

P4P PROGRAM HIGHLIGHTS

Funding	<ul style="list-style-type: none"> • The P4P program is funded per the MOU by 2.5% of total managers' salary • 2.5% of the funding will be allocated to each agency/department based on a percentage of payroll
Eligibility	<ul style="list-style-type: none"> • All management employees will be eligible to participate in the P4P program, <u>except</u>: <ul style="list-style-type: none"> ○ New County management employees hired after September 30; or, ○ Any employee promoted (temporary or permanent promotion) from a non-management to a management classification after September 30. <p>Note: An employee promoted as a result of the reclassification of his/her position to a management classification will be eligible to participate in the P4P program, if the reclassification was to recognize work already being done at the management level.</p>
Evaluation Cycle	<ul style="list-style-type: none"> • The P4P evaluation cycle is based on a calendar year, beginning January 2008 • The evaluation process includes three phases: Performance Planning and Goal(s) Setting, Mid-Year Performance Review, and Annual Year-end Appraisal and Reward determination
Evaluation Elements	<p>Performance will be evaluated in two areas:</p> <ol style="list-style-type: none"> 1. Performance in day-to-day core management competencies (weighted 75% in the overall evaluation) <p style="margin-left: 40px;">Industry-wide research and practical experience clearly indicates that a manager's most important on-going contribution is expressed in how well he/she accomplishes day-to-day assignments.</p> 2. Achievement of two mutually agreed upon goals (weighted 25%). <p style="margin-left: 40px;">Countywide consistency in the quality/significance of the goals chosen for managers is important. Each goal must be substantial enough to require the manager to put forth a consistent and sustained effort to accomplish it.</p>

<p>Core Management Competencies</p>	<p>The seven core management competencies are: Results; Judgment/Decision Making/Problem Solving; Effective Communication; Planning/Organization; Collaboration/Team Building; Supervision/Leadership; Functional Expertise.</p> <ul style="list-style-type: none"> • Core competencies uniquely identify how each individual manager’s day-to-day performance relates to the County/Department/Unit’s operations, strategic and business plans, and how excellence in executing his/her core competencies adds specific value to the organization. • A candid, on-going assessment of Core Competencies will allow each supervisor and manager to establish personal or professional development strategies aimed at strengthening the manager’s knowledge/skill/ability in the identified competency.
<p>Goals</p>	<p>Each manager will be required to attain at least two (2) goals, mutually agreed upon with their supervisor at the beginning of the performance cycle. One goal shall be a program goal; the other goal can be a program goal or an individual development goal. (CEO has established the expectation that at least one goal shall be a related to the core business of the County/Department (“program goal”).</p> <ul style="list-style-type: none"> • <i>Program</i> goals relate to the core business of the County/Department (e.g., develop a specific new program to service a specific population by a specific date). • <i>Individual</i> goals relate to personal professional development in enhancing the manager’s capabilities in a specific competency area (e.g., Leadership: develop and chair an office wide/county-wide committee by XX date to address energy conservation; provide recommendations to reduce energy costs by 30%).

<p>Goal Determination</p>	<ul style="list-style-type: none"> • Each department/agency is responsible for determining the specific goals established annually for its managers, and ultimately for determining the percentage of completion of the goals set for each manager. Individual goals will vary significantly throughout the County. <p>However, there are some common elements that must be reflected in every written goal. Each established goal must be substantive enough to constitute worthwhile effort, very specific so as to be easily understood, it must be able to be measured, it must require the manager to take action in order to be completed, it must be relevant and realistic to the manager’s position/organizational structure, and it must have a clearly stated timeline for completion.</p> <ul style="list-style-type: none"> • Program Goal Example: “Prior to November 2008, prepare a fee study to recover all costs of the Agricultural Commissions operations. Determine appropriate fees for each service, anticipated revenue received, and the steps necessary to activate this fee program.” • Individual Goal Example: “Complete a college level course focused on Governmental Grant Preparation by August 1, 2008 and provide a one-hour training session (by 12-1-07) for the managers in the financial unit of the Department on how to enhance grant writing/ applications for the Department.”
<p>Evaluation Rating</p>	<ul style="list-style-type: none"> • Specific criteria were developed to help consistently define each performance rating category. • Four evaluation rating scores are available for each Core Competency: Exceptional (4), Exceeds Expectations (3), Meets Expectations (2), and Needs Improvement (1). • Three evaluation rating scores are available for each Goal: Accomplished (4), Substantially Accomplished (2); and Not Accomplished (0).
<p>Evaluation Form</p>	<ul style="list-style-type: none"> • There is a new evaluation form that requires detailed evaluation of each manager. • The P4P Evaluation Form will be used for all Administrative Managers: <ul style="list-style-type: none"> ○ Performance Planning, Mid-Year Review, Annual Evaluation, Interim Probationary Review, and Final Probation Review.

Exceeding the “Advertised Maximum” Salary Rate	<ul style="list-style-type: none"> • The administrative management salary structure includes an “advertised minimum” salary rate which increases to an “advertised maximum” salary rate (the control point). Managers’ salaries may reach the top of the administrative management “advertised maximum” rate through annual increases. • Upon adoption of the P4P program by the Board of Supervisors, managers with salary levels at the top of the “advertised maximum” rate who become eligible for additional compensation, based on outstanding performance, will exceed the “advertised maximum” rate. This progression will continue if merited by continuing outstanding performance until such time as a manager reaches the absolute top end of the range.
Final Reward Approval	<ul style="list-style-type: none"> • Agency/Department Heads will be responsible for: <ol style="list-style-type: none"> 1. Approving how the reward money is allocated, based on individual manager performance ratings 2. Ensuring that the reward given fits within the percentage allowed for the respective rating 3. Ensuring that the agency/department remains within its total dollar allowance
Appeal Process	<ul style="list-style-type: none"> • Formal appeal process: For managers who are rated “Needs Improvement” per MOU guidelines
Consistency Assurance	<p>A Calibration Committee will be established for the purpose of:</p> <ol style="list-style-type: none"> 1. Assessing if all agency/departments are consistency applying the evaluation definitions 2. Assessing if the evaluation narratives provided consistently justify the performance category assigned 3. Evaluating the substantive quality of each goal assigned 4. Assessing the overall consistency in rankings within and between different departments/agencies <ul style="list-style-type: none"> • Membership: 10 (ten) County staff • Process: The Committee will review a random and anonymous 30% sampling of performance evaluations in each management classification (I, II, III), and will review statistical reports summarizing the total number of managers evaluated in each performance category, by level and by department/agency • Administrative Manager II’s will review evaluations for Administrative Manager I’s. Administrative Manager III’s will review evaluations for Administrative Manager II’s. Selected executives will review evaluations for Administrative Manager III’s.

MANAGEMENT CORE COMPETENCY

There are seven (7) core competencies upon which managers will be appraised with regard to their day-to-day work. These competencies are:

Core Competency	For each competency, the assessing supervisor will make the following fundamental assessments:
Results	How well did the manager achieve the results expected from conducting his/her day-to-day work assignments during the evaluation period?
Judgment/Decision Making/Problem Solving	What is the quality of judgment and decision-making that the manager regularly applies to accomplish business objectives, <u>and</u> how regularly does the manager use rational/appropriate processes to resolve difficult issues?
Effective Communication	How capable is the manager in regularly delivering appropriate and effective information/messages, both oral and written?
Functional Expertise	How proficient is the manager (both functionally and technically) in his/her current job?
Planning/Organizing	How effectively does the manager regularly identify pertinent issues, prioritize work, and take action to meet established deadlines?
Collaboration/Team Work	How effectively does the manager regularly work with others (inside and/or outside his/her unit) to accomplish both organizational and personal goals/projects?
Supervision/Leadership	How effectively does the manager supervise others to accomplish business goals; <u>and/or</u> how effectively does the manager regularly lead by example when working with others to solve problems and accomplish business goals?

The following chart provides additional examples of core competency skills by level of management that may be helpful to supervisors/managers in evaluating manager's performance in these competencies.

COMPETENCY CRITERIA BY CLASSIFICATION LEVEL

The following seven Core Competencies shall be used when preparing a manager's annual appraisal to evaluate how well the manager has performed his/her day-to-day responsibilities. Each job competency is assessed as follows:

- Each competency shall be evaluated separately, on its own merit. Competency in one criterion is not intended to be judged relative to competency in any other criteria.
- Under each competency is a standard definition of that competency.
- To assist in evaluating how well managers are performing in each competency, some examples of each competency are listed by management classification. (Assume that each competency is cumulative (e.g.: an Administrative Manager III is expected to possess the skills listed in each competency category of an Administrative Manager I and II).

Competency Criteria	Administrative Manager I	Administrative Manager II	Administrative Manager III
Results (examples) <ul style="list-style-type: none"> • Plans, organizes and implements projects to meet established timelines • Accomplishes goals set by the department • Focuses on quality customer service 	<ul style="list-style-type: none"> • Accomplishes day-to-day operational assignments • Achieves expected quality and quantity of results • Maintains appropriate focus on outcomes • Anticipates and meets customer needs • Balances short and long term goals • Demonstrates appropriate sense of urgency 	<ul style="list-style-type: none"> • Values and manages for outcomes • Ensures functional areas of responsibility are accomplished with appropriate level of quality, in a timely fashion, and are tied to the organizations strategic goals • Identifies customer needs and monitors how well those needs are being met 	<ul style="list-style-type: none"> • Accomplishes strategic goals assigned to Function • Effectively coordinates efforts between work groups to ensure goals are completed • Obtains resources necessary to accomplish tasks • Involved in County-wide strategic efforts
Judgment/Decision Making/Problem Solving (examples) <ul style="list-style-type: none"> • Uses creativity and innovation in achieving business objectives • Confronts conflict directly and objectively with a goal of resolution for all 	<ul style="list-style-type: none"> • Assembles pertinent data and sufficient facts before making decisions • Makes decisions based on sound logic • Recognizes potential adverse consequences of actions 	<ul style="list-style-type: none"> • Demonstrates skill at formulating solutions to difficult/complex issues • Considers strategic ramifications of actions • Encourages decision making at lowest possible level • Effectively influences key decision makers 	<ul style="list-style-type: none"> • Makes decisions consistent with department/County objectives and strategic goals • Demonstrates willingness to make tough decisions and commit to action • Effectively uses department resources • Recognizes and effectively manages risk

<p>Effective Communication (examples)</p> <ul style="list-style-type: none"> • Promotes open, candid information sharing across organizational boundaries • Listens effectively to others • Presents ideas and complex material clearly, logically, and concisely 	<ul style="list-style-type: none"> • Listens effectively • Presents ideas and complex materials clearly, logically and concisely • Shares information with appropriate parties • Maintains open and productive dialogue with peers 	<ul style="list-style-type: none"> • Conducts effective/efficient meetings • Makes appropriate use of formal and informal communication modes • Communicates effectively with both individuals and groups • Effectively communicates and interprets organizational policies and procedures 	<ul style="list-style-type: none"> • Communicates clear strategic direction, orally and in writing • Shares pertinent information across organizational lines • Recognizes potentially sensitive information, selects appropriate audiences
<p>Functional Expertise (examples)</p> <ul style="list-style-type: none"> • Demonstrates technical proficiency 	<ul style="list-style-type: none"> • Possesses knowledge, skill, and functional expertise needed to meet day-to-day demands of current job assignment • Applies own expertise such that it adds value to the organization • Applies functional skill/knowledge to solve problems and arrive at sound solutions • Provides high quality, technically sound recommendations 	<ul style="list-style-type: none"> • Possesses recognized expertise in functional specialty • Develops innovative, creative solutions to organizational challenges • Identifies and coordinates linkages between related functional specialties • Establishes productive relationships with professional peers • Accurately assesses technical expertise and capabilities of staff 	<ul style="list-style-type: none"> • Garners respect of staff in/beyond own department for depth of technical knowledge • Accurately assesses technical expertise in job candidates; hires staff appropriate to organizational needs • Clearly articulates department needs and secures adequate resources to meet needs • Develops and implements effective strategies to use technical expertise to benefit of organization
<p>Planning/Organizing (examples)</p> <ul style="list-style-type: none"> • Identifies, prioritizes and meets established deadlines 	<ul style="list-style-type: none"> • Plans, prioritizes work, and manages time effectively • Effectively handles multiple projects simultaneously • Appropriately keeps management informed of progress • Organizes projects well 	<ul style="list-style-type: none"> • Clearly defines subordinates' (or project team members) jobs, tasks, roles, and responsibilities • Accurately projects unit resource needs: staff, equipment, budget • Develops programs/implements procedures that improve overall effectiveness of department 	<ul style="list-style-type: none"> • Anticipates approaching problems and emerging opportunities; and communicates effectively • Effectively formulates and executes strategies supporting operational goals • Identifies, requests, and obtains necessary resources to accomplish business mission

<p>Collaboration/Team Work (examples)</p> <ul style="list-style-type: none"> • Builds internal/external interaction as a means to meet project/team goals • Ensures that individual/team goals are not met at the expense of others 	<ul style="list-style-type: none"> • Freely shares specialized knowledge with others • Establishes and maintains productive working relationships • Involves appropriate people in plans and decisions • Addresses difficult issues, while creating a minimum of antagonism or divisiveness within work unit • Recognizes and respects value of diversity and differing opinions 	<ul style="list-style-type: none"> • Consistently works in support of larger organizational agenda (beyond own unit) • Understands human dynamics inherent in teams and applies this knowledge to foster teamwork • Encourages open and productive communication on controversial issues • Demonstrates perceptive awareness of subtle nuances; adjusts responses as needed to achieve desired outcomes 	<ul style="list-style-type: none"> • Demonstrates ability to understand and respect multiple perspectives • Willingly shares resources in support of larger organizational goals • Forms and maintains helpful, appropriate coalitions within the organization • Models behavior that supports teamwork and collaboration; and rewards that behavior in others • Identifies and takes action to remove obstacles to teamwork across the organization
<p>Supervision/Leadership (examples)</p> <ul style="list-style-type: none"> • Motivates employees to reach their highest performance potential • Accomplishes work through delegation • Provides honest, timely feedback about day-to-day projects and employee performance 	<ul style="list-style-type: none"> • Takes responsibility for own actions • Consistently applies high ethical standards of behavior to work assignments and associations • Possesses sufficient level of self-awareness to recognize his/her personal impact on others • Understands the difference between work excellence and perfection • Demonstrates ability to organize staff such that they consistently achieve required day-to-day tasks (applies to managers who directly supervise staff) • Provides accurate and effective performance evaluations to subordinates (applies to managers who directly supervise staff) 	<ul style="list-style-type: none"> • Regularly provides clear work guidelines, monitors staff progress, redirects tasks, and sets limits as needed • Consistently demonstrates support for a work environment that rewards high integrity • Demonstrates the ability to adapt his/her supervisory style as required • Accurately identifies sources of conflict and constructively mitigates causes of conflict to minimize impact to staff • Demonstrates the ability to discern when enough data is gathered to make a decision while balancing calculated risk against recklessness • Strives to fully understand possible consequences of decisions/actions and acts appropriately 	<ul style="list-style-type: none"> • Consistently demonstrates effective conservation and application of public resources • Consistently projects an image of expertise, presence and authority; demonstrates comfort with taking a leadership role • Models behavior demonstrating high standards of honesty and personal integrity • Provides challenging assignments, delegates authority matching responsibility, provides resources and support adequate for the task • Regularly demonstrates objectivity and the ability to evaluate complex situations from a global perspective; avoids parochialism

COMPETENCY RATING CRITERIA

Each Core Competency is individually rated, based on the performance criteria below.

- Scores on each individual competency will be integral (4, 3, 2 or 1)
- No fractions can be used (e.g., no 2.5, 3.7 . . .)

Rating	Criteria
Exceptional	<ul style="list-style-type: none">• Continuously exhibits the competency behavior• Without exception, performance far exceeds competency expectation for the assignment• Accomplishments make notable contributions the organization and represent the County and agency/department in an exemplary fashion• Serves as an example for how others should effectively display the competency behavior• Qualified for position of significant responsibility
Exceeds Expectations	<ul style="list-style-type: none">• Consistently displays use of the competency behavior• Consistently contributes to the accomplishment of business objectives• Performance usually exceeds job requirements• Qualified for promotion to a position of additional responsibility
Meets Expectations	<ul style="list-style-type: none">• Frequently displays use of the competency behavior• Normally meets and sometimes exceeds performance expectations and competencies required for the job• Performance is what is expected of a qualified person for this job
Needs Improvement	<ul style="list-style-type: none">• Sometimes or less frequently, displays use of the competency behavior• Requires closer supervision than is necessary for the job• Needs intensive development in the more consistent and effective use of competency behavior• Frequently fails to meet performance expectations and core competencies for the job• Overall performance has a negative impact on department operations

GOAL ACCOMPLISHMENT RATING CRITERIA

Each Goal is individually rated based on the noted performance criteria below.

- Scores on each individual competency will be integral (4, 2 or 0)
- No integers or fractions can be used (e.g., 1, 1.5, 3.2 . . .)

Rating	Criteria
Goal Accomplishment (4)	<ul style="list-style-type: none">• Goal is 100% accomplished and all criteria fulfilled• All conditions and expectations of the goal were met and/or exceeded
Goal Substantially Accomplished (2)	<ul style="list-style-type: none">• Substantial effort (80-99%) toward goal• Work activities displayed much effort and progress toward completion of the goal
Goal Minimally /Not Accomplished (0)	<ul style="list-style-type: none">• Minimal, insufficient, or no effort (below 80%) made towards the goal

REWARD STRUCTURE

Overall: Each employee eligible for reward will select from among the following four choices:

Rating	Percentage Amount (of the employees' salary)	Reward Options Employee May Choose ONE Option
Exceptional	from 3.0% to 5.0%	<ul style="list-style-type: none"> • 100% base building monetary increase • 40 hours Annual Leave with any remainder being allocated as base building pay • 40 hours Annual Leave with any remainder being allocated as one-time bonus pay • 100% one-time bonus pay
Exceeds Expectations	from 2.0% to 2.9%	<ul style="list-style-type: none"> • 100% base building monetary increase • 40 hours Annual Leave with any remainder being allocated as base building pay • 40 hours Annual Leave with any remainder being allocated as one-time bonus pay • 100% one-time bonus pay
Meets Expectations	No P4P Award	
Needs Improvement	No P4P Award	

NOTE: OCMA MOU 2007/2010, ARTICLE XX COMPENSATION, Section 1. Salary Adjustments states eligible managers will receive a 3% COLA for years 2007, 2008 and 2009