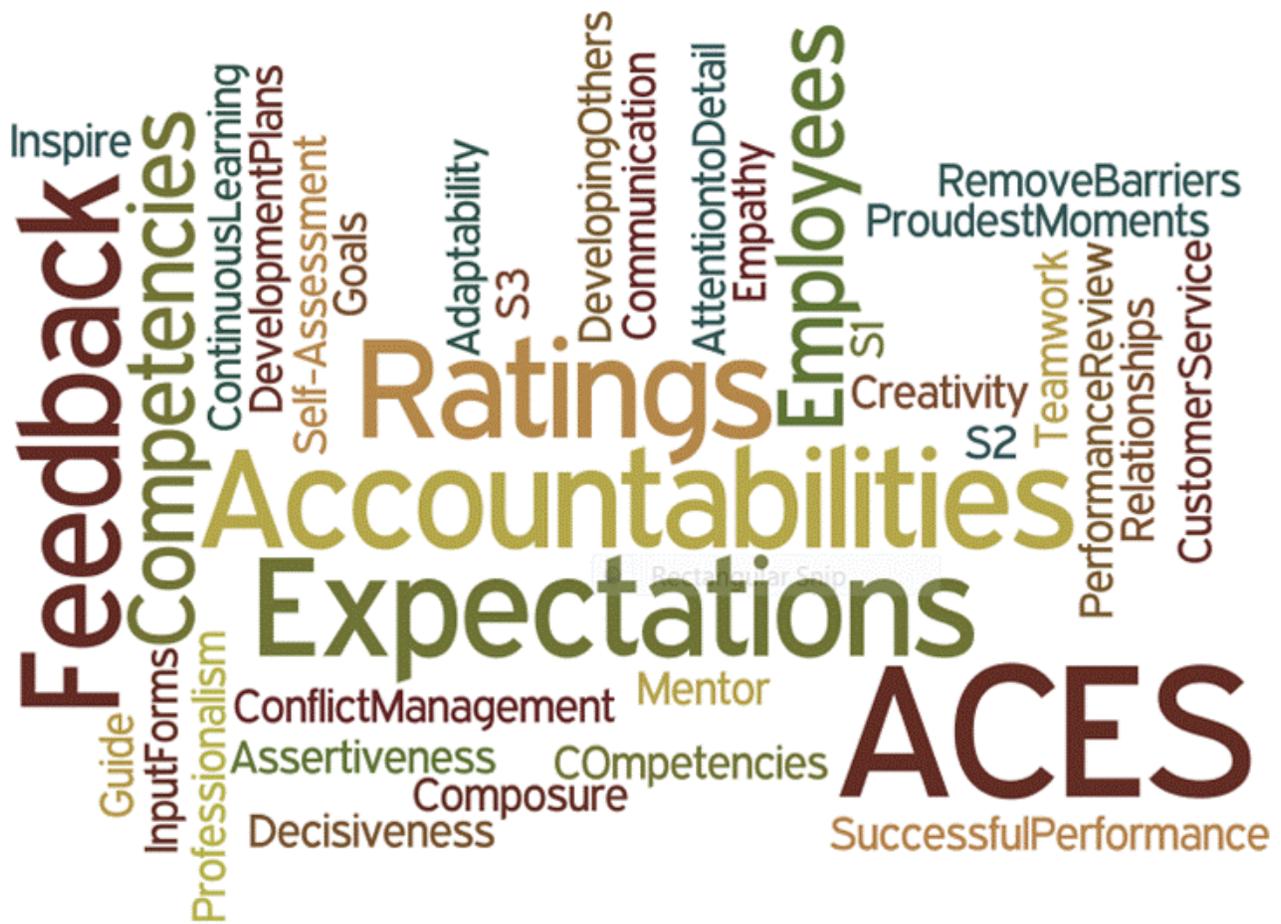


# ACES for Employees



## How to Love the Job You've Got

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**Every day we hear about people making radical career changes.** The opportunities exist, but will all these changes make us any happier once we get there? Maybe the question is not “how can I get the job I’ll love?”, but “how can I love the job I have?”

**Following are four practical steps towards coming to terms with why you do what you’re doing:**

1. **Realize that your job does not define you, but how you do it does.** There’s a lot to be said for attitude, more than will fit here. Any job can be done well, done with compassion, done with care. Your attitude at work and the way you treat people - even your mood - does not go unnoticed. They have a profound influence on the people you work with. **There are times when you can’t control your situation, but you can always choose how you live in it.**
2. **Stop focusing on the money.** Money will never be enough so stop using it (or the lack of it) as an excuse. Whatever you are bringing home on the 1st and 16th, there are always going to be things you could do or would do if you had more. Try tracking every penny you spend in a week. Seeing where your money is really going can help you to refocus your spending towards the things you really want. **Getting paid is only one small part of what you do, your work has to be more than just a paycheck to be fulfilling.**
3. **Find the significance in what you do.** This may require you to think big, but it can be done. Take some time to really think about what you do. Do you provide an essential service? Do you get to see the finished product? Do you give direction that gets things done? Then ask yourself “how is this job done differently because I am doing it?” **Perspective plays a huge role in personal satisfaction and sense of well-being.** Try to remember why you took the job in the first place. If it was only going to be “for now” are you actively looking for other work?
4. **Dare to ask yourself if it’s worth it.** If you can’t find the part of your job that you like, or if you can see yourself turning into the person you said you would never be, consider the reasons. **It may not be a new job that you need, just a new direction.** Do you like the person you are doing this job? If not, are there changes you can make to the way you do your job or is the job itself the problem? Do you need to be doing a different position within the same organization? Are additional responsibilities taking you away from the work you were hired to do? Maybe all that’s needed is some refocusing. Learn to say “no”. As much as you can choose the things you spend your time on, don’t attend events or meetings only because everyone expects it.

**Asking yourself why you do your job doesn’t mean you’re dissatisfied, just self-aware.** This awareness can lead to greater job satisfaction, increased sense of well-being and a little more control over what you do, rather than just “going along for the ride.” For some, it may be time for a change – if so, don’t be afraid of it. Change isn’t necessarily bad, it’s just different. For the rest of us, take a look around, you may find you’ve got a great view.

From, <http://powertochange.com/discover/life/lovingyourjob/>, by Claire Colvin



Accountabilities are the  
 "what" that gets done  
 (i.e. the duties or results)

**Job Title**

**ACE**

**ACCOUNTABILITY & COMPETENCY  
 EVALUATION**

Employee Name \_\_\_\_\_ ID \_\_\_\_\_ Hire Date / / Evaluation Date / /  
 Supervisor's Name \_\_\_\_\_ ID \_\_\_\_\_  3 Month  5 Month  Coaching/Annual

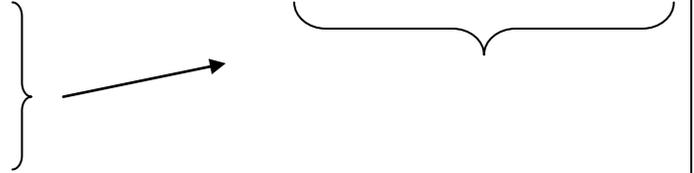
**I. ACCOUNTABILITIES**

For each accountability, review performance expectations in the *Performance Standards Guide*. Evaluate all work performed throughout the evaluation period and select an overall rating.

Rating Scale:			Unsatisfactory Performance	Successful Performance 1	Successful Performance 2	Successful Performance 3	Exceptional Performance
U	Unsatisfactory Performance	Consistently failed to meet expectations; significant improvement is needed.					
S1	Successful Performance 1	Did not consistently meet some expectations; further development is needed.					
S2	Successful Performance 2	Consistently met all expectations; solid contributor.					
S3	Successful Performance 3	Consistently met all expectations and occasionally exceeded expectations.					
E	Exceptional Performance	Frequently exceeded expectations and served as a role model to others; exceptional contributor.					
			U	S1	S2	S3	E

**1. Accountability** NA

Comments should include specific examples of performance to support and reinforce the rating chosen for the entire review period.



**2. Accountability** NA

Comments:

**3. Accountability** NA

Comments:

**4. Accountability** NA

Comments:

**5. Accountability** NA

Comments:

**6. Other** NA

## II. COMPETENCIES

For each competency, evaluate all related behaviors performed throughout the evaluation period and select an overall rating. Refer to the *Performance Standards Guide* to select the most appropriate rating.

Rating Scale:			Unsatisfactory Performance	Successful Performance 1	Successful Performance 2	Successful Performance 3	Exceptional Performance
U	Successful Performance 1	Successful Performance 2					
<b>U</b>	<b>Unsatisfactory Performance</b>	Consistently failed to meet expectations; significant improvement is needed.					
<b>S1</b>	<b>Successful Performance 1</b>	Did not consistently meet some expectations; further development is needed.					
<b>S2</b>	<b>Successful Performance 2</b>	Consistently met all expectations; solid contributor.					
<b>S3</b>	<b>Successful Performance 3</b>	Consistently met all expectations and occasionally exceeded expectations.					
<b>E</b>	<b>Exceptional Performance</b>	Frequently exceeded expectations and served as a role model to others; exceptional contributor.					

<b>1. Professionalism</b> – Is truthful and dependable, accepts responsibility for actions, maintains confidentiality, acts respectfully towards others, and demonstrates commitment to the organization.							
<b>a) Integrity</b>	– Is truthful, treats others fairly, and firmly adheres to ethical principles.	<input type="checkbox"/>					
<b>b) Responsibility</b>	– Accepts responsibility for own actions and for achieving expected results.	<input type="checkbox"/>					
<b>c) Attendance</b>	– Is punctual and maintains a responsible work record of attendance.	<input type="checkbox"/>					
<b>d) Dependability</b>	– Follows through on duties and commitments, and completes work on time.	<input type="checkbox"/>					
<b>e) Confidentiality</b>	– Protects confidential information and maintains professional boundaries.	<input type="checkbox"/>					
<b>f) Commitment</b>	– Demonstrates commitment to the organization and the profession.	<input type="checkbox"/>					
<b>g) Respect</b>	– Respects, cooperates, and communicates openly with coworkers; follows supervisor's requests; and complies with policies and procedures.	<input type="checkbox"/>					
<b>Overall Rating for Professionalism Competency →</b>		<input type="checkbox"/>					

Comments: *Competencies are the "how" it gets done, or the behaviors* } This is the Overall Rating for the entire Professionalism competency

<b>2. Competency</b>	NA <input type="checkbox"/>	<input type="checkbox"/>				
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**a) Dimension** – Definition  
**b) Dimension** – Definition

Comments: *Again, comments should include specific examples of performance to support and reinforce the rating chosen for the entire review period.* }

<b>3. Competency.</b>	NA <input type="checkbox"/>	<input type="checkbox"/>				
-----------------------	-----------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**a) Dimension** – Definition  
**b) Dimension** – Definition

Comments:

<b>4. Competency.</b>	NA <input type="checkbox"/>	<input type="checkbox"/>				
-----------------------	-----------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### III. DEVELOPMENT

Select at least one behavior (from Competencies) or one performance expectation (from Accountabilities) to develop. List the identified area(s) of development and specific action(s) in the left column. Use the right column to document the progress made during follow up coaching and evaluation sessions. During each subsequent session, continue to identify areas for development and progress made. Note the date after each entry.

#### Development Opportunity:

 For example - you may have a career goal of being promoted to a supervisory position. Work with your supervisor to utilize the ACES sessions to incrementally develop you toward that career goal.

By using the ACES as not only an evaluation tool but also as a development tool, you can ensure your development is an ongoing priority and not a forgotten conversation.

#### Evaluation of Progress:

### IV. COMMENTS

#### Additional Supervisor Comments:

(Optional)

#### Employee Comments:

(Optional)

This is for an ongoing negative performance issue (occurring any time during the review period) where there has been documentation.)

Were other performance issues discussed this evaluation period?

Yes – Indicate if other documentation exists:

No

*Employee Input Form* discussed and attached

### V. SIGNATURES

Supervisors and employees are required to sign this form. Signatures indicate that the supervisor and employee have discussed performance and the comments written on this document. Signatures do not necessarily indicate agreement.

**Next-level Supervisor's Signature:** \_\_\_\_\_ **Date:** / /

**Supervisor's Signature:** \_\_\_\_\_ **Date:** / /

**Employee's Signature:** \_\_\_\_\_ **Date:** / /

# The Two Components of Performance Rated On ACES Documents

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There are two components of performance on your ACES documents:

1. Accountabilities
2. Competencies

1. *Accountabilities* ...are the **what** gets done - basically the duties or results.

Many jobs in a career family or level will share several of the same accountabilities, but the specific duties will be different.

Supervisory & management positions share a common set of accountabilities in addition to some accountabilities that pertain only to an individual position.

Accountabilities generally stay the same over time, but duties may change.

2. *Competencies*... are the **how** it gets done, or behaviors.

There are 22 standard competencies used on ACES documents.

The key competencies (from the pool of 22) needed for success at each level within a family are the competencies utilized on that level's ACE document.

High performers not only demonstrate most or all of these behaviors, but demonstrate them more often and consistently than other employees.

22 Competencies for ACES



The competencies on your ACES were pulled from this list of 22 - those chosen were determined to be the most important for you to be successful in your position.

---

1. **Professionalism** - Is truthful and dependable, accepts responsibility for actions, maintains confidentiality, acts respectfully towards others, and demonstrates commitment to the organization.

- **Integrity** - Is truthful, treats others fairly, and firmly adheres to ethical principles.
- **Responsibility** - Accepts responsibility for own actions and for achieving expected results.
- **Attendance** - Is punctual and maintains a responsible work record of attendance.
- **Dependability** - Follows through on duties and commitments, and completes work on time.
- **Confidentiality** - Protects confidential information and maintains professional boundaries.
- **Commitment** - Demonstrates commitment to the organization and the profession.
- **Respect** - Respects, cooperates, and communicates openly with coworkers; follows supervisor's requests; and complies with policies and procedures.

---

2. **Adaptability** - Adjusts effectively to changing, new, or different situations at work.

- **Accepts change** - Accepts changes in duties or the work environment and tries to understand the full impact of change in order to effectively adapt to it.
- **Modifies behavior** - Readily modifies behavior or tactics in response to changes at work.
- **Views change positively** - Reacts positively to change, focuses on the beneficial aspects of change, and speaks positively about it to others.

---

3. **Assertiveness** - Demonstrates self-confidence and takes bold action when needed.

- **Demonstrates self-confidence** - Demonstrates confidence in own ability and judgment.
- **Asserts self** - Confronts issues directly and shares viewpoints openly with others.
- **Works independently** - Completes duties without being overly reliant upon others for direction or support.

---

4. **Attention To Detail** - Attends to all details of assignments and completes work properly, accurately, and thoroughly.

- **Attentive to policies and instructions** - Ensures complete understanding of applicable laws, policies, procedures, and instructions.
- **Ensures accuracy** - Completes tasks without error or within an acceptable error rate.
- **Is thorough** - Considers all aspects of assignments and reviews work to ensure it is thorough and complete.

---

5. **Communication** - Listens attentively to others and clearly conveys information and ideas.

- **Writes effectively** - Writes in a clear, organized, and engaging manner for the intended audience.
- **Speaks effectively** - Speaks clearly and concisely, and engages others in conversations.
- **Listens attentively** - Listens attentively to others without interrupting and conveys understanding.
- **Delivers effective presentations** - Develops and delivers presentations that are impactful or persuasive with their intended audience.
- **Keeps others informed** - Passes on appropriate information in a timely manner to others who should be kept informed.

---

6. **Composure** - Remains focused in stressful situations and keeps emotions under control at all times.

- **Demonstrates self-control** - Restrains emotional impulses when provoked or when faced with opposition or hostility.
- **Tolerates stress** - Thinks clearly and acts calmly during crises and stressful situations.
- **Calms others** - Stays positive and calms others during crises and stressful situations.

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**7. Conflict Management** - Deals effectively with others in antagonistic situations and constructively manages or resolves conflict.

- Recognizes / prevents conflict - Recognizes potentially harmful conflict situations and promptly intervenes to prevent escalation.
- Clarifies the situation - Collects information from relevant sources to understand the causes and sources of conflict.
- Remains neutral - Objectively views conflict from all sides and stays focused on resolving the conflict.
- Resolves conflict - Resolves conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship.

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**8. Continuous Learning** - Actively identifies development needs, takes advantage of development opportunities, and applies newly learned knowledge and skills on the job.

- Identifies development needs - Actively requests feedback to increase awareness of development needs.
- Develops self - Identifies and actively participates in development activities to maximize learning and stay current in own job field.
- Applies knowledge and skills - Puts newly learned knowledge and skills to practical use on the job.

---

**9. Creativity** - Generates innovative ideas and takes calculated risks to help solve problems or make improvements.

- Generates ideas - Generates numerous, original ideas or solutions to problems.
- Seeks improvement- Looks for and suggests new ways to improve quality, efficiency, or effectiveness.
- Implements ideas - Implements innovative ideas that involve calculated risks in an attempt to achieve improved results.

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**10. Customer Service** - Treats customers courteously and is responsive to their needs.

- Identifies needs - Talks to customers and listens to them to identify their needs or concerns.
- Addresses needs - Responds promptly to customers' needs or requests.
- Acts courteously - Provides courteous and professional customer service at all times.
- Follows-up with customers - Follows up with customers to ensure needs are met and to identify opportunities for improvement.

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**11. Decisiveness** - Exercises sound judgment when making decisions and takes prompt, decisive action.

- Evaluates alternatives - Considers the impact and implications of various alternatives before reaching a final decision.
- Makes timely decisions - Confidently makes timely decisions in ambiguous situations.
- Demonstrates commitment to decisions - Displays little to no hesitation when acting on decisions made, holds firmly to them, and accepts responsibility for outcomes.

---

**12. Developing Others** - Provides training, guidance, and feedback to help others develop specific knowledge and skills needed to perform tasks.

- Identifies needs - Identifies others' development needs.
- Trains others - Trains others on how to accomplish tasks or to develop specific skills and promotes a positive learning environment.
- Provides guidance and feedback - Offers clear and timely feedback and suggestions to help others reinforce newly learned skills.

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**13. Empathy** - Relates to others in a respectful and considerate manner, and demonstrates sensitivity towards others' feelings and concerns.

- Gathers information - Senses or gathers information about clients' needs or feelings.
- Expresses Concern - Openly expresses understanding and concern for others.
- Responds to needs - Responds appropriately and tactfully to the needs and feelings of others.

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**14. Influence** - Persuades others to support an idea or take a desired action.

- Adjusts personal approach - Gains an understanding of the audience that one is attempting to influence, and uses that knowledge to adapt one's influence strategies.
- Obtains buy-in - Establishes credibility and gains support for and commitment to ideas.
- Inspires action - Communicates a sound rationale and presents compelling information to motivate others to take action.

- 
15. **Information Seeking** - Actively seeks, collects, and evaluates information to learn more about issues or events.
- Identifies gaps - Recognizes when additional information is needed and identifies a variety of useful sources.
  - Collects information - Systematically collects potentially useful information.
  - Investigates - Draws out information that others are reluctant to disclose.
  - Integrates information - Integrates information from multiple sources and evaluates its credibility and relevance.
- 

16. **Initiative** - Displays a high level of effort and commitment towards completing assignments and goals.
- Works diligently - Maintains a consistent, high level of productivity.
  - Perseveres - Persists when facing unexpected obstacles or setbacks.
  - Initiates work - Independently identifies what needs to be done and does it.
  - Makes improvements - Proactively identifies areas to improve and recommends changes.
  - Achieves goals - Exerts a high level of effort and commitment towards achieving goals.
- 

17. **Organizational Awareness** - Understands the culture, issues, constraints, and power relationships within an organization and uses this knowledge to get things done quickly and effectively.
- Maintains internal awareness - Understands the organization's history, ongoing issues, and unspoken constraints and takes them into account before taking action.
  - Understands relationships - Recognizes the organization's power relationships and alliances/rivalries, and effectively uses that knowledge to get things done.
  - Maintains external awareness - Maintains awareness of external issues and events and their potential impact on the organization.
- 

18. **Planning and Organization** - Sets priorities, schedules activities, acquires resources, and monitors progress to ensure the successful completion of projects and assignments.
- Prioritizes work - Identifies more/less critical activities and assignments and establishes and adjusts priorities.
  - Identifies tasks and resources - Determines project/assignment requirements by breaking them down into tasks and identifying the types of resources and people needed.
  - Manages schedules and timelines - Allocates appropriate amounts of time for completing work; develops timelines and establishes milestones.
  - Leverages resources - Takes advantage of available resources (individuals, processes, agencies, and tools) to complete work efficiently; coordinates with internal and external individuals or groups.
  - Stays focused - Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.
- 

19. **Problem Solving** - Analyzes problems and makes sound recommendations.
- Recognizes problems and opportunities - Recognizes potential problems, issues, or challenges and determines whether action is needed.
  - Gathers information - Identifies and collects information needed to understand and analyze problems; weighs the relevancy and accuracy of the information.
  - Interprets information - Integrates information from a variety of sources and detects trends, associations, and cause-effect relationships.
  - Generates / evaluate alternative actions - Identifies alternative solutions to problems and identifies/weights the pros and cons of each.
- 

20. **Relationship Building** - Works to build and maintain friendly relationships with people who can, or might someday be able to, provide information, assistance, or support.
- Identifies needs - Identifies the need for relationships, both in and outside the organization, that may be beneficial now or in the future.
  - Initiates relationships - Proactively works at building or maintaining mutually beneficial relationships with others.
  - Utilizes relationships - Uses relationships to share and gather information, seek input into problems, and identify opportunities.

- 
21. **Teamwork** - Works cooperatively with others and promotes a friendly work climate in order to achieve shared goals.
- Develops positive relationships - Develops positive relationships with coworkers and treats all coworkers with courtesy and respect.
  - Supports coworkers - Supports coworkers and provides assistance when needed.
  - Keeps coworkers informed - Openly shares information, knowledge, and expertise with coworkers.
  - Solicits coworker input - Solicits input from coworkers and involves them in team decisions.

- 
22. **Team Leadership** - Builds cohesive teams and provides clear direction and guidance in order to facilitate the completion of team goals.
- Clarifies roles and provides direction - Sets goals and communicates the purpose of the team, provides work direction, clarifies members' roles, and leverages individual strengths.
  - Facilitates work accomplishment - Supports the team by being approachable, providing necessary resources, and helping to remove obstacles.
  - Monitors team progress - Monitors team performance and provides meaningful feedback to team members.
  - Keeps others informed - Shares important or relevant information with the team.
  - Involves others - Listens to and fully involves others in team decisions and actions.

## Ratings - What does a particular rating say about my performance?

For each accountability or competency, review performance expectations in the <i>Performance Standards Guide</i> . Then evaluate all work performed throughout the evaluation period and select an overall rating.								
Rating Scale:			Unsatisfactory Performance	Successful Performance 1	Successful Performance 2	Successful Performance 3	Exceptional Performance	
U	Unsatisfactory Performance	Consistently failed to meet expectations; significant improvement is needed.						
S1	Successful Performance 1	Did not consistently meet some expectations; further development is needed.						
S2	Successful Performance 2	Consistently met all expectations; solid contributor.						
S3	Successful Performance 3	Consistently met all expectations and occasionally exceeded expectations.						
E	Exceptional Performance	Frequently exceeded expectations and served as a role model to others; exceptional contributor.						
7. Accountability or Competency			NA <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### S1: Successful Performance 1

This is a circumstance where the employee can meet the expectation, but **does not meet the expectation consistently**. This could be due to needing more development in the area or it could be a circumstance of not consistently meeting expectations throughout the review period.

### S2: Successful Performance 2

This is good, solid, consistent performance. The employee consistently meets the expectations set for the accountability or competency. The employee may exceed the expectation when needed or may have a bad day, but overall, you can count on good, solid performance. This is equivalent to getting an "A" in the class. **Doing the Guide and doing it well is performing at an S2 level.**

### S3: Successful Performance 3

In this rating, the employee **consistently meets expectations but also exceeds the expectation on a somewhat regular basis** throughout the review period.

For the majority of employees in the majority of circumstances, you will use one of these three ratings.

For each accountability or competency, evaluate all related behaviors performed throughout the evaluation period and select an overall rating. Refer to the *Performance Standards Guide* to select the most appropriate rating.

Rating Scale:			Unsatisfactory Performance	Successful Performance 1	Successful Performance 2	Successful Performance 3	Exceptional Performance
<b>U</b>	<b>Unsatisfactory Performance</b>	Consistently failed to meet expectations; significant improvement is needed.					
<b>S1</b>	<b>Successful Performance 1</b>	Did not consistently meet some expectations; further development is needed.					
<b>S2</b>	<b>Successful Performance 2</b>	Consistently met all expectations; solid contributor.					
<b>S3</b>	<b>Successful Performance 3</b>	Consistently met all expectations and occasionally exceeded expectations.					
<b>E</b>	<b>Exceptional Performance</b>	Frequently exceeded expectations and served as a role model to others; exceptional contributor.					
			<b>U</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>E</b>
5. Accountability or Competency			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**U:** *Unsatisfactory Performance*

The employee consistently failed to meet expectations and significant improvement is needed. In the majority circumstances, you will have additional documentation that shows the ongoing performance issue and the progressive discipline that has already occurred. A U should never come as a surprise to the employee. The supervisor and the employee should have met several times and performance is still not acceptable. An act of gross misconduct or an act of physical violence could result in a U rating from a singular event.

**E:** *Exceptional Performance*

In this circumstance, the employee consistently exceeds expectations. Another way to think of this is that it would be rare that this employee would have a day when he or she did not exceed expectations in this area. In this circumstance, the employee serves as a role model to others and is an exceptional contributor. This could be a circumstance where the employee has risen to the occasion or it may be a circumstance where this area is the employee's clear strength that takes it to a higher level than an S3.

**NA:** *Not Applicable*

This rating can be used in several circumstances. For example, This may be used for an employee who is new at a particular level. There may be an accountability that at some point the employee will perform when at that level but is not trained or experienced enough to do it currently. There might also be a circumstance where a particular duty has not been done during the review period for a legitimate reason, then this rating could be used.

## Same Page Meetings

For each accountability or competency, evaluate all related behaviors performed throughout the evaluation period and select an overall rating. Refer to the <i>Performance Standards Guide</i> to select the most appropriate rating.							
Rating Scale:			Unsatisfactory Performance	Successful Performance 1	Successful Performance 2	Successful Performance 3	Exceptional Performance
<b>U</b>	<b>Unsatisfactory Performance</b>	Consistently failed to meet expectations; significant improvement is needed.					
<b>S1</b>	<b>Successful Performance 1</b>	Did not consistently meet some expectations; further development is needed.					
<b>S2</b>	<b>Successful Performance 2</b>	Consistently met all expectations; solid contributor.					
<b>S3</b>	<b>Successful Performance 3</b>	Consistently met all expectations and occasionally exceeded expectations.					
<b>E</b>	<b>Exceptional Performance</b>	Frequently exceeded expectations and served as a role model to others; exceptional contributor.					
			<b>U</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>E</b>
6. Accountability or Competency			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Once a supervisor has completed the ACES ratings for all his or her employees, we recommend that Supervisors meet with at least one of their peers to ensure both are on the "same page" with how ratings are being utilized. This also ensures ratings are being used consistently throughout your department or agency. This checks and balances should give you as the employee the peace of mind to know the ratings being used are consistent and used for legitimate reasons and not because a supervisor is being overly harsh or overly generous.



## Self - Assessment

# ACE

**ACCOUNTABILITY & COMPETENCY  
EVALUATION**



*Handed in to your Supervisor October of each year*

Employee Name \_\_\_\_\_ ID \_\_\_\_\_ Hire Date / / Evaluation Date / /

Supervisor's Name \_\_\_\_\_ ID \_\_\_\_\_  3 Month  5 Month  Coaching/Annual

### ACCOUNTABILITIES

For each accountability, review performance expectations in the *Performance Standards Guide*. Then evaluate all work performed throughout the evaluation period and select an overall rating.

Rating Scale:			Unsatisfactory Performance	Successful Performance 1	Successful Performance 2	Successful Performance 3	Exceptional Performance
U	Unsatisfactory Performance	Consistently failed to meet expectations; significant improvement is needed.					
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S3	Successful Performance 3	Consistently met all expectations and occasionally exceeded expectations.					
E	Exceptional Performance	Frequently exceeded expectations and served as a role model to others; exceptional contributor.					
<b>Accountability</b>			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accountability</b>			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accountability</b>			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accountability</b>			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accountability</b>			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other:</b>			NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### COMPETENCIES

For each competency, evaluate all related behaviors performed throughout the evaluation period and select an overall rating. Refer to the *Performance Standards Guide* to select the most appropriate rating.

**Professionalism** – Is truthful and dependable, accepts responsibility for actions, maintains confidentiality, acts respectfully towards others, and demonstrates commitment to the organization.

<ul style="list-style-type: none"> <li>▪ <b>Integrity</b> – Is truthful, treats others fairly, and firmly adheres to ethical principles.</li> </ul>	<input type="checkbox"/>				
<ul style="list-style-type: none"> <li>▪ <b>Responsibility</b> – Accepts responsibility for own actions and for achieving expected results.</li> </ul>	<input type="checkbox"/>				
<ul style="list-style-type: none"> <li>▪ <b>Attendance</b> – Is punctual and maintains a responsible work record of attendance.</li> </ul>	<input type="checkbox"/>				
<ul style="list-style-type: none"> <li>▪ <b>Dependability</b> – Follows through on duties and commitments, and completes work on time.</li> </ul>	<input type="checkbox"/>				
<ul style="list-style-type: none"> <li>▪ <b>Confidentiality</b> – Protects confidential information and maintains professional boundaries.</li> </ul>	<input type="checkbox"/>				
<ul style="list-style-type: none"> <li>▪ <b>Commitment</b> – Demonstrates commitment to the organization and the profession.</li> </ul>	<input type="checkbox"/>				
<ul style="list-style-type: none"> <li>▪ <b>Respect</b> – Respects, cooperates, and communicates openly with coworkers; follows supervisor's requests; and complies with policies and procedures.</li> </ul>	<input type="checkbox"/>				

# Supervisor Documentation of Your Performance

VI. COMPETENCIES						
For each competency, evaluate all related behaviors performed throughout the evaluation period and select an overall rating. Refer to the <i>Performance Standards Guide</i> to select the most appropriate rating.						
Rating Scale:		 <p><i>Comments are required to support all ratings.</i></p> <p>A best practice to ensure you're capturing enough comments is to keep a running list of comments throughout the reporting period.</p> <ul style="list-style-type: none"> <li>• Have an ACES document and ACES guide customized for each employee.</li> <li>• As you observe behavior, open the file and jot down the situation.</li> <li>• Save the file and open the same one the next time you have something to document</li> <li>• By the end of the year, supervisors will have comments with a picture of an entire review year.</li> </ul>				
5	Superior Performance		understanding of (s) of the element.			
4	Exceeds Expectations		in all significant functions			
3	Meets Expectations		performance that meets all of expectations of the element.			
2	Below Expectations		efficient with respect to requirements.			
1	Unsatisfactory	significantly below element	Unsatisfactory	Below Expectations	Meets Expectations	
			1	2	3	
7. Professionalism – respects and respectfully toward		ability for actions, maintains confidentiality, acts in the best interest of the organization.				
h) Integrity – Is truthful and honest.		ethical principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) Responsibility – Is responsible for actions and decisions.		achieving expected results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j) Attendance – Is punctual and maintains a responsible work record of attendance.			<input type="checkbox"/>	X	<input type="checkbox"/>	
k) Dependability – Follows through on duties and commitments, and completes work on time.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
l) Confidentiality – Protects confidential information and maintains professional boundaries.			<input type="checkbox"/>	<input type="checkbox"/>	X	
m) Commitment – Demonstrates commitment to the organization and the profession.			<input type="checkbox"/>	<input type="checkbox"/>	X	
n) Respect – Respects, cooperates, and communicates openly with coworkers; follows supervisor's requests; and complies with policies and procedures.			<input type="checkbox"/>	<input type="checkbox"/>	X	
		<b>Overall Rating for Professionalism Competency →</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				X	<input type="checkbox"/>	
Comments (indicate examples of behaviors to support the rating):						
<p>- (<i>Integrity, May</i>) Trooper Jones witnessed a new recruit behaving poorly/unprofessionally at an off-duty event. Jones visited with him about how a trooper's actions off-duty impact his personal credibility and the integrity of the agency as a whole.</p> <p>- (<i>Dependability, September</i>) Trooper Jones was given several assignments relevant to the Buffalo Round Up. He was on time or early for each assignment, he fulfilled them with very little direction from his supervisor and, in one case, he demonstrated excellent problem solving when the route for the Governor's tour was changed at the last minute.</p> <p>- (<i>Attendance, July</i>) There were a couple of occasions on the July schedule where Trooper Jones required last minute schedule changes for events he had known about for some time. Was counseled to remember these last minute changes affect his other squad members negatively. If we receive notice far enough in advance we can make adjustments and continue to meet our manpower requirements.</p>						

## Example of An Employee's Own Comments on Self-Assessment

VII. COMPETENCIES					
For each competency, evaluate all related behaviors performed throughout the evaluation period and select an overall rating. Refer to the <i>Performance Standards Guide</i> to select the most appropriate rating.					
Rating Scale:					
5	<b>Superior Performance</b>	<b>Demonstrates superior understanding of purpose, and objective(s) of the element.</b>	<b>Unsatisfactory</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>
4	<b>Exceeds Expectations</b>	<b>Excellent performance in all significant functions of the element.</b>			
3	<b>Meets Expectations</b>	<b>Solid, competent performance that meets all of the performance expectations of the element.</b>			
2	<b>Below Expectations</b>	<b>Performance that is deficient with respect to particular element requirements.</b>			
1	<b>Unsatisfactory</b>	<b>Performance that falls significantly below element standards.</b>			
			1	2	3
<b>8. Professionalism</b> – Is truthful and dependable, accepts responsibility for actions, maintains confidentiality, acts respectfully towards others, and demonstrates commitment to the organization.					
<b>o) Integrity</b> – Is truthful, treats others fairly, and firmly adheres to ethical principles.			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>p) Responsibility</b> – Accepts responsibility for own actions and for achieving expected results.			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>q) Attendance</b> – Is punctual and maintains a responsible work record of attendance.			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>r) Dependability</b> – Follows through on duties and commitments, and completes work on time.			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>s) Confidentiality</b> – Protects confidential information and maintains professional boundaries.			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>t) Commitment</b> – Demonstrates commitment to the organization and the profession.			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>u) Respect</b> – Respects, cooperates, and communicates openly with coworkers; follows supervisor's requests; and complies with policies and procedures.			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Overall Rating for Professionalism Competency →</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments (indicate examples of behaviors to support the rating):					
<p>– (<i>Integrity, May</i>) I became aware of a new recruit behaving poorly/unprofessionally at an off-duty event. I pulled him aside in a low-key way and visited with him about how a trooper's actions off-duty impact his personal credibility and the integrity of the agency as a whole. I didn't want to put him on the spot or make him feel bad. We were all new once.</p> <p>– (<i>Confidentiality, May</i>) When I talked with the new-recruit about his behavior, he revealed some personal information to me. It wasn't anything that he would get in trouble for or that was a concern about his ability to serve, but it did shed some light on his behavior. I chose not to tell anyone about this since I didn't think it served a purpose and would have violated professional boundaries.</p> <p>– (<i>Attendance, Nov, Dec</i>) There were a couple occasions on the November and December schedule where I needed to make last minute changes for events I did know about for some time in advance. My supervisor pulled me aside and counseled me that by doing that I negatively affect other squad members. I need to remember to notify my supervisor of changes far enough in advance so they don't affect manpower requirements.</p>					

Employee Input Form Option 2: Compare and Contrast

 Options 2-5 are completed for the sit down session held in the Spring of each year.

**ACES Employee Input Form**

Employee Name:		Department:		Review date:	
<b>Employee questions:</b>			<b>Supervisor questions:</b>		
1. In the last year, this is the accomplishment I'm most proud of and the reason why:			1. In the last year, this is your accomplishment I'm most proud of you for and why:		
2. This is something that I've learned in the last year that you aren't aware of:			2. What I appreciate most about the way you do your job is:		
3. The most frustrating things about my job are:			3. This is what find most frustrating about the way you do your job:		
4. If I could change one thing about my job, it would be:			4. If I could change one thing about your job it would be:		
5. These are things you could do as my supervisor that would make my job easier or better:			5. I would like to help you grow in the following ways:		
6. If I were the supervisor, these would be the top priorities or changes I'd make in our office in the next 6 months:			6. These are the top skills and characteristics I feel you bring to the job:		

# ACES Employee Input Form Option 3: The Questionnaire

## Employee Input Form

Employee name:		Department:		Review Date:	
<p style="text-align: center;"><b>Employee Questionnaire</b></p> <p>1 – Strongly disagree                  2 – Disagree                  3 – Undecided                  4 – Agree                  5 - Strongly Agree</p> <p><b>I feel empowered at work</b>                  1      2      3      4      5</p> <p><b>Receiving praise, feedback, and recognition at work is important to me</b>                  1      2      3      4      5</p> <p><b>I have all the necessary tools to be successful in my job</b>                  1      2      3      4      5</p> <p><b>Being able to grow within my position is important to me</b>                  1      2      3      4      5</p> <p><b>I like my current schedule</b>                  1      2      3      4      5</p> <p><b>How would you rate your workload?</b>  <input type="checkbox"/> Not enough work to keep me busy  <input type="checkbox"/> About the right amount of work  <input type="checkbox"/> Consistently overworked</p> <p><b>How would you rate the stress of your job?</b>  <input type="checkbox"/> Very Stressful  <input type="checkbox"/> Moderately Stressful  <input type="checkbox"/> Not Very Stressful  <input type="checkbox"/> Not at all Stressful</p> <p><b>How would you compare your job-related stress level to a year ago?</b>  <input type="checkbox"/> Increasing  <input type="checkbox"/> About the same  <input type="checkbox"/> Decreasing</p> <p><b>Which of the following do you personally consider your biggest job motivator</b>  <input type="checkbox"/> Challenge of work  <input type="checkbox"/> Salary and Compensation  <input type="checkbox"/> Recognition  <input type="checkbox"/> Benefits  <input type="checkbox"/> Flexible Work Schedule  <input type="checkbox"/> Job Security  <input type="checkbox"/> Other (specify) _____</p>			<p style="text-align: center;"><b>Action Plan with Supervisor</b></p> <p>(How can we sustain those areas you feel are strong and going well. How can we improve or compensate for those areas that aren't going as well or you don't feel strongly about.)</p>		

*Employee Input Form Option 4: Questions in specific areas (program or personal development)*

**ACES Employee Input Form**

Employee Name:		Department:		Review date:	
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**Personal Growth:**

- What skills and talents have most helped you achieve success in this position?
  
- What was the most fun you had during the past review period?
  
- What strengths or talents do you have that aren't being utilized?

**Productivity:**

- What would make your life easier at work?
  
- How can I help you: what would you like me to do more of or less of? What training can I provide?

**Vision:**

# Employee Input Questionnaire

*Employee Input Form  
Option 5*

Employee Name \_\_\_\_\_ Date \_\_\_\_\_

Please rate each item below and bring this Questionnaire with you to your performance evaluation session. This information will only be used to help guide a discussion on these topics and will not affect your performance review. If you are uncomfortable responding to a particular item, feel free to leave it blank.

<b>WORKLOAD &amp; RESPONSIBILITY</b>	Strongly Disagree	Tend to Disagree	Tend to Agree	Strongly Agree
The amount of work I am asked to do is reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of work enables me to do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the resources needed to do my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My talents are appropriately utilized at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job is sufficiently interesting and challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sufficient control over how I do my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WORKING CONDITIONS</b>	Strongly Disagree	Tend to Disagree	Tend to Agree	Strongly Agree
My job does not cause unreasonable amounts of stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my shift or schedule (e.g., hours of work, days off).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My work schedule is sufficiently flexible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The physical working conditions of my job are satisfactory (e.g., temperature, sound, work space and equipment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use vacation leave when I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COWORKERS</b>	Strongly Disagree	Tend to Disagree	Tend to Agree	Strongly Agree
My coworkers and I work well together to get things done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is good communication between coworkers and myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can rely on coworkers to help me when problems arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coworkers do their fair share of the workload and use their time well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coworkers treat one another with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy most of the people I work with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPPORTUNITIES FOR ADVANCEMENT &amp; GROWTH</b>	Strongly Disagree	Tend to Disagree	Tend to Agree	Strongly Agree
I receive the training I need to do my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient opportunities for developing and acquiring new job skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are sufficient opportunities for advancement or growth in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advancement and job/tasks assignment decisions are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>MANAGEMENT</b>	Strongly Disagree	Tend to Disagree	Tend to Agree	Strongly Agree
I feel that I am kept sufficiently informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what is expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive adequate work direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient feedback about my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient recognition when I do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## How to Create a Professional Development Plan for Your Career Goals

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1. **Sit down by yourself and identify your career goals and objectives within your organization.** Clearly write out your one-year & five-year career goals as well as what you need to do in order to achieve those goals. If you need additional support from your management and peers to achieve those goals, identify the people who will be keys in your career development.
2. **Write down the type of additional work experience and skills you need in order for you to achieve your career objectives.** Identify any additional training you need as well as projects you would like to work on.
3. **Frame you career goals within the context of your current job.** Your career objectives should fit in with your organization's objectives. You should be able to define career objectives that will be beneficial for both you and your organization. If your goals are out of sync with what you can accomplish within your current organization, this should be a signal to you to look for change.
4. **Set up a career accomplishment timeline.** In order to accomplish your goals, you need to break down your goals into smaller tasks with well-defined timelines. Set up a calendar schedule with target dates for accomplishing each task.
5. **Work with your manager to set up clear expectations.** If you want to be promoted to a higher level, work with your manager to identify what is expected of you and how you can achieve that particular goal. If you are interested in working on a different project, make sure that you let your management know extremely early on so that you can ramp up on your new project in ample time. **Always keep in mind that you need to explain how your particular goal will benefit your work place.**
6. **Take the initiative.** Once you have identified your career goals, it is your responsibility to be proactive and take the initiative to do what it takes to accomplish your goals. Be willing to adapt and modify your goals according to changing circumstances. Use feedback from your manager, colleagues, and friends to constantly evolve your professional development plan. Sometimes external sources are better able to identify your strengths, weaknesses, and areas for development.



Having a professional development plan is an important part of career development. A development plan will lay out your career objectives and the path you will take towards achieving them. It will also set up clear expectations between you and your supervisor.

## Employee Self-Appraisal Tips

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Employment performance review time may stress you out...but don't panic. Your self-appraisal is a great way to prove your worth - your chance to promote yourself without dealing with office politics. An effective self-appraisal should be an assertion and evidence of your value, as well as a clear and compelling portrait of yourself as a professional.

### 1. List All Your Work

Before approaching the self-appraisal, list everything you have done, no matter how minute, since your last review period on a sheet of paper. This may be compiled from weekly reports you have submitted, emails, presentations or other collections of your work product. Be thorough, as this is the raw material for your self-appraisal.

### 2. List All Your Accomplishments

Using the list of all of your work, make a separate list of all of your work accomplishments: those projects and outcomes that had a significant, usually quantifiable, impact on your department or agency. Also, do not forget to include behavioral examples - for example, retaining an irate customer through solid customer service.

### 3. List Your Strengths and Weaknesses

Now, on paper, make a thorough evaluation of your strengths & weaknesses. Start with any weaknesses your immediate supervisor has called upon you to address between the last review period and this one. Then, continue to appraise your own strengths and weaknesses on paper. If it is feasible, ask a trusted colleague or mentor for an assessment of you to provide you with some objectivity and insight. If you are candid with yourself about your weaknesses, you are less likely to be surprised by your supervisor's comments. Now you are ready to start the self-appraisal.

#### 4. Highlight Your Accomplishments

On the appraisal, first highlight the key accomplishments that are most significant. Next, highlight accomplishments that demonstrate growth in a new area of responsibility. Demonstrating initiative is another area you may want to quantify or give specific examples of. Finally, highlight ongoing responsibilities in a quantifiable manner.

#### 5. Address Your Strengths and Weaknesses

List your strengths and weakness in terms of recent accomplishments. Linking your strengths with your accomplishments clearly illustrates the value you add. By presenting your supervisor with evidence that you have addressed your weaknesses by achieving a goal that forced you to contend with said weakness, you show your supervisor that you take constructive criticism well and are dedicated to professional growth. This will likely offset your supervisor's assessment of your weakness, even if you have not yet turned that weakness into a strength.

#### 6. Checklists

If your self-appraisal includes a checklist of qualities on which you are asked to rate yourself, be candid. Don't select the same rating for each quality, or your supervisor may likely judge your appraisal as superficial. Make sure your ratings are consistent with your strengths and weaknesses as listed throughout the appraisal.

#### 7. Future Plans

If your self-appraisal form asks what your plans are between now and the next review period, avoid listing things that sound impressive but that you do not intend to complete. Your supervisor may think you are not serious if you have not begun or completed some or all of your plans as listed on your self-appraisal.

## How to Handle the Self-Evaluation Component of Your Performance Assessment

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Maybe you're like many politicians, rappers or movie stars, and you love nothing more than to talk about yourself at great length. Then again, maybe you're a little more reserved about the prospect of tooting your own horn.

For those in the latter camp, being asked to perform a self-evaluation as part of an employee performance appraisal can cause more than a little consternation. "What is the point of this?" "What am I supposed to say?" and "Is whatever I put down going to be used against me?" are just a few of the questions employees raise when confronted with an employee evaluation form.

The first step, before you put pen to paper, is to relax, says Milwaukee-based executive coach and organizational development expert Joan Lloyd. The self-evaluation was not developed by sadistic HR departments just to torture employees, she says. Rather, it serves a genuine purpose and, when properly handled, can help further your career.

"Self-assessments have become very popular -- and with good reason," she says. "Managers can't possibly remember as well as you can everything you accomplished throughout the year. By asking you to provide input into your own employee evaluation, it reminds your boss about all the good things you achieved."

### Self-Praise With Specifics

Today, many employees work independently and make more of their own work-related decisions. As a result, managers are less-aware of each team member's day-to-day activities. That's why, when filling out a self-evaluation form, it's important to detail your accomplishments, be specific and avoid soft terms, says Stephanie Dawkins, a former global senior VP for Volvo and author of *Corporate Coffee: Success Never Tasted So Good*.

"Adjectives such as 'great,' 'good' and 'a lot' are very subjective," she says. "Try to use more measurable objectives such as 'have demonstrated project management skill via coordinating X project' or 'met all objectives before deadline.' Make sure that you have a record of personal accomplishments, projects led, objectives met, training sessions attended and skills developed to draw from."

Lloyd adds that a performance assessment is no time for false modesty, so go ahead and include factual evidence to support your record of accomplishments.

"Don't say, 'I work well with my fellow team members,'" she says. "Instead, say, 'During the Maxwell Project, I stayed late for three evenings to help Janet get the delivery ready for shipment, and I volunteered to cover for Pat when she went out for surgery. This saved the unit money and kept a high level of service for our customers because we didn't have to hire a temp.'"

## *Own Your Shortcomings*

On the flip side, when it comes to addressing the negatives of the past year, Palo Alto, California-based career counselor and coach Richard Phillips says employees need to be proactive about bringing up what he prefers to call development areas.

"You can often head off trouble by saying, 'This is an area where I need to develop, and here's what I'm doing about it,'" he says. "You never state a weakness or a problem without a solution. Even if your solution isn't that good, it demonstrates that you're taking responsibility and that you can self-manage."

Lloyd says that, contrary to the stereotypical image of the boss who's eager to dress down employees, most managers appreciate team members who take this kind of initiative.

"As the boss, it just makes your life easier when someone says, 'I know I fouled up that project,'" she says. "And then when you follow up by saying, 'But from that experience the learning lessons were X, Y and Z and now, as a result, I'm doing these two things differently,' that shows a tremendous amount of self-awareness. It also allows the boss to relax because he or she thinks, 'OK, now I don't have to bring this up.'"

## *Directing the Dialogue*

A big part of making the self-evaluation work for you is your perspective, Phillips says. Don't view the experience as an opportunity for management to play "gotcha," but as a chance to make yourself look better than you otherwise might during the performance review and to neutralize any potential negatives, he says.

Lloyd agrees, emphasizing that the self-evaluation allows you to frame the conversation, control what winds up on your performance appraisal form and set the tone for how you move forward.

"By taking this sort of initiative, you set up the whole performance review meeting to be a win, and much more career-focused and coaching-focused," she says. "You're more likely to wind up with a really great, open-ended, two-way dialogue about your past year. You also have greater control over what goes on the record, and that record will be crucial in terms of your future career and opportunities."

By Malcolm Fleschner, Monster Contributing Writer, <http://career-advice.monster.com/in-the-office/workplace-issues/performance-assessment-self-evaluation/article.aspx>