



Franklin County Public Health
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MEMORANDUM

Performance Management Goals

TO: Franklin County Public Health Staff
FROM: Joe Mazzola, Health Commissioner
DATE: June 24, 2019
RE: Performance Management- Individual Goals and Appraisals

As approved by the Board of Health (BOH) in 2018, FCPH is initiating a new performance management system. Performance management is the process of measuring, monitoring, and reporting of progress toward strategic organization, division, office, and program goals and objectives. This includes the establishment and monitoring of individual employee goals.

To measure our progress, Trakstar is the software FCPH will utilize to help remove subjectivity from employee appraisal decisions, develop staff capabilities and continue to meet the PHAB accreditation requirements in standards 8.2 (Workforce Development) and 9.1 (Performance Management). Trainings of how to use this system will begin with supervisors this week and then shared with all staff in the coming weeks.

Our next step is to ask staff develop individual goals for 2019. Goals should be written in SMART format: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound. Setting SMART goals helps us clarify ideas and focus efforts to have the greatest impact and highest chance of success. Goals will be agreed upon by employee and supervisor aligning directly with the section, division, office or agency goals. Goals should be identified by July 19, 2019.

The goals will be included with our standard competencies for an overall individual appraisal. The appraisal will be scored by the employee and supervisor, and approved by the Office or Division Director. There are three goal areas: performance, job-specific competencies and professional development. We are using 2019 as a transition year so for consistency with initial implementation will have the same number of goals for all employees this year. Moving forward in 2020, we are setting a minimum number of goals, providing additional discretion to staff and supervisors to customize as appropriate.

Historically, compensation adjustments were recommended to the BOH for all employees as cost-of-living adjustments (COLA). In addition to a potential COLA, in January 2020 the BOH will be provided with merit-based recommendations for their consideration based on 2019 goals and performance. Employees receiving an overall score of '3' or higher will be recommended for a 3% merit increase. Ultimately, the specific percentage or amount of the increase is at the discretion of the BOH. Employees that receive an overall score lower than '3' or are on a disciplinary action, such as a Performance Improvement Plan, Written Warning, Suspension, etc. are not eligible for merit increases. Employees that receive an overall score lower than '3' will work with their supervisor to address opportunities for improvement in their next year's goals or competencies.

Details regarding each section of the appraisal are below including how those appraisals will be weighted. Questions about the performance management process, goals, etc. should be directed to your supervisor or Jen Robinson in the Office of Human Resources and Customer Service.

Performance Goals

Goals are based on the achievement of a pre-established set of job duties and responsibilities which are accomplished continuously toward the goals of the agency. This goal type can also be focused on achievement of a specific project objective.

- Each goal needs to connect to at least 1 strategic, division, office or section goal
- 2019: 3 performance goals
- 2020 AND GOING FORWARD: Minimum of 4 performance goals
- **Equals 40% of the entire appraisal score**

Job-specific Competencies

Goals are based on position or public health competencies, or a specific conduct or behavior that is being developed.

- 2019: 1 job-specific competency goal
- 2020 AND GOING FORWARD: Minimum of 2 competency goals
- **Equals 20% of entire appraisal score**

Professional Development goals

Goals that take steps towards improving any aspect of work that's relevant and specific to you, building on professional knowledge, skills and effective working practices.

- 2019: 1 development goal
- 2020 AND GOING FORWARD: Minimum of 2 professional development goals
- **This goal is rated as a Yes/No and does not add or detract from the evaluation score**

Standard Competencies

- Consistent competencies established for all employees as part of the annual review
- The number of standard competencies for an employee are dependent on their classification (i.e. supervisor or non-supervisory role)
- **Equals 40% of entire appraisal score**

Standard Competencies for All Staff

Communication

Written, spoken or other means of communication that expresses information, understanding replies or requests of others; willingness to listen and share information. Good customer service. Ability to effectively use current technology needed for designated program(s).

Personal Responsibility



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Accepting personal responsibility for completing work, meeting expectations and deadlines. Personal responsibility includes attendance, tardiness and conduct by the employee. The willingness to think through work problems, taking action toward self-improvement, and responding to needs for extra effort.

Interpersonal Skills

Establishes and maintains effective working relationships with supervisors, co-workers, clients, and the public; serves as responsible and knowledgeable representative of agency; attends meetings and/or conferences to participate in an effective exchange of information. Handles contacts, inquiries, and complaints courteously and professionally.

Quality and Volume of Work

Quality refers to the accuracy, neatness and professional appearance with which tasks are completed. Volume of work pertains to the output, speed, and quantity or amount of work completed by the employee.

Customer Service

Focuses on providing excellent customer service to internal and external customers in accordance with the mission, core values, and purposes of Franklin County Public Health. Utilizes appropriate methods for interacting effectively and professionally with persons of all ages and from diverse cultural, socioeconomic, educational, racial, and ethnic backgrounds, sexual orientations, lifestyles and physical abilities.

Teamwork

The amount and quality of cooperation offered to other employees. Contribution toward a friendly and productive atmosphere in the work section, division and agency, and reaction to the inevitable personal pressures and stress put on the work unit and its members.

Standard Competencies for Leadership Staff (in addition to All Staff Competencies)

Supervision

Provides direct and indirect supervision as assigned, including coaching, oversight to staff with performance evaluations, mentoring and discipline. Leads candidate reviewing, interviewing and providing hiring recommendations. Leads the section workforce training and development initiatives, research review processes, and related initiatives.

Organizational Leadership

Organizational Leadership through maintenance and promotion of an inclusive and professional working environment; responsible for downstream communication and section(s) alignment with FCPH goals, mission, and leadership objectives. Demonstrates good judgment and decision-making. Manages resource planning, budgetary review, and resource allocations.

Performance Management

Sets clear performance expectations for employees. Conducts effective, unbiased and timely performance reviews. Comprehensively trains and develops staff for their position, identifies areas for improvement and helps encourage professional development.

Program Management

Controls costs and maximizes resources for the program(s) assigned; uses analytical tools and models for process improvement; utilizes data for objective program evaluation and analysis. This position will be responsible for using quality improvement (QI) processes and/or techniques to improve the effectiveness of the assigned public health program(s).

Standard Competencies Rating Scale Definitions (1-5)

1. Not Meeting Expectations - The quality of performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at expected levels.
2. Building Performance - Working toward gaining proficiency. Demonstrates satisfactory performance inconsistently. Achieves some but not all goals and is acquiring necessary knowledge and skills.
3. Solid Performance - Consistently demonstrates effective performance. Performance is reflective of a qualified and experienced individual in this position. Viewed as someone who effectively prioritizes work. Contributes to the overall objectives of the department and or the organization. Achieves valuable accomplishments in several critical areas of the job.
4. Strong Performance - Consistently demonstrates high level of performance. Regularly works toward overall objectives of the division and/or department. Demonstrates high levels of effort, effectiveness, and judgment with limited or no supervision. Could be viewed as a role model in this area. Exceeds established goal expectations.
5. Leading Performance - Contributions have tremendous and consistently positive impact and value to the division or department. Viewed as an excellent resource for providing training, guidance, and support to others. Demonstrates high-level capabilities and proactively takes on higher levels of responsibility. Exceeds all performance expectations and demonstrates role model behaviors.