

**REPORT ON THE REVISED COMPENSATION PLAN  
FOR NON-REPRESENTED EMPLOYEES OF THE CHICAGO PUBLIC SCHOOLS**

**THE CHIEF EXECUTIVE OFFICER REPORTS:**

That the Compensation Plan for Non-Represented Employees of the Chicago Public Schools ("Compensation Plan") is being revised as described in this Board Report. The revised Compensation Plan which is attached hereto will become effective January 23, 2008.

**DESCRIPTION:** The Compensation Plan established by the Chief Executive Officer in accordance with Board Rule 4-1.a.5., as reported to the Board under Board Report 06-1115-RS6, is being modified as described below.

**Salary Ranges:** Salary bands will be evaluated annually using indices such as the Employee Cost Index published by the United States Bureau of Labor Statistics. Any adjustment to the structure will be done uniformly to all the salary bands and in advance of the merit-based salary planning process.

**Salary Adjustments (Promotions):** Any promotion of an employee to a functional level of Manager or higher must first be approved by Compensation and Benefits prior to the transfer taking place. The assignment of an employee to a Manager level or higher position requires joint signature of Executive Officer and Compensation and Benefits.

**Salary Adjustments (Lateral Moves):** Salary increases, if any, for employees who have lateral position moves, will be determined on a case-by-case basis by Compensation and Benefits. Any approved adjustments to salaries for lateral moves will not exceed a 10% increase. Lateral transfers to a Manager position or higher will require the same approval process as stated above for Promotions.

**Acting Pay:** Employees assigned to a vacant Officer or Executive Officer-level position on an interim basis will be paid, in addition to their base salary, a monthly bonus equal to ten percent (10%) of their monthly base salary, which will be paid to the employee once every three months. Acting assignments will be subject to review after 6 months at which time the Executive Officer of the functional area and the Executive Officer for Human Resources will jointly determine a final date for the interim assignment.

**Approved For Consideration:**

**Respectfully Submitted:**

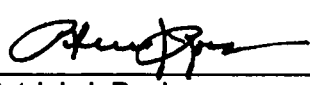
  
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Barbara Eason-Watkins  
Chief Education Officer

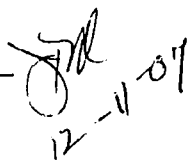
  
\_\_\_\_\_  
Arne Duncan  
Chief Executive Officer

**Noted:**

**Approved as to Legal Form:**

  
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Pedro Martinez  
Chief Financial Officer

  
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Patrick J. Rocks  
General Counsel

  
12-11-07



***Revised  
Compensation Plan for  
Non-Represented Employees of the  
Chicago Public Schools  
Effective January 23, 2008***

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## **Preface**

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This booklet provides CPS department heads with crucial information about the compensation plan for employees in non-union positions in Central Office and Area Offices. This plan supports a working environment that attracts, motivates, and retains highly qualified individuals by offering salaries competitive with similar jobs in similar industries and organizations.

This compensation plan:

- is linked to pay and individual job performance
- complies with federal and state laws and CPS Board policies
- supports the overall business objectives of the CPS

Should you have any questions or comments on the usefulness or relevancy of this manual or its contents, please contact the Compensation and Benefits Unit of the Department of Human Resources ("Compensation") at 773-553-1210.

It is the policy of the Chicago Public Schools not to discriminate on the basis of race, color, creed, national origin, religion, age, disability, sexual orientation, or sex in its educational program or employment policies or practices. Inquiries concerning the application of Title IX of the Education Amendments of 1972 and the regulation promulgated thereunder concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark Street, Chicago, IL 60603. ©2006 Chicago Board of Education. All rights reserved. Printed in the United States of America.

## **Preface**

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*Non-Represented Employee Compensation: Review Guidelines for Department Heads of the Chicago Public Schools (CPS)* describes the compensation plan of the CPS for Central and Area Office non-union employees.

The CPS reserves the right to modify this program if it is in the best interest of the organization to do so. This program may not be construed to imply an employment contract for any period of time. Employment with CPS is at-will. Either the CPS or an employee may terminate the employment relationship at any time and for any reason, with or without cause, and with or without notice.

This booklet provides CPS department heads with crucial information about the compensation plan for employees in non-union positions in Central Office and Area Offices. This financially responsible and equitable compensation plan supports a working environment that attracts, motivates, and retains highly qualified individuals by offering salaries competitive with those paid for similar jobs by organizations in similar industries.

Based on sound management principles, this compensation plan:

- is linked to pay and individual job performance
- complies with federal and state laws and CPS Board policies
- supports the overall business objectives of the CPS

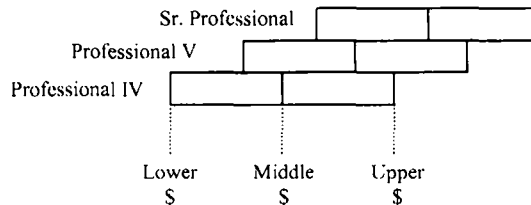
Should you have any questions or comments on the usefulness or relevancy of this manual or its contents, please contact the Compensation and Benefits Unit of the Department of Human Resources at 773.553.1210.

**PAY BANDS**

Pay Bands group together positions requiring similar skill sets and responsibilities. The range of allowable salaries in each pay band is based on data collected from salary surveys. Central and Area Offices positions are assigned functional titles of similar complexity, responsibility, and qualification requirements and grouped within the same pay band level.

**SALARY RANGES**

Each functional title is assigned a base salary range, based on competitive salaries in the external job market. Salary ranges overlap; the lower end of the range and upper end usually fall within adjoining ranges as illustrated below.



Base salary ranges may change annually. Current salary ranges are posted on the website and can be accessed at [www.cps-humanresources.org](http://www.cps-humanresources.org).

Pay Band	Salary Range		Functional Titles		
	Min	Max	Mgmt.	Professional	Administrative
11	\$190,000	\$275,000	CEO		
10	\$145,000	\$210,000	Exec Officer		
9	\$115,000	\$165,000	Officer		
8	\$92,500	\$130,000	Sr. Manager	Sr. Professional	Deputy
7	\$76,500	\$107,500	Managers	Professional V	
6	\$62,000	\$86,500	Team Leader	Professional IV	
5	\$51,500	\$72,000		Professional III	Admin V
4	\$40,500	\$56,500		Professional II	Admin IV
3	\$32,500	\$45,500		Professional I	Admin III
2	\$27,000	\$37,500			Admin II
1	\$23,000	\$32,000			Admin I

Salary ranges represent the relative value of a position within the system and are assigned to each pay band to reflect the dollar value of the positions both within the CPS and in the national and regional marketplace. The salary ranges will be evaluated annually using a published index such as the Employee Cost Index or the Salary Budget Survey published by

World at Work. Adjustment to the structure will be done uniformly to all the salary ranges. This will be done in advance of the merit-based salary planning process.

Department heads are responsible for communicating the pay band levels and salary ranges to the employees under their supervision.

### **ESTABLISHING SALARIES**

Salaries in this plan are based on the competitive labor market and on comparisons of pay levels within CPS. An employee's salary may fall in the lower, middle, or upper range of the salary level based on the competitive pay for similar positions with similar responsibilities. This information is a resource for managers when making salary decisions.

#### **Salary Range**

##### **Lower End of Range**

This range within the pay band is for employees new to the CPS, new to the position, or who do not fully meet the performance requirements of the position. This is generally from the minimum up to the first or second quartiles of the rate range.

##### **Mid-Range**

This range within the pay band is for competent, experienced employees or new candidates who meet and exceed performance requirements to some degree. This is generally at or near the midpoint of the rate range.

##### **Upper End of Range**

This range within the pay band is for employees who are highly competent, experienced, exceed performance requirements and/or possess highly specialized knowledge or skills. This is generally in the third to fourth quartiles of the rate range.

### **POSITION REVIEWS**

Positions in Central and Area Offices are subject to change according to the needs of the system. Changes can range from redefinition to elimination. Accordingly, salary levels can be changed as well. Each department head bears the responsibility to monitor the positions under his or her supervision. Below are the three main reasons a department may request that Compensation perform a position review:

- Creating a new position
- Filling a vacant position
- Reevaluating an existing position

- ***Creating new positions and reevaluating existing positions***

Department heads who determine that new positions need to be created in their departments must draft job descriptions for the positions and submit them to the Compensation unit for review. All new positions require Executive Officer or Officer-level approval prior to submission. Compensation will then review the positions to determine its level of compensation. Department heads seeking to open new positions must wait for the reviews to be completed ***prior to beginning the recruitment process.***

Compensation begins the analysis by reviewing the job description and comparing job duties to existing CPS jobs to determine if a need for a new job title exists. If the job is essentially similar to an existing one, the requested position will be given the current CPS job title and appropriate salary range. Please review the administrative steps involved in this process on page 13.

If a similar CPS position does not exist, Compensation will determine an appropriate job title and salary, based on market research. In the absence of suitable published market information, Compensation may conduct *ad hoc* salary surveys or make comparisons with other CPS positions to determine the appropriate starting salary for the position.

After Compensation determines the pay band and starting salary for a new hire, Compensation will notify the department head doing the hiring of the results.

**NOTE: Starting salaries must not be communicated to prospective new hires or to prospective internal promotion/lateral transfer candidates prior to obtaining the appropriate management and Compensation approvals.**

~~All new positions will be reviewed by the Compensation Committee. Please see the sections later in this booklet for procedures on this process.~~

- ***Filling vacant positions***

When a position is vacated, a department head must decide if the need exists to hire a replacement. If the department head wishes to have the position reevaluated in light of any changes in the position's duties and responsibilities, he/she may follow the procedures in the above section. If no changes are to be made to the position and the department head decides to recruit for a replacement, he/she has the opportunity to request that Compensation evaluate the position and ~~evaluate~~ the position's targeted compensation level. Compensation will review the position and recommend a starting salary. This will be communicated to the department head.

### **SUBMITTING REQUESTS FOR POSITION REVIEWS**

To request a position review, the following three (3) documents must be submitted to Compensation:

- 1) A cover letter requesting a position and salary review
- 2) A job description detailing the responsibilities and requirements of the position
- 3) An updated organizational chart of the department, depicting any existing and proposed reporting relationships

- ***Cover Letter***

A cover letter must be submitted with the job description(s) that explains the rationale for the review(s) or request(s) for a new position. In the cover letter, the department head must identify the budget from which a position is paid, whether adequate funding exists for an increase in salary (if necessary), when the manager wishes to begin recruitment, and so forth. The department head needs to explain the rationale for the position and salary review.

- ***Job description***

The purpose of the standardized job description is to describe the major accountabilities for the position as well as the necessary skills, competencies, and education needed to perform the job at a “meets expectation” performance level. Job descriptions are also used for recruiting purposes and should be the basis for conducting performance reviews. The unique or specific characteristics that might apply to a particular individual can be attached to the standard description. Job descriptions should adequately describe the role of the position with four to six major responsibilities.

All jobs included in our compensation program require a job description of which Compensation will retain a copy. Job descriptions are used by Compensation to:

- Compare CPS positions to similar positions in the marketplace
- Assess the internal relationship of CPS positions to each other
- Post job openings in order to recruit qualified employees
- Define the essential functions of the job and the minimum qualifications needed to perform the required duties of the position

The standardized Job Description format is provided later in this booklet. Blank copies may be emailed to you by Compensation ~~and Benefits~~ upon request. Please call 773-553-1210 or email [Compensationclient@cps.k12.il.us](mailto:Compensationclient@cps.k12.il.us)

Compensation gives final approval to all external job titles (such as Accountant, School Improvement Coordinator). They should signify the purpose and appropriate reporting level within CPS. In addition, Compensation also assigns functional titles that correlate the job to a certain pay band level in the compensation structure. Functional titles (such as Professional III, Manager, and so forth) are used to classify positions in the CPS compensation plan.

- ***Organization Chart***

The organization chart is used to show current and proposed reporting relationships within the department. The chart is used as a basis for assessing internal equity.



## **NEW HIRES**

The starting salaries for new hires should reflect the experience and skills they bring to the organization. The following factors determine the salary of a new hire:

- current pay rates in the employment market for similar jobs
- the skill, experience levels, and pay of all incumbents in the same position
- a candidate's skills and experience in relation to all current incumbents in the job (In most instances, new hires should not be paid as much or more than current incumbents unless their skills and experiences clearly warrant the pay difference.)
- a candidate's current pay package, including benefits
- the existing budget for salaries

## **SALARY ADJUSTMENTS**

Salary adjustments for existing positions may occur for one of the following reasons:

- ***Promotions***

A promotion occurs when a Central or Area Office employee is assigned to a position that has more responsibilities and a greater level of accountability. A promotion is defined as moving an employee to a higher pay band level. Promotions require Executive Officer or Officer-level approval. ~~and final approval by the Compensation Committee.~~

Promotional increases should take effect once Compensation has evaluated the position and the employee has assumed responsibilities of the new position. In determining if a salary increase is warranted, consideration should be given to the amount and date of the last salary increase and the employee's position in the new salary range. ~~The exact amount of an increase is determined relative to the employment market and the current salaries of employees currently in the same or similar positions.~~ Individuals promoted from a lower level pay band will be promoted to the minimum of the pay band of the new position or receive a 5% increase, whichever is greater, except in cases where the internal promotion is deemed to have a high strategic importance to CPS and the Chief Executive Officer approves an increase outside of these guidelines; ~~provided that~~ However, no promotional increase may result in a salary that exceeds the maximum of the pay band of the ~~new~~ position.

The results of any salary increase must not be communicated until all approvals have been obtained. The assignment of an employee to a manager level position requires joint signature of Executive Officer of the functional area and Compensation in cases where an Executive Officer recommends that an employee be promoted based upon a re-evaluation (i.e., a redefinition or reclassification) of his/her position, the promotion will not occur until Compensation has completed a position evaluation and approved the redefinition or reclassification of the position and designated an appropriate pay band for the redefined or reclassified position. No salary offers may be made to the employee whose position is being evaluated for redefinition or reclassification until Compensation has approved the salary offer; any salary offers made before Compensation has approved the salary offer may not be honored.

- ***Lateral moves***

A lateral move occurs when an employee accepts another position requiring similar skills and having responsibilities equivalent to the position the employee left and/or is assigned to the same functional title and/or job band. An employee under this compensation plan who accepts a lateral move will typically maintain his or her current pay rate, however, on a case-by-case basis, Compensation will determine whether a salary increase is warranted. This is determined by evaluating the incumbent's salary against internal and external benchmarks.

Any approved adjustment to a salary for a lateral move will not exceed a 10% increase. The assignment of an employee to a manager level position requires joint signature of Executive Officer of the functional area and Compensation. In cases where an Executive Officer recommends that an employee be laterally transferred based upon a re-evaluation (i.e., a redefinition or reclassification) of his/her position, the lateral transfer will not occur until Compensation has completed a position evaluation and approved the redefinition or reclassification of the position and designated an appropriate pay band for the redefined or reclassified position. No salary offers may be made to the employee whose position is being evaluated for redefinition or reclassification until Compensation has approved the salary offer; any salary offers made before Compensation has approved the salary offer may not be honored

- ***Acting Pay***

Employees assigned to a vacant Officer or Executive Officer-level position on an interim basis will be paid, in addition to their base salary, a monthly bonus equal to ten percent (10%) of their monthly base salary, which will be paid to the employee once every three months. The payment will be non-pensionable. Any number of days served within a calendar month will be counted as a month served. Acting pay ends with the month in which a candidate is named to the position. An acting assignment is subject to review after 6 months at which time the Executive Officer of the functional area and the Executive Officer for Human Resources will jointly determine a final date for the interim assignment.

- ***Merit increases***

Merit increases are granted annually as a percentage of base salary. However, increases above specified guidelines must be accompanied by written explanation/justification and approval by the Executive Officer or Officer of the division. The allocation of funds made available for a merit increase pool is determined by the Chief Executive Officer and Executive Officer of Human Resources. Employees hired after April 1<sup>st</sup> are not eligible for merit review during the fiscal year in which they were hired. Merit increases may be awarded based on the overall merit pool. The table below illustrates a hypothetical merit award matrix. Note that the percentages in this case are hypothetical. The important point is that the percentages would be based on the level of performance of the employee as documented by the department manager in the Performance Evaluation tool and on the employees position in the pay band.

<b>Performance Category</b>	<b>Lower Range</b>	<b>Middle Range</b>	<b>Upper Range</b>
Exceeds Expectations	5% - 7%	2% - 4%	1% - 3%
Meets Expectations	3% - 5%	1% - 3%	0% - 2%
Partially Meets Expectations	1% - 3%	0% - 2%	0% - 0%
Did Not Meet Expectations	0% - 0%	0% - 0%	0% - 0%

### ***Pay for Performance***

For purposes of salary determination, performance information on each employee will be reviewed. Managers will evaluate how well the employee is meeting performance expectations established for the employee and the position.

Job performance includes the employee's contributions, competency or skill level, and the complexity of the job. These factors are taken into consideration in evaluating what an individual achieves as a result of their performance. These affect how quickly and how far a manager may move an employee's pay through the salary range for that position.

Performance categories are referenced in the Merit Increase Guidelines above. The performance rating assigned to each employee should be based on a thorough and frequent review of performance.

Each employee has a right to be informed of how his/her performance has been evaluated and how his/her compensation has been determined. Department heads ~~should~~ shall discuss compensation and job performance with each employee at their annual reviews.

- ***Reassignments***

- Voluntary Reassignment: An employee who volunteers to be reassigned will be paid according to the responsibilities of the new job. The employee's pay should not exceed the maximum salary for the new position. If employee's pay exceeds range maximum of new pay band, a reduction of salary will be made to the level of range maximum of the new position.
- Non-voluntary Reassignment: An employee involuntarily reassigned following a reorganization within the system or department will maintain his/her current pay rate. If the pay rate is above the maximum of the pay band, the employee's salary would be frozen until such time that the rate ranges are adjusted and the employee's salary falls below the range maximum.

### **COMMUNICATION OF SALARY INCREASES**

Salary increases must never be communicated prior to obtaining the appropriate management approvals. Without such approvals, a department head could be communicating an increase that may not be approved at that level, creating an embarrassing situation for the communicator and a confusing and frustrating one for the employee.

### **COMPENSATION COMMITTEE**

If a department head disagrees with the results of position review, the department head and Compensation will meet to discuss the situation. If a resolution cannot be reached, the department head may request that the Director of Compensation and Benefits schedule a Compensation Committee meeting to present his/her case. The Compensation Committee is comprised of senior-level Officers ~~or Executive Officers~~ of CPS.

~~The Compensation Committee reviews all promotions, proposed market adjustments and creation of new positions. Compensation will file periodic reports on compensation activities. Based on these reports the Compensation Committee will recommend adjustments to the Compensation Plan to the Officer of Compensation and Benefits.~~

Meetings will be held on or near the 20<sup>th</sup> of the month, provided the department makes the request for a meeting by the 5<sup>th</sup> of month and a quorum of members and the department head attends. The Committee will hear the case and decide collectively whether to approve the department head's request. The Committee's decision cannot be appealed. Committee members may not evaluate directly or indirectly positions under their supervision.

### **EXCEPTIONS TO GUIDELINES**

The policies outlined in these guidelines have been designed to provide fair and equitable pay to employees. Any exceptions to the guidelines will be reviewed on a case-by-case basis and will require the approval of the Chief Executive Officer of Human Resources. ~~and the Director of Compensation and Benefits.~~

### **EMPLOYEE COMMUNICATION**

How employees perceive the Compensation Plan/Review is based in part on the communication between the supervisor and employee. Supervisors should inform all of their employees of the guidelines set forth in this manual and be guided by them in making pay decisions. In addition, all employees covered by this program should know their:

- Job Title, Job Family and Level
- Current salary
- Position of salary within the pay band
- Amount of any increase and/or market adjustment
- Lump sum bonus, if applicable

**SUMMARY**

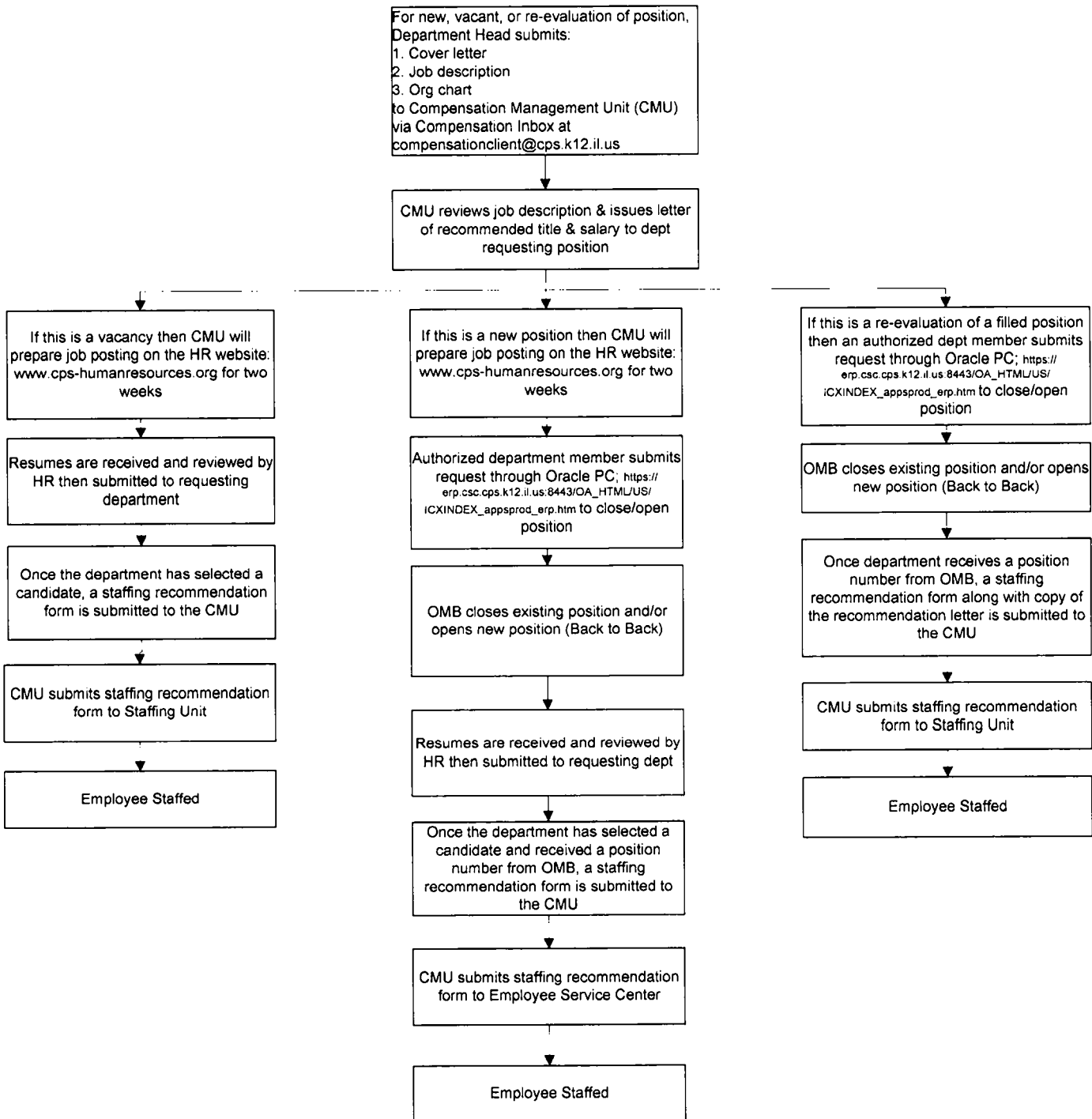
Key points in the CPS compensation plan:

- Through the job evaluation process, jobs with similar complexity, responsibilities, and qualification requirements are grouped into the same pay bands.
- Each pay band has a salary range that determines the minimum and maximum salary for all positions in that range. Salary ranges are reviewed regularly and adjusted as needed to remain competitive.
- The salary increase program is the vehicle for rewarding individual performance and for moving an employee's salary, over time, through the salary range. This pay for results program reflects an employee's contributions to the organization as well as his/her abilities, skills, competencies and experience.

Each of these elements works to further the objectives of the CPS to offer salaries competitive in the employment market and reflective of each individual employee's contribution to the CPS.

Attracting and retaining high quality employees is a critical goal for the success of the organization. Having a base salary program that is internally equitable and externally competitive is an important strategy in achieving that goal.

**Process Flow**





**POSITION DESCRIPTION SUMMARY**

<b>Position Title:</b>	<b>Current Position Code/Salary Grade:</b>
<b>Department:</b>	<b>Supervisor's Title:</b>
<b>Written by:</b>	<b>Date:</b>
<b>Approvals:</b>	

**Purpose or Summary Statement of Primary Duties and Responsibilities of Position**

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**Principal Accountabilities**

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2. 

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3. 

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4. 

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5. 

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**Position Description Summary**

**Dimensions for the Job:**

Key Job Dimension (e.g., Budget)	Size or Magnitude

**Supervision (where applicable):**

	Exempt	Non-Exempt
<b>Number of Direct Reports:</b>		
<b>Total Number in Group Supervised:</b>		
<b>Describe Supervisory Responsibilities:</b> _____ _____		
<b>Listing of Titles of Direct Reports:</b> _____ _____		

**Qualifications for Job**

**Skills:**

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**Type of Education Required:**

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**Type of Experience and Number of Years:**

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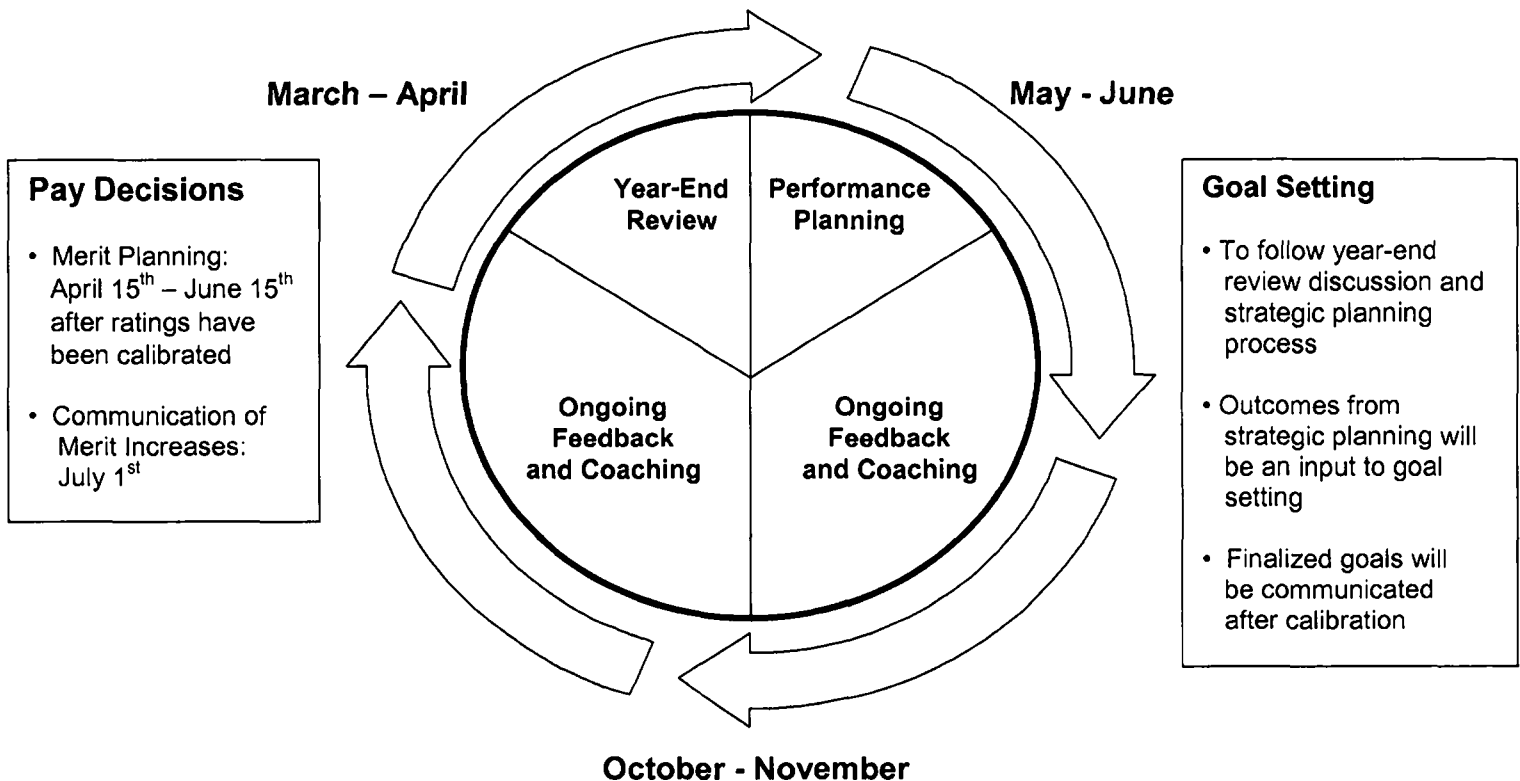
**Position Description Summary**

<b>Approvals</b>	
Employee Signature	Date
Approving Manager	Date
HR Manager	Date
Compensation	Date

<b>HR Use Only</b>	
<input type="checkbox"/> New	<input type="checkbox"/> Re-Evaluation <input type="checkbox"/> Update Only
<input type="checkbox"/> Nonexempt	<input type="checkbox"/> Exempt
Position Code	

## The Performance Review Process

### OVERVIEW OF THE PERFORMANCE MANAGEMENT PROCESS



The performance review program is not a set of forms to be completed and filed away, nor is it a Human Resources program. It is a dynamic developmental process to guide you in managing work and helping your employees become more effective in their jobs.

A performance review is meaningless if it is not preceded by two-way communication to plan for performance and periodically review and adjust those plans. This dialogue helps an employee clearly understand the standards and expectations under which he/she will be reviewed and leads an employee to more effective performance and professional growth. The mid-year performance review is a summary of what has happened throughout the first half of the performance period. It recaps ongoing discussions between the manager and an employee and reflects the quality of those communications. It closes out one performance period to prepare for the next one.

## **Other Compensation administration**

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### **Using the Performance Review Form**

The performance review form, which is included at the end of this section, serves as a guide through the process of performance planning and review for employees at all levels. The evaluation form that is used for these reviews is added to throughout each performance period. The form begins with the evaluation of core job responsibilities. It continues with a section in which goals are described, and then identifies notable achievements that contribute to an individual's performance, as well as areas for the employee's development and improvement. Next, there is an overall summary of performance and an opportunity for the employee to comment. The form also provides a vehicle for you and the employee to discuss the employee's personal growth needs and development opportunities.

### **Guidelines for Form Use**

#### ***Discussing Expectations***

At the beginning of the year and at the mid-year and year-end performance period, the manager should meet with the employee to discuss his/her goals and expectations. Prior to the planning session, it would be helpful to review the department's and work group's business plans with the employee to help him/her determine the relative importance of assigned projects and activities for the upcoming performance period. During the planning session, the manager and the employee should:

- **Identify and Evaluate Core Job Responsibilities** — List core job responsibilities, preferably in priority order, which are the most important aspects of the employee's job. The employee's position description is an excellent source document for this section. This may be a good time to review and update the position description, as necessary. Then evaluate how well the employee performs these core job responsibilities. This portion of the review should take place at the beginning of the year and should serve as the framework for establishing goals and expectations for the position.
- **Identify Mid-year and Year-end Goals** — List major goals to be accomplished by the employee during the performance period. Here, plans may be expressed as specific goals or objectives, project assignments or tasks to be completed. Progress on these work items should be verifiable and incorporate quality, quantity, cost, revenue or activity expected. Managers are encouraged to ask the employee to develop his or her own goals, where appropriate.

## Other Compensation administration

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### ***Guidelines for Form Use (Cont.)***

Goals should be written so that they are SMART ones:

**S** = **Specific:** Is it adequately defined? Would a third party have the same understanding of the desired result? Is the scope such that there is no doubt what the objective is?

**M** = **Measurable:** Is an exact goal defined? Is the source of the measurement specified (i.e., monthly report, weekly complaint report, etc.)? What happens if the goal is exceeded? (Some — such as revenues, profits, customer satisfaction — may also warrant other rewards; others may not). What happens if the goal is not met?

**A** = **Achievable:** Can it be done using available resources? Is it within the employee's control? Can it stretch — but still be attainable?

**R** = **Relevant:** Is it relevant to the person's job? Is it relevant to the overall organization objectives? Does it add value (in the eyes of the customer) by either: reducing waste? improving responsiveness? improving quality?

**T** = **Time-related:** Specific milestone dates attached? All or nothing in relationship to time?

Additional guidelines for developing SMART goals will be provided to you as part of your Performance Management training. The basis for planning goals is to remember:

- Some larger, more complex objectives may span more than one performance period.
  - Successful planning and completion of these types of objectives usually require an action plan with incremental milestones.
  - These milestones can be used as goals for the specific quarters in which they are due to be completed.
- **Notable Achievements** — Discuss these with the employee and how they contributed to his/her overall job performance.

## **Other Compensation administration**

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### **Guidelines for Form Use (Cont.)**

One of the keys to an effective planning session is the manager's ability to clearly describe his/her expectations of the employee and the ways he/she can successfully accomplish his/her work and goals. Other factors contributing to the session's effectiveness include:

- Encouraging employee participation in the process;
- Surfacing potential obstacles or problems and coaching the employee on ways to handle them; and
- Identifying support and resource requirements necessary to accomplish mutually agreed upon objectives.

After the manager and the employee have discussed work plans and other performance expectations, it may be helpful to identify at least one interim progress review date. Interim reviews are helpful in terms of work progress and coaching assistance.

### **The Performance Review Discussion**

The manager should schedule a meeting with the employee to review his/her performance at least one or two days in advance. Steps for conducting a Performance Review Meeting will also be provided to you as part your Performance Management training. Allow ample time, minimally an hour, for the discussion. Select a location free of interruptions. Don't provide employees with an advance copy of the completed review. This will avoid employees feeling like the manager's mind is already made up. This won't allow for an open dialogue. When conducting the semi-annual and annual performance review discussions, as a manager, you should:

- Explain how you would like to proceed with the discussion and ask the employee if there is anything else he/she wants to cover. Keep the discussion on track;
- Provide the employee with a copy of the performance review, if this has not already been done;
- Encourage the employee to discuss his/her efforts and results on both planned and unplanned work;
- Listen actively to the employee's comments;
- Convey your rating of each performance item and overall performance, commenting on how the employee's performance compared to your expectations;
- Relate demonstrated skills and behaviors to job performance;
- Provide recognition for notable achievements;
- Constructively point out areas which need development or improvement. Ask the employee for suggestions, then discuss your suggestions for improvement. Be specific and descriptive. Set time limits; and
- Ask the employee for his or her reaction.

## **Other Compensation administration**

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### **The Performance Review Discussion (cont.)**

The mid-year and year-end performance discussions should be both reflective and future-oriented. As the review of work accomplished during the performance period is completed, planning for the coming period begins. The performance planning session for the next performance period can be scheduled at the time of the review.

### **Performance Coaching**

During the mid-year or year-end performance period, the manager and the employee should participate in on-going discussions regarding his/her performance. Performance improvements occur as a result of these shorter term reviews as the manager monitors the employee's progress and coaches the employee to improve by building on his/her skills or discussing additional support you need to provide. These sessions should include:

- Feedback on achievement of goals;
- Coaching to improve approaches or results;
- Counseling on serious shortfalls; and
- Revisions to goals or development plans, if appropriate.

Effective coaching and counseling requires your providing descriptive feedback to the individual. In other words, focus on what the employee does, rather than evaluating how he/she does it. Provide recognition of, and reinforcement for successful performance. When problems occur, explain your concerns in terms of observable behaviors and results. Use concrete examples. Then clearly define expectations. Since descriptive feedback is specific, it clearly communicates to the employee what he/she is doing and encourages continued demonstration of successful behavior or facilitates change in behavior.

Be a coach:

- C** = Create a positive climate
- O** = Obtain their view
- A** = Add your views
- C** = Clarify and resolve differences
- H** = Help develop action plans

## **Other Compensation administration**

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### **The Performance Review**

At the end of the performance period, the manager should review the employee's accomplishments and the planning documents to which the manager and the employee had earlier agreed. Then prepare the performance portions of the form which will be used in the performance review discussion. The appraisal should include:

- Ratings and comments for the Core Responsibilities and Goals sections, as they are defined on the form;
- The overall performance rating with summary comments; and
- The employee development section of the appraisal form, describing specific development needs and suggestions. *(These may also be appropriate to include in the performance plan for the upcoming appraisal period.)*

The manager should arrange for employee input during the actual performance review. This may be done by asking the employee to fill out a copy of the performance form in advance or asking him/her to submit comments about accomplishments and other performance criteria. The employee's input is always an important part of the performance review discussion.

The performance review process should be a shared activity between the manager and the employee. The manager and employee work together to identify meaningful, measurable goals and responsibilities and objectively document the results achieved. The manager then appraises not only those results, but also the employee's observed behaviors. The program focuses on improving job accomplishment in the context of the employee's current job.

Effective communication between the manager and the employee is key to the program's viability. Use the process. Take time to develop the skills necessary to make it work. Honest, accurate performance feedback is seldom easily given, but it is a vital part of every manager's job. The training in which you have participated will support your effective implementation of the program, and this guide will serve as a handy reference over time. Use what you have learned to manage well.

### **Introduction to Performance Review Form**

You can access the Performance Review Form from CPS' Intranet System. It's a MS Word template named "PerfEval". Open Word and click on File New. Then click on CPS Templates. Click on "PerfEval" under this file and each manager will then be able to save it and use it to type in the evaluation and then print it off the Performance Review Form to complete with his/her employee. The form is to be updated at least semi-annually in conjunction with the review of performance results achieved for that period. The information should be recorded on the form.

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**Employee Details**

<b>Name:</b>	<b>Position:</b>
<b>Manager Name:</b>	<b>Functional Area:</b>

**Summary of Employee Performance Review**

<b>Date of Goal-Setting Meeting:</b>	<b>Date of Mid-Year Review Discussion:</b>	<b>Date of Year-End Review Discussion:</b>	<b>Year-End Performance Rating:</b>
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<b>Overall Assessment Summary</b>

***Once the final rating has been communicated and the manager has had a face-to-face meeting with the employee, sign the form below. Return the signed and completed form to the Department of Human Resources to close the performance evaluation process for this year.***

**Signatures**

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

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

**OVERVIEW OF THE RATING SCALE**

<b><i>Exceeds Expectations</i></b>	The employee has consistently out-performed the success criteria and taken on more complex tasks.
<b><i>Meets Expectations</i></b>	The employee has consistently and fully met the success criteria.
<b><i>Partially Meets Expectations</i></b>	The employee met some of the success criteria, but performance has been inconsistent.
<b><i>Did Not Meet Expectations</i></b>	The employee has consistently not met most of the success criteria.



## Other Compensation administration

### INSTRUCTIONS

FOR THE EMPLOYEE	FOR THE MANAGER
<p><u>Performance Planning Phase:</u></p> <ul style="list-style-type: none"> <li>• Contribute to the goal setting process by providing input from your responsibilities and challenges.</li> <li>• Agree on the performance goals set for you and the success criteria that will be used to measure your performance on the goals and competencies.</li> </ul> <p><u>Mid-Year Review Phase:</u></p> <ul style="list-style-type: none"> <li>• Check-in with the manager to see how you are progressing against the identified goals and competencies.</li> <li>• Maintain a checklist of your accomplishments and challenges in the year to help with self-assessment at the end of the year.</li> <li>• Agree on revised goals and/or success criteria if any changes have been made.</li> <li>• Ask the manager for coaching and/or resources that you could use to improve performance in areas where you may need help.</li> </ul> <p><u>Year-End Review Phase:</u></p> <ul style="list-style-type: none"> <li>• Note your comments about how you think you performed against the goals and competencies in Sections 1 and 2.</li> <li>• List achievements and document challenges faced.</li> <li>• Rate yourself on the performance goals. Assess your strengths and weaknesses for each goal.</li> <li>• Let your manager know if there are any other people who should be contacted for feedback on your work during the year.</li> <li>• Discuss your performance with your manager and complete the performance evaluation process by signing-off on the form once you have had a face-to-face meeting with the manager and have been communicated your final rating and pay decision.</li> </ul>	<p><u>Performance Planning Phase:</u></p> <ul style="list-style-type: none"> <li>• Use the SMART criteria (Simple, Measurable, Attainable, Relevant, and Time-bound) to set up to 4 goals for the employee in Section 1.</li> <li>• Distinguish between responsibilities and goals by asking the question "what should the employee achieve?"</li> <li>• Select goals that are independent from one another and are classifiable as Customer Satisfaction, Financial Impact, Process Improvement, Staff Development, etc.</li> <li>• Agree on how performance will be measured for each goal and competency.</li> </ul> <p><u>Mid-Year Review Phase:</u></p> <ul style="list-style-type: none"> <li>• Discuss progress against the identified goals and competencies with the employee.</li> <li>• Determine if there is a need to make any changes to the goals based on emerging needs or priorities.</li> <li>• Determine if any coaching and/or resources are required and take action as may be required.</li> <li>• Record key points of discussion in Section 4.</li> </ul> <p><u>Year-End Review Phase:</u></p> <ul style="list-style-type: none"> <li>• Collect feedback from relevant others on the employee's performance to get a complete picture.</li> <li>• Note your comments on the employee's performance using the self-assessment as an input in Sections 1 and 2. Do not assign ratings.</li> <li>• Discuss performance against the goals and competencies with the employee.</li> <li>• Rate the performance goals independently before calibration.</li> <li>• Decide the overall performance rating in the calibration meeting.</li> <li>• Record final rating in Section 1 and complete the summary (Section 5).</li> <li>• Have a face-to-face meeting with the employee to communicate the performance rating and pay decision to the employee once finalized.</li> </ul> <p>Close the process by completing the Signatures section and return the form to Human Resources.</p>

**Other Compensation administration**

**Section 1: Performance Goals**

• Goal	Self Assessment	Self Rating	Manager Comments	Manager Rating
		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations
		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations
		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations
		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Did Not Meet Expectations

## Other Compensation administration

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<b>Section 2: Competencies</b>		
<b>Competencies</b>	<b>Self Assessment</b>	<b>Manager Comments</b>
<p><b>Focus on Service</b> Focuses on anticipating, identifying, and meeting customer requirements.</p>		
<p><b>Management or Process Effectiveness</b> Demonstrates ability to anticipate short- and long-term organizational demands.</p>		
<p><b>Develops Employees</b> Develops employees to serve CPS with progressive responsibilities and handle situations efficiently and ethically.</p>		

**Section 3: Employee Development Plan**

Comment on development activities completed during prior evaluation period.  
List action steps, accountabilities, and target dates for development activities during the upcoming performance cycle.

**Other Compensation administration**

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**Section 4: Mid-Year Review Section**

**Comments/Changes to Goals:**

**Section 5: Year-End Review Section Overall Performance Rating**

*Please Check One:*

Exceeds Expectations

Meets Expectations

Partially Meets Expectations

Did Not Meet Expectations

**Action Plan:**