



Performance Management Process (PMP)

Handbook

(A Guide for Managers and Supervisors)

INTRODUCTION

What is PMP?

Almost all organizations have some type of structured process for periodically evaluating and appraising employee performance. In the University System of Maryland, it is called the Performance Management Process, or PMP. PMP, however, involves much more than just performance appraisals.

PMP is really an ongoing process for communicating about performance and helping people achieve excellence in their jobs. It involves goal-setting, feedback, coaching, evaluation and development planning. It is a process that supervisors and employees actively use throughout the year, not just as appraisal time. PMP forms are provided to facilitate the process, but the primary focus of PMP is on communications, not on administrative requirements.

Purpose of This Guide

This Guide is a reference source on PMP for managers and supervisors, describing how PMP can be used effectively. It explains how to complete the forms and how to conduct key discussions with employees. The Appendix contains important information which will help supervisors fairly evaluate performance.

In addition to this Guide, a training program is available to cover PMP topics in more depth, and to develop performance management skills.

Principles of Performance Management

PMP is based on the fundamental principles of performance management. These principles describe the conditions necessary for performance excellence. Employees will be more motivated, and will produce higher level of productivity and quality of service, when they:

- Have clearly defined objectives
- Know how their performance will be measured
- Understand how their work contributes to the success of their organization
- Receive timely and accurate feedback throughout the year
- Receive coaching and support from their supervisors
- Have a performance review discussion, with written documentation, at least once a year
- Have recognition and rewards linked to their performance

PMP is designed to help managers and supervisors create these conditions.

Objectives for PMP

In addition to enhancing effective performance management, PMP should accomplish the following objectives:

- Direct effort, motivation and resources toward achievement of the institution's long-term goals

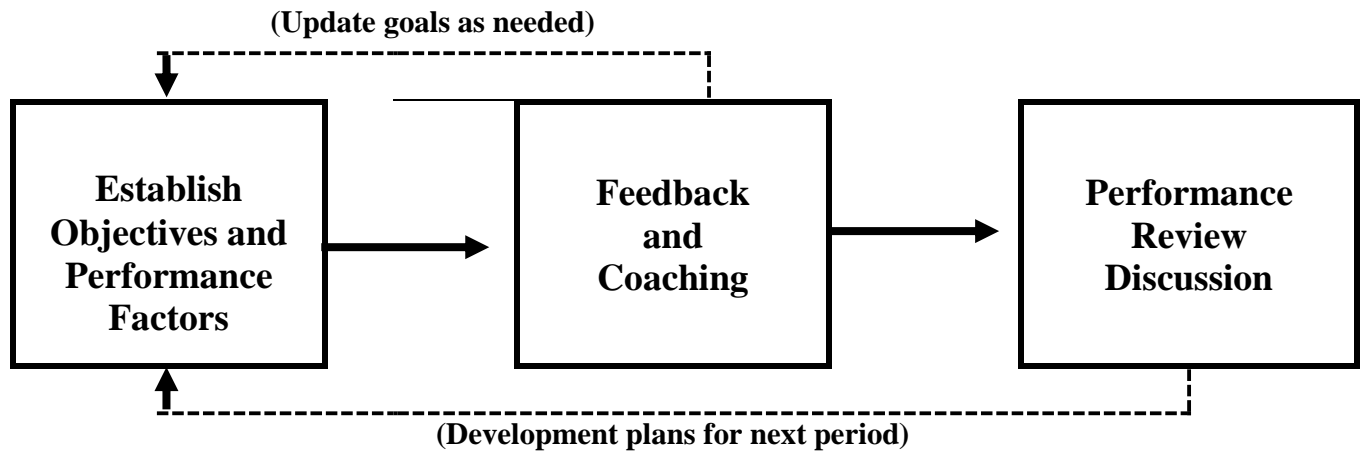
- Provide management with a tool to improve performance, and thereby enhance organizational effectiveness
- Foster improved and ongoing communications between supervisors and employees
- Provide fair and valid information about performance as input to compensation, training and career development

OVERVIEW OF HOW PMP WORKS

This section of the Guide gives an overview of how PMP works. Information on using the PMP forms is covered in the next section.

Flow of Events in PMP

This diagram below shows the flow of events in PMP.



This diagram shows the different things that occur during a “review period” in PMP. For most employees this period will normally be one year, although it may be shorter under certain circumstances (e.g., performance changes significantly during period). The review period may or may not correspond to the calendar year, depending on your institution’s policy.

Three Phases in PMP

While performance management is an ongoing process, it is helpful to think of PMP as consisting of three phases.

1. At the beginning of the period, the supervisor and employee should discuss the work to be accomplished by the employee, and establish objectives and performance factors. This should be based on institution/department goals, the employee’s basic duties/responsibilities, and employee development plans.
2. During the period, both the supervisor and employee should monitor performance, and feedback and coaching should be provided. Objectives and factors should be updated as needed.
3. At the end of the period, the supervisor should collect all relevant documentation and input, evaluate performance, and conduct the performance review discussion with the employee.

These three phases of PMP are described in more detail below.

Beginning of Period

Purpose for this Phase

The primary purpose of PMP at the beginning of the period is to discuss the work to be accomplished by the employee, and decide the relative importance of various work areas. To the extent possible, the supervisor and employee should also have a common understanding about how performance will be measured in each area. Employees can perform better – and they can better monitor their own performance – when they clearly understand what they are expected to do, what things are most important, and how their performance will be measured.

Three types of work areas are covered in PMP – individual performance factors, manager/supervisor performance factors, and operational objectives (see definition on page 2). The performance factors are already defined, and they are preprinted on many jobs, operational objectives will also be established, and these will usually be unique to each job or job category. It is during this phase of the process that PMP can be tailored so that it really “fits” each situation.

Importance Weighting

After the performance factors and objectives have been identified, the supervisor and employee should discuss which work areas are most important. A high-medium-low importance scale is used for this purpose. Examples of how to do this are shown in the next section of the Guide.

Basis for Goal-setting

The primary basis for selecting performance factors and writing operational objectives is the employee’s basic job duties and responsibilities. A current job description is a good source for this information. Normally, these duties and responsibilities will not change much from one year to the next.

Objectives and factors are also based on the key goals for the institution or department. Therefore, employees should focus attention on those areas critical to overall organizational success. All employees should be able to see the linkage between their work and “the bigger picture.”

Finally, the objectives and factors may also be influenced by development plans for the employee. For example, an employee may be asked to participate on a special project as a way to enhance certain skills.

Two-way Communications

This goal-setting discussion should be a two-way conversation between the supervisor and employee. Employees at all levels should be encouraged to think creatively about how they can contribute to meeting organizational goals.

Work Planning

During this phase of PMP, it may be appropriate to develop work plans for selected objectives. A work plan is a list of the tasks to be done to accomplish an objective, a time schedule for completing them, and notation as to who is responsible for each task. Work planning is normally done for objectives which are relatively complex, or those which involve coordination of effort between different people. A suggested format for a work planning form is shown in Appendix D.

During Period

Most Important Phase

What happens during the performance period is the most important phase of PMP. Effective performance management in USM means that both supervisors and employees actively use the process throughout the year, not just at the beginning and end of the period.

Informal discussions about performance should occur frequently. This will ensure the supervisor and employee stay on top of things, and that problem areas are surfaced early before they become serious. Informal performance reviews may be initiated by either the supervisor or the employee.

Documentation

The supervisor should document performance and results as they occur, and not wait until the end of the period. This documentation should include information on both objectives and performance factors. There are many ways of recording and maintaining information about performance – supervisor notes, status reports from the employee, operational records, work samples, etc. – and supervisors should choose the method which works best for them. The important thing is to not rely on memory alone.

Feedback and Coaching

Providing ongoing feedback and coaching is critical to effective performance management. Employees want, and deserve, to receive frequent, timely and accurate information on how they are doing on their jobs. A high degree of feedback does not mean “close supervision.” In fact, in PMP, the supervisor’s role should be one of a resource person to help all of his/her employees succeed in their jobs. The coaching role involves helping the team win by developing team members and by ensuring that individual performance contributes to the team’s goals.

Supervisors should make a special effort to provide positive recognition and reinforcement in areas where employees are performing well and where performance is improving. This is the most effective way of promoting excellence and developing people. It is less effective to “manage by exception” or wait until people make mistakes before giving feedback.

Sometimes special coaching and support is required. When performance is below requirements in an area, both the supervisor

and the employee should recognize the situation as soon as possible, and meet to develop corrective action plans. In some cases, there may be barriers that are preventing the employee from meeting the objectives, and the supervisor's assistance is required for resolution.

Updating

Objectives and performance factors should be updated when necessary. Internal or external factors may require that some objectives be dropped, new objectives added, importance weights changed, etc. At any point in time, the employee should have a clear understanding of what is to be done, what is most important and what are the performance standards.

End or Review Period

While PMP involves much more than annual performance review discussions, how well the events are handled at the end of the period is critical. Generally, if a good job has been done in using PMP throughout the period, the last phase will go smoothly.

Purpose

In PMP, the primary purpose of performance review discussions are to:

- Provide summary feedback on past performance and discuss how the employee is doing overall
- Discuss ways of improving future performance and developing skills and capabilities

Steps in this Phase

The supervisor should inform the employee in advance of the scheduled time for the discussion, and may ask the employee for written or verbal input on his/her performance during the period.

The supervisor should assemble all relevant data and documentation on the employee's performance during the period. Results, comments and ratings should be recorded on the PMP form. It is important that the ratings reflect performance during the entire period, and not be overly influenced by recent performance. Factors beyond the employee's control should be considered in arriving at the ratings, and supervisors should ensure they are fair and consistent across all their employees. The rating scales and how to use them are covered in this Guide.

The evaluation should be discussed with the next level supervisor prior to the review discussion being conducted with the employee. This person should ensure that there is effective and fair use of PMP across all of his/her units. In addition, the next level supervisor may provide input that could be helpful in accurately evaluating performance.

Finally, the performance review discussion should be conducted. Past performance should be discussed, and development plans may be established for enhancing skills and capabilities. This should be

an open, two-way discussion performance, rather than a one-way “judgment process.”

Other key points on evaluating performance and conducting review discussions are covered in later sections of this Guide.

Responsibilities in PMP

Supervisor

The primary responsibilities for the supervisor are to:

- Help inform employees about PMP and their role in the process
- Discuss objectives, performance factors, and importance weighting with employees; ensure they know what is expected of them; relate employees’ performance institution/department goals
- Monitor and document employees’ performance during the year, and providing ongoing feedback and coaching where appropriate
- Update objectives and performance factors as required
- Fairly evaluate performance and complete PMP form; obtain input from employee, next level supervisor and others, as appropriate
- Conduct performance review discussions and formulate plans to develop capabilities

Next Level supervisor

The primary responsibilities for the next level supervisor are to:

- Ensure overall quality in the administration of PMP within units and fair use of the process
- Review the completed PMP form and performance ratings prior to review discussion
- Monitor the results of the performance review discussion (e.g., development plans)

Employee

Employees should be active participants in PMP, not passive recipients. Their primary responsibilities are:

- Understand the flow of events in PMP and how it works
- Work with supervisor to establish objectives, performance factors and work plans

- Initiate discussions with supervisor whenever problems occur in meeting performance goals
- Discuss changes in objectives and work plans when circumstances change
- Participate in performance review discussions

COMPLETING THE PMP FORM

Refer to Appendix C for a blank copy of the PMP form and inserts. Examples of completed sections of the form are shown below. The form is used for all three phases during the review period: (1) at the beginning of the period to establish objectives and performance factors; (2) during the period for updating goals and conducting informal progress reviews; (3) at the end of the period for evaluating performance and conducting the performance review discussion. Both the supervisor and the employee should keep a copy of the form and actively use it during the entire period as a tool to track and improve performance.

Identification Section

Complete the identification information on the front of the form at the beginning of the year.

EMPLOYEE NAME	ID #	PERIOD COVERED	DATE OF REVIEW
JOB TITLE	DIV./DEPT.	SECTION/UNIT	SUPERVISOR

Section 1: Major Performance Areas

The purpose of this section is to identify the major performance areas applicable for the employee. Check those areas which are applicable. Individual performance factors should be used for almost all employees. The manager/supervisor

SECTION 1: MAJOR PERFORMANCE AREAS	
Check major performance areas applicable for employee:	
<input type="checkbox"/>	Individual Performance Factors (Section 2)
<input type="checkbox"/>	Manager/Supervisor Performance Factors (Section 3 – used only if employee is responsible for supervising others)
<input type="checkbox"/>	Operational Objectives (Section 4 – optional)
Signatures below indicate performance factors and objectives have been identified and discussed with employee:	
Employee: _____	Date: _____
Supervisor: _____	Date: _____

Section 2: Individual Performance Factors

Appendix A of this Guide contains examples of behaviors/results for each factor. These should be helpful in relating the factor to the employee’s particular job, and in evaluating performance on the factor.

Space is provided at the end of Section 2 for identifying additional individual performance factors. If new ones are added, they should be clearly defined.

At the end of the review period, specific behaviors or results should be documented on the form under “Comments.” The comments should relate to observable behaviors or results, not inferences

about personality, motivation, etc. Again, the examples of behaviors/results listed in the Appendix should be helpful. Finally, each factor should be rated using the five-point scale shown on the front page of the form:

<i>Outstanding</i>	Performance consistently above standards and far exceeds normal expectations; exceptional achievement and contribution to institution.
<i>Above Standards</i>	Performance above standards in many important aspects and exceeds normal expectations.
<i>Meets Standards</i>	Performance meets standards in all important aspects.
<i>Below Standards</i>	Performance below standards in some important areas, but meets standards in other respects; improvement needed.
<i>Unsatisfactory</i>	Performance below standards in critical aspects; improvement required.

SECTION 2: INDIVIDUAL PERFORMANCE FACTORS						
BASIC WORK FACTORS	Impt. Wgt.: High Med Low	RATING SCALE				
		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
QUALITY OF WORK: Completing work thoroughly, accurately, neatly and according to specifications; producing output with minimal errors		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUANTITY OF WORK: Consistently producing a high volume of acceptable work; producing services or output quickly and efficiently		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMELINESS: Completing tasks and assignments by scheduled time; allocating time to various tasks and assignments in accordance with priorities; informing supervisor when schedule problems occur		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USE OF RESOURCES: Making good use of resources, and not wasting time or material; looking for ways to reduce costs; staying within budgets allocated		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATTENDANCE AND PUNCTUALITY: Coming to work regularly without excessive absences; maintaining assigned work schedules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

Section 3: Manager/Supervisor Performance Factors

Section 3 of the PMP form is an insert sheet, and should be used only if the employee is responsible for supervising others. Section 3 is handled in the same manner as Section 2, so an example of a completed section is not shown below. Examples of behaviors/results for these performance factors are given in Appendix B.

Section 4: Operational Objectives

Section 4 is also an insert sheet, and should be used at the beginning of the review period for identifying operational objectives. For each objective, a clear statement of what is to be accomplished and the standards for

performance should be documented. Suggestions on writing operational objectives are provided later in this Guide.

Operational objectives pertain to technical or functional work to be accomplished in support of organizational goals. These objectives will often relate to the established duties and responsibilities for the position as covered in the job description. Special projects or assignments should also be covered by operational objectives. Most exempt employees will have both operational objectives and performance factors. However, the performance factors alone may be sufficient for many non-exempt employees.

A mistake some people make is to list too many objectives, and lose sight of the work areas most critical for overall success of the department and institution. Supervisors are encouraged to restrict the number of objectives to six or fewer.

The operational objectives should be updated during the year as needed. At the end of the year, the performance results achieved should be documented for each objective. The information should concisely, but thoroughly, describe the level of performance achieved on the objective. Any extenuating factors to be considered in rating the performance should also be noted. Information recorded should be related to the performance standards established for the objective (timing, quantity or productivity, quality factors, cost or budgets, etc.).

Each objective should be rated by checking the appropriate box, using the five-point scale.

SECTION 4: OPERATIONAL OBJECTIVES (OPTIONAL)							
Employee name:							
OBJECTIVES/STANDARDS	RESULTS	Impt. Wgt.: High Med Low	OUT-STAND-ING-	ABOVE STAND-ARDS	MEETS STAND-ARDS	BELOW STAND-ARDS	UNSAT-ISFAC-TORY
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: Performance Summary

After determining the overall rating, the appropriate box should be checked in Section 5. The supervisor should then add written comments which describe the employee’s overall performance.

There are no rigid rules about how many employees should fall into each performance rating category, but here are two general guidelines. First, a

rating of “meets standards” is a good rating. It is expected that most employees will have challenging objectives and standards, and achieving them represents a high level of performance.

The second guideline relates to the fact that there may well be a somewhat higher percentage of employees who fall in the “above standards” categories than in the “below standards” category. This is due to the fact that corrective action is taken in few performance situations, and continued performance below standards is not accepted. However, it is important not to inflate ratings to avoid dealing with performance problems.

SECTION 5: SUMMARY OF OVERALL PERFORMANCE					
OVERALL PERFORMANCE RATING					
Review the individual rated factors and determine an overall rating.	OUT- STANDING <input type="checkbox"/>	ABOVE STAND- ARDS <input type="checkbox"/>	MEETS STAND- ARDS <input type="checkbox"/>	BELOW STAND- ARDS <input type="checkbox"/>	UNSAT- ISFAC- TORY <input type="checkbox"/>
Overall Comments:					

Section 6: Development Plans

Prior to the performance review discussions, the supervisor should have given some thought to development opportunities for the employee. This should include ways to improve performance on the present job and, if appropriate, ways to further, develop the employee for more challenging assignments in the future.

Specific action plans should be formulated during the appraisal discussion, and should be noted on the form along with target dates in the “Timing” column. Additional information on this topic is presented later in this Guide.

SECTION 6: EMPLOYEE PERFORMANCE DEVELOPMENT PLANS	
SPECIFIC PLANS FOR DEVELOPMENT	TIMING

Section 7: Employee Comments

The employee should be given the option to add his/her comments to the form. (Sections 7 and 8 of the form are straightforward, so examples of completed sections are not shown.)

SUGGESTIONS FOR USING PMP EFFECTIVELY

Criteria for Writing Objectives

Well written objectives should meet the following criteria:

- **Clear** – both supervisor and employee have same understanding of meaning
- **Specific** – dealing with particular area of performance rather than a broad, general area
- **Measurable** – if it can't be measured, you can't tell whether or not it's achieved
- **Significant** – should set objectives only for important areas of performance, those which will impact institution/department
- **Challenging** – not too easy to achieve, but not so hard as to be impossible

Objectives do not have to be written in a particular style, as long as they meet the criteria listed above. However, many people find this approach helpful:

1. Start with an action verb
2. Specify the performance area or work to be accomplished
3. Include measurement indicators or performance standard

Examples of Operational Objectives

Examples of possible operational objectives are listed below for different types of jobs. They are given only to illustrate the criteria for well written objectives.

Counselor

Objective: Develop a direct mail program in support of minority recruitment efforts by July which will increase minority applications by 15%

Action: Develop
Work Area: Direct mail program
Measures: July; 15%

Administrative Assistant

Objective: Design and implement a word processing routine for automating form letters and labels for monthly billings, which will reduce time required from 12 hours to six; implement in 3rd quarter.

Action: Design and implement
Work Area: Word processing routine
Measures: Reduction in time; 3rd quarter

Library

Objective: Set up familiarization program for use of new on-line computer system; design it so most students can be “self-taught” on proper use, with others requiring only 10-15 minutes of instruction.

Action: Set up
Work Area: Familiarization program
Measures: Ease of use

Director of Admissions

Objective: Conduct brainstorming session with staff to identify 25 most commonly asked questions; train all staff by March on correct/ consistent responses

Action: Conduct session; train
Work Area: Responses to questions
Measures: Correct/consistent responses; March

Department Head

Objective: Hold total operating costs in Department next fiscal year to no more than 4% increase over current level.

Action: Hold
Work Area: Operating costs
Measures: 4%

***Assistant Director
Student Services***

Objective: Establish a cost-effective quality of service measurement system for tracking student satisfaction with services and pilot test during 4th quarter.

Action: Establish
Work Area: QOS Measurement System
Measures: Cost-effective; 4th quarter

Evaluating Performance

Fair and Consistent

Supervisors must be fair and consistent in evaluating performance and using the rating scales. Ratings should be based on established objectives and performance factors (which are updated during the period). In making ratings, it is appropriate to consider factors beyond the employee’s control, such as lack of resources, change in priorities, unpredictable barriers to performance, other unforeseen events, etc.

Sometimes the overall level of effort put forth by the employee should be considered. In borderline situations, one should probably give the benefit of the doubt to the employee who worked extremely hard, versus the employee who put forth minimal effort. It is not appropriate, however, to arrive at the ratings by comparing employees against each other. The frame of reference for ratings should always be the established performance standards.

The five-point rating scale is used to evaluate performance on performance factors and operational objectives. Judgment is obviously involved in this process, but it should be as objective as possible. It is helpful if the supervisor and employee have a common understanding

Rating Errors

about what “meets standard” means for the work area – what the target is, and what aspects or criteria are particularly important.

Supervisors should be aware of, and strive to avoid, the following rating errors:

Halo: Overall impression determines rating on specific goals

Leniency: Rating performance higher than it really is

Central Tendency: Overuse of midpoint of rating scale

Similarity: “Employee is like me, so he/she must be good.”

Contrast: Comparing employees rather than evaluating performance against standards

Recency: Letting only recent performance influence ratings, failure to consider performance during entire period

Stereotype: Ratings are influenced by a manager’s positive or negative bias against group or a class of people

Conducting Performance Review Discussions

Key Points

- The following points should help achieve effective, constructive discussions about performance:
- The employee is notified well in advance of the review discussion. Both the supervisor and the employee prepare for the discussion and review available performance documentation.
- The discussion occurs at a time and a place that minimize distractions from ongoing work activities.
- The discussion is a two-way communication. Both the supervisor and the employee ask and answer questions.
- Critical incidents of specific measurable results achieved are used to establish a common understanding of performance strengths and weaknesses.
- The content of the review discussion does not come as a surprise. The supervisor and the employee have been discussing performance throughout the year.
- The discussion focuses on performance, not personality. The discussion is based on previously agreed-to, job-related factors important to overall success on the job.
- The discussion is highly individualized. The discussion reflects the unique goals, abilities and development needs of the employee.

- The discussion leads the employee to analyze his/her own performance, with guidance and help from the supervisor, so they can both understand strengths and improvement needs.
- The discussion is based on the performance during the entire review period and not just on recent performance.
- The meeting is constructive. In discussing shortcomings, the focus is on how to improve, rather than on past failures.

Steps in Discussion

Each performance review discussion should be tailored to fit the individual employee, but the following steps should work well in most situations:

1. State purpose of discussion
2. Ask employee for his/her view of performance during period
3. Provide summary statement of your evaluation of overall performance
4. Provide recognition for specific areas of high performance or areas where performance has improved
5. Identify/discuss one or two areas where improvement is needed or development opportunities exist
6. Ask for employee's ideas on development plans, and document specific plans on PMP form; set follow-up date
7. Conclude discussion on positive note

Formulating Development Plans

Purpose

One of the major purposes of PMP is to help employees develop their capabilities, and to help improve future performance. This is important both to the organization in achieving its strategic goals, and to individual employees in achieving growth and career development goals.

The PMP form may be used to record development plans, but it is the discussion between the supervisor and employee that is the key to success in this area. Section 6 of the form should be jointly developed during the performance review discussion.

One or Two Specific Areas

Development plans are most useful when they are focused on specific performance outcomes or skill areas, rather than general areas. It is also suggested that a supervisor and employee focus only on a few performance areas at one time (usually only one or two). A long list of problem areas and development plans is unlikely to result in much real progress, but will almost certainly damage the employee's self esteem.

Joint Effort

Development planning should be a joint effort by the supervisor and the employee. Almost all employees want to be successful on their jobs and are interested in working to improve their performance. In addition, employees are obviously more familiar than anyone else with their performance. Therefore, it should be helpful to involve them in the development planning process. This helps ensure the plans will be targeted at the correct issues, and that the employee will be committed to implementing the plans and making them work.

In most cases, the actions required will flow naturally from an understanding of the factors determining the current level of performance. A good development plan is one which lists the specific actions that will be taken by the employee (and by the supervisor, as appropriate) to improve performance in the identified area. It is helpful to set follow-up dates when the supervisor and employee will get together to review what progress is being made on the planned actions.

Appendix A: Behavior/Results for Individual Performance Factors

Setting goals and evaluating behaviors/results on performance factors is not an exact science, but the process should be as objective as possible. At the very least, the supervisor and employee should have a common understanding of what the factors mean, and the kinds of behaviors and results important to successful performance on the job.

To help in this process, examples of behaviors/results have been prepared for each performance factor. These are intended as examples only. They are not all relevant for every position in USM, and for some positions there will be other items which should be considered. The supervisor and employee should use the examples listed as an aid in identifying the behaviors/results most important for the factors as they apply to that particular position. The examples should also be useful in evaluating performance and assigning fair ratings.

Basic Work Factors

Quality of Work

1. Produces work which has been thoroughly researched and prepared according to user specifications
2. Completes work which is accurate, with a minimum of errors
3. Organizes work in a neat, concise, and easily understood manner
4. Thoroughly checks quality of work to assure content is accurate and output is error free
5. Follows up to ensure completed work meets the needs of those who requested or received it

Quantity of Work

1. Produces high volume of work without sacrificing quality or missing schedules
2. Consistently meets output requirements, even under conditions of pressure or overload
3. Devotes extra effort to produce additional work when needed
4. Directs effort toward appropriate tasks; follows action plans and maintains direction
5. Directs attention to work at hand and is not easily distracted
6. Works at a steady pace until task or assignment is completed

Timeliness

1. Continually meets or beats time targets for assigned work
2. Informs supervisor when problems occur which may impact the time schedules
3. Conducts periodic reviews of due dates to ensure priority requirements are met

Use of Resources

1. Uses most appropriate and cost-effective resources to accomplish tasks
2. Works with others to effectively utilize pooled or common resources

Attendance and Punctuality

3. Continually looks for ways to reduce costs and improve the way things are done
4. Assures that resources are used efficiently, and without waste
5. Stays within the limits of resource budget allocations
6. Is prudent in using travel, living, or business funds
1. Attends work regularly without excessive absences
2. Arrives at work on time and begins work immediately
3. Takes the appropriate amount of time for lunches and breaks
4. Remains at work until assigned work schedule is over
5. Stays late when project or special assignments require

Communications

Oral Communications

1. Speaks clearly, concisely and at an appropriate pace
2. Uses correct grammar when speaking
3. Uses words easily understood by listeners
4. Makes presentations at meetings which are clear, concise and relevant to the topic
5. Uses presentation style and vocabulary appropriate for the message and the audience
6. Listens attentively when others are speaking and demonstrates ability to quickly comprehend oral material
7. Explains complex material in a way others can easily understand
8. Asks clarifying questions to be sure other person is understood
9. Summarizes main points to facilitate understanding

Written Communications

1. Prepares written reports that are clear, concise and relevant to the topic
2. Prepares written reports that are neat and well-organized
3. Uses correct grammar and spelling in written communications
4. Uses graphs, tables or sketches to illustrate important points in written material
5. Uses a writing style and language appropriate for the message and the audience
6. Demonstrates ability to read and quickly comprehend written material
7. Accurately records information received orally (e.g., names, numbers, message)
8. Anticipates and responds to the written information needs of others

Interacting with Others

Cooperation and Teamwork

1. Devotes effort to accomplish group goals, not just individual goals
2. Accepts responsibility for tasks assigned and performs up to team standards
3. Actively participates with work group in accomplishing goals
4. Offers suggestions to others in group
5. Promotes teamwork within work unit and across departments
6. Willingly shares information and resources to help others

7. Raises issues or opposing viewpoints that assists the group, without attacking individual members of the group
8. Identifies opportunities for improving cooperation and teamwork
9. Responds in a timely manner to requests made by others

Interpersonal Relationships

1. Interacts successfully with a wide range of people
2. Interacts with others in a manner which protects their self-esteem
3. Gives personal recognition to others for their achievements
4. Focuses on the problem and not the person when discussing problems
5. Settles differences of opinion and handles problems tactfully
6. Gives work directives or instructions in a way that generates enthusiasm and commitment
7. Maintains control and composure even in situations where there are strong differences of opinion
8. Accepts constructive criticism and feedback
9. Shows a personal concern for the interests, goals, and needs of others
10. Works to reduce interpersonal conflict
11. Modifies behavior/style, when required, to meet others' needs
12. Listens openly to what others have to say, even when disagreeing with the views being expressed
13. Effectively negotiates with others to arrive at constructive, mutually agreed-upon solutions
14. Establishes smooth and effective working relationships

Client Service

1. Understands who his/her clients are (internal and/or external)
2. Works with clients to understand their specific needs and expectations
3. Makes special effort to build client satisfaction; places high priority on clients
4. Initiates corrective action when client problems occur, and follows up to ensure problems are resolved
5. Makes effort to find how well client needs are being met
6. Takes appropriate action to defuse tense situations with clients

Public Relations

1. Provides external groups and the public with information about University services and programs
2. Deals with the public in a professional manner
3. Proactively communicates University values and positions to external groups
4. Participates in community functions as a University representative
5. Represents the University in an ethical and responsible manner
6. Ensures that, when representing the University, personal actions reflect positively on the University
7. Identifies or promotes opportunities for the University to participate in community activities

Conceptual Skills

Planning

1. Identifies and develops strategies necessary to meet goals
2. Develops work plans necessary to accomplish objectives

3. Identifies barriers to accomplishing objectives, and develops plans to overcome them
4. Reviews the work flow and procedures to ensure they meet current work requirements
5. Avoids unnecessary duplication of work or resources within the group or between groups within institution
6. Prioritizes and organizes work in a logical manner
7. Accurately identifies the resources required to complete assigned work or meet objectives

Problem Solving

1. Clearly defines problems before seeking solutions; collects all relevant information
2. Simplifies complex problems by breaking them into their components parts and identifies the relationships between them
3. Develops alternative approaches to solving problems, taking into account possible effects of the different approaches
4. Anticipates internal and external changes that impact the organization and capitalizes on opportunities presented to them
5. Chooses the best course of action based on an evaluation of all relevant information available
6. Ensures decisions are compatible with other organizational policies and practices
7. Seeks help from others when appropriate to help solve problems
8. Follows up to assure that problems are corrected and stay corrected
9. Develops solutions to prevent recurrence of same problem
10. Develops implementation plan, including participation of problems that may be encountered

Creativity

1. Provides ideas for simpler/easier ways to perform work and eliminates work which does not contribute to the goals of the organization
2. Comes up with new ways to solve old problems
3. Breaks out of the status quo and looks at situations from a different perspective
4. Applies known methods or procedures in new areas
5. Applies skills and knowledge to discover new products or services
6. Contributes new ideas on improving orientation in the unit
7. Experiments with new techniques and processes to find a better way of doing things
8. Stimulates creative thinking and problem solving in others
9. Finds new ways to use resources at reduce cost

Job Skills

Job Knowledge

1. Keeps current on new developments, processes, procedures, systems, policies, etc. impacting own area of work responsibility
2. Demonstrates understanding of the relationship between own work and work performed by others
3. Seeks out information and knowledge from others about job procedures, policies, responsibilities and scope of duties

4. Seeks out information and knowledge from others to increase technical/professional knowledge
5. Consulted as a “resource” by others for technical or professional advice
6. Applies technical/professional expertise to the practical solution of problems
7. Demonstrates a good understanding of non-technical job responsibilities and shares knowledge with others
8. Translates technical information into a form that can be understood by others with less expertise
9. Provides correct answers to technical questions
10. Attends additional training programs and/or conferences, and takes advantage of on-the-job opportunities, to increase capabilities

Handling Challenges

1. Remains composed and goal-oriented in crisis situations when decisions have to be made quickly
2. Deals with stressful situations without passing on feelings of pressure or anxiety to others
3. Applies extra effort to overcome obstacles or unanticipated problems
4. Stays with tough assignments until they are completed
5. Completes assigned tasks with speed and accuracy under conditions of pressure
6. Maintains high quality even under overload conditions
7. Demonstrates a high degree of tolerance for uncertainty
8. Deals effectively with varying workload requirements
9. Performs assigned tasks without repeated instructions under conditions of uncertainty

Initiative

1. Assumes responsibility for work without being told
2. Anticipates potential problems and acts to prevent them
3. Anticipates questions that will arise and has responses prepared in advance
4. Deals with problems when they are small rather than avoiding them until they become so serious something must be done
5. Advises supervisor when “caught up” on own assignments and seeks additional work
6. Seeks out and willingly accepts tough assignments
7. Initiates contact with others rather than waiting for others to contact him/her
8. Takes advantage of opportunities presented to improve operations when changes are introduced

Administration

1. Maintains organized records, files, information systems, etc. so information can be easily identified and retrieved
2. Organizes records so that others can easily obtain information in case of absence
3. Performs administrative duties in accordance with established policies and procedures
4. Documents important aspects of decisions, discussions and actions as appropriate

5. Establishes “historical trails” for major projects so others can easily understand the present status of projects in terms of past events
6. Retains essential information and records and disposes of what is no longer required
7. Processes paperwork accurately and completely
8. Submits reports and other written materials on time without needing reminders
9. Takes steps to improve/streamline administrative systems or paperwork procedures to increase efficiency
10. Has organized system for follow-up so important actions are not overlooked

Appendix B: Behavior/Results for Manager/Supervisor Performance Factors

Planning and Organizing

Setting Objectives

1. Identifies and documents unit objectives on a timely basis
2. Collects all relevant information before finalizing objectives, including input from employees, as appropriate
3. Focuses on those objectives which will have a significant impact on achieving University goals
4. Establishes clear priorities for the unit's objectives
5. Discusses and gains agreement on the unit's objectives with manager before communicating them to employees
6. Communicates the unit's objectives and priorities to employees in a timely manner to guide their planning activities
7. Updates unit objectives promptly to reflect changes in organization needs, and communicates changes to employees
8. Involves employees in setting objectives for unit; gets their input before objectives are finalized

Budgeting

1. Carefully reviews financial data and collects all relevant information before developing budget
2. Ensures that budget is compatible with strategies and goals to be accomplished
3. Seeks out information from others when budget may affect them or their assigned work
4. Compares current year budgeting plans to prior years to identify issues and concerns
5. Accurately identifies resource problems in budgeting process
6. Monitors budget and results frequently enough to provide early detection of problems; seeks budget revisions when necessary
7. Involves employees in budget process, asking for their ideas and opinions
8. Prepares reliable and accurate budgets
9. Understands budgeting process and steps necessary to develop an accurate and realistic budget

Organization and Work Allocation

1. Organizes the work flow and relationship within and among different units/sections/departments
2. Allocates work to employees by matching their skills and abilities against the requirements of the work to be done
3. Allocates work to employees by taking into consideration their development needs and interests when possible
4. Delegates the necessary authority and control of resources for employees to accomplish the objectives for which they are held accountable

5. Clearly defines the lines of authority and responsibility within the unit
6. Reviews the organization and work allocation in the unit to ensure they meet current conditions
7. Restructure the unit when internal or external changes make it appropriate to do so

Coordination/Integration

1. Facilitates the flow of information among various individuals and groups; passes relevant information on to others
2. Coordinates the efforts of different people or groups to achieve common goals with maximum efficiency
3. Seeks ideas and suggestions of people involved in, or affected by, a situation and obtains advice of others with special knowledge or skills
4. Consults others before making plans or decisions which affect them
5. Brings together all parties involved in a project or function to review status and assure a common view of the work to be done

Monitoring Group Results

1. Establishes system or process for measuring how well group is performing
2. Tracks performance on frequent basis
3. Keeps employees informed of how the group is doing overall
4. Identifies problems early and initiates corrective action
5. Follows up to ensure group problems are resolved
6. Focuses on group results and not just individual performance
7. Obtains additional resources or support when necessary for group to meet its goals

Managing/Supervising Employees

Staffing

1. Staffs the unit with the appropriate number of people necessary to accomplish the unit's objectives
2. Staffs the unit with the correct skills mix of people to position the unit for future success
3. Ensures that position requirements are clearly defined before interviewing candidates
4. Selects or promotes those individuals who are best qualified to successfully do the work required, and who are most likely to make significant contributions to the organization in the future
5. Makes the necessary staffing decisions when workload conditions change

Defining Expectations

1. Reaches agreement with employees at the beginning of the review period on performance objectives and factors
2. Establishes objectives that are understandable, challenging, achievable, measurable, relevant, and controllable
3. Involves employees in goal-setting by getting their ideas and input to gain their understanding of and commitment for the work to be accomplished

4. Ensures that each employee has a PMP form properly documenting objectives and performance factors
5. Works with employees to develop work plans to accomplish performance objectives
6. Ensures that goals and work plans are updated when required by significant internal or external change

Feedback and Coaching

1. Monitors behaviors and results achieved frequently to provide early detection of performance problems
2. Evaluates performance on an on-going basis by comparing the behaviors observed and results achieved with the agreed-to performance standards
3. Personally monitors performance outcomes; does not rely on “hearsay” evidence
4. Provides accurate performance feedback throughout the year
5. Provides prompt and accurate feedback after significant performance/ events occur
6. Uses a variety of positive reinforcers such as praise, recognition, letters of commendation
7. Gives special recognition for superior performance when it occurs
8. Discusses performance problems with employees when they first emerge, and works with employees in developing action plans to correct problems
9. Sets follow-up dates to determine if planned actions were accomplished and if the performance problems were corrected
10. Acts as a resource person to employees to help them success in their jobs

Performance Reviews

1. Obtains input from employees relevant to their overall performance before making final ratings
2. As appropriate, obtains input on employee performance from others in organization before making final ratings
3. Fairly rates employees’ performance, taking into consideration results achieved during the year, special consideration that may have influenced performance, and changes during the period
4. Completes PMP form accurately and in a timely manner, and conducts a timely performance review discussion with each employee at least once a year
5. Develops and documents specific plans for improving employees’ performance
6. Conducts interim review discussions with employees when appropriate

Human Resources Office

1. Ensures employees are properly trained to meet position expectations and provides on-the-job training as required
2. Places employees in situations which will challenge/develop their capabilities
3. Ensures employees are exposed to development opportunities to prepare them for future positions

4. Advises employees of job or training and development opportunities which are relevant to their long term interests and objectives
5. Follows up after employees have attended training courses and reinforces/supports the use of skills learned during training
6. Conducts career discussions with employees to identify the long term interests and objectives
7. Provides personal support and encouragement to employees in achieving their career and development objectives

Leadership and Motivation

1. Explains to employees his/her expectations regarding quality of service and performance excellence
2. Fosters an environment in which teamwork is practiced
3. Creates an environment where employees feel free to, and are encouraged to, participate
4. Encourages the sharing of information among employees and other groups
5. Recognizes and reinforces teamwork behaviors such as sharing, cooperation, participation and maintaining good relationships
6. Creates and maintains an environment of equal opportunity for all people
7. Sets an example for employees, and others, to follow
8. Chooses most appropriate methods of leadership and motivation
9. Uses recognition and rewards to encourage people to perform at their best



**PERFORMANCE MANAGEMENT PROCESS
PMP FORM
UNIVERSITY**

BOWIE STATE

EMPLOYEE NAME	ID #	PERIOD COVERED	DATE OF REVIEW
JOB TITLE	DIV./DEPT.	SECTION/UNIT	SUPERVISOR

INSTRUCTIONS FOR COMPLETING PMP FORM:

Beginning of Review Period

1. Complete identification information above.
2. Identify major performance areas applicable for employee (Section 1). Sign and date form after discussing factors/objectives.
3. Review the performance factors with each employee.
4. (Optional) Write operational objectives and standards (Section 4).
5. Employee and supervisor retain copy of PMP form.

During Review Period

1. Update performance factors and operational objectives as necessary, and use form as basis for discussing performance and providing feedback and coaching.

End of Review Period

1. Evaluate performance on key performance factors and operational objectives (if applicable), and document performance under "Comments" or "Results." Consider performance during entire period. Offer suggestions for areas needing improvement in the comments section where appropriate.
2. Evaluate overall performance (Section 5) by reviewing the individual factors that were rated and note any overall comments on performance.
3. Discuss evaluation with next level supervisor or department designee.
4. Conduct performance review discussion and complete development plans (Section 6).
5. (Optional) Employee may add his/her comments (Section 7).
6. Sign and date form (Section 8).
7. Forward original signed form to Office of Human Resources Management

RATING SCALE:

OUTSTANDING:	Performance consistently above standards and far exceeds normal expectations; exceptional achievement and contribution to institution.
ABOVE STANDARDS:	Performance above standards in many important aspects and exceeds normal expectations
MEETS STANDARDS:	Performance meets standards in all important aspects.
BELOW STANDARDS:	Performance below standards in some important aspects, but meets standards in other respects; improvement needed.
UNSATISFACTORY:	Performance below standards in critical aspects; improvement required.

SECTION 1: MAJOR PERFORMANCE AREAS

Check major performance areas applicable for employee:

Individual Performance Factors (Section 2)

Manager/Supervisor Performance Factors (Section 3 – used only if employee is responsible for supervising others)

Operational Objectives (Section 4 – optional)

Signatures below indicate performance factors and objectives have been identified and discussed with employee:

Employee: _____ **Date:** _____

Supervisor: _____ **Date:** _____

SECTION 2: INDIVIDUAL PERFORMANCE FACTORS

	Impt. Wgt.: High Med Low	RATING SCALE				
		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
BASIC WORK FACTORS						
QUALITY OF WORK: Completing work thoroughly, accurately, neatly and according to specifications; producing output with minimal errors		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUANTITY OF WORK: Consistently producing a high volume of acceptable work; producing services or output quickly and efficiently		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMELINESS: Completing tasks and assignments by scheduled time; allocating time to various tasks and assignments in accordance with priorities; informing supervisor when schedule problems occur		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USE OF RESOURCES: Making good use of resources, and not wasting time or material; looking for ways to reduce costs; staying within budgets allocated		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATTENDANCE AND PUNCTUALITY: Coming to work regularly without excessive absences; maintaining assigned work schedules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

	Impt. Wgt.: High Med Low	RATING SCALE				
		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
COMMUNICATIONS						
ORAL COMMUNICATIONS: Speaking clearly, concisely, and using words easily understood; exchanging ideas with others; making oral presentations at meetings; listening to understand meaning of oral material		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN COMMUNICATIONS: Writing reports, memos, letters, etc. using appropriate style format, spelling, and grammar; writing in a clear, concise manner		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

	Impt. Wgt.: High Med Low	RATING SCALE				
INTERACTING WITH OTHERS		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
COOPERATION AND TEAMWORK: Putting the group's success ahead of personal goals; sharing information and resources with others; giving timely response to request made by others; promoting teamwork		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL RELATIONSHIPS: Showing sensitivity to and concern for the interests and needs of others; working to reduce conflict and establishing smooth work relationships; negotiating with others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CUSTOMER SERVICE: Understanding the needs of internal and external customers; making special effort to be responsive in meeting their needs and in building customer satisfaction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC RELATIONS: Representing the University in a positive way to members of the university community and external groups		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
CONCEPTUAL SKILLS						
PLANNING: Developing strategies and work plans for accomplishing goals; organizing tasks in a logical sequence and identifying resources required		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM SOLVING: Identifying problems and analyzing causes; taking or recommending actions after evaluating alternative solutions; following up to ensure problems are actually corrected.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CREATIVITY: Discovering and implementing new and improved ways of doing things breaking out of the "status quo" to find better ways to accomplish goals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
JOB SKILLS						
JOB KNOWLEDGE: Understanding job procedures, policies and responsibilities; keeping up-to-date technically; acting as a resource person on whom others rely for assistance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HANDLING CHALLENGES: Maintaining high performance under conditions of pressure or uncertainty; dealing with varying workload requirements; remaining composed when decisions have to be made quickly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE: Anticipating problems and voluntarily taking appropriate actions; assuming responsibility for work without being told; seeking out or willingly accepting tough assignments		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADMINISTRATION: Keeping accurate records and documenting actions; processing paperwork; organizing information for follow-up and retrieval later		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

OTHER FACTORS (OPTIONAL)		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS						
SECTION 3: MANAGER/SUPERVISOR PERFORMANCE FACTORS						

Note: Complete this Section only if employee is responsible for supervising others

	Impt. Wgt.: High Med Low	RATING SCALE				
		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
PLANNING AND ORGANIZING						
SETTING OBJECTIVES: Establishing appropriate objectives and priorities for the unit based on strategic goals of the University; communicating objectives and priorities to others; updating objectives as needed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGETING: Developing budgets for the unit based on strategic goals to be accomplished; monitoring status during year; recommending changes to budget when appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COORDINATION/INTEGRATION: Interacting with others to achieve common goals; facilitating the flow of information among individuals and groups; seeking support from other functions when appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MONITORING GROUP RESULTS: Tracking performance to ensure the unit is meeting its objectives; initiating timely action when required by internal or external change		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

	OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
MANAGING/SUPERVISING EMPLOYEES					
STAFFING: Planning and staffing the unit with the appropriate number and skills mix of employees; selecting highly qualified persons for the unit; using staff creatively to solve staffing shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEFINING EXPECTATIONS: Reaching agreement with employees on their objectives, priorities and measures; ensuring objectives and work plans are updated when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FEEDBACK AND COACHING: Providing employees with frequent performance feedback and coaching; providing recognition for areas of high or improved performance; working with people to correct performance problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERFORMANCE REVIEWS: Evaluating performance and conducting performance review discussions; conducting interim review discussions when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HUMAN RESOURCES DEVELOPMENT: Supporting employees in increasing their capabilities to contribute more on their present jobs and to prepare them for future jobs; identifying training needs and suggesting training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEADERSHIP AND MOTIVATION: Creating a productive, creative environment where people strive for quality of service; fostering a commitment for achieving University goals; setting an example for others to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION LINK: Acting as a communications link between employees and higher management; keeping people in unit informed about things important to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

OTHER FACTORS (OPTIONAL)		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

SECTION 4: OPERATIONAL OBJECTIVES (OPTIONAL)
Employee name: _____

OBJECTIVES/STANDARDS	RESULTS	Imp't. Wgt.: High Med Low	OUT- STAND- ING-	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 5: SUMMARY OF OVERALL PERFORMANCE

OVERALL PERFORMANCE RATING

Review the individual rated factors and determine an overall rating.

Overall Comments:

	OUT- STANDING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 6: EMPLOYEE PERFORMANCE DEVELOPMENT PLANS

SPECIFIC PLANS FOR DEVELOPMENT	TIMING

SECTION 7: EMPLOYEE COMMENTS

Employee Comments (optional)

SECTION 8: SIGNATURES

Supervisor: _____ (Signature)	_____ (Title)	_____ Date
Next Level Supervisor or Dept. Designee: _____ (Signature)	_____ (Title)	_____ Date
Employee: _____ (Signature)*	_____ (Title)	_____ Date

*Signature acknowledges that the performance review has been discussed with me.

PMP RATINGS WORKSHEET

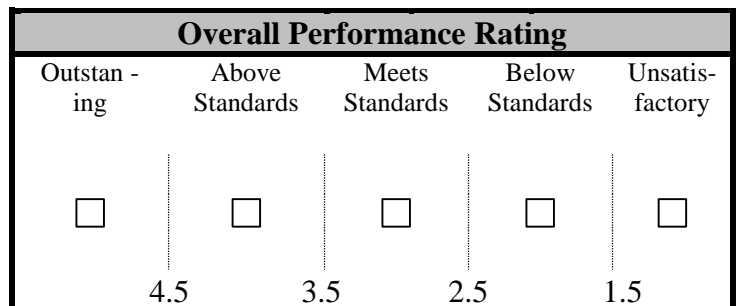
Employee

Individual Performance Factors			
Factor	Wgt	Rating	Wgt x Rating
Quality of work			
Quantity of work			
Timeliness			
Use of resources			
Attend. & punct.			
Oral comm..			
Written comm.			
Coop. & teamwk.			
Inter. relat.			
Customer service			
Public relations			
Planning			
Problem solving			
Creativity			
Job knowledge			
Handling challenges			
Initiative			
Administration			
Other			
Other			
Sub-Total			

Mgr./Sup. Performance Factors			
Factor	Wgt	Rating	Wgt x Rating
Setting objectives			
Budgeting			
Org. & wk. allocation			
Coordi./Integ.			
Monitor. grp. results			
Staffing			
Def. expectations			
Feedbk. & coach.			
Perf. reviews			
Hum. res. devel.			
Leader. & motiva.			
Comm. link			
Other			
Other			
Sub-Total			

Overall "Score"			
	Wgt		Wgt x Rating
Ind. Perf. Fact.			
Mgr./Sup. Perf. Fact.			
Op. Objectives			
Total	(A)	(B)	
Overall "score" = (B) / (A) =			

Operational Objectives			
Objective	Wgt	Rating	Wgt x Rating
I			
II			
III			
IV			
Sub-Total			



PMP RATINGS WORKSHEET

Instructions:

1. If the operational objectives were established for the employee, note short descriptive titles on the form. Do the same if additional (non-standard) performance factors were established.
2. Record the importance weights for all relevant objectives and factors. Use numbers instead of letters:

3	=	High
2	=	Medium
1	=	Low

3. Record the ratings for all relevant objectives and factors. Use these number for the corresponding performance levels:

5	=	Outstanding
4	=	Above Standards
3	=	Meets Standards
2	=	Below Standards
1	=	Unsatisfactory

4. Complete the “Wgt x Rating” column by multiplying the weighting times the rating for each relevant item.
5. For each relevant major performance area, add the numbers in the “Wgt” columns and enter the totals in the boxes at the bottom. Do the same for the “Wgt x Rating” columns. Transfer the sub-totals to the Overall Score section of the form.
6. Total the weights (Box A) and the Wgt x Rating (Box B). Calculate the overall score by dividing (B) by (A). This number has a possible range of 1.0 to 5.0.
7. Check the appropriate box for the overall performance rating. Check the box on the PMP form itself.

****See Sample Form in the PMP Manager’s Guide****

Appendix D: Work Planning Form

Purpose

Work plans should be developed after the supervisor and the employee have established the employee's objectives. Work planning is most appropriate for those operational objectives that are relatively complex and require a series of integrated tasks for completion. Typically, the employee should develop the work plans, and then review the plans with his or her supervisor. The work planning form on the next page can be used to record the specific tasks required to accomplish an objective, and the responsibility and timing for tasks. However, use of this form is optional; any logical format can be used. It's the structured, planned approach to accomplishing objectives which is important, not the form.

Instructions

1. Write title of objectives and overall start and finish dates.
2. List all tasks to be accomplished for the objective. Try and list these in sequence they will be done.
3. Indicate the responsibility for each task. When others are involved, they should be consulted as the plans are developed, and then given a copy of the completed form.
4. Indicate the start and finish dates for each task. It is sometimes easier to start with the last task, and "back into" the dates for the preceding tasks.
5. Check-off the tasks when they are completed.
6. Update the work plan as necessary during the project.

PMP WORK PLANNING FORM

Objective:	Start Date:		Finish Date	
-------------------	--------------------	--	--------------------	--

Task	Responsibility	Start	Finish	✓ when completed