

PERFORMANCE MANAGEMENT PROCESS
PMP Form

UNIVERSITY
SYSTEM
OF MARYLAND



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 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:

- OUTSTANDING:** Truly exceptional across-the-board service or contribution far beyond what is normal and expected. To warrant an outstanding rating, the employee should have been primarily responsible for events with significant impact.
- ABOVE STANDARDS:** Performance at a substantially higher level than expected, reserved to recognize exceptional across-the-board service or contribution. This rating is reserved for a unique and exceptional level of performance.
- FULLY SUCCESSFUL:** Performance up to the high standards typically demonstrated by Center for Environmental Science staff. An employee performing at the fully successful level is making a substantial contribution and is a valued asset to the organization.
- BELOW STANDARDS:** Less-than-expected work performance that warrants counseling to identify ways to improve performance.
- UNSATISFACTORY:** Job performance in general is unacceptable; special counseling is required and substantial improvement is necessary.

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: _____

Supervisor: _____

SECTION 2: INDIVIDUAL PERFORMANCE FACTORS

BASIC WORK FACTORS

Importance Weight: High Med Low	RATING SCALE				
	Outstanding	Above Standards	Fully Successful	Below Standards	Unsatis- factory

QUALITY OF WORK: Completing work thoroughly, accurately, neatly and according to specifications; producing output with minimal errors.

QUANTITY OF WORK: consistently producing a high volume of acceptable work; producing services or output quickly and efficiently.

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.

USE OF RESOURCES: Making good use of resources, and not wasting time or material; looking for ways to reduce costs; staying within budgets allocated.

ATTENDANCE AND PUNCTUALITY: Coming to work regularly without excessive absences; maintaining assigned work schedules.

COMMENTS

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

WRITTEN COMMUNICATIONS: Writing reports, memos, letters, etc. using appropriate style, format, spelling, and grammar; writing in a clear, concise manner.

COMMENTS

Importance Weight: High Med Low	RATING SCALE			
	Outstanding	Above Standards	Fully Successful	Below 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 requests 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.

CLIENT SERVICE: Understanding the needs of internal and external clients; making special effort to be responsive in meeting their needs and in building client satisfaction.

PUBLIC RELATIONS: Representing the University in a positive way to members of the University community and external groups.

COMMENTS

CONCEPTUAL SKILLS

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

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.

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

OTHER FACTORS (Optional)

COMMENTS

SECTION 3: MANAGER/SUPERVISOR PERFORMANCE FACTORS

EMPLOYEE NAME _____

ID# _____

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

Importance Weight: High Med Low	RATING SCALE				
	Outstanding	Above Standards	Fully Successful	Below Standards	Unsatis- factory

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.

BUDGETING: Developing budgets for the unit based on strategic goals to be accomplished; monitoring status during year; recommending changes to budget when appropriate.

ORGANIZATION AND WORK ALLOCATION: Organizing the work flow and relationships among people and functions in the unit; delegating work to make efficient use of resources and to develop people's capabilities.

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.

MONITORING GROUP RESULTS: Tracking performance to ensure the unit is meeting its objectives; initiating timely action when required by internal or external change.

COMMENTS

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.

DEFINING EXPECTATIONS: Reaching agreement with employees on their objectives, priorities and measures; ensuring objectives and work plans are updated when required.

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.

PERFORMANCE REVIEWS: Evaluating performance and conducting performance review discussions; conducting interim review discussions when appropriate.

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.

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.

COMMUNICATION LINK: Acting as a communications link between employees and higher management; keeping people in unit informed about things important to them.

COMMENTS

OTHER FACTORS (OPTIONAL)

COMMENTS

SECTION 5: SUMMARY OF OVERALL PERFORMANCE

OVERALL PERFORMANCE RATING Note: Structured process, using PM	OUTSTANDING	ABOVE STANDARDS	FULLY SUCCESSFUL	BELOW STANDARDS	UNSATISFACTORY
Overall Comments: _____					

SECTION 6: EMPLOYEE PERFORMANCE DEVELOPMENT PLANS

SPECIFIC PLANS FOR DEVELOPMENT	TIMING

SECTION 7: EMPLOYEE COMMENTS

Employee Comments (optional)

SECTION 8: SIGNATURES

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

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

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.	_____	_____	_____
Client service	_____	_____	_____
Public relations	_____	_____	_____
Planning	_____	_____	_____
Problem solving	_____	_____	_____
Creativity	_____	_____	_____
Job knowledge	_____	_____	_____
Handling challenges	_____	_____	_____
Initiative	_____	_____	_____
Administration	_____	_____	_____
Other	_____	_____	_____
Other	_____	_____	_____
Sub-Total			

Manager/Supervisor 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
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Sub-Total			

Overall Performance Rating				
Outstanding	Above Standards	Fully Successful	Below Standards	Unsatisfactory
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
4.5	3.5	2.5	1.5	