

Annual Performance Evaluations

Revised for 2021

Vision and Purpose

- Emphasize our Core Values and key performance measures.
- Demonstrate a commitment to professional growth and development through collaborative goal setting.
- Act as the foundation for regular supervision and team engagement throughout the year
- Create a process that facilitates open and honest, constructive two-way dialogue between supervisors and staff



New Features for 2021

- Revised scoring system – 4 point scale is now a 3 point scale
- Required comments
- Competencies aligned with Program Core Values and Standards of Operation
- Mutually Agreed Employee Specific Goals/Expectations

Scoring and Comments

Scoring

- Scoring system used on previous performance appraisals
 - Scale of 1 through 4
 - 4 - Exceptional
 - 3 – Satisfactory
 - 2 - Some Deficiencies Evident
 - 1 - Unsatisfactory

Scoring Revisions

- New scoring system
 - 3 - Exceeding Program Expectations
 - 2 - Meeting Program Expectations
 - 1 - Not meeting Program Expectations

Note: Presently, Evaluations with a final score below 2.5 triggers an automatic PIP. Evaluations between 2.5 and 2.99 allow for an optional PIP. Under a 3 point scale, the new scores would be below 1.5 and between 1.5 and 1.99 respectively.

Goals of a 3 point rating system

- Simpler, less subjective and less ambiguous
- Overall process is more streamlined and meaningful
- An ultimate goal is greater clarity of purpose and expectations
- More aligned with research in support of enhanced performance
- A clearer method for shaping behavior and performance
- Easier to coach, mentor and have a dialogue about needed improvements.

Research

- Journal of applied psychology – 4,492 managers were rated on certain performance dimensions by different people–
 - Revealed that 62% of variance in ratings could be accounted for by individual raters' peculiarities and perception.
 - Actual performance accounted for only 21% of the variance.

Comments

- Comments will be a requirement for ALL competencies, regardless of the score
- Employees deserve comments in their evaluation
- Justifies the scoring that was used and the criteria that was considered for the score

Why use comments for all competencies?

- 74% of employees feel uncertain about how their managers think they're performing
- Ensures thorough understanding of each competency and how it contributes to accomplishing the mission
- Helps the employee better understand successes and strategies for improvement
- “For these feedback conversations to offer value, it’s important to use performance appraisal comments that are phrased simply, clearly, constructively, and delivered with a dash of ‘human touch’.”

Feedback

- Increases Motivation
- Enhances Performance
- Elevates Engagement
- Tool for Career Development

Mutually Agreed Employee Specific Goals/Expectations

Goal Setting: Overview

- This section is meant to be a place where the employee and supervisor discuss goals that will enhance and help the employee develop and maintain the skills needed to be successful in their job duties.
- The goals should be mutually agreed upon and followed up on by both individuals throughout the year (at least quarterly)
- The goals should reflect areas of growth for the employee

Goal Setting

Employee goals should be mutually agreed upon, relevant and important. Goals should be developed collaboratively through dialogue between the supervisor and the employee. Progress should be discussed throughout the year as a part of an employee's regular supervision.

Goals should be carefully crafted in such a way that, upon achieving the goal, there will be a clear and positive benefit to the employee and the Program.

Benefits of Goal Setting

- A real opportunity of growth for the employee
- Clearly identified areas of focus
- Opportunity for the supervisor and employee to engage and have meaningful conversations
- What do you believe are other benefits?

MUTUALLY AGREED EMPLOYEE SPECIFIC GOALS/EXPECTATIONS:

In the following section, list 1 to 5 mutually agreed employee specific goals/expectations. These goals are intended to be the foundations of your professional growth and development for the coming year. They should be relevant and meaningful to your work, attainable and enhance your overall performance or development. While you are not being ranked or evaluated on the completion of your goals, your progress will be reviewed and discussed as a part of your regular, ongoing supervision throughout the year.

Goal/Expectation	COMMENTS

Methods for Goal Setting

When in doubt, be **SMART!**

Specific: Clearly define your target or end result. Avoid being vague.

Measurable: How will you measure success?

Attainable: Make sure your goal is possible and realistic to achieve.

Relevant: Makes sense within your job function.

Time-based: Be specific on when you can achieve your goal

Goal Setting

Examples

Poor examples

- I'm going to staff more of my cases with my teams this year.
- I'm going to learn how to better manage my volunteers.
- We're going to get permanency for every child in 12 months.

Goal Setting

- SMART examples
- I want to be more proactive in expediting permanency for my children. I will schedule advocacy team staffings at 4, 7 and 11 months, and every 6 months thereafter, to review case progress and conditions for return. At 11 months, if CFR are not attainable, I will schedule a TPR staffing with the Department.
- I want to improve retention of first year GALs. I will conduct monthly check-ins by phone to talk about their home visits. I will attend court with them if possible and debrief after their hearings to make sure they understand what happened and the next steps. I will re-engage their mentor if they need that additional support.

2021 Performance Evaluations

Core Values

The Core Values competencies are new and consistent across all employee evaluations. They are based on a combination of prior year competencies that aligned with our values as well as other actions and expectations that align with the standards we want for all GAL employees. The intention was to take a step beyond simply stating our values. They are consistent across the board so all staff at every level of the organization are accountable to the same fundamental expectations of the Guardian ad Litem Program.

CAM 1 Eval

CAMs are professionals working with a degree of autonomy in a highly collaborative environment with many varied roles and responsibilities. The goal for the revised CAM evaluation was to incorporate those varied responsibilities and demonstrate how they are used support of their teams, their volunteer management and their case work.

Notable changes include:

- Added a competency that specifically reflects their role in volunteer retention
- Emphasis on their role in volunteer training and development as opposed to just volunteer management.

CAM 2 Eval

The goal in revising the Senior CAM, or CAM 2, evaluation was to better reflect their role as a part of Circuit leadership with an emphasis on leadership and management of staff as opposed to volunteers.

Notable changes include

- Removed the majority of competencies relating to volunteer management
- Incorporated leadership and supervision competencies aligned with other Circuit leadership evaluations
- Emphasis on staff support, development and supervision

Program Attorney Eval

The goal for the Program Attorney evaluations was to focus on the wider range of skills our attorneys utilize in their advocacy while decluttering some of the existing competencies. We sought to move away from competencies that were so packed with specific tasks that it became difficult to objectively evaluate an attorney's performance. We also sought to reflect the Attorney's role beyond the court room as an advocate and counselor to their teams.

Notable changes include:

- Broader, less task-oriented competencies
- Emphasis on the performance of the attorney not just in the courtroom but in support of the Advocacy Team as well

Recruiter/Trainer Eval

- Emphasis on the varied skills involved in recruiting volunteers. For example, variety of community presentations, engaging social media, networking and strategic planning
- Revamped evaluation now has competencies that better support dedicated trainer positions which were difficult to assess under the old evaluation

Notable changes include:

- Less emphasis on the clerical tasks that were more prominent in the former evaluation
- Less emphasis on simply using technology. More emphasis on how recruiters use technology to create content and reach a wider audience.
- Competencies specific to trainers
- Better incorporates the community development aspects of the recruiters

Administrative Assistant Eval

- The goal in revamping the Administrative Assistant eval was to incorporate the many specialized roles that exist within our support teams while allowing the employee to be evaluated fairly and objectively on the competencies that most relate to their particular role within the organization.

Notable changes include:

- HR and Budget competencies have been added to all Administrative Support evals
- Created a new Legal Support Liaison competency to reflect those staff who primarily support the legal teams



Managing Attorney/Lead Attorney Eval

The goal with the Managing Attorney and Lead Attorney evaluation was to better reflect their status as not simply the heads of the Circuit's legal team but as leaders and support for the entire Circuit.

Notable changes include:

- Leadership and Personnel Management competencies that align with the AD/CD evals
- Incorporated elements of recruiting and supervision of pro bono attorneys and legal interns
- Enhanced elements of training, coaching and supervision of staff



Assistant Director and Circuit Director Eval

The goal when revamping this evaluation was to reflect the importance of the Circuit Directors and Assistant Directors as not just agency leaders but community leaders as well.

Notable changes include:

- Emphasis on community development and engagement
- Conflict Management and Personnel Management
- Emphasis on staff development through training, identifying resources, etc

Questions & Comments