

PERFORMANCE MANAGEMENT PROCESS



PMP FORM

EMPLOYEE NAME	PERIOD COVERED	DATE OF PLANNING	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. Identify the performance factors which are key to the position (Sections 2 and 3) by indicating the importance weighting (High, Medium, Low). These will be the factors on which the employee will be evaluated. (Note: A "Low" weighting does not mean the factor is unimportant, only that it is less important than other factors.)
4. (Optional) Write operational objectives and standards (Section 4) and indicate importance weighting.
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.
2. Evaluate overall performance (Section 5) 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

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.

SECTION 1: MAJOR PERFORMANCE AREAS

Note: The *optional* PMP Work Planning Form is in Appendix C; instructions are in Appendix D

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

BASIC WORK FACTORS	Impt Wgt. High Med Low	ABOVE	MEETS	BELOW
		STANDARDS	STANDARDS	STANDARDS
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"/>
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"/>
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"/>
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"/>
ATTENDANCE AND PUNCTUALITY: Coming to work regularly without excessive absences; maintaining assigned work schedules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

COMMUNICATIONS	Impt Wgt. High Med Low	ABOVE	MEETS	BELOW
		STANDARDS	STANDARDS	STANDARDS
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"/>
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"/>

COMMENTS

	Impt Wgt: High Med Low	ABOVE	MEETS	BELOW
		STANDARDS	STANDARDS	STANDARDS
INTERACTING WITH OTHERS				
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>

COMMENTS

SECTION 3: MANAGER/SUPERVISOR PERFORMANCE FACTORS

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

PLANNING AND ORGANIZING	Impt Wgt. High Med Low	ABOVE	MEETS	BELOW
		STANDARDS	STANDARDS	STANDARDS
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"/>
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"/>
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"/>
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"/>

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"/>
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"/>
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"/>
PERFORMANCE REVIEWS: Evaluating performance and conducting performance review discussions; conducting interim review discussions when appropriate		<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"/>
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"/>
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"/>

OTHER FACTORS (OPTIONAL)

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

COMMENTS

SECTION 5: SUMMARY OF OVERALL PERFORMANCE

Note: Rating is a structured process, using the PMP RATINGS SHEET (Appendix A, Microsoft Excel); see Appendix B: PMP RATINGS SHEET INSTRUCTIONS (attached)

OVERALL PERFORMANCE RATING	ABOVE STANDARDS <input type="checkbox"/>	MEETS STANDARDS <input type="checkbox"/>	BELOW STANDARDS <input type="checkbox"/>
OVERALL COMMENTS:			

SECTION 6: EMPLOYEE PERFORMANCE DEVELOPMENT PLANS

SPECIFIC PLANS FOR DEVELOPMENT	TIMING

SECTION 7: EMPLOYEE COMMENTS

EMPLOYEE COMMENTS: (OPTIONAL)

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SECTION 8: SIGNATURES – Note that both the immediate and next level supervisor signatures are required.

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.

APPENDIX B: RATINGS WORKSHEET INSTRUCTIONS

Purpose

The purpose of the PMP Ratings Worksheet (Appendix A, Microsoft Excel) is to fairly and consistently determine the overall performance rating for the employee. It is a way of accounting for the fact that some objectives and factors are more important than others, and thus should “count” more in the overall rating. The form is used after all of the relevant objectives and factors have been evaluated and rated.

Instructions

1. If 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 numbers for the corresponding performance levels:
3=Above Standards
2=Meets Standards
1=Below Standards
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 these sub-totals to the Overall “Score” section of the form.
6. Total the weights (Box A) and Wgts x Ratings (Box B). Calculate the overall “score” by dividing (B) by (A). This number has a possible range of 1.0 to 3.0.
7. Check the appropriate box for the overall performance rating. Check the same box on the PMP form itself.

APPENDIX D: PLANNING FORM INSTRUCTIONS

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 specific tasks required to accomplish an objective, who has 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 objective and expected start and completion dates.
2. List each major task to be accomplished for the objective, in the sequence they are expected to be done.
3. Indicate who has 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 expected start and completion dates for each task. It is sometimes easier to start with the last task, and "back into" the dates for the preceding tasks.
5. Indicate the actual completion date as each task is accomplished.
6. Update the work plan as necessary during the project.