



PERFORMANCE MANAGEMENT SYSTEM GUIDELINES



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PERFORMANCE MANAGEMENT PROGRAM GUIDELINES

OBJECTIVE OF A PERFORMANCE MANAGEMENT SYSTEM

UMCHS strives to create and maintain an environment that correlates the importance of work performance to our mission. A performance management system is used to ensure that the organization involves all employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of our agency's mission and goals.

The performance evaluation is a culmination of past year's discussions between the supervisor and employee about the employee's performance. In contrast, performance management is collaborative, continuous process between the supervisor and employee. It is used to communicate organizational and specific job related strategic goals, reinforce individual employee accountability for meeting those goals, track and evaluate individual performance results, and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals.

A performance management system serves several purposes. It:

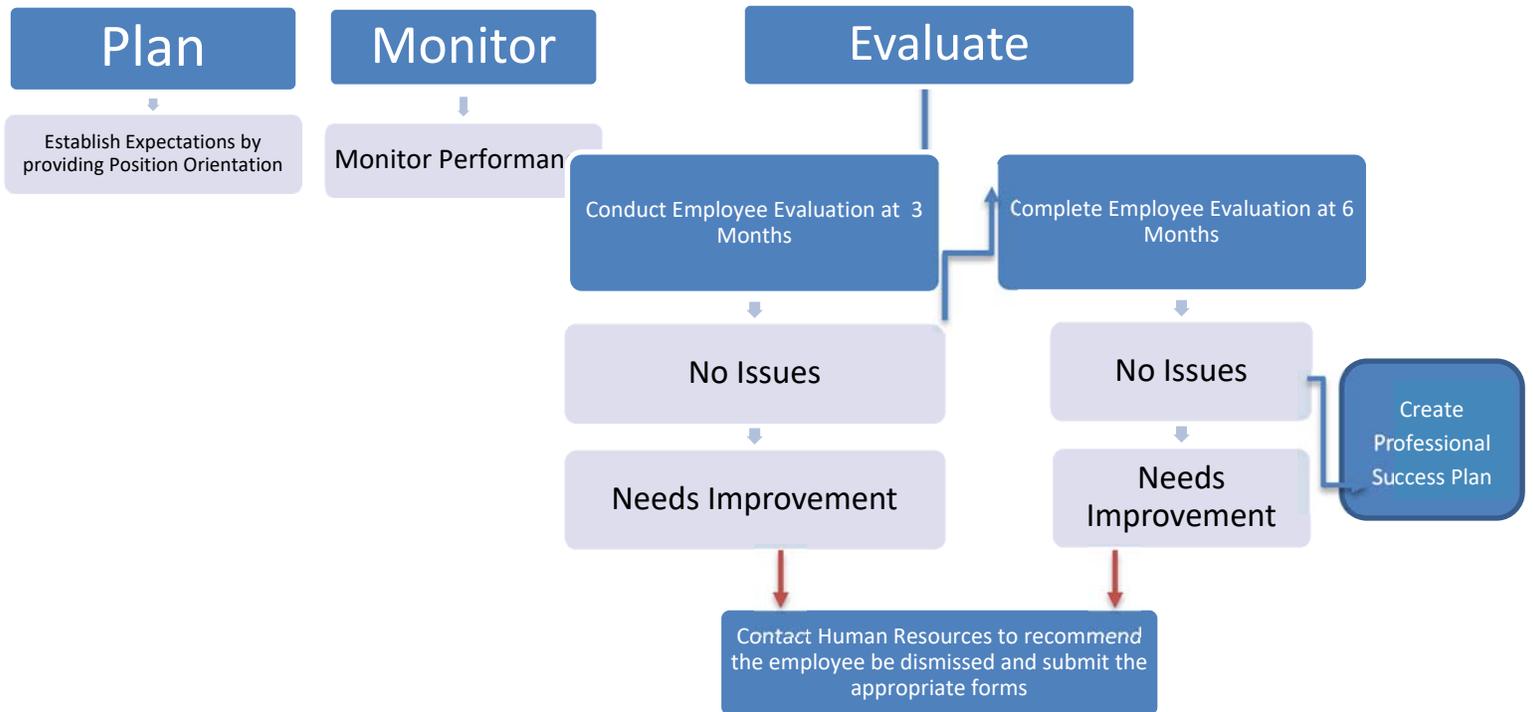
- Helps the employees in identifying the knowledge and skills required for performing the job correctly and efficiently
- Provides a formal tool for employees to receive feedback regarding job performance and expectations
- Encourages employee involvement and allows the employee to work with the supervisor to establish goals and priorities for the next year
- Facilitates growth and development of employees
- Results in a documented history of the employee's performance

Remember: If our employees succeed, we, as an agency, succeed as well!

PERFORMANCE REVIEW PROCESS

INTRODUCTORY PERFORMANCE REVIEWS

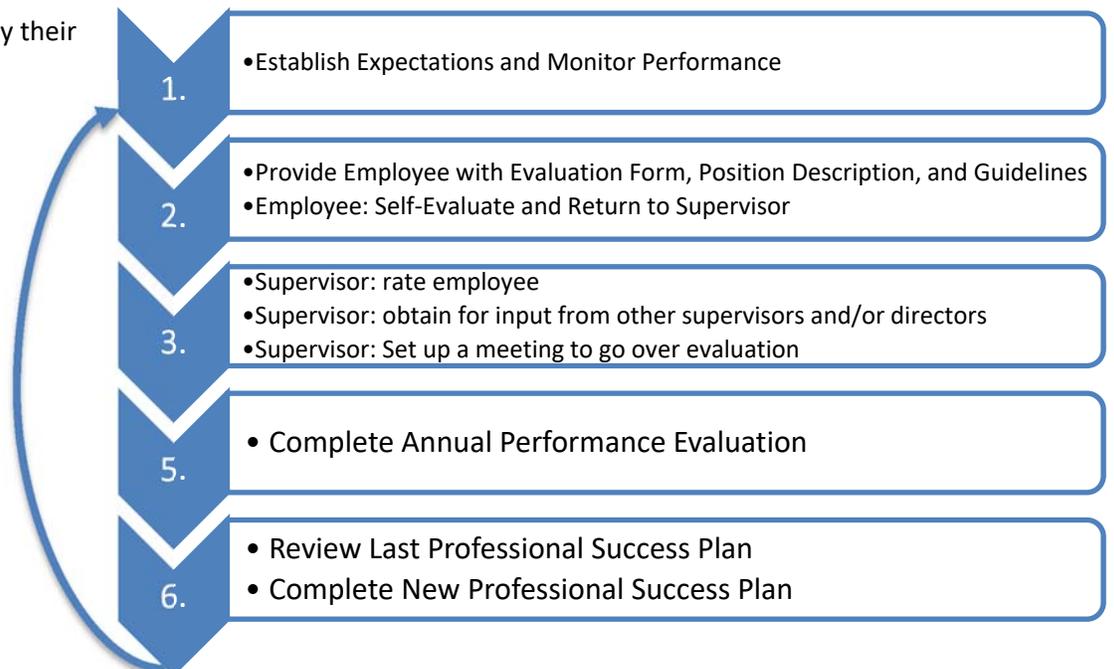
All new full-time and part-time employees are subject to an introductory period of 6 months. During this time the employee's ability to effectively function in the position will be evaluated and the program will provide orientation to the job. An introductory employee will receive three (3) evaluations during the first year of employment.



YEARLY PERFORMANCE REVIEWS

All employees will be evaluated by their supervisors, utilizing the Annual Employee Evaluation form, prior to the anniversary date of their hire.

Copies of performance evaluations will be provided to employees and the Human Resource Director for inclusion in each employee's personnel file.



EMPLOYEE SUPERVISION

Employees should receive ongoing effective supervision so that they are able to develop realistic and effective plans to empower families to meet their objectives; to understand why a family may not be making progress and how to work with the family more effectively. In addition, employees should receive ongoing effective supervision in order to express their concerns and frustrations; receive feedback on strengths and areas needing improvement; to see that they are making a difference; and in order to avoid stress-related burnout.

Supervisors will provide ongoing case review and periodic shadowing of home visits to ensure that family cultural values and beliefs are respected.

Supervisors are to provide regularly scheduled individual supervision based on individual grant requirements.

This could include:

- Coaching and providing feedback on strength-based approaches and interventions used (e.g., problem-solving, crisis intervention)
- Shadowing
- Classroom/Home Visit Observations
- Reviewing written Family Assessment Interviews
- Reviewing Family Partnership Plans - progress and process
- Reviewing family progress and level changes,
- Discussing family retention and attrition
- Providing feedback on documentation and integrating use of tools used (e.g., developmental screens, evaluation tools)
- Review the data to make sure it is accurate for each participating family within the time parameters set by the evaluation, ensure the accuracy of the data reported, and monitor their data through ongoing review of quarterly reports, and timely review of preliminary status report data
- Integrating quality assurance results including regular and routine review of assessments and assessment records, home visit records, and all documentation used by program
- Coaching regarding home visit completion rates
- Discussing putting new training into practice
- Supporting cultural sensitivity and practices,
- Providing guidance on use of curricula
- Providing reflection on techniques and approaches
- Identifying areas for growth
- Identifying and reflecting on potential and actual boundary issues
- Sharing information on community resources

Supervisors/Managers/Directors receive regular, ongoing supervision which holds them accountable for the quality of their work and provides them with skill development and professional support. Procedures may include:

- Addressing personnel issues
- Feedback/reflection to supervisors regarding the team
- Agency issues
- Review of program documentation such as monthly or quarterly reports, program statistics, and quality assurance mechanisms
- Review of progress towards meeting program goals and objectives
- Strategies to promote professional development/growth
- Quality oversight that could include shadowing of supervisor

The Executive Director is provided with skill development, professional support, and supervision from the Board of Directors. This may include:

- Feedback at Board meetings six times per year
- Individual meetings with Board members
- An annual performance evaluation

Supervision Documentation

Any documentation of supervision must be kept confidential. Individual binders/folders for each employee that contains notes, observations, and other forms of documentation must be kept and locked in file cabinets at all times. After the completion of each log, they should be placed in the employee's personnel file. All forms of documentation should be signed and dated by each employee.

Documentation may include:

- Supervisory Notes
- General FSW Supervision Form
- Observation Forms
- Reflective Supervision Forms
- Professional Success Plans
- Annual Performance appraisals (kept in employee personnel file at the Human Resources Office)
- Meeting Minutes

PERFORMANCE EVALUATION RATING GUIDELINES

Instructions: Please refer to the employee's job description and rating guide when completing this form. Use the scale on the form **each** performance factor to rate the employee and provide examples in the space provided to support your ratings; attach additional pages if necessary. **Some examples are included but use position expectations to guide the process.**

CORE PERFORMANCE FACTORS

JOB KNOWLEDGE (*Review JOB DESCRIPTION with employee and highlight areas needing improvement and/or additional training, then attach to evaluation)

How well does the employee exhibit knowledge of the required skills to fulfill job expectations? **(This includes knowledge of agency policies and procedures)**

Outstanding—Expert in job, has thorough grasp of all phases of job.

Exceeds Expectations—Very well informed, seldom requires assistance and instruction.

Meets Expectations—Satisfactory job knowledge; understands and performs most phases of job well, occasionally requires assistance or instruction.

Needs Improvement —Limited knowledge of job, further training required, frequently requires assistance or instruction.

Unsatisfactory— Lacks knowledge to perform job properly

QUALITY AND QUANTITY OF WORK

Does the employee accurately and thoroughly complete work meeting quality standards? (uses time effectively, meets promised deadlines without sacrifice of accuracy or quality; Meets the work schedule expectations of the position)

Outstanding —Highest quality possible, final job virtually perfect/Highly persistent, always gets the job done on time

Exceeds Expectations—Quality above average with very few errors and mistakes/Very reliable, above average, usually persists in spite of difficulties

Meets Expectations— Quality very satisfactory; usually produces error free work/Usually gets the job done on time, works well under pressure

Needs Improvement—Room for improvement, frequent errors, work requires checking & re-doing/ sometimes unreliable, will avoid responsibility, satisfied to do the bare minimum

Unsatisfactory—Excessive errors and mistakes, very poor quality/Usually unreliable, does not accept responsibility, gives up easily

PROFESSIONALISM

Does the employee adhere to high standards of personal and professional conduct? Demonstrates continuous professionalism, respect, and workplace civility. Mindful of actions; topic, tone, volume, and body language. Exercises courtesy and tact in all dealings with families, clients, and staff. Ensures family, client, and staff confidentiality. Maintains professional boundaries in relationships with families, clients, and staff. Consider appropriateness of grooming and attire that reflects a neat appearance and safety appropriate to the position.

Outstanding—Is viewed as role model for adherence to high standards of personal and professional conduct; consistently keeps professional boundaries with families, clients, and staff.

Exceeds Expectations— consistently adheres to high standards of personal and professional conduct; keeps professional boundaries with families, clients, and staff.

Meets Expectations— adheres to high standards of personal and professional conduct; keeps professional boundaries with families, clients, and staff

Needs Improvement— occasionally adheres to high standards of personal and professional conduct; occasionally engages in questionable professional boundaries with families, clients, and staff.

Unsatisfactory— Often shows low standards of personal and professional conduct; Fails to follow professional boundaries in performance of work

ATTENDANCE AND PUNCTUALITY

Does the employee arrive on time and demonstrates consistent attendance?

Outstanding—Very prompt and regular in attendance, absent only in emergencies and pre-planned absences

Exceeds Expectations—Very prompt and regular in attendance, above average, pre-planned absences.

Meets Expectations—Usually present and on time, normally pre-planned absences

Needs Improvement —Lax in attendance and/or reporting on time, improvement needed

Unsatisfactory—Often absent without sufficient reason and/or frequently reports to work late or leaves early

CRITICAL SUCCESS FACTORS

WORK HABITS/ADAPTABILITY

Does the employee display a positive, cooperative attitude toward work assignments and requirements? Does the employee adjust to any change in duties, procedures, supervisors or work environment with ease? Does the employee accept new ideas and approaches to work with ease and responds appropriately to constructive criticism and to suggestions for work improvement?

Outstanding—Serves as role model with regard to a positive, cooperative attitude toward work assignments and requirements.

Exceeds Expectations— Has a positive attitude towards work assignments, accepts new assignments and ideas with ease.

Meets Expectations— Satisfactory attitude towards work assignments and accepts new ideas.

Needs Improvement— Often is resistant and negative in complying with work policies and procedures and has some resistance towards new ideas and changes

Unsatisfactory—Consistently resists new or established work policies and procedures and is negative towards work assignments

INITIATIVE/PROBLEM SOLVING

Is the employee self-directed, resourceful, and creative in performing job duties, identifying and resolving problems, and following through on assignments? Does the employee demonstrate maturity in taking or recommending appropriate actions and in determining which problems to handle independently and which to refer to supervisor; follows up on problems and helps to bring about resolution?

Outstanding— Displays unusual drive and perseverance, anticipates needed actions, and frequently suggests better ways of doing things/Uses exceptionally good judgment when analyzing facts and solving problems.

Exceeds Expectations: Self-starter; proceeds on own with little or no direction, progressive, makes some suggestions for improvement/above average judgment, thinking is very mature and sound.

Meets Expectations —Very good performance, shows initiative in completing tasks/ Handles most situations very well and makes sound decisions under normal circumstances.

Needs Improvement— Does not proceed on own, waits for direction, routine worker/Uses questionable judgment at times, room for improvement.

Unsatisfactory— Lacks initiative, less than satisfactory performance/ Uses poor judgment when dealing with people and situations

TEAMWORK/COOPERATION

How well does the employee get along with and cooperates with other individuals in the performance of job duties?

Outstanding—Extremely cooperative—stimulates teamwork and good attitude in others

Exceeds Expectations—Goes out of the way to cooperate and get along

Meets Expectations—Cooperative, gets along well with others

Needs Improvement—Indifferent, makes little effort to cooperate or is disruptive to the overall group or department

Unsatisfactory—Negative and hard to get along with

CULTURAL COMPETENCY

Does the employee show a culturally competent and flexible approach with families, clients, and staff from various cultural backgrounds (race, country of origin, religious beliefs, economic status, family structure etc.), by being sensitive to, acknowledging, accepting and accommodating differences?

Outstanding--Models exemplary behavior which encourages others to demonstrate equitable & respectful treatment for all

Exceeds Expectations— Establishes & welcomes effective working relationships with all and actively seeks & considers perspectives from people different than oneself

Meets Expectations— Demonstrates respect for all. Provides support for an open and inclusive environment; encourages diversity initiatives; frequently displays behavior that respects and values individual differences

Needs Improvement— May exhibit difficulty in establishing effective working relationships with people different from oneself; Occasionally must be encouraged to demonstrate support for a diverse and inclusive environment

Unsatisfactory— Shows disrespect for people different from oneself in use of language, inappropriate humor, exclusion

SUPERVISORY FACTORS

PLANNING AND ORGANIZATION

How effective is the supervisor in forecasting, setting objectives, anticipating changes; securing and budgeting resources, structuring tasks, establishing priorities? The ability to analyze work, set goals, develop plans of action, utilize time. Consider amount of supervision required and extent to which you can trust employee to carry out assignments conscientiously.

Outstanding—Exceptionally good planning and organizing skills. Conscientious

Exceeds Expectations—Above average planning and organizing. Usually carries out assignments conscientiously

Meets Expectations—Average planning and organizing. Occasionally requires assistance

Needs Improvement —Room for improvement. Frequently requires assistance

Unsatisfactory—Unacceptable planning and organizing skills

LEADERSHIP

Is the supervisor able to get employees and co-workers to do willingly and well the duties to be accomplished? Does the supervisor have the ability to create an enthusiastic and motivating climate, achieve teamwork, train and develop, measure work in progress, take corrective action; rewards and recognizes individual and team successes? Consider the ability to get the work done with a high degree of morale and satisfaction on the part of those doing the work.

Outstanding—Exceptional leader, others look up to this employee.

Exceeds Expectations—Above average. Usually, but not always motivational.

Meets Expectations—Average. Sometimes needs to be reminded of leadership role.

Needs Improvement —Needs to improve motivational and teamwork skills.

Unsatisfactory—Unacceptable leadership skills

APPRAISAL AND DEVELOPMENT OF PEOPLE

Does the supervisor demonstrate ability to select, train and effectively develop subordinates by recognizing their abilities and improving their weaknesses? Does the supervisor provide timely information on performance and frequent feedback; Resolves differences and seeks win/win outcomes; Acts forthrightly in response to unacceptable behavior or performance and focuses on the situation, issue, or behavior rather than on the person; promotes employee safety and wellness; Maintains appropriate confidentiality.

Outstanding— Integrates training and encourages self-development of staff for career advancement. Provides feedback that is invariably appropriate to level of performance involved, employees are motivated to higher achievement even in very serious problem cases.

Exceeds Expectations— Provides the training to meet short and long term goal needs in a timely fashion. Is very effective as an evaluator of performance, feedback is constructive producing positive results even in problem cases.

Meets Expectations— Provides adequate work orientation, identifies coaching/training needed to overcome current deficiencies. Is usually able to evaluate employee job performance effectively and to provide feedback in a constructive manner.

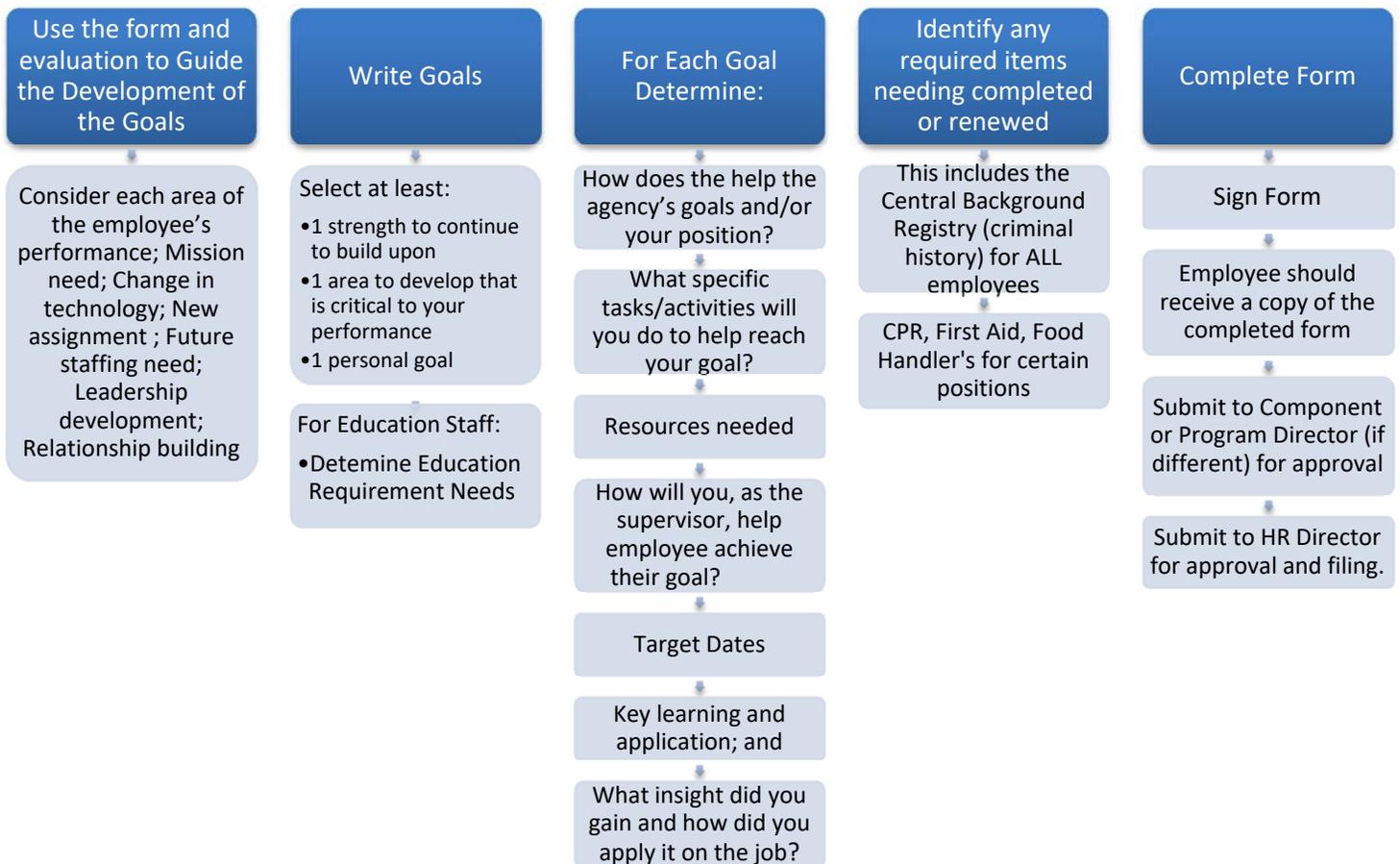
Needs Improvement — Staff development efforts are sporadic and may not be closely linked to program needs. Has some difficulty in evaluating employee job performance and providing constructive feedback.

Unsatisfactory— Does not assess or address staff development needs. Has very serious difficulty in evaluating employee job performance and providing constructive feedback.

CREATING PROFESSIONAL SUCCESS PLANS BASED ON PERFORMANCE EVALUATION AND RANKING

In addition, the Professional Success Plan will be written to guide employees' career development over the next 12 months. This plan will reflect steps staff desire to take in order to improve their skills and abilities in their current position and/or growth toward a different position. Supervisors should be motivating their employees to seek out training to excel in their positions. Team leaders can assist employees become more aware of training opportunities posted on the website by posting them in their centers. The form should be completed at the end of the 6-month evaluation as well as at their annual evaluation.

The following process is a model. The process involves the following steps:



Suggestion Based on Overall Rating:



Recognize Employee and build on their strengths



- Focus on coaching employee behavior and/or attitude
- Relationship Building
- Involve employee on coming up with ways to improve
- Demonstrate positive behavior...lead by example



- Focus on coaching to improve job knowledge, include more specific job related goals
- Formal training sessions
- Continuing education courses
- Build on their knowledge of policies and procedures



Possibly not the right fit for the agency

SUPERVISOR GUIDELINES FOR FEEDBACK

Prior to review meeting Supervisors should:

Supervisor should conduct on-going performance discussions, maintaining open communication, and work on the outlined goals throughout the year.

Assess past year's goals and timelines.

Guidelines for supervisor performance feedback discussion

- Discuss job description with employee for accurateness and completeness.
- Focus on the employee's performance issues, describing the behavior and why it is of concern but also recognize accomplishments
- Explore the causes of any poor performance by listening to the employee. Seek agreement on how to solve the concern(s).
- Agree on a specific plan for improvement (and describe consequences if necessary).
- Express confidence, set a follow up date and document the agreement.
- Encourage the employee to suggest how you could be more helpful - commit to feasible solutions.
- Together finalize the goals for the upcoming year.
- Give employee the opportunity to make comments on the review document, sign the document.
- Summarize and end on an encouraging note.

On-going performance feedback should be:

- Specific, direct, respectful, and honest
- Also focus on positive performance
- Focused on the what and not the who
- Consistent
- Solution-oriented

When performance feedback is not enough/addressing chronic performance concerns:

- Focus on the fact the employee has not corrected the performance concern
- Explore the causes of the employee's poor performance and seek agreement on how to solve the concern(s)
- Explore options for improvement
- Set dates for follow-up and assessment

- Some incidents of inappropriate conduct may be necessary to bypass coaching and go directly to a Corrective Action Plan. If this should happen, partner with Human Resources to determine the most appropriate next step.
- If a serious situation should occur, call Human Resources.

Process for formally addressing performance:

- Verbal Warning (ASAP)
- Discussion Written Warning Notice (documenting discussion of issues as outlined above)
- Develop a Corrective Action Plan
- End of Employment

COMMON ERRORS IN PERFORMANCE REVIEWS

- Being subjective
- Lack of follow-up
- Improper preparation; poor documentation
- Inadequately defined and/or misunderstood standards/goals/job expectations
- Biases:
 - **The Halo Effect** - Judging an individual favorably or unfavorably overall on the basis of only one strong (or weak) point on which the rater places a high value.
 - **The Contrast Error** - An individual is judged either positively or negatively by contrasting one employee's accomplishments against another
 - **The Similar-To-Me Error** - A rater inflates the evaluation of an individual because of a mutual personal connection, rather than job related criteria.
 - **The Recency Error** - The evaluation is based largely on the employee's most recent behavior rather than on the behavior throughout the performance review period.
 - **The Primary Error** - The evaluation is based largely on the employee's early behavior rather than on the behavior throughout the performance review period.
 - **Leniency or Strictness Error** - The rater tends to give individuals either unusually high or unusually low ratings.
 - **Central Tendency Error** - This error occurs when the rater is reluctant to assign extremely high or extremely low ratings resulting in all individuals rated average.

Best Practices to Avoid Common Errors and Tips for Motivating Employees

- Create structured communication i.e. regular one-on-one meetings, regular department meetings, weekly email updates
- Have objective criteria established for each position to evaluate your employees' performance (goals, metrics, expectations and job descriptions)
- Provide information on the agency's mission and on how the individual fits in with the overall plan
- Provide feedback at an appropriate time and place
- Hold employees accountable year-round for their performance
- Provide employees with a sense of ownership in their work and the work environment
- Strive to create an open, trusting, and fun work environment
- Encourage new ideas and initiatives
- Personally thank employees for a good job verbally and in writing (timely, often, and sincerely)
- **Celebrate success!**

EMPLOYEE GUIDELINES FOR RECEIVING FEEDBACK

Asking for Feedback

- Decide what you want feedback on (e.g., technical, managerial, or interpersonal skills).
- Based on the feedback you want, decide whom to ask (e.g., supervisors, peers, employees, family/friends, coworkers, internal customers).
- Pick the right place (e.g., a closed office, off-site lunch, taking a walk, conference room, resource center, driving to work, or location where the person has spent significant time or effort).
- Seize the right moment for feedback (e.g., just finished a project, having trouble with a task, starting a new assignment, recently taken off a project, just before a performance review, or making a career decision)

Receiving Feedback Effectively

- **Listen to the feedback given.** This means not interrupting. Hear the person out, and listen to what they are really saying, not what you assume they are going say. You can absorb more information if you are concentrating on listening and understanding than if you are being defensive and focusing on your response.
- **Be open.** This means being receptive to new ideas and different opinions. Often, there is more than one way of doing something, and other people may have a completely different viewpoint on a topic. Remain open, and you may learn something worthwhile.
- **Don't Become Obsessed by the Criticism.** It won't help to bemoan the fact you didn't do it right the first time. Since you didn't do what you could have done, all you can do now is learn from the past and vow to do better in the future. No one is perfect. We all make mistakes.
- **Understand the message.** Make sure you understand what is being said to you, especially before responding to the feedback. Ask questions for clarification, if necessary. Listen actively by repeating key points so that you know you have interpreted the feedback correctly. In a group environment, ask for others' feedback before responding. As well, when possible, be explicit beforehand about the kind of feedback you are seeking, so you are not taken by surprise.
- **Use Positive Self-Talk.** Use this experience as an opportunity for growth or to gain a new perspective. Tell yourself that there may be at least a grain of truth in the criticism, and that while you may be able to learn from the experience, you are not a bad or worthless person because of your actions.
- **Reflect and decide what to do.** Assess the value of the feedback and the consequences of using it or ignoring it, and then decide what you want to do. Your response is your choice. If, after careful consideration, you decide that you disagree with the feedback, you might ask for a second opinion from someone else.
- **Follow up.** There are many ways to follow up on feedback. Sometimes, your follow-up will simply be to implement the suggestions you've been given. In other situations, you might want to set up another meeting to discuss the feedback or to submit revised work.

USEFUL FORMS FOR EMPLOYEE PERFORMANCE MANAGEMENT

Mostly Used Forms Available on HR Webpage

- Introductory Employee Performance Evaluation
- Annual Performance Evaluation
- Professional Success Plans

Employee Written Warning Notice

Employee Information	
Employee Name: _____	Date: _____
Type of Warning	
<input type="checkbox"/> First Warning (Verbal Warning Date: _____)	<input type="checkbox"/> Second Warning (First Warning Date: _____)
Type of Offense	
<input type="checkbox"/> Tardiness/Leaving Early <input type="checkbox"/> Attendance <input type="checkbox"/> Violation of Company Policies <input type="checkbox"/> Work Quality <input type="checkbox"/> Violation of Safety Rules <input type="checkbox"/> Disobedience <input type="checkbox"/> Other: _____	Violation Date: _____ Violation Time: (a.m. / p.m.): _____ Place Violation Occurred: _____
Specific rule violation or performance problem:	
Specific change in the employee's performance or behavior that is expected and timeline for change::	
Consequences of Further Infractions:	
Employee's comments:	
Supervisor's comments:	
<i>By signing this form, you confirm that you understand the information in this warning. You also confirm that you and your supervisor have discussed the warning and a plan for improvement.</i>	
<i>Employee Signature</i>	<i>Date</i>
Employee was asked to sign this written warning on _____ but refused to sign.	
<i>Supervisor Signature</i>	<i>Date</i>

This written warning does not alter the at-will employment relationship

Correction Action Plan

Policy: An employee who is not meeting baseline expectations in their work role will be given an opportunity to improve their job performance.

Procedure:

1. Supervisor should contact the Human Resources Director for consultation regarding intent to complete CAR on employee performance.
2. Supervisor will identify with employee which areas of job performance do not meet baseline expectations.
3. Together the employee and supervisor will write out each baseline expectation on the Corrective Action form and list tasks or activities which will help the employee improve their job performance.
4. Identify timelines for progress and evaluation. The progress and evaluation of tasks will be noted on the form.
5. At completion of initial conference, the white copy of the Corrective Action Plan will be placed in the employees personnel file and a photocopy will be given to the employee.

At the completion of the Corrective Action Plan, the employee will retain the yellow copy and the supervisor will place the pink copy in the employees personnel file.

Corrective Action Plan

An employee who is not meeting baseline expectations in their work role and has had concerns addressed before will be given an opportunity to improve their job performance. This plan will be carefully outlined with the employee by their supervisor and will be monitored on a weekly basis.

Name/Job Title: _____ Date: _____

Describe the performance and/or workplace behavior concern(s) :		
Has this concern been addressed in a <u>Corrective Action Plan</u> in the past? <input type="checkbox"/> Yes Date: _____		
<input type="checkbox"/> No but concern was previously addressed on:		
What specific performance and/or behavior expectations (outcomes) will resolve the concern(s)?		
Describe below the actions that the EMPLOYEE will take to resolve concern(s) (completed by Employee and Supervisor)?		
Tasks:	Timeframe	Dates of Progress/Evaluation:
What actions will the SUPERVISOR take to assist in resolving concern(s)?		
What are the next steps if the situation(s) is not corrected or if insufficient improvement is not maintained?		

Supervisor's Signature _____ Date _____

Employee's signature confirms that the situation was discussed with the employee. It does not mean that the employee agrees with the information. Employee should be provided a copy of this Corrective Action Plan.

I understand that if insufficient improvement (as defined by my supervisor) or if serious misconduct occurs any time during the designed corrective action period, future employment action may be taken at any time.

Employee Comments:

Employee's Signature _____ Date _____

Human Resources Director's Signature _____ Date _____

The expectations outlined in this Corrective Action Plan have been met as of _____ (Date).

The expectations outlined in this Corrective Action Plan have not been met. The Corrective Action Plan evaluation period will be extended until _____ (Date). The explanation for extending the Corrective Action Plan include:

Supervisor's Signature _____ Date _____

Employee's Signature _____ Date _____

The expectations outlined in this extended Corrective Action Plan have been met as of _____ (Date).

The expectations outlined in this extended Corrective Action Plan have not been met. (Recommendation for the employee to be dismissed)

Supervisor's Signature _____ Date _____

Employee's Signature _____ Date _____

Routine Supervision Log

Date: _____ Time: _____ <input type="checkbox"/> Scheduled <input type="checkbox"/> Spontaneous
Supervisor's Name: _____ Supervision with _____ <input type="checkbox"/> Personnel issues <input type="checkbox"/> Feedback <input type="checkbox"/> Agency Business <input type="checkbox"/> Program Goals <input type="checkbox"/> Review of Program Data <input type="checkbox"/> Professional Development <input type="checkbox"/> Performance Review (Quarterly reports, program statistics...) Notes:
Date: _____ Time: _____ <input type="checkbox"/> Scheduled <input type="checkbox"/> Spontaneous
Supervisor's Name: _____ Supervision with _____ <input type="checkbox"/> Personnel issues <input type="checkbox"/> Feedback <input type="checkbox"/> Agency Business <input type="checkbox"/> Program Goals <input type="checkbox"/> Review of Program Data <input type="checkbox"/> Professional Development <input type="checkbox"/> Performance Review (Quarterly reports, program statistics...) Notes:
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Supervisor's Name: _____ Supervision with _____ <input type="checkbox"/> Personnel issues <input type="checkbox"/> Feedback <input type="checkbox"/> Agency Business <input type="checkbox"/> Program Goals <input type="checkbox"/> Review of Program Data <input type="checkbox"/> Professional Development <input type="checkbox"/> Performance Review (Quarterly reports, program statistics...) Notes:

*This form is only one tool of documenting routine supervision meetings. Supervisors can use their own form of documentation.