

Personnel Committee Meeting

Monday, December 15, 2014

6:00 p.m.

Amundson Center – Senior Room

AGENDA

1. Call Meeting To Order/Roll Call:
2. Proof Of Posting:
3. Approval Of Minutes From October 8, 2014 Personnel Committee Meeting.
4. New Items:
 - a. Employee Reviews
 - b. Economic Development Position
5. Adjourn Into Closed Session As Per SS 19.85 (C) Considering Employment, Promotion, Compensation Or Performance Evaluation Data Of Any Public Employee Over Which The Governmental Body Has Jurisdiction Or Exercises Responsibility.
6. Adjournment From Closed Session & Reconvene Into Open Session
7. Discussion And Possible Action On Items Discussed In Closed Session
8. Any Other Business To Be Brought Before The Committee
9. Adjournment

NOTE:

1. Persons Needing Special Accommodations Should Call 423-3712 At Least 24 Hours Prior To The Meeting.
2. A Quorum Of The Village Board May Attend This Meeting For The Purpose Of Gathering Information Relevant To Their Responsibilities As Village Trustees. No Matters Shall Be Considered By Said Village Board Members Nor Shall Any Action Be Taken By Said Village Board Members At This Meeting.
3. More Specific Information About Agenda Items May Be Obtained By Calling 423-3712.

Lisa Moen, Village Clerk

Posted: December 12, 2014

Village of Cambridge

Employee Performance Evaluation And Plan

Employee Name:	Evaluation Period:
Position:	Date of Evaluation:
Department :	Evaluator:

Purpose of Performance Evaluation

Our performance evaluation program assists employees in reaching their potential and thereby promotes the effective delivery of services. There are a number of objectives gained through performance evaluation:

1. Clarify work assignments, objectives and expectations.
2. Let employees know whether they are meeting those expectations.
3. Encourage employee development.
4. Obtain information used for planning work assignments and training.
5. Provide employee feedback and improve communication.

Performance Evaluation Contents

Section I, Expected Behaviors, describes exceptional, satisfactory, and unsatisfactory performance activities. Employees are evaluated based on their actions to achieve organizational objectives.

Section II, Performance Planning: Annual Goals, should describe one or more goals related to job responsibility areas. At the beginning of the year, the employee and the supervisor should discuss and reach agreement on these goals. Goals should be meaningful and measurable, and reflect what the employee is expected to accomplish during the year. Appendix A lists issues to remember when establishing goals. Example goal:

1. Prepare a report by May 1 on the feasibility of computerizing the department's recordkeeping system. Include both a cost analysis and a possible timetable for implementation.

Section III, Performance Planning: Training and Development, should describe courses and training seminars the employee will attend during the next year.

Section IV, Additional Employee Feedback, should give the employee an additional opportunity to comment on his or her own performance and supervisor communication.

Section I Expected Behaviors

1. CUSTOMER SERVICE

Expected Behavior: Treats internal and external customers with dignity, respect and courtesy.

Self	Evaluator	
_____	_____	Exceptional Performance: Tactful and courteous even when dealing with difficult people; goes out of way to be of assistance; listens attentively and is genuinely concerned.
_____	_____	Satisfactory Performance: Always tactful and courteous.
_____	_____	Unsatisfactory Performance: Seems uninterested in helping; lacks tact and not always courteous.

Comments/Suggestions/Examples:

2. WORK QUALITY

Expected Behavior: Exhibits accuracy, clarity, thoroughness; makes suggestions for process improvements; applies newly acquired information and/or education to improve work.

Self	Evaluator	
_____	_____	Exceptional Performance: Errors are rare and work never needs to be redone; supervisor can trust results without review; work is always completed before deadlines.
_____	_____	Satisfactory Performance: Infrequent errors with little work needing to be redone; work requires periodic and cursory review; deadlines are met except in unusual circumstances.
_____	_____	Unsatisfactory Performance: Frequently makes errors and supervisor must check all work; frequently misses deadlines.

Comments/Suggestions/Examples:

3. COST EFFECTIVE /PRODUCTIVITY

Expected Behavior: Considers cost savings and staying within budget; prioritizes work to ensure critical tasks are completed; uses resources carefully, avoiding waste, loss or damage.

Self	Evaluator	
_____	_____	Exceptional Performance: Always stays within budget; always engaged in productive activity; minimal time spent socializing; never wastes time; treats all resources as if he/she owned them; regularly maintains equipment and property.
_____	_____	Satisfactory Performance: Usually stays within budget; usually engaged in productive activity; minimal socializing; properly maintains resources; reports all equipment problems.
_____	_____	Unsatisfactory Performance: Rarely stays within budget; constantly needs prodding to get to work; attempts to look busy doing nonproductive activities; excessive socializing; does not maintain resources; fails to report problems.

Comments/Suggestions/Examples:

4. TEAMWORK

Expected Behavior: Contributes to achievement of organization goals through effective participation as a team member; works constructively with others; provides willing assistance to co-workers; shows flexibility through compliance with new procedures, and/or job duties.

Self	Evaluator	
_____	_____	Exceptional Performance: Enhances team efforts by motivating team members; continuously successful in working with and assisting others; tolerant of others; offers and accepts constructive criticism; viewed as team leader; willingly accepts all assignments including the mundane and difficult; always seeks additional work; constantly strives to increase job knowledge.
_____	_____	Satisfactory Performance: Contributes to the development, cohesion and productivity of the team; cooperates well with others; is seen as a team member; generally receptive to new assignments; completes assignments without complaint; usually seeks more work when assignments completed.
_____	_____	Unsatisfactory Performance: Fails to establish or maintain productive working relationships; seldom volunteers to assist; causes friction with co-workers; viewed as not being part of team; lacks enthusiasm; complains about assignments; not interested in increasing job knowledge.

Comments/Suggestions/Examples:

5. JOB KNOWLEDGE

Expected Behavior: Understands duties, procedures, practices, processes, equipment, skills, techniques and related functions required to effectively perform job.

Self	Evaluator	
_____	_____	Exceptional Performance: Aware of all job duties and procedures; follows all rules and regulations; seeks supervisory approval for deviations; requires little/infrequent direction or elaboration to be productive; anticipates problems and opportunities and acts without being told.
_____	_____	Satisfactory Performance: Follows all job duties and regulations; requires periodic direction and elaboration; will voluntarily take action even in non-routine matters.
_____	_____	Unsatisfactory Performance: Fails to learn job duties and rules; occasionally fails to perform job duties and rules; work requires constant direction and elaboration.

Comments/Suggestions/Examples:

6. WRITTEN AND ORAL COMMUNICATION

Expected Behavior: Expresses himself/herself clearly in written and oral communication; listens to and understands instruction and messages conveyed; effectively exchanges ideas and information with others; informs supervisors and co-workers of events and actions which affect their areas of responsibility. Is able to communicate well with co-workers, elected officials and the public.

Self	Evaluator	
_____	_____	Exceptional Performance: Speaks clearly and comments are always relevant; telephone manners are business-like and professional; writing is clear, direct, accurate and persuasive; develops new ways to enhance departmental communications.
_____	_____	Satisfactory Performance: Usually speaks clearly; tactful; telephone manners are businesslike and rarely discourteous; writing is generally effective and persuasive.
_____	_____	Unsatisfactory Performance: Does not communicate relevant information; abrupt or unprofessional telephone manners; frequently does not listen; poor command of English and grammar; unable to write even simple documents clearly.

Comments/Suggestions/Examples:

7. ADAPTABILITY

Expected Behavior: Ability to adjust to new or different situations, methods, procedures, tools and equipment.

Self	Evaluator	
_____	_____	Exceptional Performance: Approaches all crises with calm and control; analyzes complex situations quickly; very adaptable and flexible; welcomes change and changes priorities easily.
_____	_____	Satisfactory Performance: Handles most crises appropriately even in non-routine matters; open to changes and new ideas; can handle changing priorities.
_____	_____	Unsatisfactory Performance: Frequently panics and overreacts to crises; may view simple problems as crises; resists change and cannot adjust when situations require changing priorities.

Comments/Suggestions/Examples:

8. ORGANIZATION AND PLANNING

Expected Behavior: Extent to which employee plans logically for work objectives, prioritizes work appropriately, effectively schedules activities to reach objectives and establishes controls to monitor and guide progress. Effectively utilizes time, including efficient work effort, timeliness, absence and tardiness.

Self	Evaluator	
_____	_____	Exceptional Performance: Prioritizes work consistent with organizational and departmental goals; schedules work within resource constraints; organizes work logically; monitors progress relative to plan; takes corrective action when necessary; anticipates problems.
_____	_____	Satisfactory Performance: Usually prioritizes work consistent with organizational and departmental goals; effectively plans and organizes work; monitors progress and takes corrective action when necessary; usually anticipates problems.
_____	_____	Unsatisfactory Performance: Seldom prioritizes work consistent with organizational and departmental goals; disorganized; rarely plans ahead; does not have plan or ability to monitor progress.

Comments/Suggestions/Examples:

9. SUPERVISORY SKILLS (WHEN APPLICABLE TO JOB RESPONSIBILITIES)

Expected Behavior: Instructs, guides or directs employees in their assigned functions; provides regular feedback to staff; follows up to ensure desired results.

Self	Evaluator	
_____	_____	Exceptional Performance: Finds innovative ways to motivate staff; facilitates, coaches and supports staff efforts to succeed; clearly communicates goals and priorities to staff; consistently monitors staff results.
_____	_____	Satisfactory Performance: Offers instructions, guidance and direction to staff; provides regular feedback to staff; usually monitors staff results.
_____	_____	Unsatisfactory Performance: Does not instruct, guide or direct employees in assigned functions; does not communicate effectively with staff; fails to set direction, provide feedback or monitor staff results.

Comments/Suggestions/Examples:

Section II Performance Planning: Annual Goals

For each item, include measurable objective(s) or goal(s) for the next year. Goals are clear, concise statements of a final consequence or end result of an activity. Include a planned completion date for each goal.

Specific Performance Goals for the Next Year (Related to responsibility; shows measurable results)	Completion Date	Met	Not Met	Comments (Include examples of favorable performance and explanation of of any performance goals not met)
1.		Self:	Self:	
		Evaluator:	Evaluator:	
2.		Self:	Self:	
		Evaluator:	Evaluator:	
3.		Self:	Self:	
		Evaluator:	Evaluator:	
4.		Self:	Self:	
		Evaluator:	Evaluator:	
5.		Self:	Self:	
		Evaluator:	Evaluator:	

Section III Performance Planning: Training and Development

Courses Completed	No. of Hours/Days	Planned Course Work	No. of Hours/Days
1.			
2.			
3.			
4.			
5.			

Section IV Additional Employee Feedback

1. I find the following particular part(s) of my job most challenging and/or difficult:

2. I feel my strongest skills are:

3. I feel the skills I most need to develop are:

4. What would help you better perform your job?

5. How can we make this evaluation system better?

Additional Employee Comments:

Date Employee Signature

(My signature indicates I have reviewed and discussed my performance evaluation and plan with my supervisor and have established performance goals/objectives for the future.)

Date Supervisor/Evaluator Signature

Date Village President (for Village Board)

ISSUES TO REMEMBER WHEN SETTING PERFORMANCE GOALS

1. **A goal should be specific** – It should be clear, concise and stated as a final consequence of an activity, not merely the activity. It is acceptable to state that a goal will be “16 tons/man/day” but not merely “We will improve productivity”. The outcome defined should be specific so that it will be clear as to whether or not the goal was actually achieved.
2. **A goal should have a time element** – It should clearly indicate what time deadlines or timeframes the goal is addressing. Without an indication of timeframe or deadline, it may not be clear as to what is expected in order to accomplish the goal and it may be difficult to determine the value or importance of achieving that goal.
3. **The goal should be single-ended** – Broad multi-phase goals can be hard to measure and even harder to achieve. These types of goals can be discouraging to the employee trying to accomplish them. It's much better to try and break large goals down into smaller single-ended ones. It is easier to communicate the importance of the different elements of a large goal if each part is stated separately.
4. **Goals should be measurable** – It is important to be able to tell whether the final outcome was achieved and how well it was done. Without a method of measuring results, it is almost impossible to provide an employee with feedback on the accomplishment of the goal.
5. **The goal should be significant and important** – Goals should be established for the most important aspects of the employee's job. While goals probably cannot be set in all job areas, every effort should be made to cover the major ones. To set goals which cover very little of the important elements of an employee's job will provide little assistance to the supervisor in measuring the employee's overall performance.
6. **Employee goals should be related to organizational goals** – It is important that employees understand how their goals relate to the goals of the organization. This can help generate better communication and acceptance of the goal setting process between the employee and the supervisor. It should also give the employee a sense of being an important part of the organization and a better understanding of his/her role in the organization. If a goal is contrary to the direction the department or organization is moving, it probably should not be set.
7. **If goals are conditional, state the side conditions** – If there are elements which may impact on an employee's ability to accomplish a goal, they should be stated upfront to avoid future misunderstandings. Conditional goals should be monitored closely so that if the condition cannot be corrected, the goal can be modified or dropped from the employee's performance evaluation.
8. **The goal should be realistic and attainable** – It is important when setting goals to keep in mind what the desired outcome should be and whether or not the employee has a chance to accomplish it. To set a goal which is almost impossible to achieve could result in discouragement toward accomplishing a goal, and it may become difficult to motivate the employee to put forth much future effort toward achieving it.

9. **The goals set should be consistent with the employee's responsibility and authority** – When setting a goal, it is important to consider whether or not the employee has the authority to accomplish it. If goals are set in areas outside the employee's realm of responsibility and authority, the employee will probably be unable to accomplish the desired outcome and thus become frustrated or negative concerning the goal-setting process.
10. **The goals should be prioritized** – The employee should know how important each goal is that he/she is working on by weighing and discussing the relative importance of each goal. In this way, the employee can plan how he/she will address the goals and where he/she will concentrate the most time and effort. The employee's perception of importance may be quite different from the supervisor's, so it is good to know upfront where the emphasis for rating and scoring will be placed.
11. **Examine the past thoroughly before you define future goals** – Results from past weeks, months and years become a foundation for defining ordinary and reasonable levels barring any unforeseen changes of events. This doesn't mean that the past is necessarily the determinant of the future. However, if you know where you are and how you got there, you can see some trends and begin to plan where you are going.

LINDA BEGLEY-KORTH HOURS BREAK DOWN 2013-2014

Pay Period	EDC	TIF	Winery/C			TOTAL
			ARPC	CDBG	V/S/H	
12-24-12 -> 1-5-13	21.25				13.80	35.05
1-5 -> 1-18	46.50					46.50
1-19 -> 2-1	55.25					55.25
2-2 -> 2-15	59.00					59.00
2-18 -> 3-1	30.50					30.50
3-2 -> 3-15	55.00					55.00
3-16 -> 3-29	50.00					50.00
3-30 -> 4-12	47.50					47.50
4-13 -> 4-26	46.25					46.25
4-27 -> 5-10	48.00					48.00
5-11 -> 5-24	31.50			15.50		47.00
5-25 -> 6-7	46.50			1.50	4.60	52.60
6-8 -> 6-21	38.50			12.00		50.50
6-22 -> 7-5	35.50				4.60	40.10
7-6 -> 7-19	56.00					56.00
7-20 -> 8-2	35.50	1.00		11.50		48.00
8-3 -> 8-16	4.00			22.50	18.40	44.90
8-17 -> 8-30	40.00			19.00		59.00
8-31 -> 9-13	25.50			21.50	4.60	51.60
9-14 -> 9-28	28.25			40.75		69.00
9-28 -> 10-11	15.00	13.00		50.00		78.00
10-12 -> 10-25	49.00			1.00		50.00
10-26 -> 11-8	37.50	23.00		5.00		65.50
11-09 -> 11-22	26.50	8.25		9.50		44.25
11-23 -> 12-6	39.25				13.80	53.05
12-7 -> 12-20-13	48.25					48.25

SUB TOTAL HOURS: 1,016.00 45.25 0.00 209.75 59.80 1,330.80

Pay Period	EDC	TIF	Winery/C			TOTAL
			ARPC	CDBG	V/S/H	
12-21-13 -> 1-3-14	15.50				24.60	40.10
1-4 -> 1-17	40.75	2.00				42.75
1-18 -> 1-31	26.50					26.50
2-1 -> 2-14	27.00	4.00				31.00
2-15 -> 2-28	45.00	3.00			8.00	56.00
3-1 -> 3-14	37.50				2.00	39.50
3-15 -> 3-28	16.50					16.50
3-29 -> 4-11	27.00	3.50				30.50
4-12 -> 4-25	29.50				20.50	50.00
5-10 -> 5-23	54.50					54.50

5-24 -> 6-6	46.00				12.50	58.50
6-7 -> 6-20	49.50					49.50
6-21 -> 7-4	25.75	7.00	8.00		8.00	48.75
7-5 -> 7-18	13.00	5.00	17.50			35.50
7-19 -> 8-1	31.00	1.00	17.50			49.50
8-2 -> 8-15	15.50	5.75	5.00			26.25
8-16 -> 8-29	8.00	8.75	1.00		4.00	21.75
8-30 -> 9-12	25.50	11.00	12.50		8.00	57.00
9-15 -> 9-26	18.00	22.50	14.00		4.00	58.50
9-29 -> 10-10	45.50	6.00	1.00		24.00	76.50
10-11 -> 10-27	51.00	5.50	6.50		8.00	71.00
10-27 -> 11-7	69.50	3.00			7.00	79.50
11-8 => 11-21	72.00				8.00	80.00
11-22 -> 12-5	56.00				24.00	80.00

SUB TOTAL HOURS: 846.00 88.00 83.00 0.00 162.60 1,179.60

~ Pay periods are bi-weekly

~ Hours are actual hours listed from time sheet

~ V/S/H - Vacation/Sick/Holiday are listed as Workhorse figures may allocated

Mary Behling Bills 2013

MONTH	TIF/Wards Merch.	TIF/AHA	Winery/CARPC
July	\$277.50		
August	\$30.00		
September			
October		\$52.50	
November		\$90.00	\$187.50
December	\$75.00		

Totals: \$382.50 \$142.50 \$187.50

Mary Behling Bills 2014

MONTH	TIF/Wards Merch.	TIF/AHA	Winery/CARPC
January			
February			\$330.00
March	\$45.00		
April	\$652.50		\$1,522.50
May	\$60.00		\$15.00
June	\$82.50		\$90.00
July	\$90.00	\$60.00	\$82.25
August		\$420.00	\$667.50
September		\$1,575.00	\$112.50
October		\$1,920.00	\$1,192.50
November		\$1,462.50	\$195.00
December	\$60.00	\$802.50	\$105.00

totals: \$990.00 \$6,240.00 \$4,312.25

Town and Country Bills 2014

MONTH	TIF/AHA	Winery/CARPC
February		\$1,300.15
March		\$877.50
June		\$622.50
August		\$424.45
October		\$3,628.70
November	\$367.50	

Totals: \$367.50 \$6,853.30

~ Month Designates when payment was made