

# Care CEUs

## Measuring Employee Performance - Aligning Employee Performance with Organizational Goals

### Chapter 1: Performance Management Background and Context

**1. Performance management is the systematic process that includes each of the following EXCEPT:**

- A. Planning work and setting expectations
  - B. Continually monitoring performance
  - C. Developing measures to frequently assess behavior and competency
  - D. Periodically rating performance in a summary fashion and rewarding good performance
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**2. Performance elements and standards should be measurable, understandable, verifiable, equitable, and achievable.**

- A. True
  - B. False
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**3. In an effective organization, \_\_\_\_\_ means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work process, or other methods.**

- A. Developing
  - B. Growth
  - C. Enhancement
  - D. Evolving
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### Employee Performance Plans

**4. An adverse action is an assignment or responsibility of such importance that unacceptable performance in that area would result in a determination that the employee's overall performance is unacceptable.**

- A. True
  - B. False
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### Additional Performance Elements

**5. The essential difference between a non-critical element and an additional performance element is that non-critical elements do not affect the summary level.**

- A. True
  - B. False
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## **Chapter 2: Distinguishing Activities from Accomplishments**

**6. Accomplishments can be measured at the employee level and at the work level and can be included in employee performance plans and in the appraisal process.**

- A. True
  - B. False
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## **Using Balanced Measures**

**7. Traditionally many agencies have measured their organizational performance by focusing on internal or process performance, while private sector businesses usually focus on customer satisfaction as their bottom line.**

- A. True
  - B. False
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## **Categories of Work**

**8. Cooperating with others falls under which category of work?**

- A. Communication
  - B. Teamwork
  - C. Comparative
  - D. Employee service
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## **Chapter 3: Developing Employee Performance Plans**

**9. Although performance plans must reflect the type of work described in the employee's position description, the performance plan does not have to mirror it.**

- A. True
  - B. False
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**10. By developing a performance plan that links accomplishments to organizational goals, the organization can take the opportunity to use the appraisal process to communicate its goals to its employees and to:**

- A. Measure effectiveness of activities
  - B. Evaluate strategies and objectives
  - C. Align employee efforts with its goals
  - D. None of the above
- 

## **Step 1: Look at the Overall Picture**

**11. The Government Performance and Results Act of 1993 (GPRA) requires all agencies to develop a strategic plan that includes performance goals that are:**

- A. Objective
  - B. Quantifiable
  - C. Measurable
  - D. All of the above
- 

**12. General outcome goals found in an organization's strategic plan are generally more specific and more output-oriented than performance plan goals.**

- A. True
  - B. False
- 

## **Method A**

**13. The goal cascading method is used for agencies with clear organizational goals and objectives and will answer each of the following questions EXCEPT:**

- A. How do customer expectations impact goals and objectives?
  - B. What are the agency's specific goals and objectives?
  - C. Which agency goals can the work unit affect?
  - D. What product or service does the work unit produce or provide to help the agency reach its goals?
- 

## **Method C**

**14. The work flow charting method creates a flow chart that begins with the first step of the work process, maps out each successive step, and ends with the final product or service.**

- A. True
  - B. False
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### **Step 3: Determine Individual Accomplishments That Support Work Unit Goals**

**15. A \_\_\_\_\_ matrix should be used to identify the results each work unit member must produce to support the unit's accomplishments.**

- A. Performance-outcome
  - B. Goal-achievement
  - C. Presentation-objective
  - D. Role-results
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### **Step 4: Convert Expected Accomplishments Into Performance Elements**

**16. All employees must have at least 2-3 critical elements in their performance plan that will address individual performance only.**

- A. True
  - B. False
- 

### **Step 5: Determine Work Unit and Individual Measures**

**17. The four general measures normally used for measuring work unit and employee performance are quality, quantity, cost-effectiveness and:**

- A. Overall results
  - B. Timeliness
  - C. Customer satisfaction
  - D. Productivity
- 

### **Avoid Backward Standards**

**18. Standard such as "fails to meet deadlines" or "performs work inaccurately" actually describe negative unacceptable performance and should be avoided.**

- A. True
  - B. False
- 

## **Feedback**

**19. Basing feedback on the employee's performance against his or her elements and standards is key to providing tangible, objective, and powerful feedback, and giving a specific example of what he or she is doing well can be very effective.**

- A. True
  - B. False
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## **Guiding Principles for Performance Measurement**

**20. Involving employees in the development of the elements and standards included in the performance plan is an excellent way to clarify expectations and measurement terminology.**

- A. True
  - B. False
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