

Employee's Name (First, MI, Last)			EIN	Position Title
Office			Employee Signature	
Appointment Date	Probationary Period Ends	Date Initial Expectations Discussed	Manager Signature	

Listed below are the competencies on which you are to evaluate the employee. Next to each competency are examples of behaviors indicative of three different levels of performance (*NEEDS IMPROVEMENT*, *MEETS EXPECTATIONS*, or *EXCEEDS EXPECTATIONS*). Please identify the level of performance in each competency that depicts those behaviors most often displayed by the employee, and indicate your rating by entering the appropriate letters (*N*, *M*, or *E*) in the appropriate evaluation boxes. If you have not observed how this person performed on a given competency, or if the competency is not relevant to the position which you are rating, enter "N/A" (*NOT ASSESSED*).

	<i>N = NEEDS IMPROVEMENT</i>	<i>M = MEETS EXPECTATIONS</i>	<i>E = EXCEEDS EXPECTATIONS</i>						<i>N/A = NOT ASSESSED</i>		
Enter Competency Rating ( <i>N, M, E, N/A</i> )	Date of Evaluation Discussion	A	B	C	D	E	F	G	H	Employee Initials	Manager Initials
30 day evaluation due:											
80 day evaluation due:											
150 day evaluation due:											
170 day evaluation due:											

Competency	EXAMPLES OF PERFORMANCE LEVELS
<b>A. Change Management</b> Prepares employees for change by establishing and maintaining continuous dialogue with employees; communicates change to employees and reassures them during the transition from present to future state.	<b>N:</b> Does not let employees know about changes in a timely manner. Perpetuates concerns about the effects of change. Increases fear of change by telling employees that machines will take their jobs. Limits involvement of others in change; does not seek buy-in, input, or ownership. <b>M:</b> Provides feedback upward with respect to impacts of the change. Meets timelines for change implementation in area of control. Considers ideas from all sources, not only those which were "invented here". Solicits employee feedback when contemplating changes in unit operations. Works closely with other functional areas to implement change. Monitors employee performance to ensure projected cost savings from change are captured. <b>E:</b> Identifies those most resistant to change and has them advocate/instruct change; turns resistance into acceptance by building a partnership with those reluctant to change. Communicates change as an opportunity to enhance operational effectiveness. Keeps other departments and external customers informed of how changes will affect their operations. Develops ideas to facilitate change that will result in operational improvements.
<b>B. Communication Skills</b> Organizes and expresses thoughts and information in a clear and concise manner <i>(continued on page 2)</i>	<b>N:</b> Speaks and writes using sentences that are unorganized, confusing, and difficult to follow; transitions poorly from topic to topic. Communicates in a threatening manner and closes down communication from employees. Speaks in a condescending manner or tone. Does not return phone calls or e-mails. <b>M:</b> Writes correspondence that is clear and concise. Proofreads materials before presenting to others. Asks questions and restates points made by others to ensure

(continued from page 1)

while tailoring the message to the audience; engages in active listening; is aware of the impact of nonverbal cues on the message being delivered; takes into account the feelings and motivation of others when delivering a message.

own understanding. When dealing with hostile audiences, does not make a situation worse; agrees to disagree. Writes messages using correct grammar, syntax and sentence structure. Develops two-way rather than one-sided communications with employees and higher level management. Does not perpetuate rumor mill; provides factual information to eliminate on-going rumors. Actively listens to and seeks feedback from employees; gives employees time to speak. **E:** Welcomes questions and readily explains the reasons for decisions and policies. Seeks and acts on feedback to improve communication skills. Communicates with others honestly and consistently. Delivers message by showing enthusiasm and a positive attitude. Delivers constructive criticism in a positive manner.

### C. Employee Focus

Establishes a positive work environment conducive to increasing productivity through treating employees with dignity and respect; defines the roles of employees and clarifies their responsibilities for the success of the organization; provides employees with the tools and support they need to accomplish their goals.

**N:** Does not provide individuals/unit with the tools/skills or training needed for the job. Demonstrates little tolerance or respect for people who have values or beliefs that deviate from his/her own. Does not recognize or reward good performance. Accepts poor or mediocre performance as status quo; does not make attempts at improvement; gives them less responsibility. **M:** Confronts unethical behavior. Ensures that all employees are aware of opportunities for developmental experiences. Makes the time to listen to employees; seeks to assist employees in finding the necessary resources as appropriate. Describes to employees how their individual contributions make an impact on other employees and customers. Provides ongoing feedback to employees using data. Greets employees daily, being positive and enthusiastic. **E:** Recognizes employees for their accomplishments when they go above and beyond their job assignments and addresses inadequate performance in a timely manner. Proactively involves employees in providing a safe work environment. Gives due credit to the originator of a suggestion or idea. Identifies and resolves workplace tensions before they escalate and affect unit performance.

### D. Functional Administration

Completes administrative tasks; generates and analyzes daily reports to ensure appropriate documentation of operations.

**N:** Neglects daily paperwork and reports. Does not check the accuracy of reports. Does not respond to correspondence (e.g., written, voice-mail) in a timely manner. Does not keep records of employee performance and training leaving the supervisor vulnerable to grievances. Does not meet deadlines in a timely manner. **M:** Reviews daily reports and makes necessary corrections to ensure data integrity. Organizes/generates information using computer programs. Turns in required paperwork in a timely manner. Provides higher level management with status reports on daily workload conditions. Uses appropriate time keeping systems. Submits reports timely, accurately and consistently. Monitors employee attendance trends and takes appropriate action. Analyzes reports and makes recommendations to improve efficiency of the operation. **E:** Anticipates requests for reports and provides them at the time of the request. Assists other supervisors in interpreting reports. Ensures integrity of data and implements changes to improve data accuracy. Shares reports with other functional areas.

### E. Operations Management

Manages the operation through the use of operational plans developed to drive work unit and organizational performance; addresses labor relations issues and applies knowledge of local and national agreements to solve workplace conflicts; analyzes data on a regular basis to determine if adjustments to current operations are necessary to achieve goals.

**N:** Does not keep union representatives informed of issues. Makes decisions without researching precedents. Does not use data to improve operational efficiency. Does not use established SOPs to manage operations. Does not communicate operational deficiencies to managers or individuals who can make improvements using information, data, or reports. **M:** Resolves workplace conflicts, staffing, scheduling and leave management using the national agreement, Joint Contract Interpretation Manual (JCIM), and local memoranda of understanding. Resolves grievances and complaints at the initial level. Applies corrective actions for poor performance such as failure to scan, attendance issues, missing managed service point times. Collaborates with union officials to anticipate potential problems and grievances. **E:** Takes the initiative to assist new supervisors in understanding postal regulations to achieve the organization's goals. Uses SOPs, publications, Postal handbooks, manuals, directives, bulletins, management instructions to drive work unit performance. Prioritizes problems so that major issues are solved in a timely way. Matches work hours to workload with available resources to accomplish established goals; schedules employees according to workload.

**F. Personal Acumen**

Adapts to changes in the business environment; demonstrates trustworthiness and initiative to accomplish work unit and organizational goals and objectives.

**N:** Makes excuses for failure rather than accepting responsibility for errors. Engages in negative dialogue about the Postal Service. Resists ideas and programs that were not "invented here"; relies solely on traditional methods for accomplishing tasks ("we've always done it that way"). **M:** Makes business decisions to adapt to environmental change. Initiates action and accomplishes objectives without being told what to do or when to do it. Identifies creative ways to adapt to upcoming changes. Effectively responds to and handles changing situations. Deals directly and promptly with issues; does not avoid conflict. Takes existing concepts or ideas and combines them in new ways to provide solutions. **E:** Recognizes inefficiencies and makes recommendations to improve performance; identifies an end result and documents process to achieve the outcome. Volunteers to perform challenging or undesirable tasks. Stands behind own initiatives and is not afraid to "take the heat" if the initiative fails. Proactively seeks innovation from a variety of sources inside and outside the Postal Service.

**G. Work Unit Planning**

Determines priorities of the work unit on a daily and weekly basis; identifies resources (employees and capital) needed to accomplish goals and allocates resources as allowed to support the priorities and goals established for the work unit and organization as a whole.

**N:** Does not show flexibility when unexpected situations arise; does not adjust resources to overcome obstacles. Overloads high performing employees by giving them more work. Does not spend time on appropriate tasks; spends too much time on minor tasks. **M:** Schedules and staffs appropriately according to workload considering national and local agreements. Determines in advance the steps that need to be taken to meet objectives. Makes decisions/adjustments throughout the day to drive work unit to achieve organizational goals. Identifies and consolidates redundant or unecessary tasks to eliminate or reduce costs. Responds to EEO complaints, grievances, and investigations in a timely and accurate manner. **E:** Organizes and plans ahead, brainstorms about the resources needed for the day; looks at schedules and data to meet work unit goals. Communicates with other work units/facilities to develop appropriate daily and contingency plans. Develops/implements a process to monitor employee performance to be maintained by replacement supervisors.

Overall comments at 170 days:

Evaluator Signature *(End of Probationary Period)*

Employee Signature *(Signature Does Not Indicate Agreement)*

Date \_\_\_\_\_

Date \_\_\_\_\_

Do You Recommend This Person for Retention?  Yes  No *(Include rationale identifying specific performance and behaviors that support your recommendation.)*

# Instructions for Evaluating Official

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## Purpose

You are to use this form to document required formal evaluation discussions during the career probationary period. During the 180-day probationary period, the required interactive discussions include one initial meeting and four evaluations conducted at the following intervals: (1) 30-day; (2) 80-day; (3) 150-day; and (4) final 170-day.

These formal discussions are in addition to the ongoing feedback necessary for successful performance management. The probationary evaluation discussions are to be interactive between you and the employee. The purpose of the first discussion is not to assess performance, but to outline the competencies included during the evaluation period. The purpose of the remaining discussions are: (1) to evaluate performance; (2) to provide ongoing feedback by developing specific plans to enhance performance levels or to correct deficiencies; and (3) to recommend for/against retention of employee.

## Evaluation

A career nonbargaining or executive employee is to be evaluated in the four formal intervals as listed above. The report is used to document these discussions during the 180-day *probationary period* only, and is not designed for evaluating a retained employee's future performance after that time.

The probationary period performance ratings must take into consideration that the employee being rated is new to the job. The performance levels of the new employee during the probationary period must not be compared with those of experienced employees. Instead, the examples of performance levels on the form should be benchmarks to evaluate job performance.

## Procedure

Review the instructions and behavioral examples for the leadership competencies on the attached document. Prepare for the evaluations by obtaining documentation such as informal notes, input from others, or productivity numbers.

During each evaluation session, evaluate the employee in terms of his/her demonstrated performance, using "N" for *Needs Improvement*, "M" for *Meets Expectations*, "E" for *Exceeds Expectations*, or "N/A" for *Not Assessed*.

When the first discussion is completed, you and the employee must initial the line reflecting that you have jointly discussed the performance expectations. After each formal evaluation, the employee must initial the appropriate block to indicate that the discussion has been conducted. The initialing indicates that the evaluation was discussed, not that there is implicit agreement with the evaluation.

On page 2 of the form, the final evaluation must include your recommendation concerning the employee's retention or separation. Use the space provided to write down specific supporting comments for the recommendation. Specify the behaviors and performance observed and evaluated that support your recommendation for or against retention of the employee. At the conclusion of the final probationary period discussion, both you and the employee must sign the appropriate sections of the report to indicate that you have completed the final evaluation discussion. The employee's signature indicates that the final evaluation was reviewed, not that there is implicit agreement with the evaluation.

## Processing

After the final evaluation discussion, make two copies of the completed and signed form, and distribute as indicated: Original to the designated Postal Service official, one copy to the employee, and one copy for your files.

**Note:** If separation is recommended, this form must be forwarded to the designated Postal Service official immediately to allow sufficient processing time (particularly at the 170-day session).