

Performance and Professional Growth Guide



Non-Bargaining Support Staff

For use by

Supervisors, Managers, Directors, Principals, and Superintendents

Who Supervise Non-Bargaining Support Employees

(both salaried and hourly)

BREVARD PUBLIC SCHOOLS

2700 Judge Fran Jamieson Way, Viera, FL

32940

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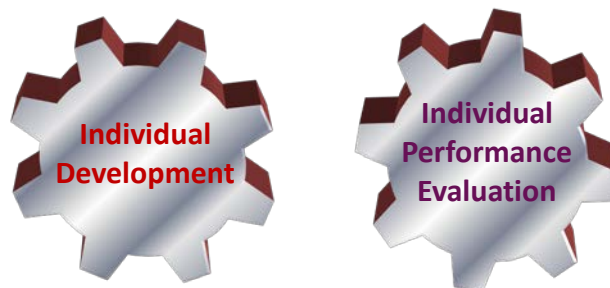
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Introduction

When performance management activities are integrated and coordinated in an on-going cycle, organizations have the best chance to succeed. Some important elements of performance management include those shown on the visual below:



The Non-Bargaining Support Staff Performance and Professional Growth System focuses on two of the “gears” in the performance management “machine”:



The purpose of the Non-Bargaining Support Staff Performance Evaluation System is to develop, improve, and enhance skills, as well as assess the performance of the district’s staff. And best-in-class systems ensure that the following attributes are included in an effective system:

- Provides for collaboration between the supervisor and the employee.
- Provides both qualitative and quantitative feedback.
- May be a continuous, multi-faceted process.
- Is applied consistently.
- Includes training on how to optimize the process.

This guide will present each of these key attributes individually with many examples, tools, and process instructions provided to make the system as understandable and easy to use as possible.

This system is intended to be used by district staff outside of the instructional world. These primarily are the business functions responsible for running the district, such as child care services, finance, facilities, human resources, information technology, food and nutrition, transportation, and security.

The balance of this guidebook will provide detailed information on all of the system's elements and how best to use them together to ensure achievement of the program's objectives.

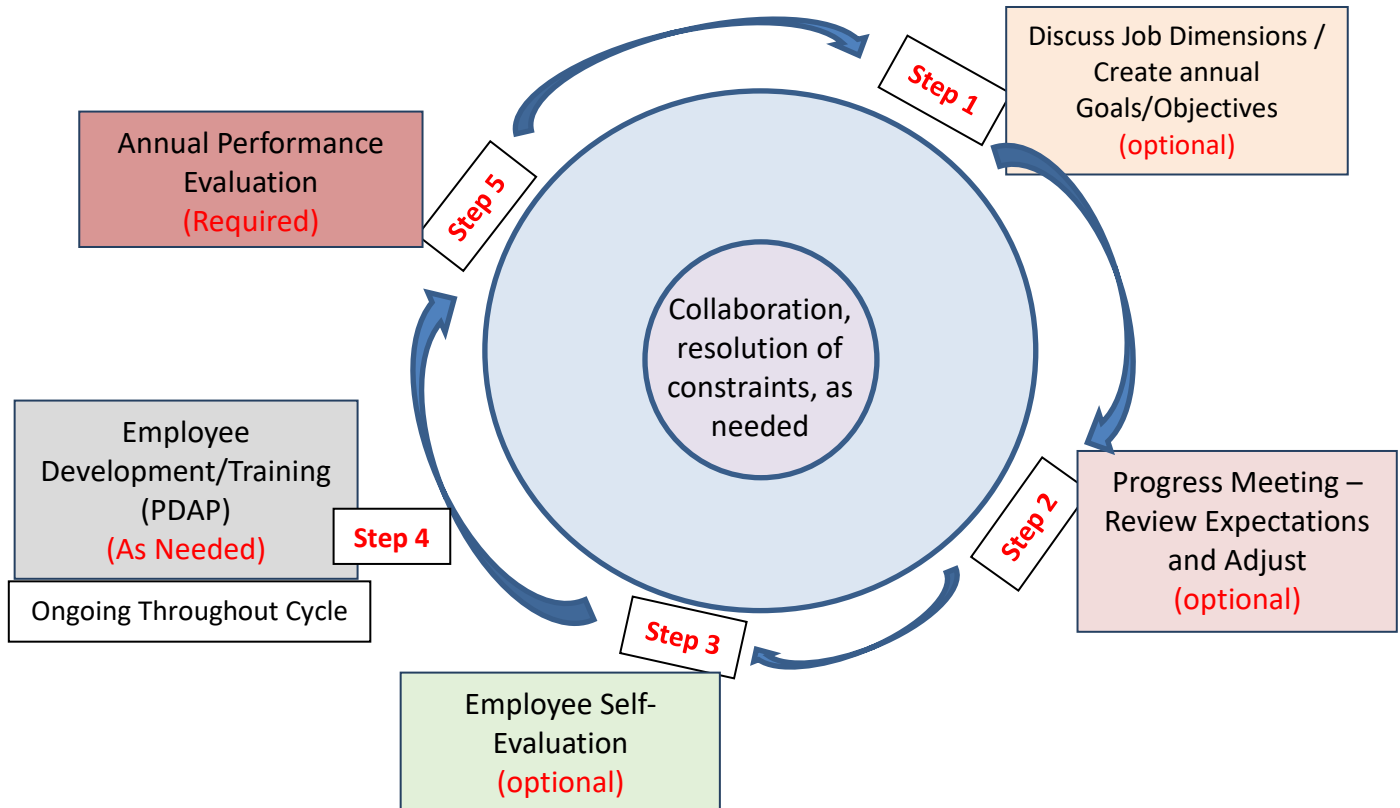
Key Process Elements

The Non-Bargaining Support Staff Performance and Professional Growth System includes the following key elements, which will be discussed in great detail:

- Job Dimensions (the "How" of an individual's performance)
- The Performance Management Cycle
- Systems Support: Training and Tools
- Forms and Processes

How Does All This Happen?

The Non-Bargaining Support Staff Performance and Professional Growth System is intended to be aligned to the district's strategic plan. The following illustrates the cycle to be followed at Brevard Public Schools:



A total of up to three meetings could be held each year: Step 1 is an optional meeting used to discuss performance expectations in the key job dimensions for the upcoming year; Step 2 is an optional mid-year progress meeting to review expectations, make any needed adjustments, and discuss ongoing training and development activities; Step 3 consists of the optional Employee Self-Evaluation; Step 4 consists of the PDAP if required (due to the need for an Interim Evaluation); and Step 5 – the only required element of the process - is delivery of the annual performance evaluation.

Job Dimensions - The “How” of Individual Performance

The performance evaluation process is predicated on the assumption that employees understand the behaviors and skills, or Job Dimensions, that BPS believes are important to success. An important part of this is to discuss these important skills and behaviors in the context of how they will help the employee achieve success. While this is an “optional” component of the annual evaluation cycle, it is crucial that each employee understands the composition of their evaluation.

The Job Dimensions that have been identified for Non-Bargaining Support Staff positions are as follows:

- Technical Skills/Work Habits**
- Initiative**
- Communications**
- Judgment**
- Customer Service**
- Teamwork**

Each employee’s job description will be the basis for measuring performance in each of these Job Dimensions.

Once it is time to complete the annual performance Evaluation (covered as Step 5 later in this guide), the following rubrics are used to assess the level of performance in each of the Job Dimensions:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

*For the first year in a job assignment, performance at this level should be designated as Developing.

Each of the Job Dimensions is assigned a weight. When the annual performance evaluation is completed, the supervisor assigns an overall performance rating to each Job Dimension, which in turn defines how much of the weighted amount the employee's performance has achieved. All of the achieved weights added together result in an overall performance rating ranging from Highly Effective to Unsatisfactory. The assigned weights for each Job Dimension are as follows:

**Scoring Rubric
Non-Bargaining Support Personnel**

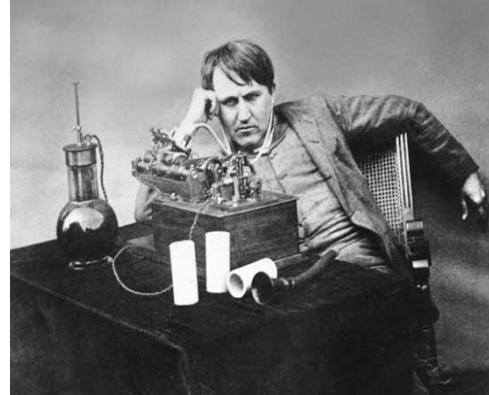
	WEIGHT	HE	E	D/NI	U
Tech Skills/Work Habits	20%	20	15	10	5
Initiative	20%	20	15	10	5
Communications	15%	15	12	8	4
Judgment	15%	15	12	8	4
Customer Service	15%	15	12	8	4
Teamwork	15%	15	12	8	4

Overall

Highly Effective	>=89
Effective	65-88.9
Developing/Needs Improvement	39-64.9
Unsatisfactory	<39

The following sections of this guide addresses each of the above six Job Dimensions in great detail in terms of definition, key elements of the dimension, observable evidence of the dimension in action, measuring performance, skill enhancers, personal growth activities, and specific training. These sections are valuable to both the supervisor and the employee in understanding the definitions of each of the Job Dimensions and by providing suggestions for enhancing skills and growing professionally in each one.

Technical Skills/Work Habits



Thomas Edison at the close of five days and five nights of continuous work in perfecting the early wax-cylinder type of phonograph.

Possessing the knowledge and skills necessary to accomplish the purpose and objectives of an assignment.

Demonstrating the approach to completing tasks that ensures quality and productivity in one's work. Caring enough about an organization to give it your all.

You've worked hard to get your job, and your employer is willing, in exchange for your contributions, to give money for your sustenance and that of your family. In return, employees owe employers their very best in terms of knowledge and skills needed to get the job done, as well as professionalism in approaching the work environment as demonstrated by high standards and a positive attitude. It's one of the best ways to move ahead in any organization.

Key Elements of Technical Skills/Work Habits:

- Follows policies and procedures using all available district resources safely, respectfully, and ethically to complete tasks with the goal of being error free.
- Demonstrates competency in employee's core trade or profession.
- Attends approved training and works to remain knowledgeable and up-to-date on the industry's current best practices.
- Maintains good attendance. On time to work and meetings, observant of work schedules, and meets deadlines.
- Dependable; can be counted on to prepare and effectively execute tasks/assignments.

Behavioral Evidence of Technical Skills/Work Habits:

- **Demonstrates the ability to put into action** any formal education and/or skill training possessed directly related to the job description.
- **Handles on-the-job technical challenges** with skill and effectiveness.
- **Uses technical skills** to generate ideas for process, procedure, and operational improvements.
- **Can explain technical information and/or job-related information** in a way that is understandable and interesting.
- **Willingly shares technical and/or job-related expertise** with others to help them improve their performance.
- **Completes all tasks and assignments** on time and with the appropriate priority.
- **Arrives at work and to meetings on time**, and adheres to established work schedules, including lunch and break times.
- **Completes all required “paperwork”** including online data entry (for example, submitting time sheets) correctly and on time.
- **Respects employer’s property** and uses it correctly, appropriately, and ethically.
- **Operates equipment observing safety requirements.**
- **Displays a positive attitude**, respects others, and never participates in negative workplace gossip.

Measuring Technical Skills/Work Habits Performance

Consider the key elements and behavioral evidence of **Technical Skills/Work Habits** when evaluating an individual’s performance in this job dimension. The following rubrics will help in determining an individual’s most consistent performance:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is possibly Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

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Suggested Technical Skills/Work Habits Skill Enhancers

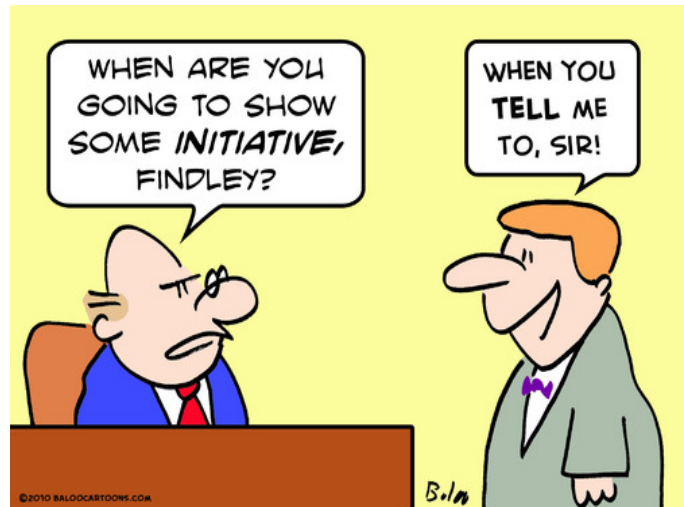
- Make sure you have the formal education and/or training required to do the job. If any of these are lacking, do what it takes to shore up knowledge and skills, such as taking night, weekend, and/or online training.
- Subscribe to a professional association journal in your area of expertise to stay abreast of new developments.
- Identify someone who demonstrates a high level of technical skill in your area of interest and ask him or her about how those skills were attained.
- Ask a coworker to observe your application of your technical knowledge and then provide honest, straightforward feedback.
- If you struggle to arrive to work and/or meetings on time, set a quiet alarm reminder on your phone or computer at least 15 minutes prior to the time you are due. When it goes off, stop what you are doing to make the appointed time.
- If you are challenged with completing administrative tasks on time, begin completing 24 hours ahead of schedule.
- If you've solved a particularly challenging technical issue, proactively share your accomplishment with at least one other coworker in your field.
- Stays up to date with the latest trends and developments in his or her field of expertise.

Suggested Professional Growth Activities

- Identify an associate who possesses particularly strong technical skills, either in your field or in another field of interest to you. Ask this associate to lunch or on break and discuss a difficult problem you are trying to resolve.
- Observe people who consistently arrive at work and meetings on time. Ask them to discuss with you their ideas about how they are able to accomplish this.
- Watch a person who is most similar to you in style and approach. Observe his/her behaviors regarding their work habits as clues to how you may be perceived by others.
- Volunteer to serve on a cross-functional team outside of your area of technical comfort in order to learn new skills that could enhance what you already know, increase your confidence, and contribute more to your organization.
- Discuss with your manager or other people ways in which you could improve your technical skills and polish your work habits.
- Identify an individual in your organization whose organizational skills you admire and ask him or her to share techniques.
- Ask a respected associate if you can shadow him or her for a day to learn different techniques.

Suggested Specific Training Activities

- Enroll in further formal education to earn a higher degree in your skill area.
- Investigate coursework offered by your professional association to either enhance your skills and/or earn a professional certification.
- Participate in a workshop designed to build and enhance skills that lead to greater expertise.
- Seek an assignment to work with a group or task force that includes people from diverse interest groups or departments within your organization.



Initiative

Assessing and initiating things independently. The power or opportunity to act or take charge before others do. Possessing the confidence to do something proactive, needed, important, or urgent without prompting from others.

Although we may not know it, all of us possess the ability to think and act and solve problems on our own. In our jobs, we face issues all the time that require resolution. It is good and necessary that we do what we are asked to do and what is expected. What separates most successful people from the rest, though, is their ability to do what needs to be done before anyone else recognizes it needs to be done.

"Folks who never do any more than they get paid for, never get paid for any more than they do."

Elbert Hubbard

Key Elements of Initiative:

- Aware of what is going on around him or her and responds proactively and appropriately.
- Motivated to seek opportunities for continuous improvement.
- Accountable; takes ownership of assignments and ensures expedient, high-quality results.
- Offers to help others in the best interests of the district.
- Supports new ideas and processes; adjusts well to change.

Behavioral Evidence of Initiative:

- **Seeks new tasks** without waiting to be told.
- **Is a self-starter** and begins tasks, requiring little direct supervision.
- **Takes responsibility and accountability** for completing tasks according to directions and specifications.
- **Actively looks for improvements to processes** and shares these ideas with management.
- **Asks questions** before proceeding with a new task.
- **Supports new assignments and processes**, and offers ways to ensure that they succeed.
- **Takes ownership** in his or her own professional development.
- **Takes ownership** in his or her own personal development (e.g., hygiene, demeanor, tone of voice, and body language).
- **Grasps opportunities to improve knowledge and skills** as they present themselves.
- **Is aware** of what is going on around him or her, and adjusts priorities to address more urgent needs without waiting to be instructed to do so.
- **Adapts to new situations**, unusual demands, emergencies, or critical incidents.

Measuring Initiative Performance

Consider the key elements and behavioral evidence of **Initiative** when evaluating an individual's performance in this job dimension. The following rubrics will help in determining an individual's most consistent performance:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is possibly Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

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Suggested Initiative Skill Enhancers

- Take responsibility for a task that no one really wants to do.
- When a particular assignment or task is completed, make an appointment with your supervisor to seek feedback and request a new project or task.
- On a task that you routinely complete, time yourself on each step of the task. Then establish a new timeline that reduces each step's duration.
- If asked to complete a new assignment about which you are unsure of your skills, identify ways to improve them and recommend their completion to your supervisor.
- Assess how you appear to others. If you exude a careless appearance, choose two or three ways to sharpen yourself to reflect a more professional approach.
- Make it a point to arrive at work and to meetings on time.

Suggested Professional Growth Activities

- Identify an associate who always appears to be on top of things and who seems especially productive and happy. Discuss with him or her how you could learn more about this approach and attitude.
- Observe people who volunteer new ideas and approaches. Ask them about their thought processes that result in suggestions for improvement.
- Watch a person who is most similar to you in style and approach. Observe his or her behaviors as clues to how you may be perceived in terms of initiative.
- Make a list of people who you believe show consistent evidence of initiative and those who you believe are lacking initiative. Analyze the characteristics of the people in both categories and identify behaviors that demonstrate initiative that you can emulate.
- Discuss with our manager ways in which you could show greater initiative.
- Volunteer to serve on a cross-functional team that is out of your comfort zone of knowledge and will help you to increase your contribution to the organization.
- If coworkers are having problems with each other, try to help foster feelings of mutual respect. Never participate in idle gossip.

Suggested Specific Training Activities

- If you would like to take more initiative but are shy or intimidated to speak up in a group setting, take a course like Toastmasters to improve your self-confidence.
- Participate in a workshop designed to build and enhance skills that lead to greater initiative.
- Seek an assignment to work with a group or task force that includes people from diverse interest groups or departments within your organization.



Communications

Understanding all modes of communications, including written, verbal, non-verbal, and listening skills. Effective use in individual and group situations, and the ability to adjust the message to meet audience needs.

Highly effective employees exhibit the ability to present themselves and their ideas by successfully transmitting to others. They do this through what they write, say or don't say, and how well they listen.

Effective communication helps one develop credibility and trust, express and inspire enthusiasm, solve problems, manage conflict, implement change, and develop others.

It's said that everything in life has at its core effective communication – or the lack of it. This is most certainly true of great employees.

Key Elements of Communications Skills

- Demonstrates verbal, non-verbal, written, and/or listening skills and uses these to resolve issues objectively and effectively.
- Gathers and disseminates information in a timely manner to the appropriate audience (e.g., students, teachers) using the most effective means.
- Accepts constructive feedback and responds appropriately.
- Presents ideas in a clear, concise, organized, and persuasive manner to the best of his or her ability.

Behavioral Evidence of Communications

- **Understands the audience** and appropriately communicates to meet their needs.
- **Observes attentively for the reactions of others** in discussions and acts appropriately throughout the presentation or discussion.
- **Appropriately varies speed, volume, tone, and pitch** to keep the listener's attention.
- **Explains** processes, rules, or situations.
- **Uses appropriate non-verbal communications.**
- **If emotions or tensions rise during a conversation,** remains calm and sticks to the facts.
- **Uses visual materials** effectively (signage).
- **Listens when others speak** to fully understand the points being made.
- **Asks questions** in order to understand fully what is being said.
- **Does not interrupt others.**
- **Demonstrates appropriate use of written communications** to the best of his or her ability.

Measuring Communications Performance

Consider the key elements and behavioral evidence of **Communications** when evaluating an individual's performance in this job dimension. The following rubrics will help in determining an individual's most consistent performance:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

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Suggested Communications Enhancers

- Before presenting information, identify the listeners' needs and list questions and potential objections that could arise.
- Before a formal presentation, make a general outline with a planned opening and closing that is natural for you. Practice!
- When you do not know the answer to a question or understand what the speaker is saying, ask for clarification.
- Questions can be open-ended, clarifying, closed and rhetorical. Practice using all types.
- Gestures can dramatize a point and make a presentation more interesting. Practice using gestures in front of a mirror to find the ones that work for you.
- Ask someone to video a presentation you give. Watch the video to identify areas of strength and areas that need work.
- If you're in a discussion and emotions begin to rise, pause for a few seconds to collect yourself, then move to presenting the facts.
- Improve your vocabulary. Learn at least one new word every day and make a point of using it in conversation.
- Analogies can add interest as well as meaning to your message.
- Identify messages and the media used that really impressed you. This will help you choose the appropriate way to deliver your message.

Suggested Professional Growth Activities

- Identify a specific behavior you'd like to improve. Consult with a coworker or supervisor who can observe this behavior, and ask for specific feedback on how to improve.
- If you are challenged with written communications (e.g., spelling, grammar, and/or punctuation), ask your supervisor if he or she will mentor you.
- Practice a presentation in front of a friend or coworker and ask for direct, honest feedback.

Suggested Specific Training Activities

- Attend a communications workshop offered by the district; join Toastmasters International.
- Look for opportunities to serve on committees and interdepartmental projects.
- Check out a style guide (e.g., *The Chicago Manual of Style*) from a library to teach yourself the fine points of spelling, grammar, and usage.



Judgment

The act or process of forming an opinion or making a decision after careful thought. Involves data gathering; consideration of alternatives; the use of logical assumptions; and cognizance of the potential outcomes of the opinion or decision given organizational values, resulting in decisions that are objective and wise.

Employees make decisions and recommendations for action every day. Good judgment ensures that a chosen course of action has a high probability of success with minimal collateral damage.

According to Noel M. Tichy and Warren G. Bennis (from their book, Judgment) "Well-informed, wise decisions that produce the desired outcomes comprise judgment. When an employee shows consistently good judgment, little else matters. When he or she shows poor judgment, nothing else matters."

Key Elements of Judgment

- Analyzes situations and makes judgment calls on appropriate issues.
- Makes judgment calls on appropriate issues during a crisis while maintaining self-control.
- Involves others when making decisions to ensure a high probability of success.

Behavioral Evidence of Judgment

- Understands issues or seeks clarity when needed.
- Decisive; completes tasks to resolve issues.
- Has demonstrated good judgment calls over time, especially in crisis situations.
- Takes ownership and responsibility for appropriate decisions; never passes the buck when judgments aren't so good.
- Understands the department or school protocol and factors that understanding into decisions.
- Willingly solicits the ideas of others.

Measuring Judgment Performance

Consider the key elements and behavioral evidence of **Judgment** when evaluating an individual's performance in this job dimension. The following rubrics will help in determining an individual's most consistent performance:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

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Suggested Judgment Skill Enhancers

- **Keep a communications and correspondence list** of people involved in or affected by a decision. Review the list periodically to make sure that you have "covered all the bases."
- **Whenever possible**, make difficult decisions when calm and rested.
- **Debrief with the supervisor all decisions**, both good and not so good, to understand what went right and what went wrong.
- **Review several of your decisions with your supervisor or a respected associate**, and ask what he or she thought of the process you followed and its outcome.
- **After a crisis is over**, meet with your supervisor and ask him or her for feedback about how you performed.
- **Think of judgment as a process, not a moment in time.** Think of decisions you've made that didn't go so well and record the process you followed (or didn't follow) in coming to those decisions.

Suggested Professional Growth Activities

- Read *Judgment* by Noel M. Tichy and Warren G. Bennis.
- As appropriate, identify effective decision makers in your organization and bounce ideas off of them prior to finalizing a decision.
- Ask your supervisor for examples of poor judgment on your part, and discuss ways to prevent recurrences.
- Seek out low-risk decision-making situations (e.g., member of a project team) that will involve you with decision-making experts.
- Identify volunteer community organizations where you can serve in a decision-making capacity.
- Ask your supervisor for an assignment where you can serve in a decision-making capacity, such as selecting new equipment, staffing changes, or planning a department celebration. Discuss your decision-making process and rationale with your supervisor prior to implementation to receive feedback for improvement.



Customer Service

Proactively develop customer relationships by making efforts to listen to and understand both internal and external customers.

Anticipate and provide solutions to their needs. Give high priority to customer satisfaction.

Individuals, departments, and operating units within our organization deal with each other as internal customers and suppliers. An organization is only as competent, knowledgeable, responsive, and reliable as the people they interact with most frequently.

Members of successful organizations see their internal and external customers as an investment and recognize customer service as a powerful tool for maintaining and increasing that investment.

Key Elements of Customer Service

- Responds to customers' needs expeditiously.
- Shows compassion, patience, professionalism, appropriate sense of urgency, and a positive demeanor.
- Asks questions to clarify issues or gather additional information to ensure proper course of action.
- Provides remedy to and closure of an issue to the customer's understanding and/or satisfaction.

Behavioral Evidence of Customer Service

- **Acknowledges customers** and gives them complete attention
- **Asks questions** to determine needs, problems, and requests.
- **Checks for understanding.**
- **Acts promptly**; agrees on a clear course of action.
- **When appropriate, follows up** with customers after handling their problems to ensure satisfaction.
- **Thanks** the customer.

Measuring Customer Service Performance

Consider the key elements and behavioral evidence of **Customer Service** when evaluating an individual's performance in this job dimension. The following rubrics will help in determining an individual's most consistent performance:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

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Suggested Customer Service Skill Enhancers

- Identify your customer base and talk with them to understand their needs and how you can fulfill them.
- Contact a customer to ask about requirements, processes, or needs you might not be meeting.
- Take advantage of opportunities to exceed customer expectations.
- Note how you are treated in situations when you are the recipient of customer service. Pay particular attention to behavior that impresses you. Use these situations as examples for improving your own customer service.
- Work at developing rational ideas rather than relying on emotional appeals.
- When providing service in tense situations when your customer may be upset, practice mentally stepping back and breathing deeply.
- Ask an associate to observe you in performing customer service activities and ask for frank feedback on how you did.

Suggested Professional Growth Activities

- Request customer feedback on the quality of your service.
- Ask customers what it would take to satisfy them in a particularly difficult situation.
- Ask your manager to observe your customer interactions and provide specific feedback.
- Observe people who provide excellent service with both routine and difficult service situations and discuss their approaches with them.
- Visit customers' work sites where and when appropriate and with approval.

Suggested Specific Training Activities

- Participate in a workshop designed to build and enhance customer service skills.
- Seek opportunities or projects in which a high level of customer service is required.

Teamwork



Working effectively with team and work groups or those outside formal lines of authority to accomplish organizational goals; taking actions that respect the needs and contributions of others; contributing to and accepting consensus; subordinating own objectives to that of the team.

All of us are immersed in a challenging set of relationships – with managers, peers, direct reports, customers, suppliers, and project teams, to name a few – that require considerable skill to handle well. Because many work activities require the input and cooperation of other people, teamwork will facilitate the optimal use of resources, as well as ultimately success and ownership.

“Alone we can do so little.
Together we can do so much.”

Helen Keller

Key Elements of Teamwork

- Shares ideas and processes within the workgroup and/or with the supervisor to improve performance, productivity, and effectiveness.
- Works well with others.
- Gains trust from coworkers and customers.
- Aware of and proactively involves appropriate others in decision-making processes.
- Seeks out opportunities to provide help to others when needed.

Behavioral Evidence of Teamwork

- **Cooperates** rather than competes with team members.
- **Respectful of others.**
- **Trustworthy** in managing information under consideration by the team.
- **Offers suggestions, options, and information** to supervisor and/or team members.
- **Listens to and considers** the ideas of team members.
- **Supports group decisions** even if not in total agreement.
- **Helps team members** improve skills, knowledge, and attitudes.
- **Allows others to take credit** for good ideas.
- **Communicates changes or problems** to the supervisor and/or other team members.
- **Demonstrates tact** in dealing with and/or reacting to team problems.
- **Provides alternatives** if the team has difficulty reaching consensus.
- **Praises others' efforts,** ideas, and participation.
- **Takes individual ownership and accountability** for contributions necessary for the success of the entire team.

Measuring Teamwork Performance

Consider the key elements and behavioral evidence of **Teamwork** when evaluating an individual's performance in this job dimension. The following rubrics will help in determining an individual's most consistent performance:

Highly Effective	Effective	Needs Improvement/Developing*	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

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Suggested Teamwork Skill Enhancers

- Send thank-you notes or e-mails to others who help you and copy appropriate management.
- Offer to help someone at least once a week.
- Invite a quiet associate, within or outside of your department, to coffee or lunch.
- Take responsibility for a task that no one really likes to do.
- Identify a person you least like to work with; find an attribute or behavior of that person and sincerely compliment him or her on it.

Suggested Professional Growth Activities

- Identify an associate who is different from you in style and approach. Discuss with him or her how your strengths can complement each other.
- Ask your associates to tell you about themselves – their goals and aspirations.
- Watch a person who is most similar to you in style and approach. Observe his or her cooperative behaviors as clues to how you may be perceived.
- Observe people who collaborate with others effectively. Compare their behaviors with your own. Discuss their approaches with them and request feedback.
- Make a list of people with whom you cooperate and those with whom you have difficulty. Analyze the characteristics of the people in both categories and identify your sources of mis-cooperation. Discuss with your manager or other people ways in which you could collaborate better.
- In a non-critical situation, permit another person with whom you've had difficulties, with whom you have not worked before, or who is not particularly assertive to "win."
- Play team sports; if possible, join a company or department team or league.

Suggested Specific Training Activities

- Participate in a district-sponsored workshop designed to build and enhance teamwork skills.
- Seek an assignment to work with a group or task force that includes people from diverse interest groups or departments within your organization.

Step 1: Development of Goals / Objectives (Optional)

At the beginning of the performance cycle, individual job objectives and development goals may be established by the employee with feedback from the supervisor as warranted. This is a high level list of four to five key areas in which the employee will focus his or her energy in accomplishing objectives; this is *not* a list of all the tasks the employee will complete. If used, the objectives will be recorded on the Non-Bargaining Support Staff Performance Evaluation form found in ProGOE².

The following describes the steps that will help ensure a good start to the annual performance evaluation process.

Prepare

Review supporting documents to develop appropriate and relevant performance expectations for each employee.

A review of the following, prior to conducting the meeting, will help establish relevant goals and objectives for the upcoming year:

- District's strategic plan.
- Employee's current job description.
- Employee's previous performance evaluations.
- Feedback from other's regarding employee's performance.
- Previous dialogues with employee regarding his/her objectives.
- Employee's workload and current results.
- Team's workload and current results.

Define Objectives: *At least one objective will be directly tied to student achievement.*

Developing SMART Objectives

One way to develop well-written objectives is to use the SMART approach. This acronym stands for the following:

Specific
Measurable
Achievable
Relevant
Time bound

Developing specific, measurable objectives requires time, orderly thinking, and a clear picture of the results expected from program activities. The more specific the objectives are, the easier it will be to demonstrate success.

Specific —What exactly are we going to do for whom?

The “specific” part of an objective tells us what will change for whom in concrete terms. It identifies the population or setting and specific actions that will result. In some cases, it is appropriate to indicate *how* the change will be implemented (e.g., through training). *Coordinate, partner, support, facilitate, and enhance* are not good verbs to use in objectives, because they are vague and difficult to measure. On the other hand, verbs such as *provide, train, publish, increase, decrease, schedule, or purchase* indicate clearly what will be done.

Measurable —Is it quantifiable and can we measure it?

“Measurable” implies the ability to count or otherwise quantify an activity or its results. It also means that the source of and mechanism for collecting measurement data are identified, and that collection of these data is feasible for your program or partners. Another important consideration is whether change can be measured in a meaningful and interpretable way given the accuracy of the measurement tool and method.

Achievable — Can it be done in the proposed time frame with the resources and support available?

The objective must be feasible within the available resources, appropriately limited in scope, and within the individual’s control and influence.

Relevant —Will this objective have an effect on the desired goal or strategy?

“Relevant” relates to the relationship between the objective and the overall goals of the department, division, and district. It should be evident that accomplishment of an objective will have a positive impact on strategic intent.

Time bound —When will this objective be accomplished?

A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment in which the change must be achieved, the scope of the change expected, and how it fits into the overall plan. It could be indicated as “By December, the program will...” or “Within six months of receiving the grant...”

Recording Established Objectives

The Non-Bargaining Support Staff Performance Evaluation form, found in ProGOE², is used to record the agreed-upon objectives for the upcoming review cycle. Should the work situation change, the employee and supervisor can reconvene to discuss the continuing relevance of the established objectives and to make any adjustments during the cycle as needed.

Step 2: Mid-Year Conference (Optional)

Review Expectations and Adjust

Annual Evaluations are much easier, and much more relaxed, if the supervisor and employee meet individually and regularly for one-on-one discussions throughout the year.

The purpose of the Mid-Year Conference is to give the employee feedback on the “How” of the job—the Job Dimensions. Not only is this an opportunity for the employee to receive valuable performance feedback, but this also provides the supervisor with an opportunity to identify needs within the department/section. The Mid-Year Conference will help ensure that there are no surprises once it’s time to complete the annual performance evaluation in later in the year.

Step 3: Self-Evaluation (Optional)

The Employee Self-Evaluation

The employee being reviewed is provided an opportunity to provide input into his or her own annual performance. This is accomplished through the completion a self- evaluation, also located within the ProGOE² system.

For each Job Dimension, the employee will select a performance level based on the rubric definitions provided in each Job Dimension section of this guide. The employee is encouraged to add overall comments to further explain performance where warranted. If the Self-Evaluation is used, the employee must “share & finalize” the document within ProGOE² before the supervisor will be able to view. As this is an optional step, the supervisor may still complete the annual evaluation without this component.

Step 4: Interim Evaluations (As Needed)

Professional Development Assistance Plan (PDAP)

If the supervisor believes the employee's performance in any of the six dimension areas falls in either the Unsatisfactory or Needs Improvement category, the supervisor will do the following:

- Supervisor will conduct an interim evaluation in all six dimensions. The required employee conference will focus on the interim evaluation and performance dimension(s) that are below an effective level.
- A written Professional Development Assistance Plan (PDAP) will be developed with the employee to correct said deficiencies in the dimension(s); and
- The required employee conference will focus on recommendations for improvement with respect to the deficient area(s); and
- A specific and reasonable prescribed period of time will be given to correct said deficiencies along with a timeline of future conferences with the employee to discuss the employee's performance. These conferences should be conducted to provide additional opportunities for feedback and improvement. Additional observations will help support the decision-making process about renewal of the employee's contract for the next year.
- Supervisor and employee will sign and date the PDAP (blue ink) at the first conference meeting. All subsequent conference meetings will require the supervisor's and employee's initials along with the date. At completion of the PDAP, the supervisor and employee will sign and date in blue ink and close the PDAP. The PDAP is a working document and kept by the supervisor with copies provided to the employee. The PDAP will be sent to HR along with the interim and annual evaluation at the end of the process. If the supervisor determines the PDAP needs to remain "open" after completion of the annual evaluation and continue on into the next evaluation period, this is acceptable.

The supervisor is ultimately responsible for the interim evaluation, PDAP, observations and final evaluation process. However, good communication must occur between the supervisor and employee so that conflicting messages and focus on growth is consistent.

The supervisor should always be aware of the timeline and outcome of the conference(s) in order for there to be no surprises to the employee upon review of the final evaluation.

Step 5: Annual Performance Evaluation (Required)

Once the evaluation period cycle is complete, it is time to complete the annual performance evaluation. The ProGOE² system is used to complete and record the annual performance evaluation.

In order to complete the annual evaluation, supervisors should use the following tools and processes:

- The Employee Self-Evaluation (if completed)
- Supervisor notes
- Employee job description

Supervisor Notes and Observations

Throughout the annual performance evaluation cycle, the supervisor should keep notes on the employee's performance. These can be e-mails and memos received from others about the employee, the supervisor's own notes on specific accomplishments or issues as they occurred, and any notes taken as part of ongoing, informal discussions.

Completing the Evaluation Form

The supervisor, using the employee's optional self-evaluation and the supervisor's own observations, selects one of the following performance levels based on the defined rubrics:

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Consistently exceeds expectations in the key elements and behavioral evidence of this job dimension.	Demonstrates strong performance in most key elements and behavioral evidence of this job dimension.	Performs to minimum expectations in several of the key elements and behavioral evidence of this job dimension. Is Developing in the first year in position.	Fails to meet the minimum performance requirements in most key elements and behavioral evidence of this job dimension.

*For the first year in a job assignment, performance at this level should be designated as Developing.

Depending on the performance level selected for each dimension, all or a portion of that dimension's weight will be assigned. Once all dimensions are evaluated, the sum of the assigned weights will equal the overall performance rating. Note that these calculations will be handled automatically in ProGOE².

Administrative Requirements

All annual employee performance evaluations will be completed by the due date each year; “complete” includes delivery of the performance evaluation contents to the employee and forward the original with the employee’s comments to the Employment Manager - Human Resources Services department by the due date. Please be sure that BOTH parties have signed in blue ink.

Conducting the Performance Discussion

The supervisor should schedule sufficient time to deliver and discuss the annual performance evaluation with the employee. In order to communicate to the employee the importance of the discussion, the supervisor should make arrangements for the meeting to be in private and uninterrupted except in the event of an emergency.

It is recommended that the dialog be open as each section of the evaluation is completed. The employee should be given ample time to react and respond to the evaluation contents. Once completed, the employee has the opportunity to include any written comments he or she feels is pertinent; then both the supervisor and the employee sign the evaluation and forward the original with the employee’s comments to the Employment Manager - Human Resources Services department by the due date. Please be sure that BOTH parties have signed in blue ink.

The supervisor may initiate the new annual cycle for all Non-Bargaining Support Staff during the same meeting by establishing objectives and discussing professional growth during the same meeting. Alternatively, the supervisor and employee may prefer to begin the new annual cycle at a separate meeting held at a later date.

APPENDIX A

Forms and Processes:

This section of the guide contains the specific form to be used as part of the Non-Bargaining Support Staff Performance Evaluation System, as well as a suggested process for gathering Associate Feedback.

The ProGOE² System will be used for the following purposes:

- To collect the employees' goals and objectives development (if used)
- To record the mid-year conference (if used)
- As the Self-Evaluation form (if used) completed by the employee at the end of the review cycle.
- To record Interim Evaluations (as warranted)
- To record the formal performance results at the end of the review cycle.

The ProGOE² system may be found online at:

<https://brevard.truenorthlogic.com>

...or by navigating to the BPS homepage and selecting "ProGOE" from the "Staff" drop-down list.

Note that all employees will login to ProGOE² using their current BPS credentials. Ex:

Username: last.first@brevardschools.org

Password: P@ssw0rd1!

APPENDIX B

Glossary of Terms*

This appendix defines terms that are commonly used in the performance management process. Many of the terms are referenced in this guide; others have been included to enhance understanding of the process and the systems that support it.

Many of these terms have multiple meanings; this glossary attempts to restrict the definitions to the ones most indicative of a performance evaluation process.

Analogy: A comparison between two things, typically on the basis of their structure and for the purpose of explanation or clarification.

Associate: Anyone with whom one works; he or she could be a co-worker, peer, subordinate, superior, and/or customer.

Associate feedback: Observations from an associate about how an individual gets his or her job done, based on Job Dimensions identified for his or her position.

Behavioral: Involving, relating to, or emphasizing behavioral patterns; the way a person acts.

Best practices: A technique or methodology that through experience and research has proven to reliably lead to a desired outcome.

Coaching: A development process via which an individual is supported while achieving a specific personal or professional competence result or goal.

Collaboration: Working with others to achieve or do something, especially in an intellectual endeavor.

Compliance: The act or process of doing what you have been asked or ordered to do; the observance of federal law, state statute, and district policies and procedures.

Constraints: Something that limits or restricts someone or something; a control that limits or restricts one's actions or behavior.

Continuous improvement: An ongoing effort to improve products, services, and/or processes.

Customers - external: Customers that usually include students, parents, and the community.

Customers - internal: A customer who is directly connected to an organization and is usually (but not necessarily) internal to the organization. Internal customers are usually stakeholders, employees, or shareholders

Debrief: To carefully review upon completion of an activity.

Decisiveness: Able to make choices quickly and confidently; determining what the result of something will be.

Deliverable: To produce the designed, promised, or expected results.

Developing performance: A process supported by tools and resources to assist employees develop their performance.

Effective performance: Demonstrates strong performance in most key elements and behavioral evidence of a job dimension.

Empowerment: The process of which enables individuals/groups to fully access personal or collective power, authority and influence, and to employ that strength when engaging with other people, institutions, or society.

Ethical behavior: Acting in ways consistent with what society, individuals, and organizations typically think are good values.

Highly Effective performance: Consistently exceeds expectations in the key elements and behavioral evidence of a job dimension.

Individual professional growth plan: When individual team members identify strengths and areas for development through self-evaluation and feedback.

Job dimension: Includes the key competencies, including personality traits, that are held to be essential to performance of a job in order to meet objectives; the “how” of getting a job done.

Meeting management: The skills and techniques used to conduct a meeting that are most likely to ensure accomplishment of the meeting's objectives.

Mentor: Someone who teaches or gives help and advice to a less experienced and often younger person.

Mission Statement: A mission statement is a statement of the purpose of a company, organization, or person; its reason for existing that guides the actions of the organization and provides the framework within which its strategies are formulated.

Needs Improvement performance: Performs to minimum expectations in several of the key elements and behavioral evidence of a job dimension. For the first year in a job assignment, performance at this level should be designated as Developing.

Non-Bargaining Support Staff Performance Evaluation Form: The online, interactive form that is used to complete the annual and mid-year evaluations, as well as for completion of the self-evaluation process.

Non-verbal communications: Communication through sending and receiving wordless (mostly visual) cues between people.

Operational values: Core values are what support the vision, shape the culture, and reflect what the organization values; they are the essence of its identity – the principles, beliefs, or philosophy of values.

Organizational beliefs: Assumptions and convictions that are held to be true, by an individual or a group, regarding concepts, events, people, and things.

Performance evaluation cycle: The process through time which assesses, documents, and provides feedback on the performance of an individual.

Performance evaluation: The documented results of completing the performance evaluation cycle.

Performance management: An ongoing process of communication between a supervisor and an employee that occurs throughout the year, in support of accomplishing the strategic objectives of the organization.

Progress meeting: Periodic meetings of the performance evaluation cycle during which the supervisor and employee discuss progress and adjust objectives as needed.

Qualitative feedback: Qualitative feedback is a body of observations and responses to one's work or performance that is based on comparisons and descriptions of characteristics in a non-numerical manner; allows those giving the feedback to be more specific about what they do or do not like and what they believe could be improved.

Quantitative feedback: Quantitative feedback is an evaluation performed on the basis of measurable outcomes and metrics, providing concrete information about employee and performance which can be used as part of a regular assessment plan or in the development of new goals.

Clarifying Questions: Simple questions of fact that clarify a situation.

Questions - closed-ended: A question that can be answered with either a single word or a short phrase.

Questions - open-ended: Deliberately seek longer answers and ask for thinking, reflection, opinion, and/or feelings.

Questions - rhetorical: Asked when the questioner himself knows the answer already or an answer is not actually demanded, therefore an answer is not expected.

Rubric: A guide or description defining specific criteria for assigning a level of performance to an employee.

Self-Evaluation: An employee's own judgment about the quality of his or her work, or the process of judging your own work.

SMART objectives: An acronym that defines criteria to guide the setting of objectives.

Strategic plan: A document used to communicate with the organization the organization's goals, the actions needed to achieve those goals, and all of the other critical elements developed during the planning exercise.

Student achievement: Student achievement is a student doing well academically, obtaining life skills, and giving back to the community.

Systems support: Software and other systems that provide a needed infrastructure for a process.

Tactical: Of or relating to small-scale actions serving a larger purpose.

Unsatisfactory performance: Fails to meet the minimum performance requirements in most key elements and behavioral evidence of a job dimension.

Vision: An aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. See also mission statement.

*Definitions are derived from various sources, including the *Oxford Dictionary*, the *Merriam-Webster Dictionary*, Wikipedia, the *Business Dictionary*, and from individual experience.

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Student/Public Equity
Ms. Stephanie Archer
Asst. Supt. Equity, Innovation, and Choice
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000, Ext. 500
CSC@brevardschools.org

Exceptional Education/504 Equity
Dr. Patricia Fontan
Dir. Exceptional Student Education
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 500
Fontan.Patricia@Brevardschools.org

Employee/Job Applicant Equity
Mr. Rivers Lewis
Dir. Prof. Stds. & Labor Rel.
2700 Judge Fran Jamieson Way
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