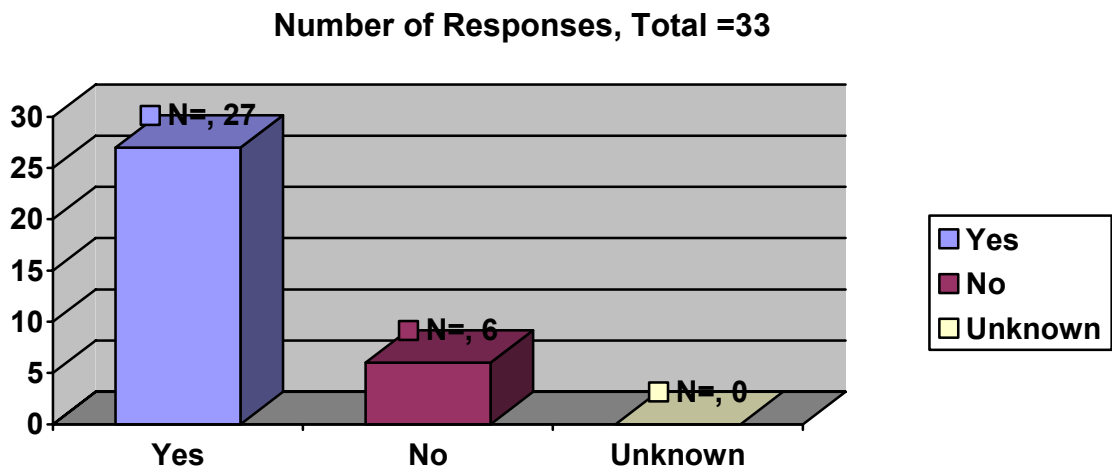
Answer:

Almost half of the responses, sixteen (16) out of thirty-three (33) or forty six percent (46%) categorized their position as “Clerk”, a non-managerial position. Slightly over half or eighteen (18) out of thirty-three (33) or fifty four percent (54%) categorized their position as a managerial

position. These graphs show good representation of upper/middle management and non-managerial positions.

**Graph B:**

Question # 3 - Does the court have a policy governing employee performance evaluation appraisals?

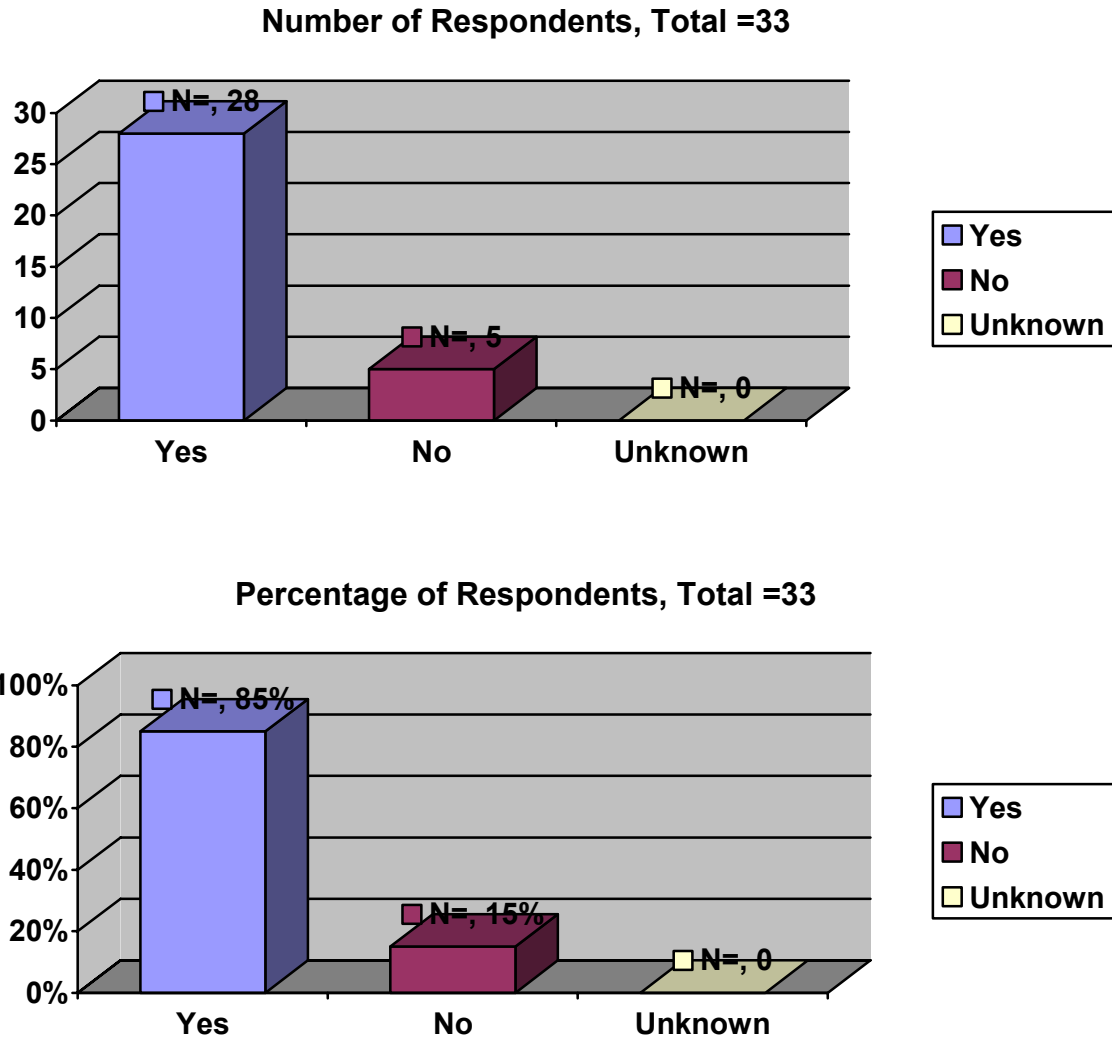


Answer:

The graphs reveal almost all respondent's twenty-seven (27) out of thirty-three (33) or eighty-two percent (82%) indicated their court has a policy for employee performance evaluations.

**Graph C:**

Question #4 - Are employee performance appraisals/evaluations mandatory?

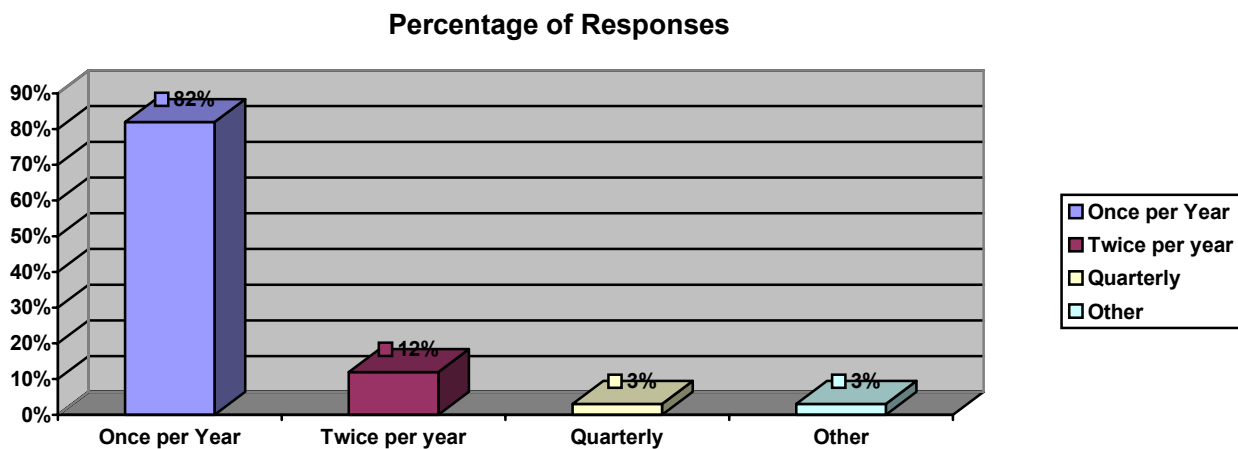
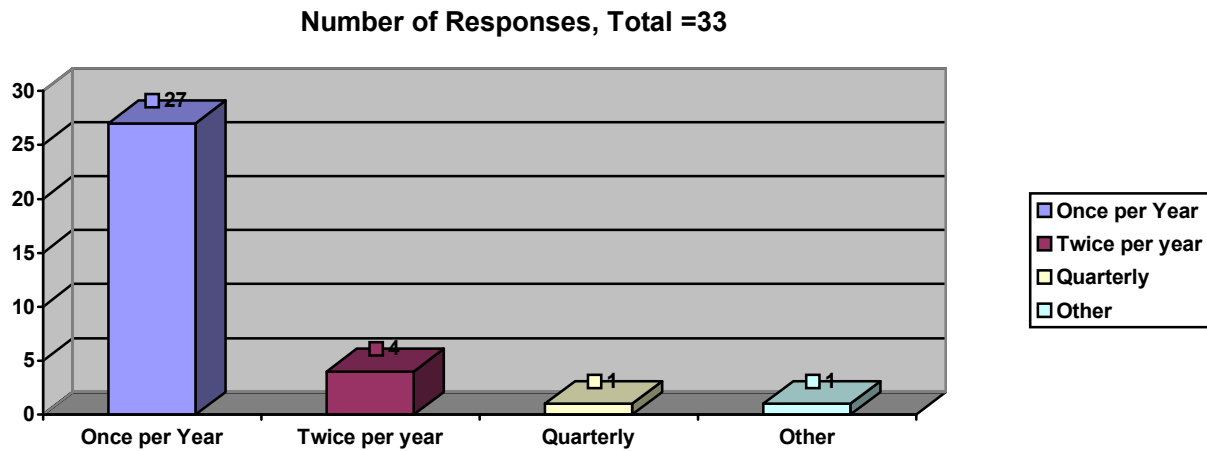


Answer:

The graphs reveal almost all respondent's twenty-eight (28) out of thirty-three (33) or eighty-five percent (85%) indicated their employee performance appraisals/evaluations are mandatory at their court. This number is three (3%) percent higher than the previous question. This indicates three percent (3%) of the eight-five percent (85%) that have mandatory evaluations do not have a policy governing the evaluation process.

**Graph D:**

Question #5 – At what intervals are employee performance evaluations/appraisals conducted?



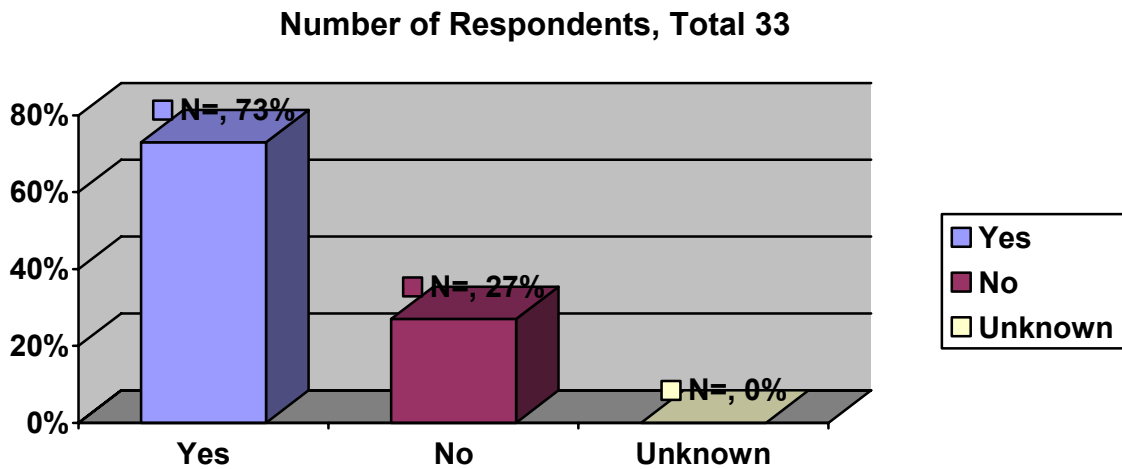
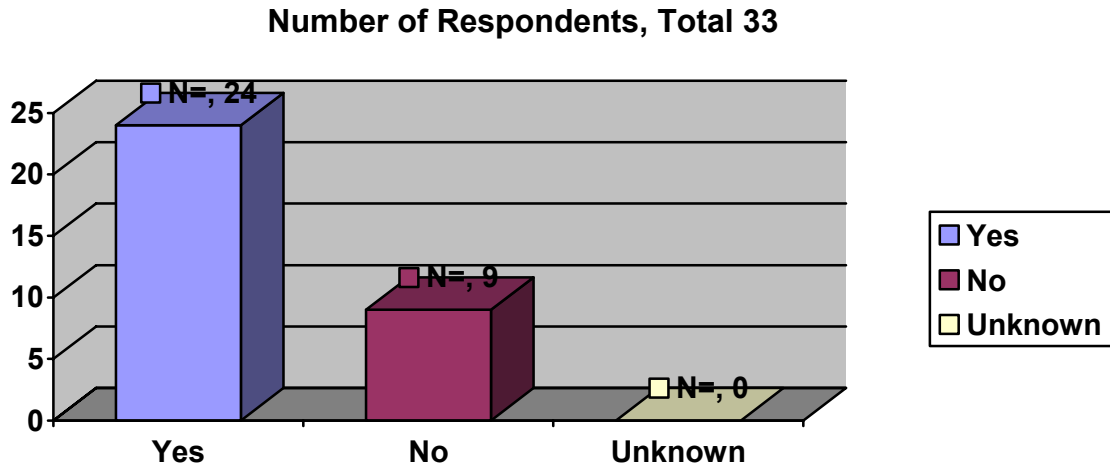
Answer:

The preponderance of the responses twenty-seven (27) out of thirty-three (33) or eighty-two percent (82%) reveals their court has annual performance evaluations. Respondents that represented “Other” indicated, **“No consistency on courts’ evaluation intervals.”**



**Graph E:**

Question #6 - Are performance standards established for each position?

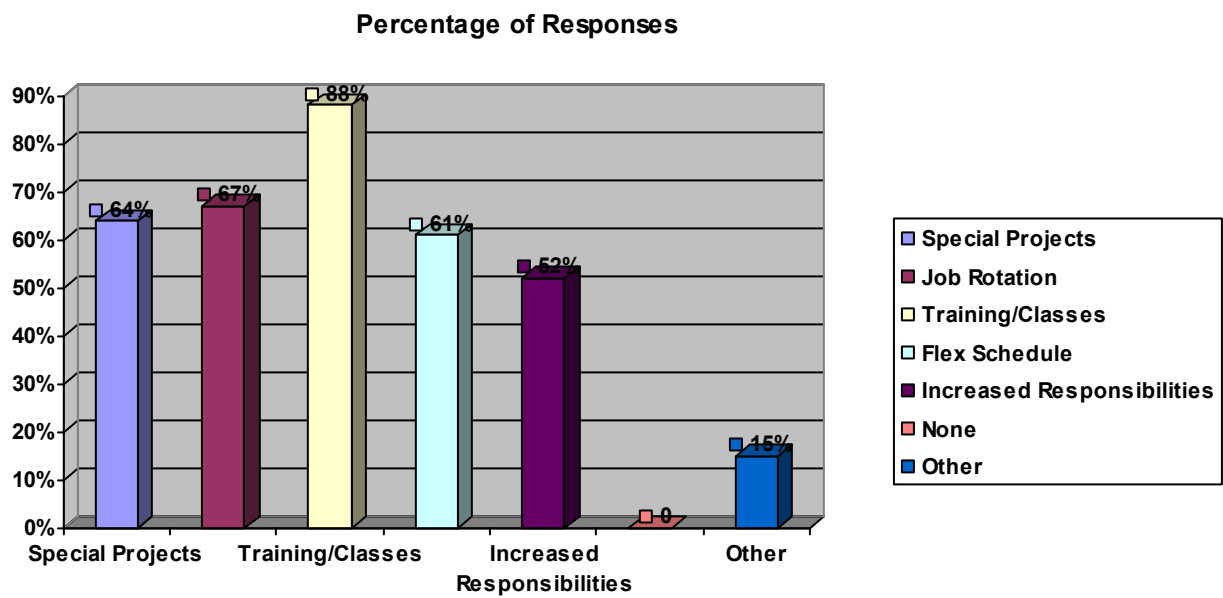
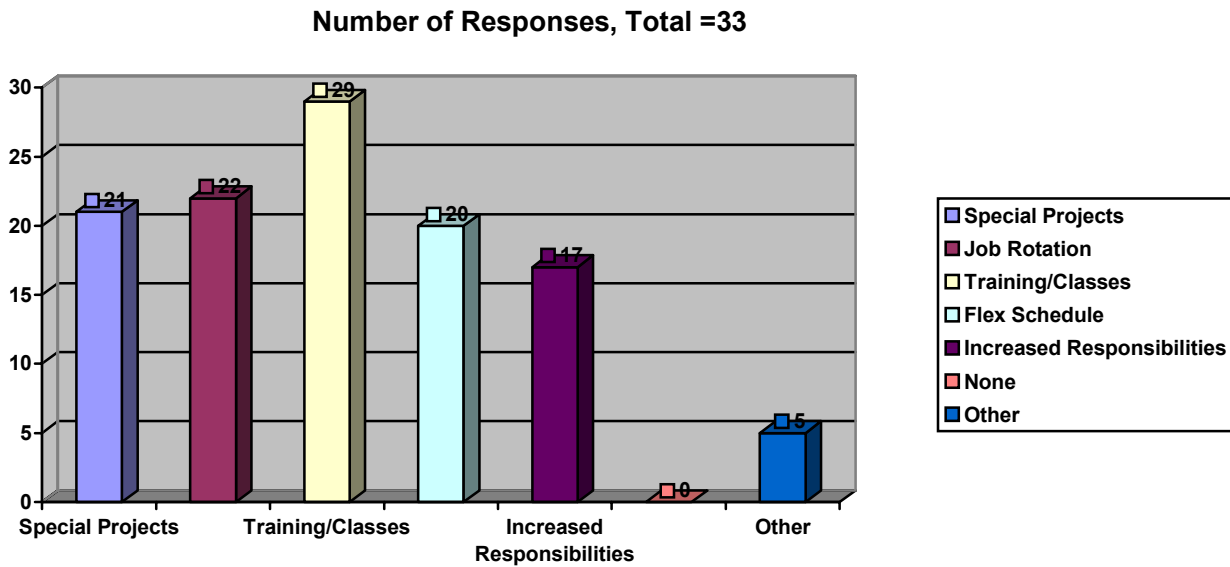


Answer:

Almost seventy-five percent (75%) or (24 out of 33) of the respondents indicated their court has performance standards for each position. The Tempe Municipal Court respondents referenced the training team check lists as established standards for each of the five teams.

**Graph F:**

Question # 7 - How does the court improve employee job satisfaction? \*



**\*Multiple answers per respondent**

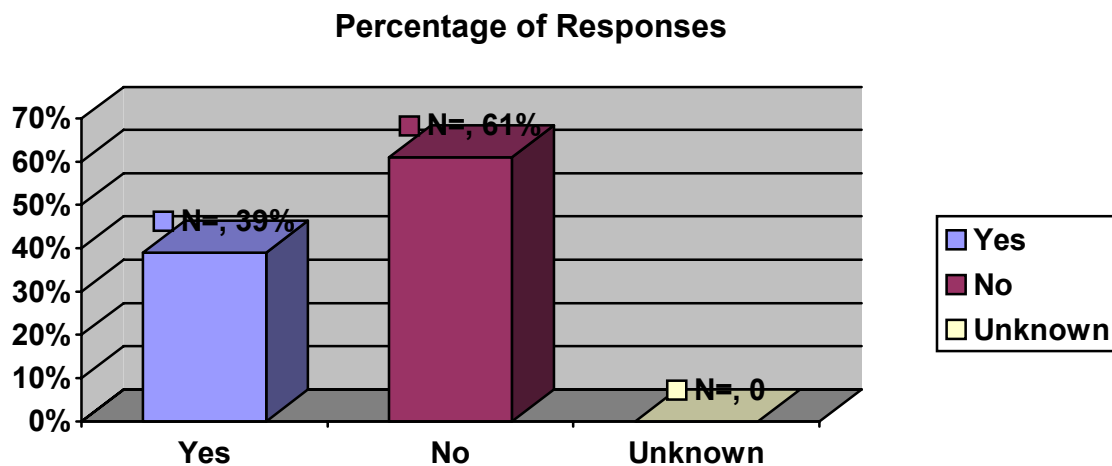
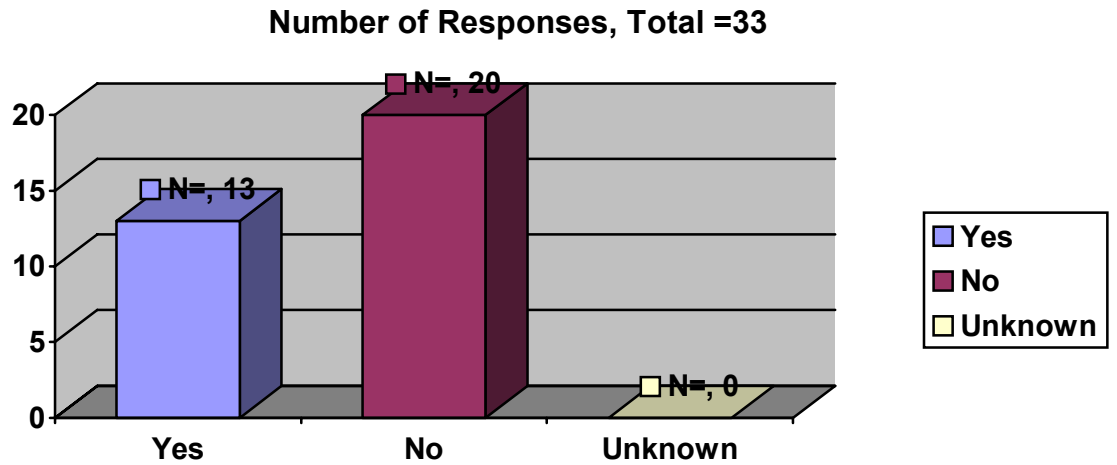
Answer:

Overwhelming responses to these categories by the surveyed courts indicated that these categories were the primary sources used to improve job satisfaction. The “Other” bar graph that

represents fifteen percent (15%) of the responses mentioned employee of the month awards, merit pay and team work.

**Graph G:**

Question #8 - Is employee performance related to pay increases (pay for performance)?



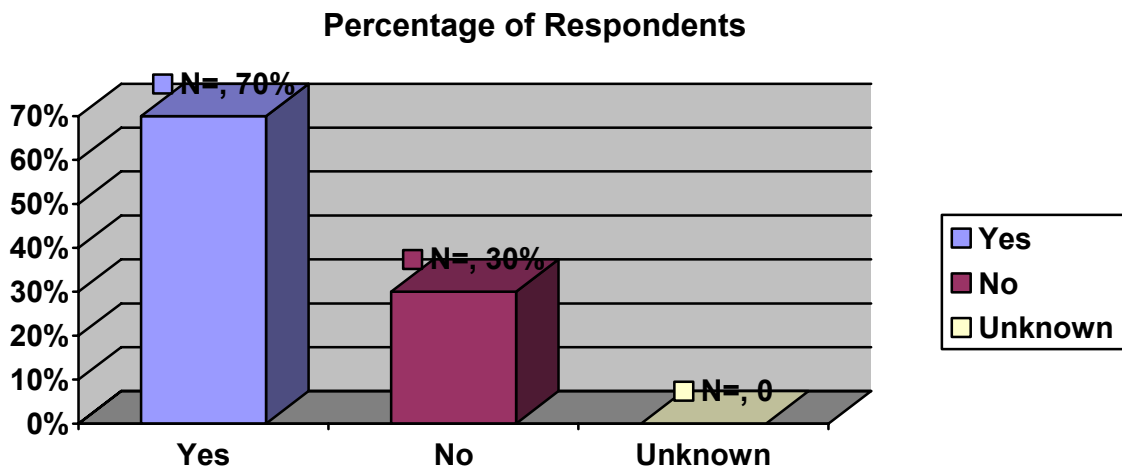
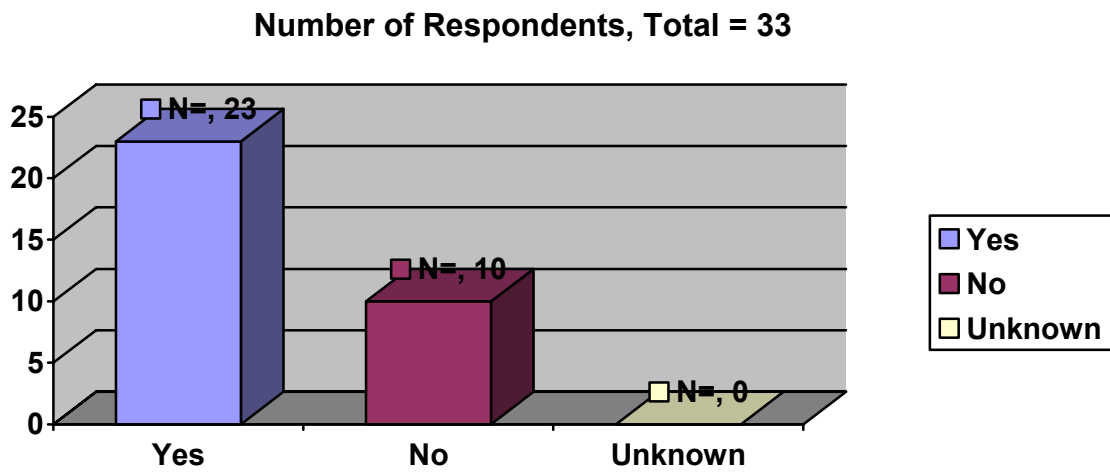
Answer:

The majority of the courts surveyed indicated their evaluations are not tied to pay. However, sixteen (16) of the twenty (20) or eighty percent (80%) “No” responses were from Tempe Municipal Court where there is no pay for performance. Therefore only four (4) or twenty percent (20%) of the “No” responses were from another jurisdiction. Most courts surveyed do

base staff pay increases on performance. The Tempe Municipal Court does not participate in pay for performance due to budget constraints.

**Graph H:**

Question #9 - Do employee performance evaluation/appraisal ratings play a role in promotions and/or disciplinary actions?



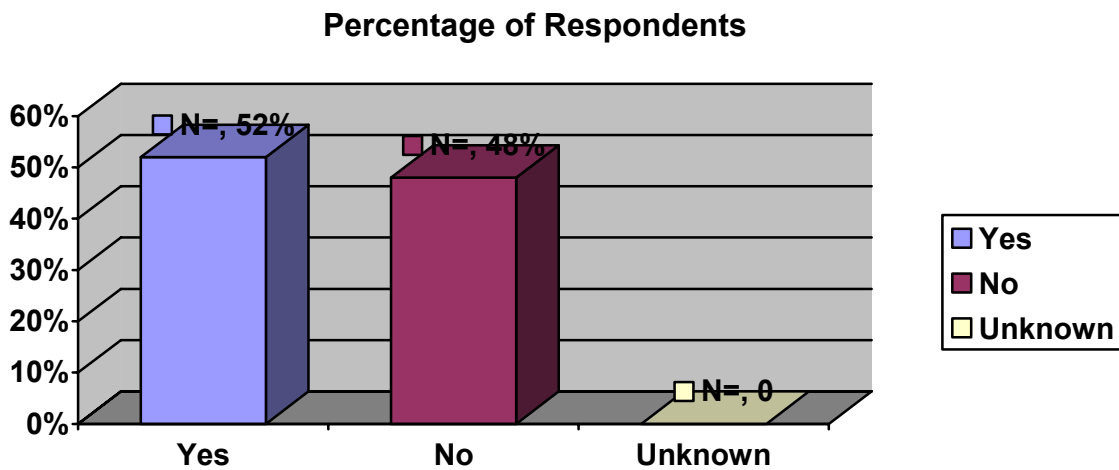
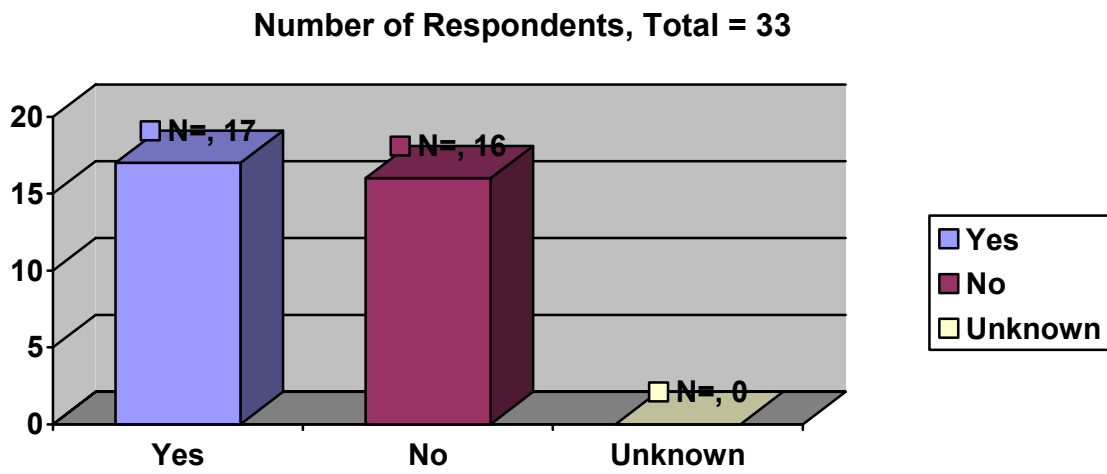
Answer:

The majority twenty-three (23) out of thirty-three (33) or seventy percent (70%) indicated their

court's performance evaluation/appraisal ratings play a role in promotion and/or disciplinary actions.

**Graph: I**

Question #10: Does your evaluation/appraisal rating have an influence on various kinds of incentives?



Answer:

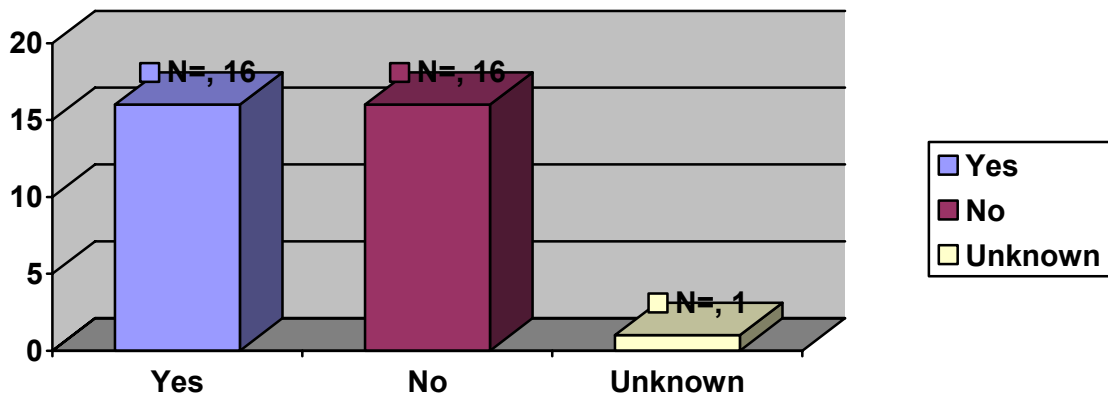
These findings are almost half and half. The data reveals the respondent who indicated they tie pay increases to performance make up the seventeen (17) out of thirty-three (33) or fifty-two

percent (52%) “Yes” bar graph. Also, the Tempe Municipal Court respondents make up the “No” bar graph with sixteen (16) out of thirty-three (33) or forty-eight percent (48%) since the budget can not meet the expense of pay increases based on performance rating.

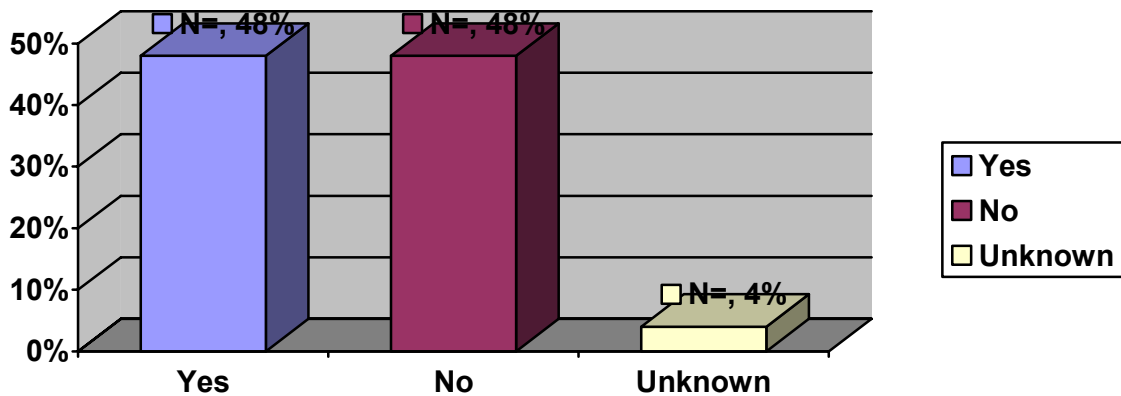
**Graph J:**

Question #11 - Prior to supervisor/management being involved in employee performance evaluation process, was training or education provided to facilitate, prepare and rate employees?

**Number of Responses, Total = 33**



**Percentage of Responses**

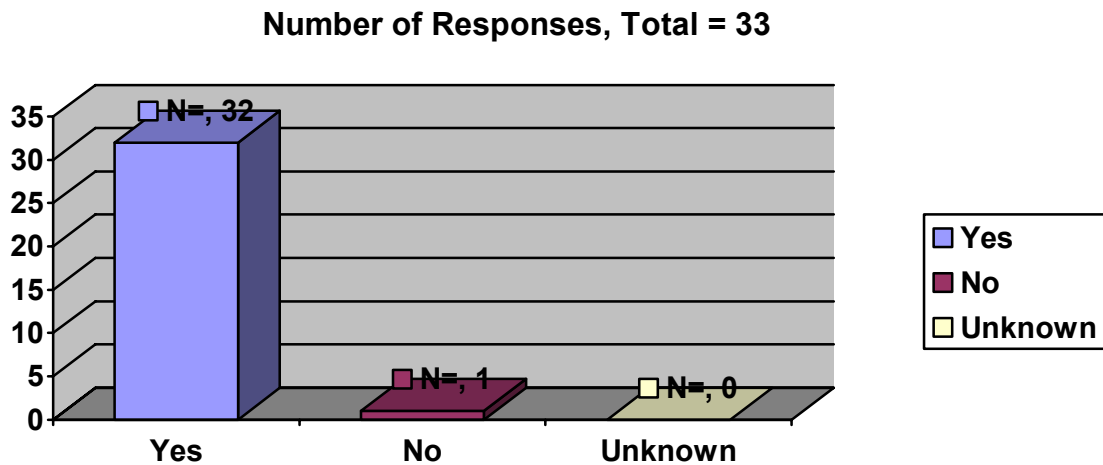


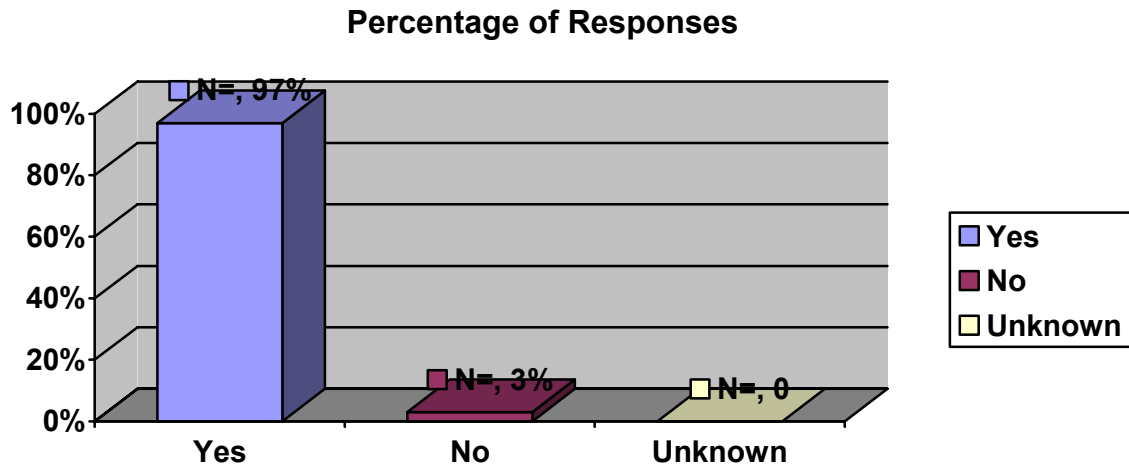
Answer:

In regards to evaluators training, sixteen (16) out of thirty-three (33) or forty-eight percent (48%) respondents indicated supervisors/managers were trained or educated on facilitating, preparing and rating employees prior to their involvement in the process. Ironically, 48% of the survey respondents also indicated supervisors/managers were not trained or educated on the evaluation process. This data plays a paramount role in rating inconsistency amongst raters/management and not enough or effective performance meetings with staff.

**Graph K:**

Question #12 - Do employee performance evaluations address teamwork, attitude and cooperation among staff?\*



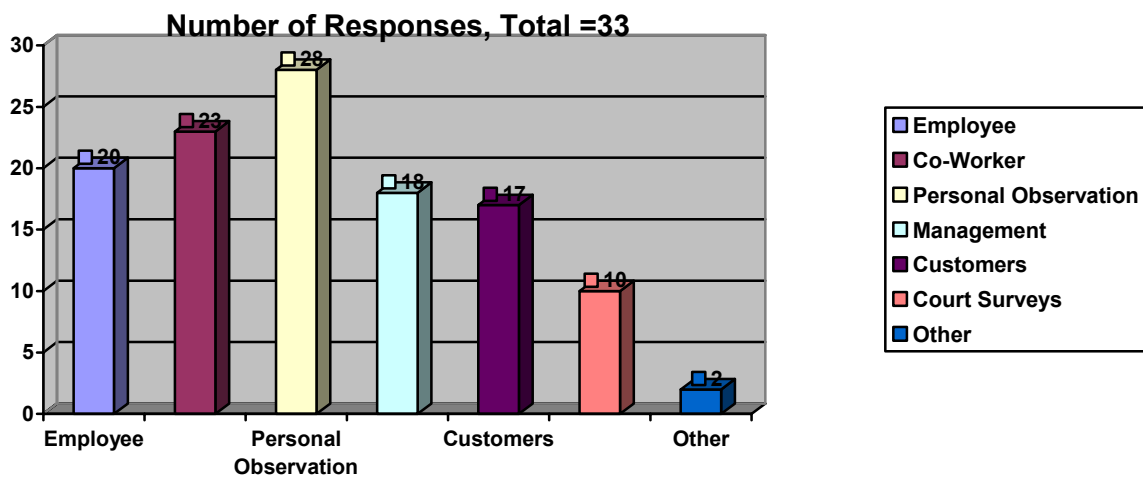


Answer:

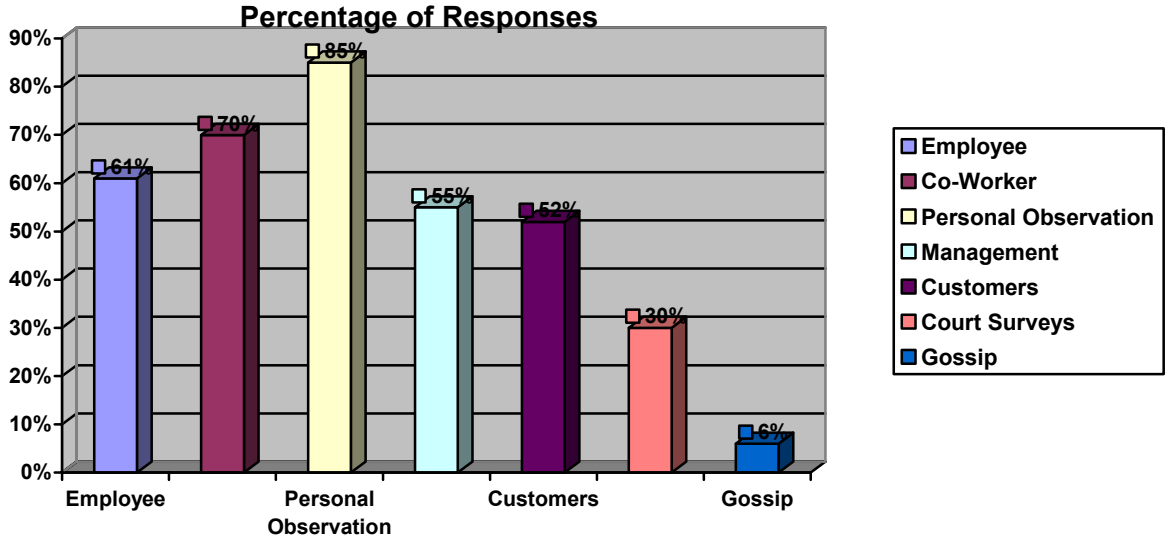
An overwhelming thirty-two (32) out of thirty-three (33) or ninety-seven (97%) address teamwork, attitude and cooperation amongst staff. This data reveals all courts' surveyed agree that teamwork, attitude and cooperation amongst staff are significant areas utilized to evaluate employee performance.

**Graph L :**

Question #13 - How do you become aware of employee problems that affect their performance?\*







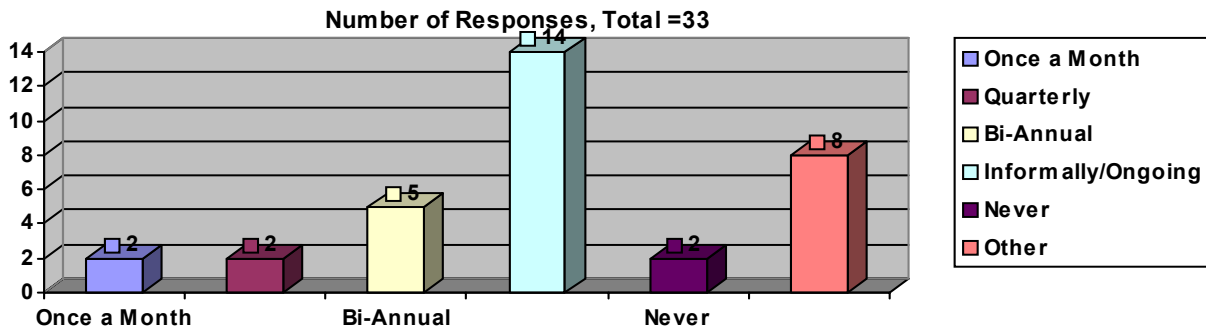
**\* Multiple answers per respondent**

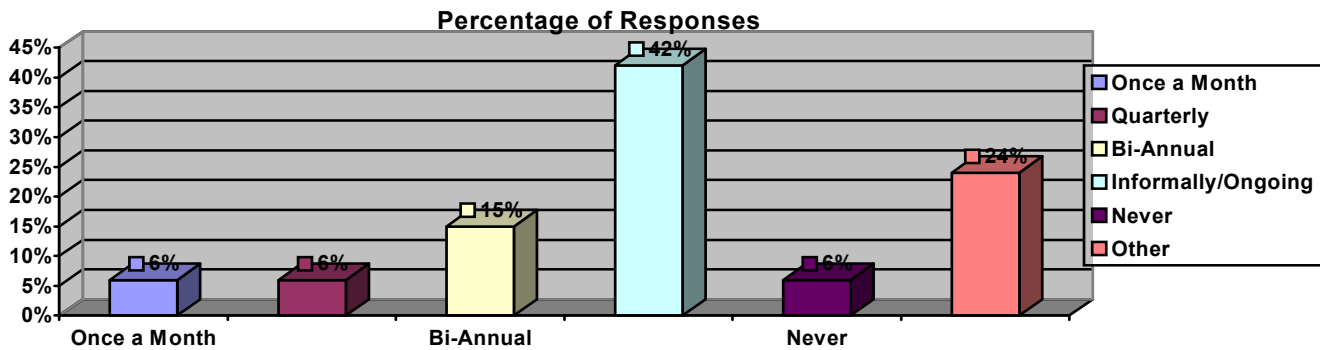
Answer:

The survey responses reveal that most (28 out of 33) or eighty-five percent (85%) become aware of employee’s performance problems by way of personal observation. However, it appears the respondents use personal observation in addition to one or more of the other categories based on the graph results.

**Graph M:**

Question #14 – How often do supervisors/management meet with staff to discuss performance and goals?





Answer:

Informal/On-going bar graph shows fourteen (14) out of thirty-three (33) or forty-six percent (46%) of the respondents most commonly used this method. The second highest bar graph is “Other.” This category represents the break down of the following response:

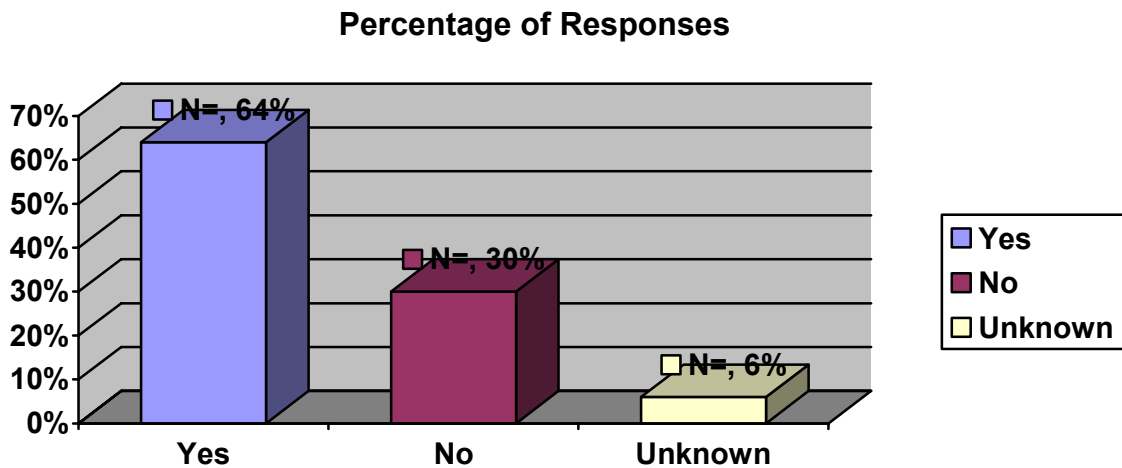
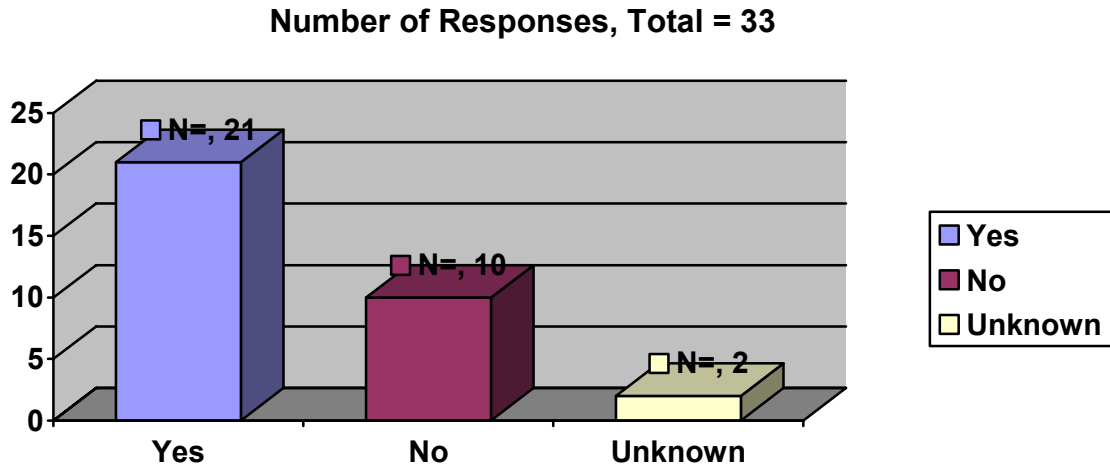
- No Set Standard or No Consistency – (9%)
- Annually – 9%
- Depends on supervisor – (6%)

In fact, seven (7) out of the fourteen (14) or fifty-percent (50%) respondents that indicated management met with staff to discuss performance and goals informally on an ongoing basis also responded that supervisors/management did not receive training on the performance evaluation process.

This definitely adds to the inconsistency and lack of valuable information. This could be one of the reasons why employees don’t feel the informal meetings with supervisors provide performance expectations and their performance status to those expectations. If no training has been given to the supervisor, how will the supervisor know what to provide the employee?

**Graph M:**

Question #15 - Does the court have defined ways of recognizing employee job performance?



Answer:

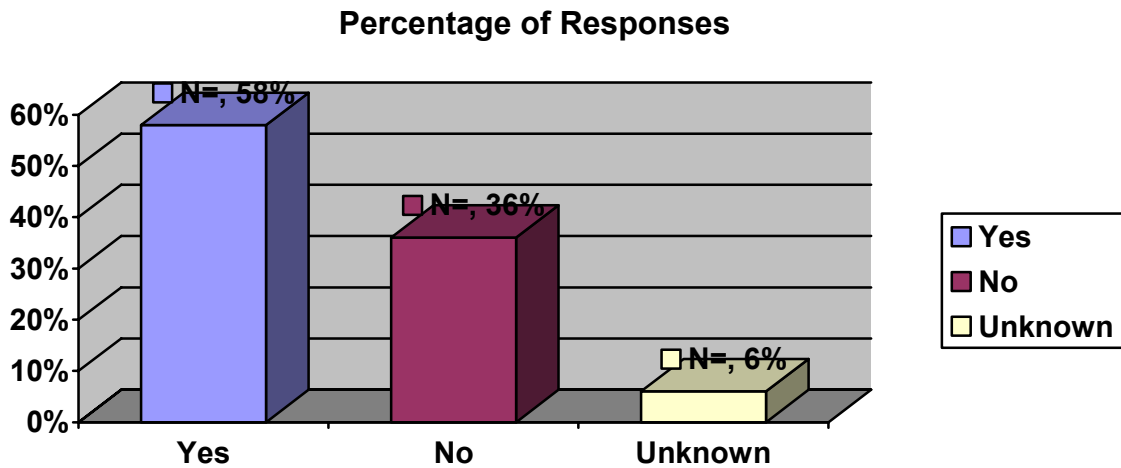
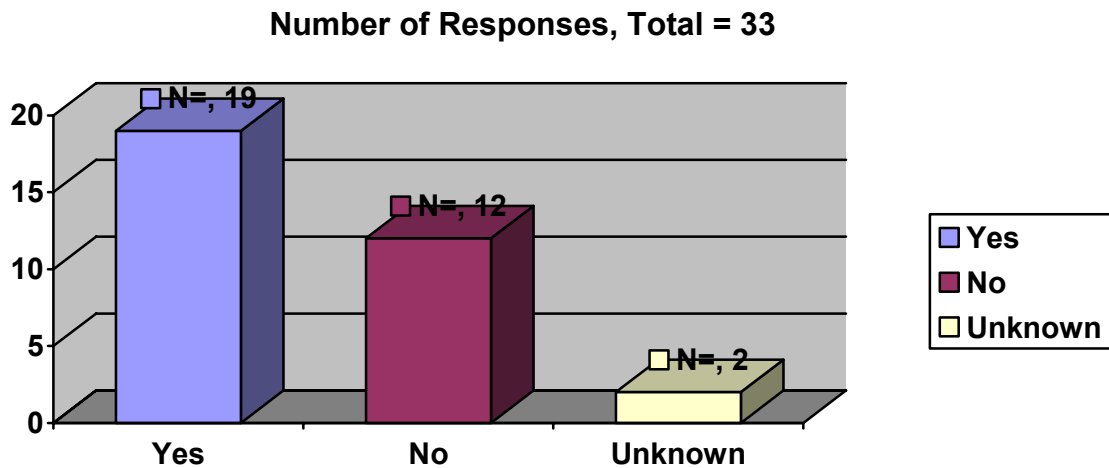
The majority of responses twenty-four (24) out of thirty-three (33) or sixty-four percent (64%) indicated their court has defined ways to recognize employee job performance. Some respondents mentioned:

- Employee of the Month Awards,

- Service Awards
- Extrinsic and Intrinsic Awards.

**Graph O:**

Question #16 - Does the court actively promote career-development and career-path plans for employees?



Answer:

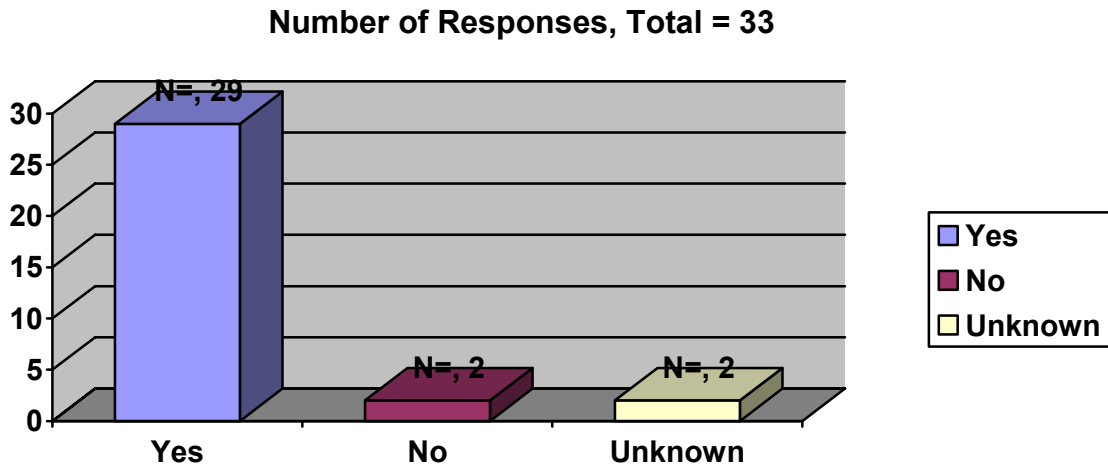
The finding concluded that nineteen (19) out of thirty-three (33) or fifty-eight percent (58%) of court's actively promote career-development and career-path plans for employees.

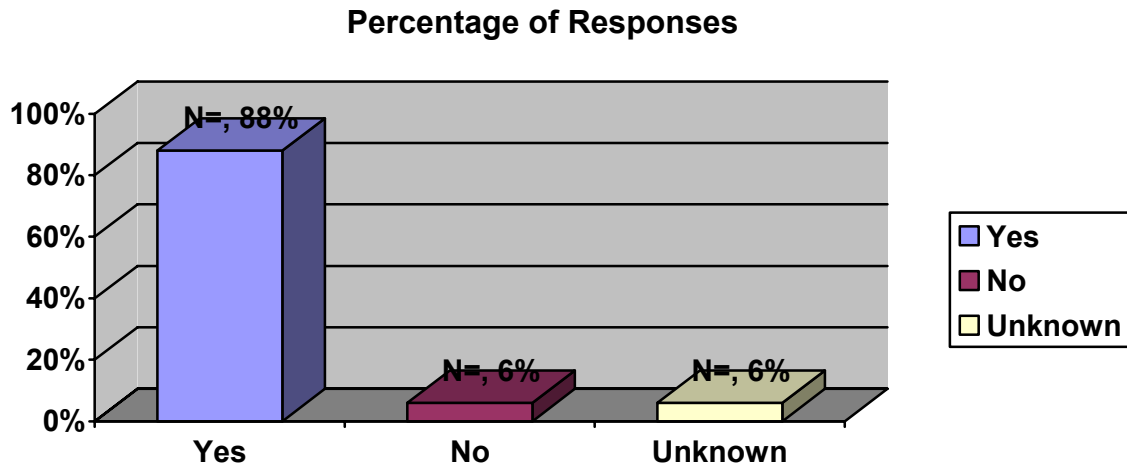
Respondents provided the following examples:

- Tuition Reimbursement
- Cross Training
- Institute of Court Management Classes
- Committee on Judicial Education and Training classes
- Civil Traffic Hearing Officer Training for staff

**Graph P:**

Question #17 - Are employee performance evaluations concluded by a letter or number rating to determine his/her performance?





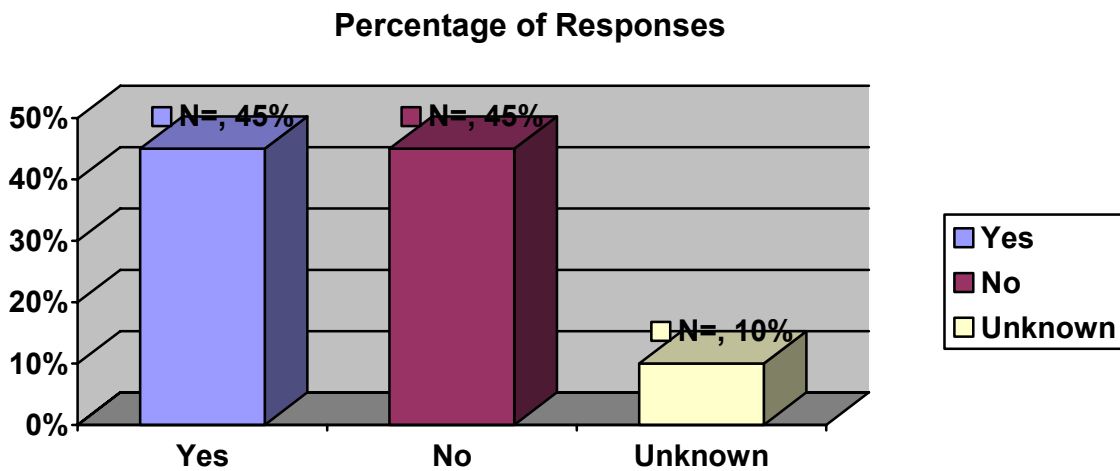
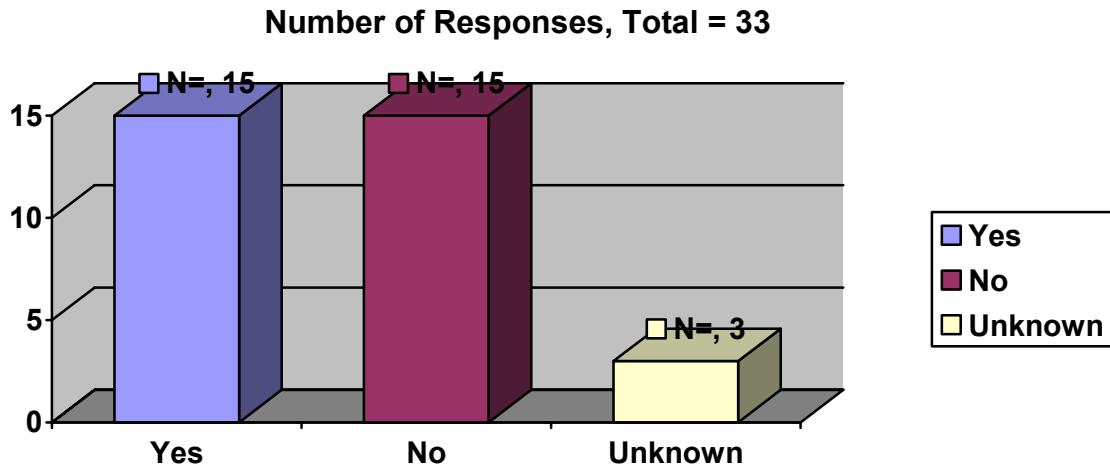
Answer:

The majority of the surveyed courts use a number or letter rating to determine employee performance. Twenty-nine (29) out of thirty-three (33) or eighty-eight percent (88%) use this number or letter rating system. The most common rating scales mentioned were the following:

- Exceptional (5), Exceeds performance (4), Meets requirements (3), Improvement required (2), Unsatisfactory (1).
- Outstanding (5), Above Average (4), Satisfactory (3), Unsatisfactory (2), Needs improvement (1)
- Exceeds, Meets, Needs Improvement

**Graph Q:**

Question #18 - Does the court obtain information for your performance evaluation/appraisal from all levels of the organization using 360 degree feedback?



Answer:

The findings were fifteen (15) out of thirty-three (33) or forty-five percent (45%) “Yes” and the exact same for “No” response. However, with more thorough research it was discovered eighty-seven percent (87%) of the “Yes” responses came from the Tempe Municipal Court. Therefore,

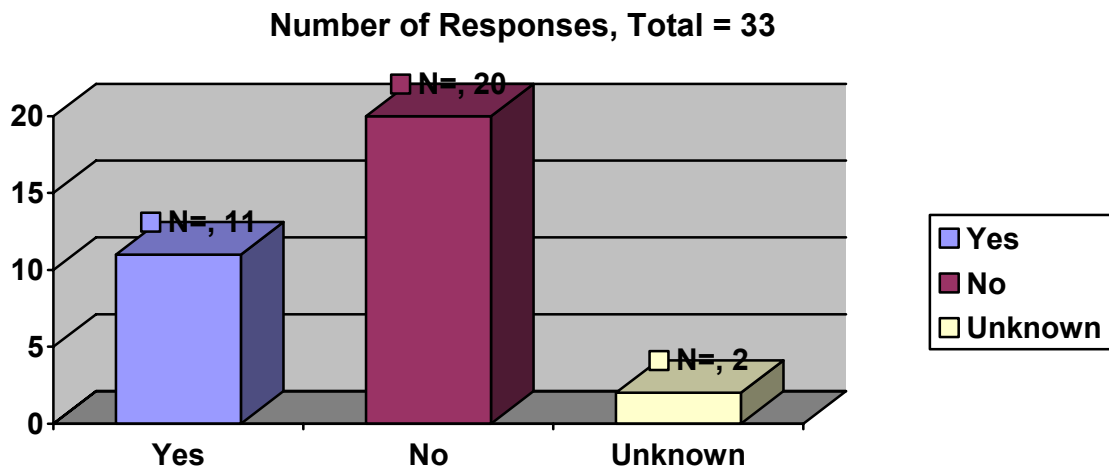
only thirteen percent (13%) or two (2) out of fifteen (15) “Yes” responses came from other jurisdictions.

“Yes” respondents were asked to describe how 360 degree feedback is developed, processed and used for performance evaluations. The most frequent responses were the following:

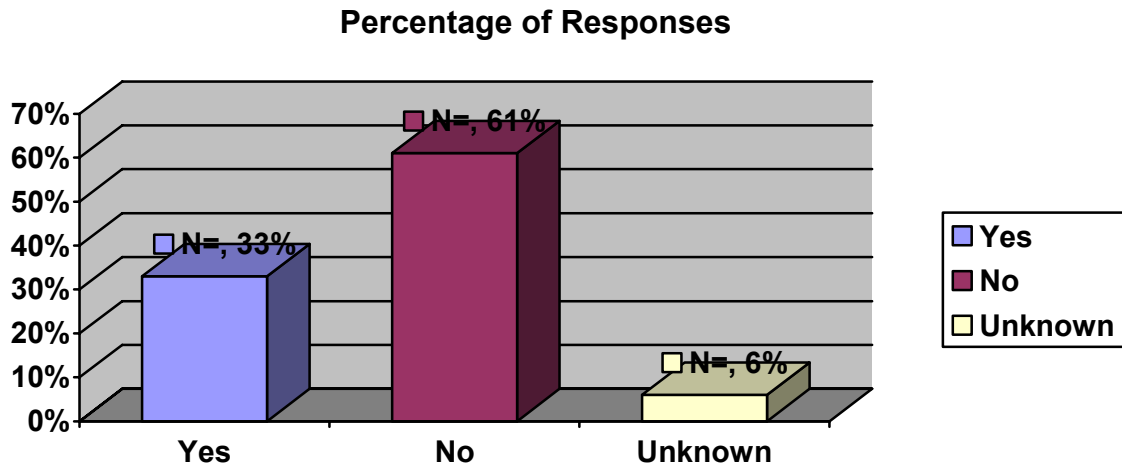
- “Depends on the quality of feedback received and the number of times a given response appears. Numerous responses of the same issue are discussed during the evaluation discussion between employee and supervisor. If this was never addressed before by supervisor it is not placed in evaluation only discussed during the meeting.”
- “We did use this but it wasn’t done correctly by all. It was implemented but with no training.”
- “It was done with out guidelines and only certain items are used based on what the supervisor decides is relevant.”
- “Feedback comes from co-workers that work directly with individual.”
- “Received in different ways not used consistently or given in a useful manner which doesn't assist in giving a true rating.”

**Graph R:**

Question # 19 - Does the court utilize Individual Development Plans (IDPs) for employee performance/development?





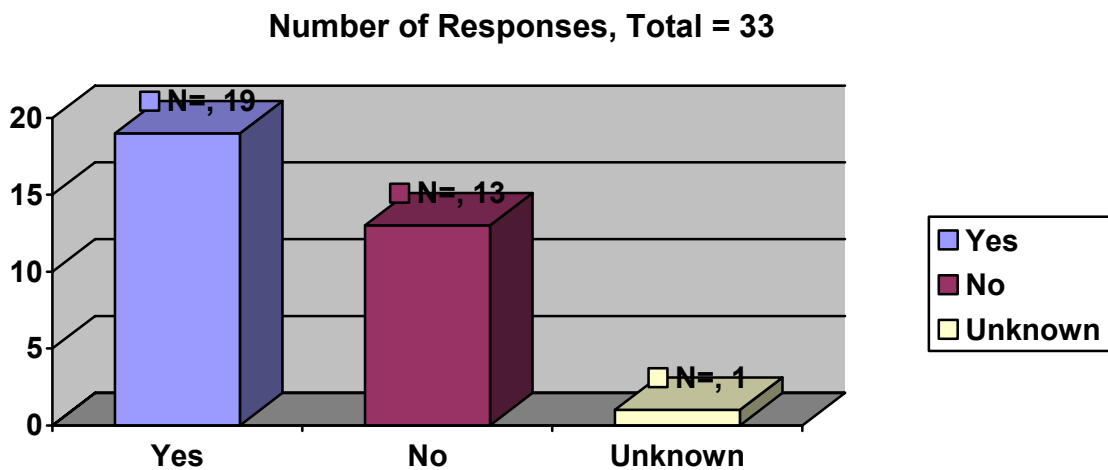


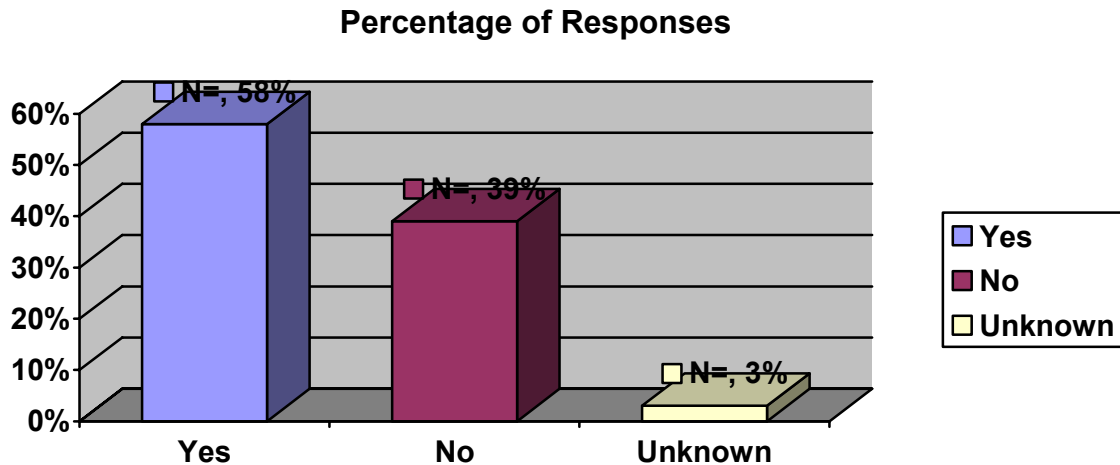
**Answer:**

The majority of the responses reveal that their court does not use the IDP tool to evaluate employee performance. However, this does not mean they do not promote this tool. This performance tool is usually brought forward and initiated by the individual and not required or mandatory to complete.

**Graph S:**

Question #20 - Do you believe the court's employee performance evaluation/appraisal process is an effective tool for the **organization**?





Answer:

The bulk of the respondents nineteen (19) out of thirty-three (33) or fifty-eight percent (58%) think the employee performance evaluations process is an effective tool for the organization. The “YES” respondents provided the following comments to why a performance evaluation process is an effective tool for the organization:

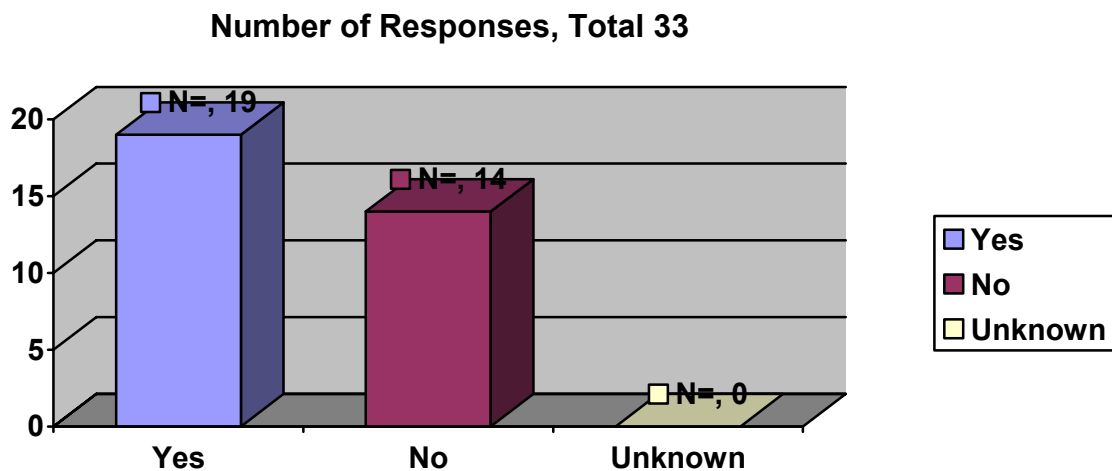
- “Evaluations are particularly effective when the employee understands and uses the finding to improve performance and grow on the job.”
- “A properly designed performance evaluation that has employee buy in and is administered in the proper manner is essential in documenting individual job performance.”
- “Gives the employee and overall organization goals to work toward to help improve with the changing times.”
- “The performance management guide requires the supervisor to provide more extensive and specific written feedback of the employee's performance which in turn enables the organization to understand and address deficiencies.”
- “It is effective, but from my experience the employee is never satisfied unless they have the highest rank, even if they do not perform at that level.”
- “Track performance, address areas for improvement.”

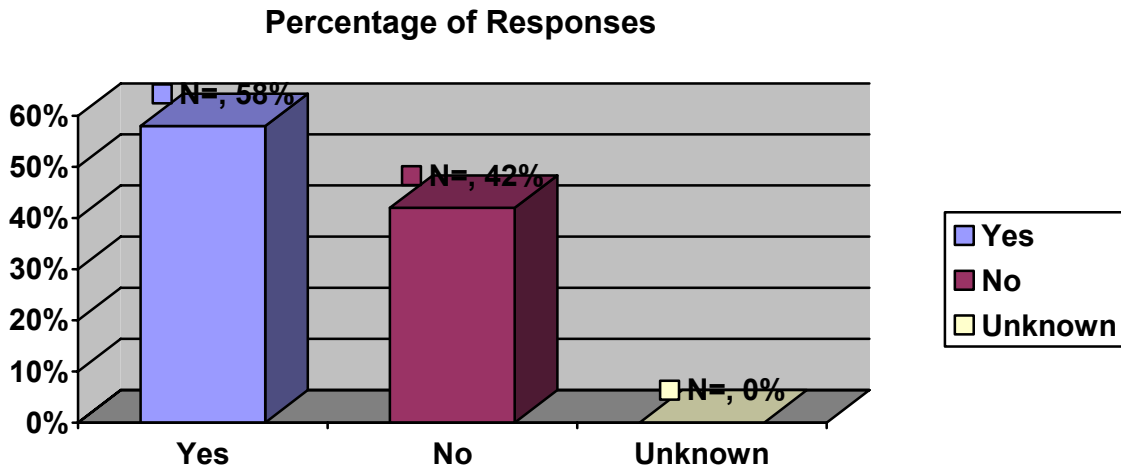
The “NO” respondents provided the following explanations why a performance evaluation process is not an effective tool for the organization:

- “Too subjective, no set standards to follow.”
- “Although management pushes them as a good tool, the inconsistency which they are administered is difficult to get the employees buy in and consequently nobody takes them seriously. If there are no repercussions for a bad evaluation, or incentive for a good one, why should anyone care about them?”
- “It harbors many negative aspects and no one ever receives less than excellent (above average), which means they are being done incorrectly.”
- “Evaluations are only done annually and may not reflect the entire year.”
- “Training needs to be done, needs to be work related. All management must be consistent.”

**Graph T:**

Question #21 – Do you believe the court's employee performance evaluation/appraisal process is an effective tool for the **employee**?





Answer:

Again, the bulk of the respondents nineteen (19) out of thirty-three (33) or fifty-eight percent (58%) think the employee performance evaluations process is an effective tool for the employee.

The **“YES”** respondents provided the following comments to why a performance evaluation process is an effective tool for the employee:

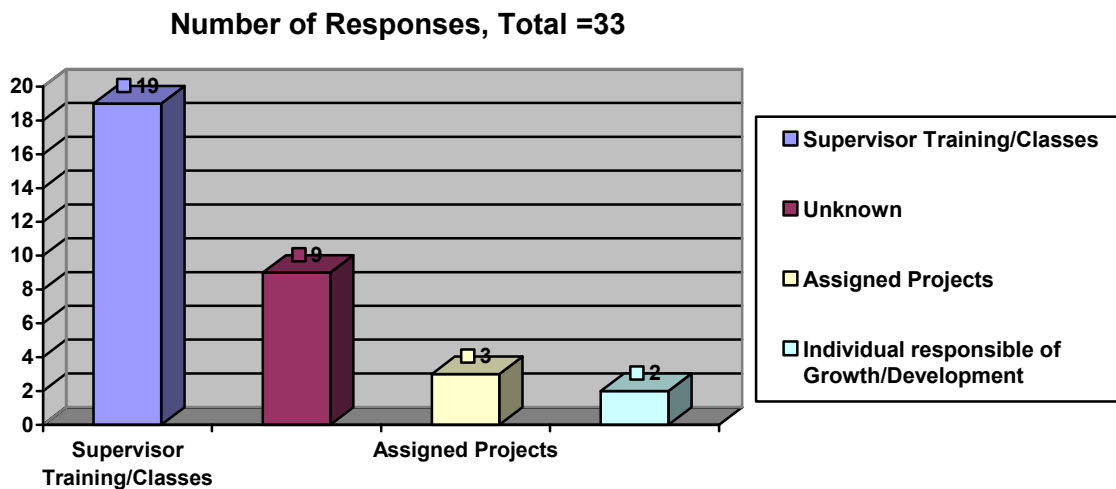
- “If administered fairly and consistently the process is effective to the employee.”
- “Performance evaluation is particularly effective when the employee understands and uses the findings to improve performance and grow on the job.”
- “Expectations and goals are spelled out.”
- “Supervisor defines and explains current goals accomplished & future goals for the employee to work towards.”
- “The required written feedback provides more extensive and specific information to the employees on where and how they need to improve and where and how they have excelled.”
- “It allows me to look and see if I need any improvement.”

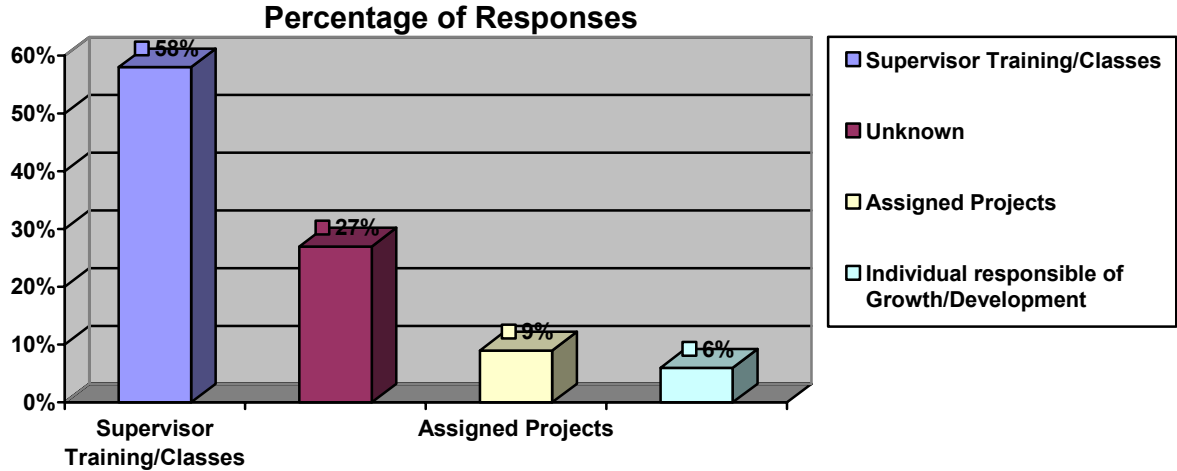
The **“NO”** respondents provided the following explanations to why a performance evaluation process is not an effective tool for the employee:

- “Employees generally seem to believe their job performance to be better than it may be. Most processes are highly subjective and are not tied to clearly articulated job requirements.”
- “Although management pushes them as a good tool, the inconsistency which they are administered is difficult to get the employees buy in and consequently nobody takes them seriously. If there are no repercussions for a bad evaluation, or incentive for a good one, why should anyone care about them?”
- “No guidelines the evaluations are meaningless”
- “Employee gets raise with or without evaluation.”

**Graph U:**

Question #22 - How does the court assist supervisors to develop?



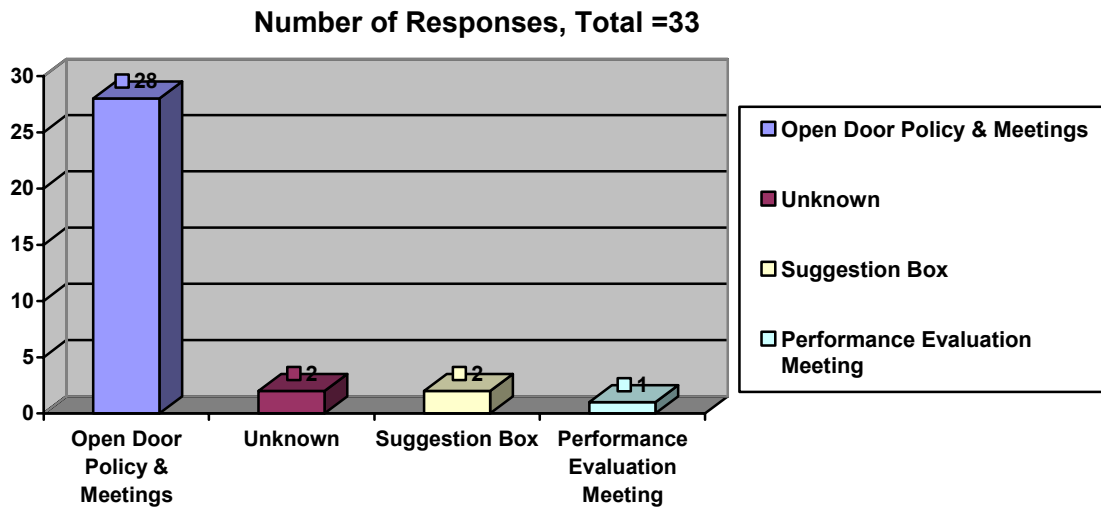


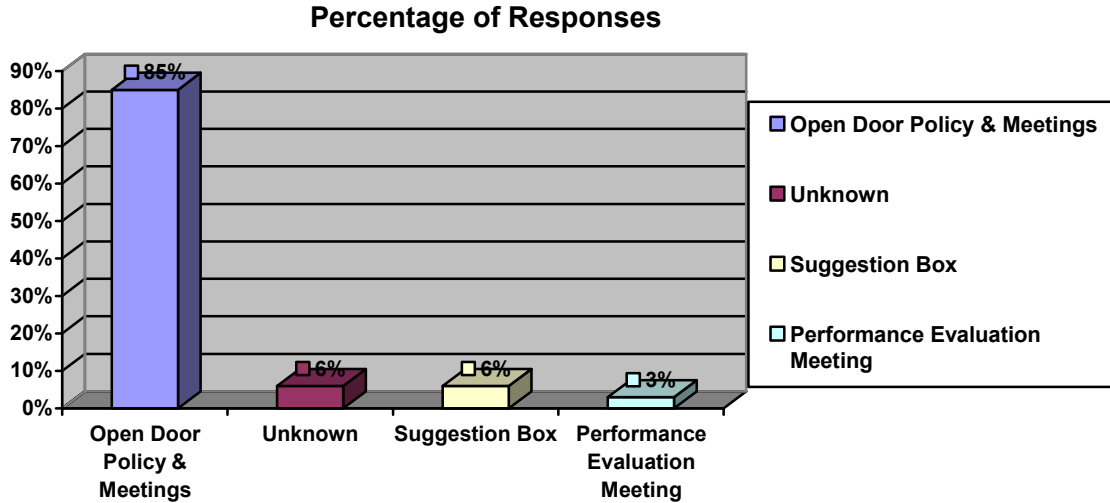
Answer:

Survey information show that nineteen (19) out of thirty three (33) or fifty-eight percent (58%) of courts assist in development by offering supervisor training or classes. Surprisingly, the next highest bar graph is the “Unknown” category, 27% are unaware if or how court’s assist supervisors to develop.

**Graph V:**

Question #23 - What means are available to discuss ideas, goals and problems?



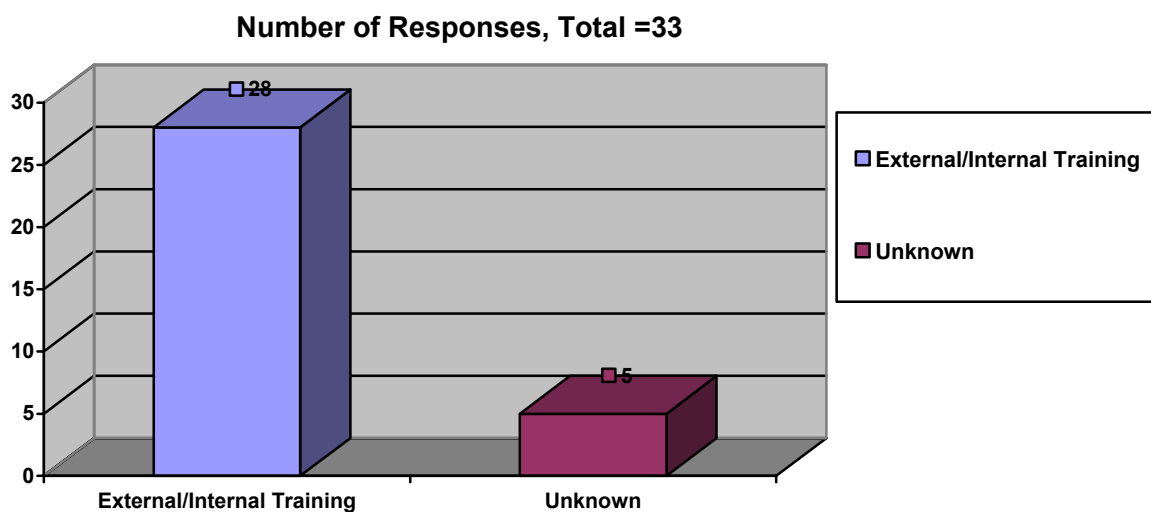


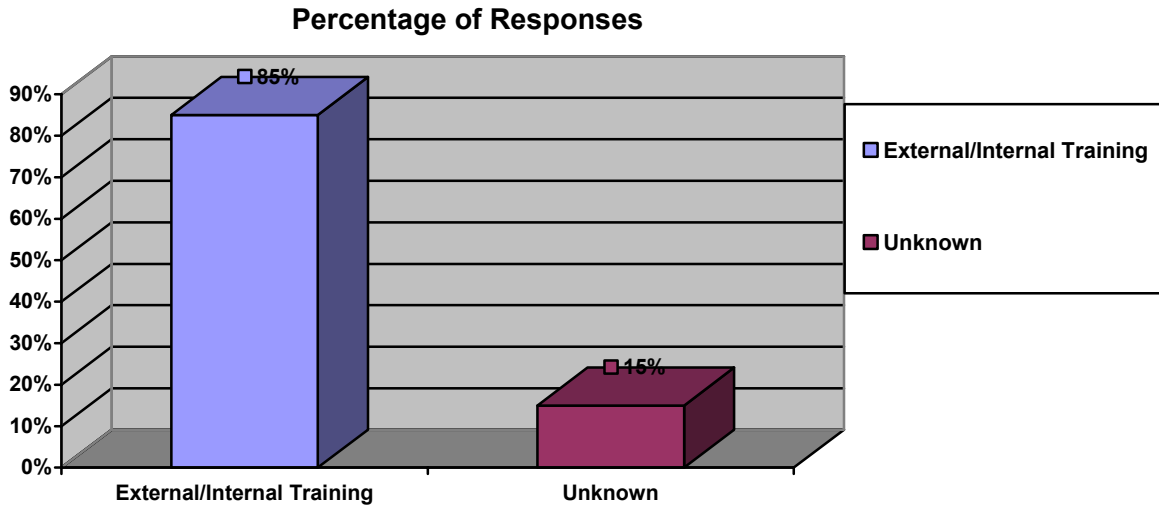
Answer:

The overall response was Open door policy/Meetings, twenty-eight (28) out of thirty-three (33) responses indicated their court has an open door policy to discuss suggestions and concerns with management at any given time. These findings were very positive and show staff's input is valuable to the organization.

**Graph W:**

Question #24 - What kind of training does the court provide to improve the performance of those receiving evaluations/appraisals?





Answer:

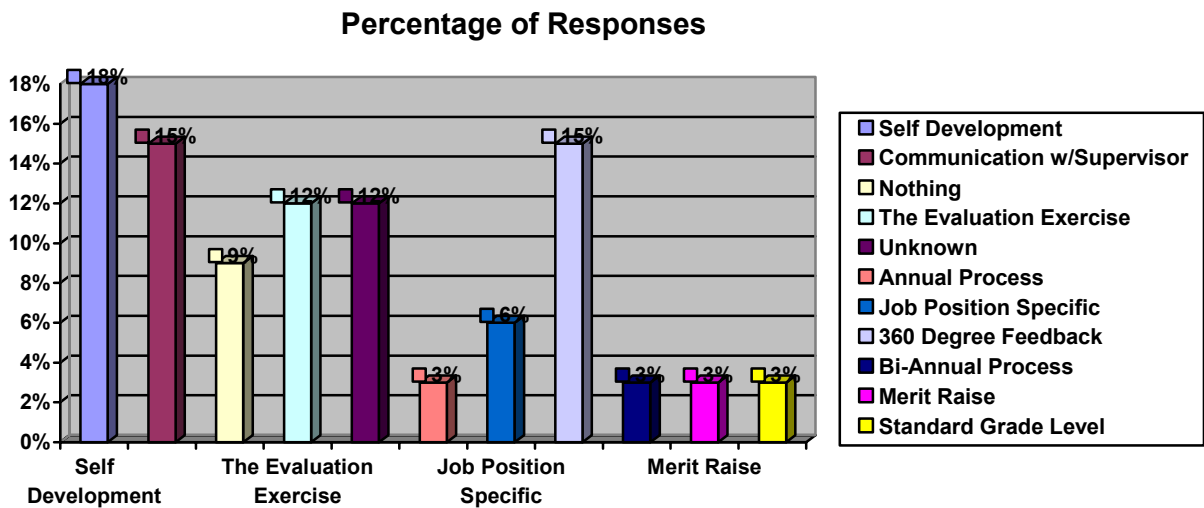
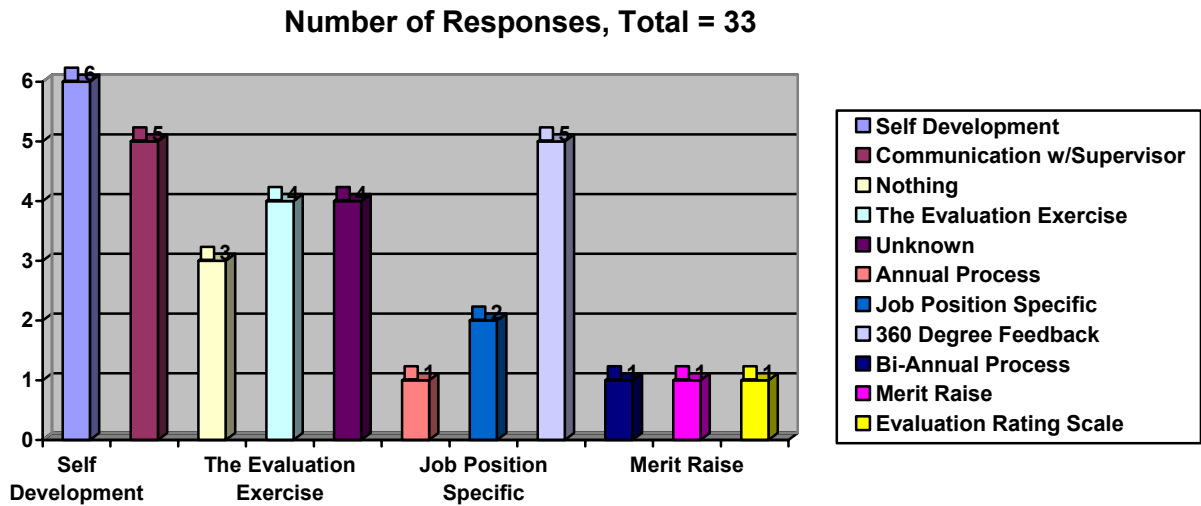
The overall respondents selected external/internal training, twenty-eight (28) out of the thirty-three (33) or eighty-five percent (85%). The most mentioned training courses were the following:

- Out-Side Training
  - C0-JET,
  - Arizona Government Training
  
- In-House Training
  - Cross-Training
  - One on One Training
  - City offered Classes)



**Graph X:**

Question #25 - What do you like most about the court's employee performance evaluation process?\*



Answer:

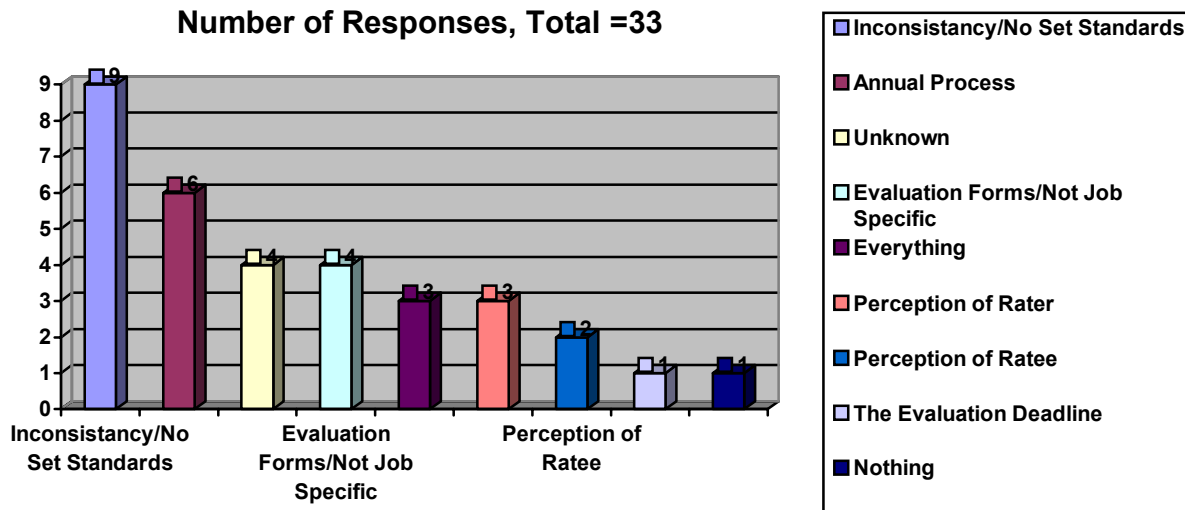
The answers were grouped in these categories based on the information provided by the respondents. The top three categories among the eleven listed were:

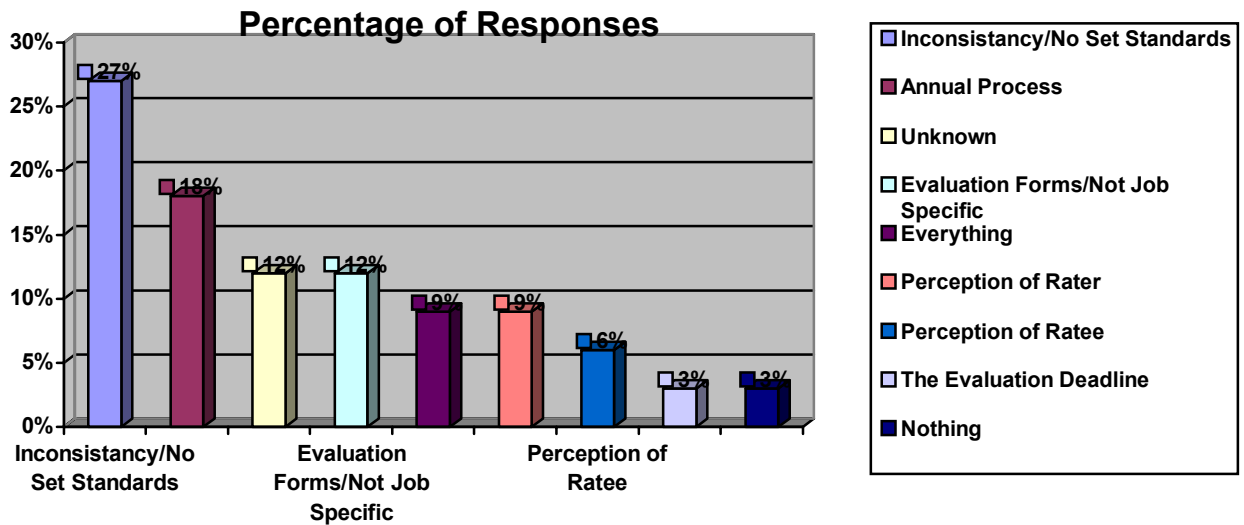
- Self Development – 18%
- Communication with Supervisor – 15%
- 360 Degree Feedback – 15%

These findings indicated staff prefers performance input from the individual ratee (themselves), rating supervisor and peers. Staff uses the input provided from all three of the categories to grow and develop on an individual, peer and subordinate level. Self, peer and supervisor evaluations are encompassed in the 360 degree feedback tool.

**Graph Y:**

Question #26 - What do you like least about the court's employee performance evaluation/appraisal process?





Answer:

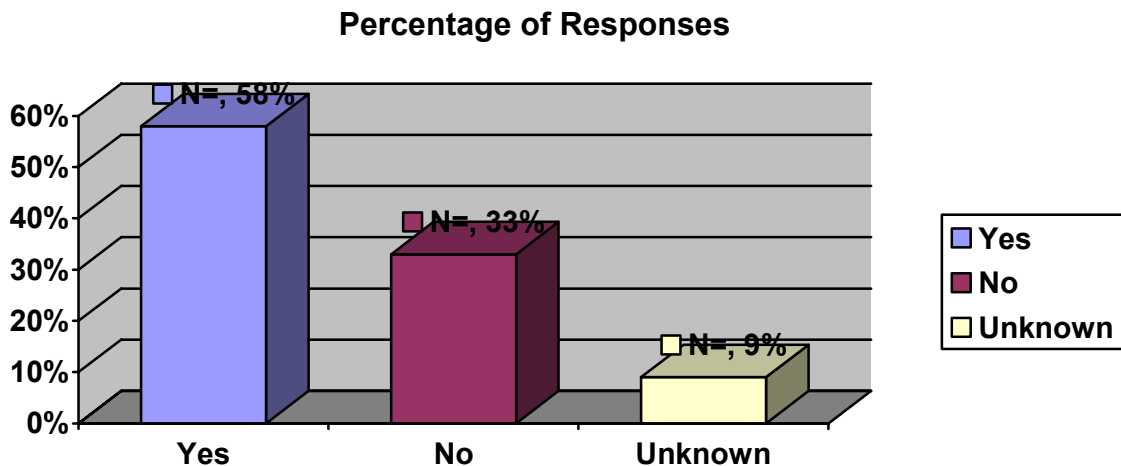
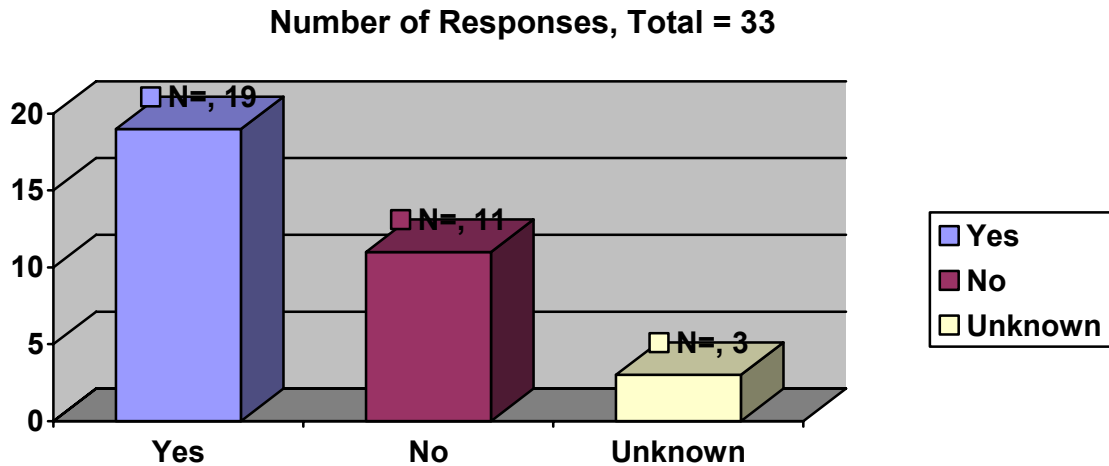
The answers were grouped in these categories based on the information provided by the respondents. The top categories among the nine listed were:

- Inconsistency/No Set Standards – 27%
- Annual Performance Evaluations (Administered only once a year) – 18%
- Unknown – 12%
- Evaluation Forms not specific to each court position – 12%

These four categories reveal that employees want standards to be established and followed on performance evaluation process in order for the process to be beneficial and fair amongst the organization. The process should be followed and the same amongst staff. However, the evaluation form needs to be specific for each court position. Lastly, court staff wants more evaluation than one per year.

**Graph Z:**

Question #27 - Do the employee performance evaluation/appraisals vary based on employee's job position?



Answer:

The majority of respondents' stated that the employee performance evaluations nineteen (19) out of thirty-three (33) or fifty-eight percent (58%) vary based on the job position. The common "Yes" responses were the following:

- "Job duties, standards and expectations are different based on job title."

- “Management, Supervisors and Staff are handled differently.”
- “They vary because certain employees have different job responsibilities and may be grades differently than other employees.”
- “Factors are specific to job duties.”

The majority of the “Yes” respondents were from other courts’ other than Tempe Municipal court. The majority of the “No” respondents were Tempe Municipal Court Staff. This data reveals that the majority of the respondents who indicated the “evaluation forms were not specific to each court position” is what they liked least about the court’s employee evaluation in question # 26 were Tempe Municipal Court respondents.

## **SUMMARY OF PERFORMANCE EVALUATION QUESTIONNAIRE RESULTS**

The survey findings showed the majority of the court's have a policy governing employee performance evaluations and are mandatory within the court. The majority of surveys indicated their court has established performance standards. All respondents indicated the court is dedicated to improving job satisfaction by assigning special projects, rotating job positions, training/classes, flexible schedules, increase in responsibilities, merit pay and employee of the month. Not one respondent indicated their court does nothing to improve job satisfaction. Those surveyed agreed that teamwork, attitude and cooperation among staff are significant factors when utilized to evaluate employee performance.

Also, performance evaluations play a significant role in promotion and/or disciplinary actions. The fact that most courts use employee performance evaluations to determine teamwork, attitude, cooperation among staff, promotion, discipline or used to determine pay increases are justifiable reasons why employee evaluations provide valuable information. These findings revealed that employees' desire more structured meetings with their supervisor to discuss their performance. The overall suggestion was to provide quarterly reviews which allow employees to work on areas prior to the end of the evaluation period. Some survey respondents even commented on how the only discussion with their superior regarding performance and goals was held during the annual performance evaluation meeting. Employees want on- going feedback and valuable input in order to increase their professional net worth by communicating their strengths, and concerns while developing individual opportunities that assist in achieving organizational goals.

In order to provide this useful information to benefit the organization and employee most courts indicated they meet with their employee on an informal on-going basis. The interesting

part is that forty-two (42%) percent indicated their courts do this, but is it providing the right information to assist employees and court's in their professional growth? Based on the research finding in regards to evaluators training, forty-eight percent (48%) of respondents indicated supervisors/managers were trained or educated on facilitating, preparing and rating employees prior to their involvement in the process. This leads to another forty-eight percent (48%) of the survey respondents indicated supervisors/managers were not trained or educated on the evaluation process. This data plays a paramount role in rating inconsistencies among raters/management and not enough on effective performance meetings with staff.

In fact, fifty-percent (50%) of respondents that indicated management met with staff to discuss performance and goals informally on an on-going basis **also** responded that supervisors/management did not receive training on the performance evaluation process.

The enlightening part of the questionnaire findings was question #18, "Does the court obtain information for your performance evaluation/appraisal from all levels of the organization using the 360 degree feedback process. The findings were fifty-percent (50%) "Yes" and fifty-Percent (50%) "No". However, eighty-seven percent (87%) of the "Yes" responses came from the Tempe Municipal Court. 360 degree feedback was used in only thirteen percent (2 surveyed responses) of the courts other than Tempe Municipal Court.

These findings also indicated staff prefers performance input from the individual ratee (themselves), but also from the rating supervisor and peers. Staff uses the input provided from all three of the categories to grow and develop on an individual, peer and subordinate level. Self, peer and supervisor evaluations are encompassed in the 360 degree feedback tool.

One may argue, the research survey results may be skewed due to the Tempe Municipal Court's high involvement in this survey. Sixteen (16) out of the thirty-three (33) respondents of

this survey were Tempe Municipal Court staff. To reduce this concern next time, the researcher would not limited the survey to only limited jurisdiction courts in Arizona, but request all courts in Arizona to partake in this survey to increase the amount of involvement and responses.

### **RESULTS OF THESIS STATEMENTS**

This research will provide the findings based on the research discussed to provide an answer to the following thesis question: *What employee performance evaluation practices will provide valuable information and assist employees and the organization in their development?*

The common theme throughout this paper is the importance of communication to staff regarding their performance and court's expectations. This communication will align employees to the organization's vision, values and goals by articulating job requirements, accountability, strategic and organization goals to the employees. This knowledge will assist employees to understand how their involvement is crucial for the overall organization's success. The major deficiencies with evaluations are most courts and other organizations only facilitate an annual review. Sometimes, expectations concerns and accommodations are not presented until the annual review. More communication is needed among management and staff to increase productivity, to discuss goals and to provide guidance and mentoring opportunities.

To achieve better communication amongst supervisors and staff, quarterly (at least) evaluations were determined to be effective and also a valuable tool to document employee's performance status. These periodic discussions will assist in completion of the annual or formal evaluation. Staff and management should discuss goals, development opportunities, strengths, etc. in the quarterly/periodic reviews and use to prepare for the annual evaluation.

In addition, management and employees need to be educated and trained on the purpose and guidelines of the performance evaluation process to minimize the concern of inconsistency



amongst the raters. A guideline and purpose must be spelled out in the performance process or procedures for raters and ratees to follow.

In addition, after extensive research this author found another valuable tool the 360 degree feedback model. This tool encompasses the most common evaluation practices such as, traditional, peer review, self reviews and or individual performance reviews. The survey finding revealed that an overwhelming ninety-seven percent (97%) of the surveyed respondents based their performance evaluation on team work, attitude and cooperation among staff. In order to derive the most accurate results on these evaluation categories all practices must be used. This will provide the most accurate and well rounded feedback to assist the organization and staff to develop and grow. Common evaluation practices used individually obtain a one sided evaluation.

### **CONCLUSION**

The research and survey revealed that annual performance evaluations are not significant enough for an employee and organization to grow and develop. The research and survey respondents support quarterly reviews. The periodic reviews will allow more communication between an employee and supervisor and give current status reports on performance used to prepare the annual performance evaluations. The quarterly reviews open lines of communication and allow supervisor and employee to meet on a routine base thereby eliminating surprises during the annual performance evaluation. The survey results indicated court staff disliked annual performance evaluations and requested more regular performance reviews and discussions.

The research also concluded traditional evaluations; peer reviews and individual developmental plans are valuable tools but are not effective when exclusively used. However,

using these tools together to create a 360 degree feedback process will provide better performance evaluation results. These practices together work the best to show the true and whole picture of the employee's performance and not just a single snap shot. This practice is not used in many courts as the survey findings revealed. However, it's the most accurate because it encompasses all views of the employee's work habits and behavior

The author concurs with the research findings and believes 360 degree feedback can be a positive addition to a performance management system encompassed with performance evaluation training for staff and management and regular and/or quarterly performance discussions with staff. However, an organization must be ready for 360 degree feedback and receive thorough training on implementing a 360 degree feedback model.

In fact, the author recently was advised the City of Tempe's diversity audit revealed employees desire for more than the Individual Developmental Plan. The City of Tempe employees want mandatory employee performance evaluations restored to increase accountability in City staff. The City of Tempe's Human Resource Department is requesting assistant from the Tempe Municipal Court and two other city departments who kept employee performance evaluations part of their performance management system while other departments shifted towards the IDP. The author believes that this reveals employees desire to receive information regarding there performance from more than the one source.

The author suggests hiring a consultant to properly implement a 360 degree system to produce a more effective customized evaluation process. 360 degree system is only a valuable tool if implemented correctly. The Tempe Municipal Court will hire a consultant to determine if the organization is ready for the implementation of the proper 360 degree feedback model. The consultant will then implement a performance evaluation system where benefits are mutually

reaped between staff and the organization. Lastly, on-going training for all staff in the evaluation process is critical for a successful performance management plan. It's important for all raters and ratees to understand the purpose and rules of the evaluation process.

The Tempe Municipal Court performance evaluation committee discussed and suggested revisions in the evaluation process that all employees agreed that will assist in growth and provide a consistent rating method regardless of the supervisor or team staff assigned. The committee is currently working on a training booklet to educate raters and ratees on the performance management system. The committee has acknowledge that not all subjectivity can be eliminated from the evaluation process due to the inevitable judgment calls raters must make to determine employees' ratings. Therefore, the manual will also advise ratees and raters that some subjectively is essential in the employee evaluation process. For example, any well established performance management process has an appeal process when difference of opinions can not be negotiated between be the rater and the ratee.. The appeal process usually involves the consideration from management, the presiding judge and/or the Human Resources Department. Regardless of the appeal process protocol, all levels are required to a make a personal judgment call based on all the facts provided to the appeal constituent(s).

Therefore, the author has found not all subjectivity can be eliminated from the evaluation process regardless of the conciseness of the organization's evaluation practice. Staff must be advised that some subjectivity will occur with each employee's evaluation no matter how concise the rules and process are defined in the performance evaluation manual.

Performance evaluation practices implemented in an organization may not please everyone. However, it's important to implement an impartial performance evaluation practice where staff is aware of the process, rules and expectations. Finally, the author concludes staff

must be willing to accept constructive criticism to professionally develop and to assist in the organizations success. Some staff may require additional discussions or attend classes to become comfortable in receiving and or giving constructive criticism.

## **APPENDICES**

**TEMPE MUNICIPAL COURT PERFORMANCE EVALUATION FORM**

NAME:	RATER'S NAME:
OVERALL RATING:	RATER'S POSITION:

DIVISION: TEAM:

POSITION: HIRE DATE:

RATING PERIOD:  REGULAR REVIEW  
 SUPPLEMENT  
FROM:  TRANSFER REVIEW  
 OTHER –  
TO:

RATER: THIS EVALUATION REPRESENTS MY BEST JUDGEMENT REGARDING THE PERFORMANCE AND CAPABILITY OF THIS EMPLOYEE.	SIGNATURE: _____
	DATE:

EMPLOYEE: I CERTIFY THAT THIS REPORT HAS BEEN REVIEWED BY ME. I UNDERSTAND THAT MY SIGNATURE DOES NOT NECESSARILY MEAN THAT I AM IN AGREEMENT WITH THIS EVALUATION.	SIGNATURE: _____
	DATE:

DEPUTY COURT ADMINISTRATOR: I HAVE REVIEWED AND HEREBY ENDORSE THIS EVALUATION.	SIGNATURE: _____
	DATE:

COURT ADMINISTRATOR: I HAVE REVIEWED AND HEREBY ENDORSE THIS EVALUATION.	SIGNATURE: _____
	DATE:

HUMAN RESOURCES DIRECTOR: (REQUIRED FOR OVERALL RATINGS OF "N" OR "E")	SIGNATURE: _____
	DATE:

**TEMPE MUNICIPAL COURT PERFORMANCE EVALUATION FORM**

DOES NOT MEET JOB STANDARDS	FULL PERFORMANCE			EXCEPTIONAL PERFORMANCE
N	A-	A	A+	E

1. **Work Product** N    A-    A    A+  
**E**

Measures the quality, quantity, accuracy, timeliness, and completeness of work performed, including the degree of supervision required, the commitment to effective service and standards, and how well work is planned and prioritized.

**Rating**

▪ Consistently provides quality services	
▪ Demonstrates required knowledge, skills, and abilities	
▪ Communicates verbally in an effective, clear, and appropriate manner	
▪ Written communication is grammatically correct, readable, coherent, well researched, and includes appropriate information	
▪ Completes work on or before deadlines without being reminded	
▪ Takes the initiative to anticipate problems and improve service to both internal and external customers	
▪ Completes the amount of work essential to the accomplishment of Court goals and will take on additional duties as needed	
▪ Plans and prioritizes work effectively	
▪ Assumes personal responsibility for completion of assigned tasks, overcoming obstacles as necessary	
▪ Demonstrates a knowledge of and commitment to the Court's Mission and Vision	

<p><b>Comments:</b></p>
-------------------------

**TEMPE MUNICIPAL COURT PERFORMANCE EVALUATION FORM**

**2. Customer Service**

**N    A-    A    A+    E**

Measures demonstrated ability to be courteous, effective, efficient, and sensitive; represents the Court in a positive manner to both internal and external customers.

	Rating
▪ Treats both internal and external customers with courtesy, patience, and respect	
▪ Demonstrates confidence and job knowledge in service delivery	
▪ Looks for positive solutions to solve customer problems	
▪ Responds promptly and positively to customer inquiries or requests	
▪ Provides consistent quality service to all customers, internal and external.	

<p>Comments:</p>
------------------

**3. Self Management**

**N    A-    A    A+    E**

Measures effectiveness and willingness to take responsibility for managing time and resources, taking maximum advantage of his/her talents, skills, and expertise.

**RATING**

▪ Continues to learn and develop skills and expertise	
▪ Manages work time effectively	
▪ Reports to work properly groomed and maintains a professional appearance	
▪ Manages leave time effectively	
▪ Complies with Court policies and procedures	
▪ Complies with applicable Federal Laws, State statutes, and City Ordinances	
▪ Complies with all professional standards and rules	
▪ Maintains confidentiality of privileged records and information	
▪ Treats everyone fairly, does not discuss personal/private matters, is court focused	

<p>Comments:</p>
------------------



TEMPE MUNICIPAL COURT PERFORMANCE EVALUATION FORM

4. Team Support

N A- A A+ E

Measures effectiveness in working with others and helping co-workers succeed; demonstrates ability to be supportive and flexible, contributing to the overall success of the Court.

RATING

▪ Shares information and expertise with co-workers and supervisor	
▪ Accepts suggestions and supervision in a cooperative and positive manner	
▪ Seeks continuous improvement by identifying and trying work methods that will improve service or efficiency	
▪ Accepts and performs new and additional assignments with enthusiasm	
▪ Provides encouragement and assistance to co-workers and supervisor	
▪ Approaches challenges and problems in a positive manner (actively seeks to avoid negative influence in the work group while fully participating)	
▪ Directs talents and efforts towards the needs and goals of the Court	

Comments:

TEMPE MUNICIPAL COURT PERFORMANCE EVALUATION FORM

5. Supervision/Management

N A- A A+ E

Measures ability to accomplish goals and produce results through leading other employees, providing development opportunities and facilitating a positive work environment.

RATING

▪ Delegates the responsibility and authority for employees to effectively execute their duties	
▪ Evaluates and communicates employees' performance, effectively providing guidance for improvement	
▪ Treats employees fairly and consistently	
▪ Encourages employee development through educational opportunities & job assignments	

▪ Identifies problems early and takes corrective action	
▪ Provides a work environment that encourages employee suggestions for improvement	
▪ Manages the work unit's manpower and resources for optimal effectiveness	
▪ Promotes the Mission, Vision and goals of the Court and is a supportive member of the management team	
▪ Communicates and enforces Court policies, procedures and work rules	
▪ Maintains a work environment free of bias and harassment through example and enforcement; makes employment decisions on job-related factors only	
▪ Holds people accountable in a positive, routine manner	

Comments:

TEMPE MUNICIPAL COURT PERFORMANCE EVALUATION FORM

SUMMARY

**Major Strengths:**

**Developmental Needs:**

**Employee's Comments:**

**Additional Endorsements:**

Memo To:  
 From:  
 Date:  
 Subject: Non-Managerial Performance Input

I am in the process of completing a 360 performance appraisal for \_\_\_\_\_ and would appreciate your input. Please take a few minutes to answer the following confidential survey and return it to me by \_\_\_\_\_. If you would like to speak with me, please feel free to make an appointment. I value your input!

**Response Scale**

- 0 = Not meeting this objective.
- 1 = Some improvement needed to meet this objective.
- 2 = Satisfactorily meets this objective.
- 3 = Highly successful in meeting this objective
- 4 = Exceptional in meeting this objective.

**Circle/Highlight the Best Response**

**Work Product/Team Support**

- 0 1 2 3 4 Consistently provides quality services
- 0 1 2 3 4 Demonstrates required knowledge, skills and abilities
- 0 1 2 3 4 Completes the amount of work essential to the accomplishment of the Teams / Court goals.
- 0 1 2 3 4 Plans and prioritizes work effectively.
- 0 1 2 3 4 Is courteous and patient with internal and external customers.
- 0 1 2 3 4 Manages work time effectively.
- 0 1 2 3 4 Directs talents and efforts towards the needs and goals of the Team/Court
- 0 1 2 3 4 Is an information resource.
- 0 1 2 3 4 Is well versed in policies and procedures.
- 0 1 2 3 4 Approaches challenges and problems in a positive manner.

**Mission and Vision**

- 0 1 2 3 4 Works well with others to serve the public.
- 0 1 2 3 4 Treats others with dignity and respect.
- 0 1 2 3 4 Is ethical.
- 0 1 2 3 4 Communicates openly and honestly.
- 0 1 2 3 4 Is sensitive and caring.
- 0 1 2 3 4 Welcomes and values individual differences and diversity.
- 0 1 2 3 4 Recognizes and supports well intentioned and well reasoned risk taking.
- 0 1 2 3 4 Is energetic and hard working.
- 0 1 2 3 4 Strives to make every day both positive and productive

**Circle/Highlight all that apply to your co-worker:**

Coach	Controller	Absent	Supportive	Available	Moody	Approachable
Friendly	Dependable	Advocate	Trustworthy	Intimidating	Fair	Knowledgeable

Optional Input: My co-worker should be recognized for...

Optional Input: My co-worker needs to work on...

Bonus Questions:

The best thing about my job is...

If I could change one thing about my job, it would be...

Memo To:  
 From:  
 Date:  
 Subject: Supervisor Performance Input

I am in the process of completing a 360 performance appraisal for \_\_\_\_\_ and would appreciate your input. Please take a few minutes to answer the following confidential survey and return it to me by \_\_\_\_\_. If you would like to speak with me, please feel free to make an appointment. I value your input!

**Response Scale**

- 0 = Not meeting this objective.
- 1 = Some improvement needed to meet this objective.
- 2 = Satisfactorily meets this objective.
- 3 = Highly successful in meeting this objective
- 4 = Exceptional in meeting this objective.

**Circle the Best Response**

- 0    1    2    3    4    Considers staff input when making decisions.
- 0    1    2    3    4    Is available when needed.
- 0    1    2    3    4    Provides objective feedback on a regular basis.
- 0    1    2    3    4    Treats staff with dignity and respect.
- 0    1    2    3    4    Practices our mission statement.
- 0    1    2    3    4    Creates a positive work environment.
- 0    1    2    3    4    Promotes teamwork and good morale.
- 0    1    2    3    4    Is an information resource.
- 0    1    2    3    4    Is well versed in policies and procedures.
- 0    1    2    3    4    Gets actively involved in difficult cases.
- 0    1    2    3    4    Keeps my workload manageable.
- 0    1    2    3    4    Solves problems so I can focus on getting my job done.
- 0    1    2    3    4    Fosters an atmosphere of innovation and creativity.
- 0    1    2    3    4    Recognizes positive performance.
- 0    1    2    3    4    Addresses problem performance when it occurs.
- 0    1    2    3    4    Is a good role model.
- 0    1    2    3    4    Makes sound decisions.
- 0    1    2    3    4    Is “in touch” with what we do.

**Circle all that apply to your supervisor:**

- |          |            |          |             |              |            |              |
|----------|------------|----------|-------------|--------------|------------|--------------|
| Coach    | Controller | Absent   | Mentor      | Available    | Moody      | Approachable |
| Friendly | Arbitrary  | Advocate | Trustworthy | Intimidating | Autocratic | Fair         |

Optional Input: My supervisor should be recognized for...

Optional Input: My supervisor needs to work on...

Bonus Questions:

The best thing about my job is...

If I could change one thing about my job, it would be...

## Supervisor Staff Survey (00/00/01)

	<i>Response 1</i>	<i>Response 2</i>	<i>Response 3</i>	<i>Response 4</i>	<i>Response 5</i>	<i>Response 6</i>	<i>Response 7</i>	<i>Total</i>	<i>Ratio</i>
Question 1								0	0.00
Question 2								0	0.00
Question 3								0	0.00
Question 4								0	0.00
Question 5								0	0.00
Question 6								0	0.00
Question 7								0	0.00
Question 8								0	0.00
Question 9								0	0.00
Question 10								0	0.00
Question 11								0	0.00
Question 12								0	0.00
Question 13								0	0.00
Question 14								0	0.00
Question 15								0	0.00
Question 16								0	0.00
Question 17								0	0.00
Question 18								0	0.00
Question 19								0	0.00
<i>Total</i>	0	0	0	0	0	0	0	0	N/A

0 = Not meeting this objective.

1 = Some improvement needed to meet this objective.

2 = Satisfactorily meets this objective.

3 = Highly successful in meeting this objective.

4 = Exceptional in meeting this objective.

Composite Score: (Total divided by # of responses divided by 19)



## **Section 601: Individual Development Plan (IDP)**

### **A. Guidelines**

The Individual Development Plan (IDP) is a voluntary program that is used to identify and document the personal development goals of an employee, whether working as a member of a team or as an individual. It is also used to identify and document the supervisor's commitment to helping the employee reach their personal development goals. The IDP is developed through meetings and discussions between the employee and his or her supervisor. The IDP is not intended to assign work to employees, nor is it intended to be used as a performance review. Therefore, the IDP process is independent of, and not related to, any pay increase. An employee's lack of progress toward the completion of their personal development goals is not in itself grounds for any type of disciplinary action.

### **B. Supervisor's Role**

Annually supervisors shall provide an opportunity for each employee to develop an IDP. Once developed, the employee and their supervisor may review the IDP agreement together. During the review, progress toward the employee's goal(s) is discussed along with any additional needs that the employee may have determined to be necessary in order for him or her to achieve his or her goal(s). Goals may be revised, added, or deleted during the review process. A sample format is available on the Human Resources website at [www.tempe.gov/hradmin/HRforms.htm](http://www.tempe.gov/hradmin/HRforms.htm).

The supervisor's role in the IDP process is to offer suggestions for the employee's development within his or her own career field and to provide mentoring, encouragement, and resources whenever possible, to enable the employee to progress toward their personal goals. Supervisors may agree to, among other things, provide resources, revise work schedules, provide training, and offer special assignments. The supervisor should honor his or her commitment to the IDP agreement in order to ensure that the employee has every opportunity to succeed in attaining his or her goals.

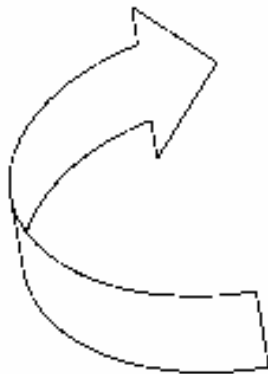
It should be noted that in some cases employees may suggest goals outside the scope of their present career field. In these cases the supervisor's ability to help the employee may be somewhat limited by the available knowledge, experience, or resources associated with that employee's specific personal development goals. An employee's IDP is maintained in the supervisor's working file for twelve (12) months.

## ***The Employee Development Cycle***

**ASK: How does this differ from what you do now?**

**How effective is your process?**

**At a minimum,  
annually, employee  
develops goals for  
the next year.**



**Employee and  
supervisor  
meet  
frequently and  
informally to  
assess progress  
toward goals.**

# **IDP: Individual Development Plans**

## ***Goal Setting: A Mutual Endeavor***

**DEFINITION:** IDP is a tool supervisors use to encourage employees to develop and share their yearly development goals. Goals are set by the employee and may be personal or work-related.

## **Tips for assisting employees in developing goals:**

- ✓ Give the employee your full attention.
- ✓ Be prepared for ideas that you have not yet considered

### ***If an employee doesn't have any goals:***

- ✓ Provide the employee with some examples of goals they may consider
- ✓ Give employees time to prepare their own goals
- ✓ Ask the employee to discuss their goals and put them in writing

**LAYING THE FOUNDATION FOR THE FUTURE: BUILDING BLOCK #7 –  
AN END TO EVALUATIONS – From Will's Weekly Update: 11/25/01**

At a department head meeting that took place shortly after I became City Manager, Fire Chief Cliff Jones threw out the idea that we should re-evaluate the usefulness of evaluations. Cliff asked us all to read a couple of articles on the subject. The articles reported on a growing body of evidence that revealed that employee evaluations often cause more problems than they solve. With 30 years of experience as a supervisor I tended to agree.

One of the great challenges of any manager or supervisor is the annual rite of late spring and early summer – the employee evaluation. The problem is very simple. In most jobs there is simply no objective and indisputable method of analyzing and measuring job performance. As a consequence, the evaluation exercise amounts to little more than a series of subjective observations and feelings. If the observations are negative, the result is always troublesome. The victimized employee invariably responds that the supervisor is unfair, uninformed, biased, and mean spirited and that the evaluation is an inaccurate character assassination. Without a clear set of objective criteria to base the observations on, who's to say that the employee is not justified in his defense? The issue is exacerbated by the fact that the evaluation often determines what kind of a pay increase the employee will receive. This is precisely why more and more organizations are abandoning employee evaluations.

After discussing the matter for several months and kicking around the pros and cons of evaluations, we came up with a new concept – the IDP (individual development plan). What is an IDP? Basically it is a three part process. In part one, the employee lists his/her top accomplishments, job objectives, career goals, and educational opportunities. In part two the supervisor writes a narrative addressing the employee's career progress and future career opportunities. In part three the employee and supervisor come together to agree upon a development plan that involves both goals and objectives and training opportunities. The IDP differs from the evaluation in several important ways:

1. The IDP is done in the early fall. This completely de-links it from the issue of pay administration and therefore lowers the intensity and stress involved. Your salary is in no way determined by your IDP. The fall is also a better time for supervisors because they are not burdened with end of the year budget work.
2. Unlike the traditional evaluation, the IDP is a participative process that involves both the employee and the supervisor. In the typical IDP, the employee fills out part one, the supervisor fills out part two, and the employee and supervisor work together on part 3.
3. The IDP is intended to be completely positive and constructive. Ideally, it identifies the employee's job objectives and career goals and suggests training and educational opportunities to help the employee meet those goals and objectives.
4. Unlike the traditional evaluation, the IDP is not intended to address behavioral problems. We have a new progressive discipline program (Performance Improvement Program) that addresses employee disciplinary issues. I will report on this in depth next week. Suffice it to say here that less than 1% of our employees have disciplinary problems that supervisors must confront and address. It makes sense, therefore, not to orient our entire evaluation system around that very small fraction of the work force.
5. The IDP is not a once a year ordeal! It allows for quarterly or semi-annual follow up meetings between the employee and supervisor. We hope this will create a greater sense of communication and camaraderie.

It is important to note that the IDP may vary from department to department to allow for variations in jobs and careers. Also the PD, for accountability reasons unique to its mission, has a new employee generated and approved evaluation process.

**PATIENCE IS A VIRTUE**

The IDP process will take some time to take hold in the organization. If you give it a chance I really believe that you will benefit from it far more than from the old evaluations. Like any new concept, there will be some fine tuning necessary. Let me know of your successes and your problems with this new system. Thanks.

## **Performance Evaluations – Why They Often Don't Work**

- Supervisors don't like doing them – takes too much time.
- Employees don't like them – think they don't mean much.
- Often not completed fairly or accurately.
- Should address performance issues so they can be referred back to in disciplinary and / or termination situations – usually doesn't happen.

### **Individual Development Plans = IDP's**

Not intended to be evaluations!

Place supervisors in a mentoring role.

### **Performance Improvement Plan = PIP**

Intended to focus, at least initially, on assisting an employee towards better performance. PIP's are also a form of progressive discipline.

**INDIVIDUAL DEVELOPMENT PLAN  
(IDP)**



Employee's Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Top Accomplishments for the Past Year**

**2. Learning Opportunities and Areas for Training**

**3. Goals and Objectives**

**4. Supervisor's Response**

**5. Development Plan**

**Name:** \_\_\_\_\_  
**Training Begin Date:** \_\_\_\_\_  
**Training End Date:** \_\_\_\_\_

<b>Training Checklist</b>					
<b>City Of Tempe Rules/Regulations/Policies</b>	<b>Proc/Reg/Pol #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Ethics	Rule 1, Sect. 107				
Disciplinary Action	Rule 4, Sect. 406				
Grounds for Dismissal					
Types of Disciplinary Actions					
Employee Rights					
Sexual Harassment	Rule 4, Sect. 408				
Internet and Email Use Policy	Admin. Memo				
Drug-Free Workplace Policy	Admin. Memo				

<b>Tempe Municipal Court Adminstrative Policies</b>	<b>Policy</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Mission and Vision	#1				
Minimum Staffing and Leave Policy	#4				
Transfer Policy	#5				
Off-Duty Employment	#6				
Media Relations	#7				
Counseling and Discipline	#10				
Use of Court Telephones, Equipment, Supplies, etc.	#11				
No Weapons on Court Premises	#14				
Professional Standards on Dress and Conduct	#15				
Acceptance of Gifts	#16				
Meetings	#18				
Personnel Rules	#20				
Civil/Criminal Complaints against Members of the Court	#21				
Arizona Code of Conduct for Judicial Employees	#27				

<b>Filing System</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Filing System	201.012				
Pending File	210.001				
Closed Files	201.002				

**COMMENTS:**

<b>Data Entry</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Data Entry	201.001				
Data Entry - Juvenile Processing	248.001				
Long Forms	237.001				
Order of Protection	237.003				
Harassment Injunction	241.001				
Vicious Animals	245.001				

**COMMENTS:**

<b>Counter</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Counter	202.005				
Location of Forms	222.001				
Shedule of Events	223.001				
Docket Overflow List	237.001				
Walk-in Docket					
Returned Affidavit of Service					

**COMMENTS:**

<b>Phone &amp; Counter</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Phone & Counter	201.008				
Etiquette	209.001				
Schedule					
Children					

**COMMENTS:**

<b>Jury</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Jury Information	218.003				

**COMMENTS:**

<b>Bonds</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Bonds	214.004				

**COMMENTS:**

<b>Warrants</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Warrants Expired	205.041				
Warrants Issued	205.002				
Return Search Warrants	205.001				

**COMMENTS:**



<b>Miscellaneous</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Copies Request	209.002				
Background Checks	106.005				
Public Access to Court Records	201.006				
Certified Mail	201.006				
Returned Mail					
MVD Rejects	205.005				
Civil Defaults/MVD Releases	205.003				
Subpoenas	220.001				
Post Conviction Relief	202.008				
Set Aside Judgement	227.001				
Stats	201.014, 201.015				
Division Files	201.009				
Appeals	224.002, 224.003				
Prisoner P/U	233.011				
Public Info and Legal Advice					
Opening Duties					
Closing Duties					
Mail & Fax Processing	231.001, 201.012, 201.004, 243.001, 243.002, 243.003, 231.002				

**COMMENTS:**

<b>Intern Duties</b>	<b>Procedure #</b>	<b>Training Completed</b>	<b>Trainee</b>	<b>Trainer</b>	<b>Supervisor</b>
Intern Duties	147.001				
Closed Case Reports	141.004				
Afternoon Mail Run	131.002				

**COMMENTS:**



Tempe Municipal Court
Employee Performance Evaluation Form
Criminal Division - Customer Services Team

COURT MISSION

To contribute to the quality of life in our community by fairly and impartially administering justice in the most effective, efficient, and professional manner possible.

CITY MISSION

To make Tempe the best place to live, work and play.

VALUES

People... Integrity... Respect... Openness... Creativity... Quality...

TEMPE TEST

Have I done everything today The Tempe Way?

Employee's Overall Rating: RATING

Table with 5 columns: UNSATISFACTORY (U), NEEDS IMPROVEMENT (N), SATISFACTORY (S), EXCELLENT (E), OUTSTANDING (O). Each column includes a descriptive phrase for the rating level.

Employee Name: Employee I.D.
Department: Division:
Team: Review:
Position: Hire Date:
Rating Period: From To

Signature and date fields for RATER, EMPLOYEE, DEPUTY COURT MANAGER, and COURT MANAGER.



**Tempe Municipal Court**  
**Employee Performance Evaluation Form**  
***Criminal Division - Customer Services Team***

**1. WORK PRODUCT RATING: RATING**

**Measures the quality, quantity, accuracy, timeliness, and completeness of work performed, including the degree of supervision required, the commitment to effective service and standards, and how well work is planned and prioritized.**

U-Unsatisfactory), N -Needs Improvement, S - Satisfactory, E - Excellent, O- Outstanding RATING

▪ Counter Responsibilities including: Location of Forms, Schedule of Events, Docket Overflow List, Walk-in Docket and Returned Affidavit of Service	
▪ Correspondence Including: Mail, faxes, Returned Mail, Certified Mail, Copy Requests, Background Checks, Subpoenas	
▪ Complaint Entry including: Arizona Traffic and Criminal Complaints, Long Forms, Order of Protections, Harassment Injunctions and Vicious Animals	
▪ Juvenile Processing	
▪ MVD Rejects	
▪ MVD Releases	
▪ Motions including: Motions to Set Aside Judgment and Post Conviction Relief	
▪ Etiquette including: Phone, Counter and Children	
▪ Jury Process including: phone calls, checking in jurors and scheduling	
▪ Bonds including: Surety and Cash Bonds	
▪ Warrants including: Expired Warrants, Issuing Warrants and Return Search Warrants	
▪ Prisoner Pick Up Request	
▪ Working Division Files	
▪ Appeals	
▪ Opening Duties	
▪ Closing Duties	
▪ Filing System including: Pending and closed cases	
▪ Consistently provides quality services	
▪ Demonstrates required knowledge, skills, and abilities	
▪ Communicates verbally in an effective, clear, and appropriate manner	
▪ Written communication is grammatically correct, readable, coherent, well researched, and includes appropriate information	
▪ Completes work on or before deadlines without being reminded	



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***Criminal Division - Customer Services Team***

▪ Takes the initiative to anticipate problems and improve service to both internal and external customers	
▪ Assumes personal responsibility for completion of assigned tasks, overcoming obstacles as necessary	
▪ Demonstrates a knowledge of and commitment to the Court's Mission and Vision	

**COMMENTS:**

**2. CUSTOMER SERVICE RATING: RATING**

Measures demonstrated ability to be courteous, effective, efficient, and sensitive; represents the Court in a positive manner to both internal and external customers.

U-Unsatisfactory, N -Needs Improvement, S - Satisfactory, E - Excellent, O- Outstanding RATING

▪ Treats both internal and external customers with courtesy, patience, and respect	
▪ Demonstrates confidence and job knowledge in service delivery	
▪ Looks for positive solutions to solve customer problems	
▪ Responds promptly and positively to customer inquiries or requests	
▪ Provides consistent quality service to all customers, internal and external.	
▪ Dealing with Difficult/Angry People	

**COMMENTS:**

**3. SELF MANAGEMENT RATING: RATING**

Measures effectiveness and willingness to take responsibility for managing time and resources, taking maximum advantage of his/her talents, skills, and expertise.

U-Unsatisfactory, N -Needs Improvement, S - Satisfactory, E - Excellent, O- Outstanding RATING

▪ Continues to learn and develop skills and expertise	
▪ Manages work time effectively	
▪ Reports to work properly groomed and maintains a professional appearance	



**Tempe Municipal Court**  
**Employee Performance Evaluation Form**  
***Criminal Division - Customer Services Team***

▪ <b>Manages leave time effectively</b>	
▪ <b>Complies with Court policies and procedures</b>	
▪ <b>Complies with applicable Federal Laws, State statutes, and City Ordinances</b>	
▪ <b>Complies with all professional standards and rules</b>	
▪ <b>Maintains confidentiality of privileged records and information</b>	
▪ <b>Treats everyone fairly, does not discuss personal/private matters, is court focused</b>	

**COMMENTS:**

**4. TEAM SUPPORT RATING: RATING**

Measures effectiveness in working with others and helping co-workers succeed; demonstrates ability to be supportive and flexible, contributing to the overall success of the Court.

U-Unsatisfactory, N -Needs Improvement, S - Satisfactory, E - Excellent, O- Outstanding

**RATING**

▪ <b>Shares information and expertise with co-workers and supervisor</b>	
▪ <b>Accepts suggestions and supervision in a cooperative and positive manner</b>	
▪ <b>Seeks continuous improvement by identifying and trying work methods that will improve service or efficiency</b>	
▪ <b>Accepts and performs new and additional assignments with enthusiasm</b>	
▪ <b>Provides encouragement and assistance to co-workers and supervisor</b>	
▪ <b>Approaches challenges and problems in a positive manner (actively seeks to avoid negative influence in the work group while fully participating)</b>	
▪ <b>Directs talents and efforts towards the needs and goals of the Court</b>	

**COMMENTS:**

**SUMMARY**

**Top Accomplishments for the Past Year:**

**Major Strengths:**

**Developmental Goals/Objectives:**

*Do you wish to participate in an IDP during the next evaluation period?*  Yes  No

**Employee's Comments:**

# Memorandum

**To:** Participants  
**From:** Jeanette Wiesenhofer, Tempe Municipal Court  
**Date:** 11/10/04  
**Re:** Employee Performance Evaluation/Appraisal Questionnaire

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Dear Participants:

Enclosed, please find the "Employee Performance Evaluation/Appraisal Questionnaire" that will assist me on my phase III research project through the Court Executive Development Program. This questionnaire is to be filled out by court staff that receives employee performance evaluations and by staff who conduct and rate employees on performance. This data will assist me in my research to define the best practices to utilize in employee performance evaluations to advance employees and Courts in their professional development. In addition, this will assess current evaluation practices in the Arizona Courts in order to improve the overall satisfaction and value for employees and Courts.

Since I am not familiar with all Court staff, I would greatly appreciate you randomly selecting at least eight participants (4-supervisors/managers and 4-non supervisors/managers) to manually or electronically complete the questionnaire. The names of survey participants will be anonymous and all individual survey results will be confidential.

The "Employee Performance Evaluation Questionnaire" is comprised of 27 questions. The questionnaire should take 15-20 minutes to complete. For your convenience, I am sending this electronically and via postal mail to allow you and other participants to decide the best way to submit your final responses.

Please mail, fax or electronically submit questionnaires no later than November 24, 2004.

I appreciate you taking the time to assist me in my thesis paper. I am available at 480-350-8448 if you have any questions.

Sincerely,

Jeanette Wiesenhofer, Court Services Supervisor  
Tempe Municipal Court  
140 E 5<sup>th</sup> Street, Suite 150  
Tempe Arizona 85281  
Fax: 480-350-2790  
e-mail: [jeanette\\_wiesenhofer@tempe.gov](mailto:jeanette_wiesenhofer@tempe.gov)

## Employee Performance Evaluation/Appraisal Questionnaire

**PLEASE COMPLETE AND RETURN BY: NOVEMBER 24, 2004**

**If you have any questions please contact Jeanette Wiesenhofer at (480) 350-8448.**

1. Provide your current Court position title:

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2. What category applies to your position title?

- a. Management
- b. Supervisor
- c. Clerk/Court Specialist
- d. Court Interpreter
- e.

Other \_\_\_\_\_

3. Does the Court have a policy governing employee performance evaluations/appraisals?

- a. Yes
- b. No

4. Are employee performance appraisals/evaluations mandatory?

- a. Yes
- b. No

5. At what intervals are employee performance evaluations/appraisals conducted?

- a. Once per year
- b. Twice per year
- c. Quarterly
- d. Other \_\_\_\_\_

6. Are performance standards established for each Court position?

- a. Yes
- b. No

7. How does the Court improve employee job satisfaction?

Circle all that apply:

- a. Special Project(s) Assignment
- b. Job Rotation
- c. Training/Classes
- d. Flexible Schedules
- e. Increase in Responsibilities



f. None

g. Other \_\_\_\_\_

8. Is employee performance related to pay increases (pay for performance)?

a. Yes

b. No

9. Do employee performance evaluation/appraisal ratings play a role in promotions and/or disciplinary actions?

a. Yes

b. No

10. Does your evaluation/appraisal rating have an influence on various kinds of incentives?

a. Yes

b. No

If **Yes**, check all that apply:

Pay Bonus

Cost of Living Raise

Merit Raise

Job Promotion

Increased Responsibility

Other \_\_\_\_\_

If **No**, Why not? \_\_\_\_\_

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11. Prior to supervisors/managers being involved in the employee performance evaluation/appraisal process, was training or education provided to facilitate, prepare and rate employees?

a. Yes

b. No

12. Does employee performance evaluations/appraisals address teamwork, attitude and cooperation among staff?

a. Yes

b. No

13. How do you become aware of employee problems that affect their performance?  
Please circle all that apply:

a. Employee

b. Co-Worker(s)

- c. Personal Observation
- d. Management
- e. Court Customers
- f. Court Surveys
- g. Other \_\_\_\_\_

14. How often does supervisor/management meet with staff to discuss performance and goals?

- a. Once a month
- b. Quarterly (Four times a Year)
- c. Bi-Annual (Twice a Year)
- d. Informally on an ongoing basis
- e. Never
- f. OTHER \_\_\_\_\_

15. Does the Court have defined ways of recognizing employee job performance?

- a. Yes
- b. No

If **Yes**, please describe:

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16. Does the Court actively promote career-development and career-path plans for employees?

- a. Yes
- b. No

If **Yes**, please describe:

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17. Are employee performance evaluations/appraisals concluded by a letter or number rating to determine his/her performance?

- a. Yes
- b. No

If **Yes**, please provide the rating categories for your organization. I.e. **E** - Exceeds Performance Standards, **M** – Meets Performance Standards, **B** – Below Performance Standards.

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18. Does the Court obtain information for your performance evaluations/ appraisals from **all** levels of the organization using “360 degree feedback”?

**Note: 360-degree feedback** is defined as a process whereby an individual is rated on his/her performance by people who know something about his/her work. This can include direct reports, peers, managers, or customers, and the individual being evaluated.

- a. Yes
- b. No

If **Yes**, How is this feedback developed, processed and used for performance evaluations

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19. Does the Court utilize Individual Development Plans (IDPs) for employee performance/development?

- a. Yes
- b. No

20. Do you believe the Court’s employee performance evaluation/appraisal process is an effective tool for the **organization**?

- a. Yes
- b. No

If **Yes** or **No**, please explain.

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21. Do you believe that the Court’s employee performance evaluation/appraisal process is an effective tool for the **employee**?

- a. Yes
- b. No

If **Yes** or **No**, please explain.

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22. How does the Court assist supervisors to develop?

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23. What means are available to discuss ideas, goals, and problems?

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24. What kind of training does the Court provide to improve the performance of those receiving evaluations/appraisals?

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25. What do you like most about the Court's employee performance evaluation/appraisal process?

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26. What do you like least about the Court's employee performance evaluation/appraisal process?

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27. Do the employee performance evaluations/appraisals vary based on employee's job position?

- a. Yes
- b. No

If **Yes**, please explain how they vary:

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**Thank you for taking the time to complete the survey, you may mail, fax or electronically send the survey to the following:**

**Address:** Tempe Municipal Court  
Attn: Jeanette Wiesenhofer  
140 E 5<sup>th</sup> Street,  
Tempe AZ 85281

**Fax:** 480-350-2790

**E-mail:** [jeanette\\_wiesenhofer@tempe.gov](mailto:jeanette_wiesenhofer@tempe.gov)

## Summation of Employee Performance Evaluation/Appraisal QUESTIONNAIRE

Forty (40) Arizona Limited Jurisdiction courts participated in this survey. Each administrator and additional management staff from each court was electronically sent this survey and also received a hard copy in person. The participating employees had the choice to respond electronically, facsimile or U.S. mail.

The request was to have each court randomly provide this questionnaire to four (4) managerial employees and four (4) non-managerial/supervisor employees equating to three-hundred and twenty (320) responses. However, my goal was so have at least two (2) managerial employees and two (2) non-managerial/supervisory employees respond. This would have provided 160 responses to this survey. The overall amount returned was thirty-three (33) responses or twenty-one percent (21%) of the surveyed responses.

1. Provide your current Court position title:

**See Question # 2**

2. What category applies to your position title?

- a. Management – **21%**
- b. Supervisor – **33%**
- c. Clerk/Court Specialist – **46%**
- d. Court Interpreter – **0%**
- e. Other – **0%**

3. Does the Court have a policy governing employee performance evaluations/appraisals?

- a. Yes – **82%**
- b. No – **18%**

4. Are employee performance appraisals/evaluations mandatory?

- a. Yes – **85%**
- b. No – **15%**

5. At what intervals are employee performance evaluations/appraisals conducted?

- a. Once per year - **82%**
- b. Twice per year - **12%**
- c. Quarterly - **3%**
- d. Other **No Consistency** - **3%**

6. Are performance standards established for each Court position?

- a. Yes – **73%**
- b. No – **27%**

7. How does the Court improve employee job satisfaction?

Circle **all** that apply:

- a. Special Project(s) Assignment – **64%**
- b. Job Rotation – **67%**
- c. Training/Classes – **88%**
- d. Flexible Schedules – **61%**
- e. Increase in Responsibilities – **52%**
- f. None – **0%**
- g. Other – **Employee of The Month, Merit Pay and Team Work - 15%**

8. Is employee performance related to pay increases (pay for performance)?

- a. Yes – **39%**
- b. No – **61%**

9. Do employee performance evaluation/appraisal ratings play a role in promotions and/or disciplinary actions?

- a. Yes – **70%**
- b. No – **30%**

10. Does your evaluation/appraisal rating have an influence on various kinds of incentives?

- c. Yes – **52%**
- d. No – **48%**

If **Yes**, check **all** that apply: (Percentage based on “Yes” Responses) 17 out of 33.

- Pay Bonus – **6%**
  - Cost of Living Raise – **0%**
  - Merit Raise – **71%**
  - Job Promotion – **18%**
  - Increased Responsibility – **41%**
  - Other
- 
- 

If **No**, Why not? - **Budget restraints, small court with limited levels of job responsibilities.**

11. Prior to supervisors/managers being involved in the employee performance evaluation/appraisal process, was training or education provided to facilitate, prepare and rate employees?

- a. Yes – **48%**
- b. No – **48%**
- Unknown - **4%**

12. Does employee performance evaluations/appraisals address teamwork, attitude and cooperation among staff?

- a. Yes – **97%**
- b. No – **3%**

13. How do you become aware of employee problems that affect their performance?  
Please circle **all** that apply:

- a. Employee – 61%
- b. Co-Worker(s) – 70%
- c. Personal Observation – 85%
- d. Management – 55%
- e. Court Customers – 52%
- f. Court Surveys – 30%
- g. Other – **Gossip** – 6%

14. How often do supervisors/management meet with staff to discuss performance and goals?

- f. Once a month – 6%
- g. Quarterly (Four times a Year) – 6%
- h. Bi-Annual (Twice a Year) – 15%
- i. Informally on an ongoing basis – 42%
- j. Never – 6%
- k. OTHER - **Depends on supervisor** – 6%  
**No Set Standard or No Consistency** – 9%  
**Annually** – 9%

15. Does the Court have defined ways of recognizing employee job performance?

- c. Yes – **64%**
- d. No – **30%**
- Unknown – **6%**

If **Yes**, please describe:

**Employee of the Month Awards, Service Awards, Extrinsic and Intrinsic Awards**

16. Does the Court actively promote career-development and career-path plans for employees?

- c. Yes – **58%**
- d. No – **36%**
- Unknown – **6%**

If **Yes**, please describe:



**Tuition Reimbursement, Cross Training, Institute of Court Management classes, CO-JET, Civil Traffic Hearing Officer Training for staff.**

17. Are employee performance evaluations/appraisals concluded by a letter or number rating to determine his/her performance?

- a. Yes – **88%**
- b. No – **6%**
- Unknown – **6%**

If **Yes**, please provide the rating categories for your organization. I.e. **E** - Exceeds Performance Standards, **M** – Meets Performance Standards, **B** – Below Performance Standards.

- **Exceptional (5), Exceeds performance (4), Meets requirements (3), Improvement required (2), Unsatisfactory (1).**
- **Outstanding (5) Above Average (4) Satisfactory (3) Unsatisfactory (2) Needs improvement (1)**
- **Exceeds, Meets, Needs Improvement**

18. Does the Court obtain information for your performance evaluations/ appraisals from **all** levels of the organization using “360 degree feedback”?

**Note: 360-degree feedback** is defined as a process whereby an individual is rated on his/her performance by people who know something about his/her work. This can include direct reports, peers, managers, or customers, and the individual being evaluated.

- a. Yes – **45%** (87% of these responses were City of Tempe Employees).
- b. No – **45%**
- Unknown – **10%**

If **Yes**, How is this feedback developed, processed and used for performance evaluations

- **Depends on the quality of feedback received and the number of times a given response appears. Numerous responses of the same issue is discussed during the evaluation discussion between employee and supervisor. If this was never addressed before by supervisor it is not placed in evaluation only discussed during the meeting.**
- **We did use this but it wasn't done correctly by all. It was implemented but with no training**
- **It is done w/out guidelines and only certain items are used based on what the supervisor decides is relevant**

- **Reporting comes from co-workers that work directly w/individual**
- **Received in different ways not used consistently or given in a useful manner which doesn't assist in giving a true rating**

19. Does the Court utilize Individual Development Plans (IDPs) for employee performance/development?

- a. Yes – **33%**
- b. No – **61%**
- Unknown – **6%**

20. Do you believe the Court's employee performance evaluation/appraisal process is an effective tool for the **organization**?

- a. Yes – **58%**
- b. No – **39%**
- Unknown – **3%**

If **Yes** please explain.

- **Evaluations are particularly effective when the employee understands and uses the finding to improve performance and grow on the job.**
- **A properly designed performance evaluation that has employee buy in and is administered in the proper manner is essential in documenting individual job performance.**
- **Gives the employee and overall organization goals to work toward to help improve with the changing times.**
- **The performance management guide requires the supervisor to provide more extensive and specific written feedback of the employee's performance which in turn enable the organization to understand and address deficiencies.**
- **It is effective, but if the rater does not use it as developmental tool and is too lavish on praises it doesn't help the employee see areas of improvement. Perception plays a big piece of the evaluation. From my experience the employee is never satisfied unless they have the highest rank, even if they do not perform at that level.**
- **Track performance, address areas for improvement.**

If **NO**, please explain.

- **Too subjective, no set standards to be followed**

- **Current evaluation process is not considered a creditable tool in light of last years experience w/360 feedback. The end result was a demoralized group of staff. Secondly, there is a strong tendency for staff to be more concerned with their rating score than with the substance of the evaluation itself.**
- **Although mgt pushes them as a good tool, the inconsistency which they are administered is difficult to get the employees buy in and consequently nobody takes them seriously. If there are no repercussions for a bad evaluation, or incentive for a good one, why should anyone care about them?**
- **It harbors many negative aspects and no one ever receives less than excellent (above average), which means they are being done incorrectly**
- **Evaluations are only done annually and may not reflect the entire year**
- **Training needs to be done, needs to be work related. All management must be consistent**

21. Do you believe that the Court's employee performance evaluation/appraisal process is an effective tool for the **employee**?

- a. Yes – **58%**
- b. No – **42%**

If **Yes**, please explain.

- **If administered fairly and consistently**
- **Performance evaluation is particularly effective when the employee understands and uses the findings to improve performance and grow on the job**
- **Expectations and goals are spelled out**
- **Supervisor defines/explains current goals accomplished & future goals for the employee to work towards**
- **The required written feedback provides more extensive and specific information to the employees on where and how they need to improve and where and how they have excelled.**
- **It allows me to look and see if I need any improvement.**

If **No**, please explain.

- **Employees generally seem to believe their job performance to be better than it may be. Most processes are highly subjective and are not tied to clearly articulated job requirements.**

- **Although mgt pushes them as a good tool, the inconsistency which they are administered is difficult to get the employees buy in and consequently nobody takes them seriously. If there are no repercussions for a bad evaluation, or incentive for a good one, why should anyone care about them?**
- **No guidelines the evaluations are meaningless**
- **Employee gets raise with or without evaluation.**

22. How does the Court assist supervisors to develop?

- **Supervisor Academy/Training Classes (ICM, CO-JET, City offered classes, etc) – 58%**
- **Unknown – 27%**
- **Assigned Projects – 9%**
- **Supervisors in Charge of Individual Growth/Development – 6%**

23. What means are available to discuss ideas, goals, and problems?

- **Open Door Policy and Meetings (Court, Division, Team, One on One with Supervisor) – 85%**
- **Unknown – 6%**
- **Suggestion Box – 6%**
- **Performance Evaluation Meeting – 3%**

24. What kind of training does the Court provide to improve the performance of those receiving evaluations/appraisals?

- **Out-Side Training (CO-JET, Arizona Government Training (AGT) AND In-House Training (Cross-Training and One on One Training, City classes) – 85%**
- **Unknown – 15%**

25. What do you like most about the Court's employee performance evaluation/appraisal process?

- **Self Development – 18%**
- **Communication between Supervisor and Employee – 15%**
- **360 degree feedback– 15%**

- **The Evaluation Exercise – 12%**
- **Unknown - 12%**
- **Nothing– 9%**
- **Specific to each job position – 6%**
- **Annual Performance Evaluation – 3%**
- **Bi-Annual Performance Evaluations– 3%**
- **Merit Raise – 3%**
- **Standard Grade Levels – 3%**

26. What do you like least about the Court's employee performance evaluation/appraisal process?

- **Inconstancy amongst raters/No Set Standards – 27%**
- **Annual Performance Evaluations (Administered only once a year) – 18%**
- **Unknown – 12%**
- **Evaluation Forms not specific to each Court position – 12%**
- **Everything – 9 %**
- **Perception of Rater – 9%**
- **Perception of Ratee – 6%**
- **The deadline to complete and administer performance evaluation the same for all employees – 3%**
- **Nothing – 3%**

27. Do the employee performance evaluations/appraisals vary based on employee's job position?

- a. Yes – **58%**
- b. No – **33%**
- Unknown – **9%**

If **Yes**, please explain how they vary:

- **Job duties, standards and expectations are different based on job title.**
- **Management, Supervisors and Staff all handled differently.**
- **They vary because certain employees have different job responsibilities and may be grades differently than other employees.**
- **Factors are specific to job duties**

**Quarterly Performance Evaluation /One on One Discussion Form**

**Employee Name:**

**Date:**

These Items were discussed and serves as documentation

**Accomplishments for this Quarter:**

**Strengths:**

**Developmental Goals/Objectives:**

**Action Plan:**

**Employee Comments:**

**Supervisor Comments:**

# TEMPE MUNICIPAL COURT



**MISSION: A statement of the basic purpose of the Court.**

## **MISSION**

To contribute to the quality of life in our community by fairly and impartially administering justice in the most effective, efficient, and professional manner possible.

**VISION: A brief description of how the members of the Court will interact with each other and everyone else in fulfilling the Mission.**

## **VISION**

- Work together to serve the public.
- Treat the public and each other with courtesy and respect.
- Be ethical in all that we do.
- Communicate honestly and openly.
- Be sensitive and caring.
- Welcome and value individual differences and diversity.
- Reward well intentioned and well reasoned risk taking.
- Praise and reward fully, discipline sparingly.
- Be energetic and hard working.

## END NOTES AND REFERENCES

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- <sup>1</sup> <http://www.strangecosmos.com/content/item/25678.html> Top thirteen statements taken from the United States Federal Government employee performance evaluations.
- <sup>2</sup> New Hampshire Business Review, August 2001 “Evaluating your most important Asset: The employee performance appraisal process.” Dana R. Scott  
[www.gcglaw.com/resources/benefits/performance.html](http://www.gcglaw.com/resources/benefits/performance.html)
- <sup>3</sup> Henderson, Richard. Performance Appraisal: Theory to Practice. Reston: Reston Publishing Company, Inc., 1980.
- <sup>4</sup> Kermally, Sultan. Effective Knowledge Management, A best practice blueprint. Oxford: Heinemann Professional Publishing LTD, 2002
- <sup>5</sup> <http://www.toolpack.com/performance.html> Problems with traditional systems.
- <sup>6</sup> <http://www.toolpack.com/performance.html> Self Reviews.
- <sup>7</sup> <http://www.organizedchange.com>
- <sup>8</sup> <http://www.humanresources.about.com/library/weekly/aa042501a.htm>
- <sup>9</sup> <http://www.organizedchange.com/excite/360degreefeedback.htm>
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- <sup>22</sup> Carruthers, F. Nothing but the Truth. Australia: Australian Financial Review, 2003.