



**PERFORMANCE MANAGEMENT PROCESS  
PMP FORM**

**BOWIE STATE UNIVERSITY**

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:**

<b>OUTSTANDING:</b>	Performance consistently above standards and far exceeds normal expectations; exceptional achievement and contribution to institution.
<b>ABOVE STANDARDS:</b>	Performance above standards in many important aspects and exceeds normal expectations
<b>MEETS STANDARDS:</b>	Performance meets standards in all important aspects.
<b>BELOW STANDARDS:</b>	Performance below standards in some important aspects, but meets standards in other respects; improvement needed.
<b>UNSATISFACTORY:</b>	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
<b>BASIC WORK FACTORS</b>						
<b>QUALITY OF WORK:</b> Completing work thoroughly, accurately, neatly and according to specifications; producing output with minimal errors						
<b>QUANTITY OF WORK:</b> Consistently producing a high volume of acceptable work; producing services or output quickly and efficiently						
<b>TIMELINESS:</b> Completing tasks and assignments by scheduled time; allocating time to various tasks and assignments in accordance with priorities; informing supervisor when schedule problems occur						
<b>USE OF RESOURCES:</b> Making good use of resources, and not wasting time or material; looking for ways to reduce costs; staying within budgets allocated						
<b>ATTENDANCE AND PUNCTUALITY:</b> Coming to work regularly without excessive absences; maintaining assigned work schedules						
<b>COMMENTS:</b>						

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

	Impt. Wgt.: High Med Low	RATING SCALE				
		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
<b>INTERACTING WITH OTHERS</b>						
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						
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						
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.						
PUBLIC RELATIONS: Representing the University in a positive way to members of the university community and external groups						
COMMENTS:						

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

	Impt. Wgt.: High Med Low	RATING SCALE				
		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
<b>JOB SKILLS</b>						
JOB KNOWLEDGE: Understanding job procedures, policies and responsibilities; keeping up-to-date technically; acting as a resource person on whom others rely for assistance						
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.						
INITIATIVE: Anticipating problems and voluntarily taking appropriate actions; assuming responsibility for work without being told; seeking out or willingly accepting tough assignments						
ADMINISTRATION: Keeping accurate records and documenting actions; processing paperwork; organizing information for follow-up and retrieval later						
COMMENTS:						

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

		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
<b>MANAGING/SUPERVISING EMPLOYEES</b>						
<b>STAFFING:</b> 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						
<b>DEFINING EXPECTATIONS:</b> Reaching agreement with employees on their objectives, priorities and measures; ensuring objectives and work plans are updated when required						
<b>FEEDBACK AND COACHING:</b> Providing employees with frequent performance feedback and coaching; providing recognition for areas of high or improved performance; working with people to correct performance problems						
<b>PERFORMANCE REVIEWS:</b> Evaluating performance and conducting performance review discussions; conducting interim review discussions when appropriate						
<b>HUMAN RESOURCES DEVELOPMENT:</b> 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						
<b>LEADERSHIP AND MOTIVATION:</b> 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.						
<b>COMMUNICATION LINK:</b> Acting as a communications link between employees and higher management; keeping people in unit informed about things important to them						
<b>COMMENTS:</b>						

		OUT- STAND- ING	ABOVE STAND- ARDS	MEETS STAND- ARDS	BELOW STAND- ARDS	UNSAT- ISFAC- TORY
<b>OTHER FACTORS (OPTIONAL)</b>						
<b>COMMENTS:</b>						



**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

**SECTION 6: EMPLOYEE PERFORMANCE DEVELOPMENT PLANS**

**SPECIFIC PLANS FOR DEVELOPMENT**

**TIMING**

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

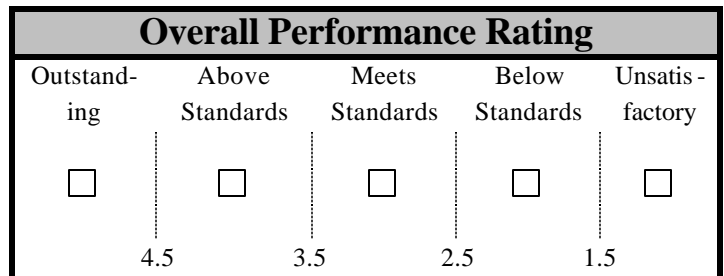
Employee

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			
<b>Sub-Total</b>			

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			
<b>Sub-Total</b>			

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

Operational Objectives			
Objective	Wgt	Rating	Wgt x Rating
I			
II			
III			
IV			
<b>Sub-Total</b>			



## 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\*\***