

Completing the Performance and Staff Development Plan 14 Quick Tips for Supervisors and Managers

1. *Inform your staff of the performance appraisal period* and let them know that they will be receiving their Performance and Staff Development Plans (Performance Plans) soon.
2. *Ask staff to complete Self-Appraisal Worksheets and submit them to you either before you complete the appraisals or at the appraisal meetings.* Inform staff that they can download the Self-Appraisal Worksheet in Word or Adobe format at <http://www.hr.upenn.edu/staffrelations/performance/selfappraisal.asp>. If your staff does not have access to a computer, you will have to print copies of the worksheet from the website and distribute hard copies to your staff.
3. *Tell each respective staff member which key 3–5 competencies you will address in his/her Performance Plan.* (See the Performance and Staff Development Plans or Guidelines Booklet at the Human Resources website for definitions of the competencies). Ask each staff member to address the identified competencies in his/her Self-Appraisal Worksheet.
4. *Collect all performance documentation for the staff member for the current appraisal cycle.* This may include notes to the file about the staff member's performance, commendations and other compliments received, written summaries of discussions with staff member about performance, oral warning, written warning and/or probation documents.
5. *Review a copy of the last year's Performance and Staff Development Plan.* Review the goals, responsibilities and projects assigned to the staff member for the current cycle. Also, review any changes made to the initial goals, responsibilities and/or projects assigned. Review the staff member's most recent Self-Appraisal Worksheet.
6. *Download the Performance and Staff Development Plan for the staff member at* <http://www.hr.upenn.edu/staffrelations/performance/default.asp>. See also the [Alternate Formats](#) for the Performance and Staff Development Plan if you decide not to use the Performance Plan.
7. *Complete the sections for Staff Member's and Supervisor's Information.* Make sure to include the correct Penn ID number for both the staff member and supervisor.
8. *Describe the key goals, projects and/or responsibilities the staff member had for this appraisal cycle.* Comment on the performance results obtained for each goal and provide examples of results achieved.
9. *Set goals, projects and/or responsibilities for the next appraisal cycle.* Remember to describe in detail the expected results and time frames using the SMARTS criteria. Effective goals should be Specific, Measurable, Achievable, Results Focused, Time Bound, and a Stretch. (See the Guidelines Booklet for more details on the SMARTS criteria.) Also, list the key competencies the staff member should further develop in the next appraisal cycle.
10. *Give feedback on 3–5 key competencies that are vital to the staff member's success in the current position and/or will enhance his/her professional development.* Be sure to give feedback on the competencies you told the staff member you would address in the Performance Plan. Review the definition of each key competency. For more details about each competency, review the full explanations outlined in Competency Definitions at

<http://www.hr.upenn.edu/staffrelations/performance/guidelines.asp#allstaffcompetency>. Discuss in detail how the staff member demonstrates the competency using supporting examples. Also, provide feedback on how the staff member can further develop each competency and methods that can be used to enhance the competency, e.g., training, work assignments, project team participation. **REMEMBER YOU DO NOT HAVE TO GIVE FEEDBACK ON ALL OF THE COMPETENCIES.**

11. *Review the definitions in the Summary of Performance Section on page one of the appraisal. Based on the performance results achieved, check **one** definition that best describes the staff member's overall performance.*
12. *Review the appraisal with your supervisor or manager, if necessary. Meet with the staff member to discuss the appraisal. Finalize the appraisal, making changes if needed. Secure the appropriate signatures.*
13. *Give a copy of the finalized appraisal to the staff member. Keep a copy of the appraisal for the departmental files.*
14. *Forward the appraisal to the appropriate person in your school/center or to the Division of Human Resources/Staff and Labor Relations, in accordance with your school or center's guidelines.*

For more information about the Performance and Staff Development Program, consult the Guidelines to the Performance and Staff Development Program at <http://www.hr.upenn.edu/staffrelations/performance/guidelines.asp> or call Staff and Labor Relations at 898-6093.

**University of Pennsylvania
Performance and Staff Development Plan
For All Staff**

Staff Member's Information:

Name: _____ Penn ID Number: _____
Last First Middle

Date of Appraisal: _____ Appraisal Period: _____

Dept. Name and Number: _____
Department Name Department Number

Supervisor's Information:

Name: _____ Penn ID Number: _____
Last First Middle

Summary of Performance: (Check the one category that best describes the staff member's overall performance)

- Staff member's performance consistently exceeds established goals/expectations for the position and is clearly outstanding overall.
- Staff member's performance consistently meets and frequently exceeds all established goals/expectations for the position.
- Staff member's performance consistently meets established goals/expectations for the position.
- Staff member's performance meets some, but not all, established goals/expectations for the position and improvement in specific areas is required.
- Staff member's performance is unacceptable for the position and significant improvement is required.

Other comments:

Part I – Key Goals, Projects and Responsibilities for This Appraisal Cycle: Describe the key goals, projects and/or responsibilities that the staff member had for this appraisal cycle in order of importance. Comment on the performance results obtained for each goal and provide supporting examples. **Add additional goals/projects/responsibilities as needed.**

1. Goal/Project/Responsibility:

Describe performance results, including supporting examples

2. Goal/Project/Responsibility:

Describe performance results, including supporting examples

Part II – Goals, Projects and Responsibilities for Next Appraisal Cycle: Describe the goals, projects and/or responsibilities that the staff member will have for the next appraisal cycle. Include proposed time frames and expected results. For staff members receiving an overall rating of “unacceptable or meets some but not all goals,” performance areas needing improvement should be incorporated in this section. **REMEMBER TO UPDATE AND REVISE THE GOALS, PROJECTS, RESPONSIBILITIES, EXPECTED RESULTS AND TIME FRAMES IF NEEDED DURING THE APPRAISAL CYCLE. Add additional goals/projects/ responsibilities as needed.**

1. Goal/Project/Responsibility

Expected Results and Time Frame:

2. Goal/Project/Responsibility

Expected Results and Time Frame:

List the 3 – 5 key competencies the staff member should further develop during the next appraisal cycle:

Part III - Competencies - Give the staff member feedback on the 3 – 5 key competencies that are vital to his/her success in the current position and/or will enhance his/her professional development. **YOU CAN GIVE FEEDBACK ON 3 – 5 OF THE LISTED COMPETENCIES. YOU ARE NOT REQUIRED TO COMMENT ON ALL OF THE COMPETENCIES LISTED.** Review the definition of each competency. Discuss in detail the staff member’s demonstration of the competency. Cite supporting examples of how staff member demonstrates competency and also provide feedback on how she or he needs to further develop the competency. You can give suggestions on methods to enhance competency, such as training or work assignments. The staff member will be commenting on the competencies he or she would like to further develop on his/her Self Appraisal Worksheet. Therefore, you should tell the staff member before he or she completes the Self Appraisal, what competencies you will discuss in his/her Performance and Staff Development Plan. **Remember, you are not required to give feedback on all of the competencies listed.**

Accountability: takes responsibility for all work activities and personal actions; follows through on commitments; implements decisions that have been agreed upon; maintains confidentiality with sensitive information; acknowledges and learns from mistakes without blaming others; recognizes the impact of one’s behavior on others.

Adaptability: responds to changing circumstances by being innovative and altering behavior to better fit different situations; consistently exhibits optimism and energy; learns new skills, performs work in different ways; successfully works with new colleagues; professionally deals with personal discomfort in a changing work environment; willing to be flexible; remains calm in stressful situations.

Clear Communication: expresses oneself clearly and effectively when speaking and/or writing to individuals or groups; listens attentively; ensures that information is understood by all parties; shares information in a timely manner using the most appropriate method; presents well-organized information in a group setting.

Initiative: takes action to improve a situation without waiting for explicit instructions; understands how one's own actions relate to the University's and department's strategic goals; recognizes and responds to opportunities in order to reach a goal; seeks new and improved techniques, solutions, and approaches to completing assignments.

Managing Resources: allocates time and resources efficiently and effectively; prioritizes work and delegate as appropriate; works to minimize institutional risk by acting as a responsible steward for the University.

Organization/Project Management: organizes large amounts of information by creating and maintaining well organized systems; follows logical approaches to completing work; brings a project from inception to successful completion; translates strategies into step-by-step plans for action; monitors work progress to completion; effectively prioritizes; pays close attention to detail.

Problem Solving: generates creative approaches to addressing problems and opportunities; identifies and weighs options, makes sound decisions after reviewing all relevant information; anticipates and plans for potential problems; takes calculated risks; recognizes impact of solutions.

Service Orientation: acts professionally and calmly at all times when interacting with others; consistently demonstrates concern and courtesy towards colleagues and customers; treats all people respectfully; takes personal responsibility for correcting problems; follows up with individuals to ensure satisfaction with the level of service they have received.

Technology/Specialized Knowledge: demonstrates ability to use technology effectively and productively; continually updates skills and knowledge; addresses problems as they arise or seeks help as appropriate.

Valuing Diversity: treats all individuals fairly and respectfully, works effectively with others, regardless of their background, position, or status; ensures that opportunities are equally available to all; respects different values and viewpoints.

Working Collaboratively: works collegially with others, cooperating in both interpersonal and team relationships; fosters enthusiasm and maintains mutual trust, candor and respect. If applicable, manages groups effectively and builds partnerships with others.

Additional Competencies For Those Who Supervise Others:

The competencies below are provided as a guide to help measure management effectiveness. This includes the ability to lead, manage and develop others, articulate a vision that inspires commitment from others, all in a supportive environment.

Leadership: creates a vision or goal for one's work unit and communicates it in a way that motivates others to implement it; understands and leverages the organization's structure and relationships; pursues organization support and resources; develops strategies to include divergent opinions and overcome adversity; moves plans forward toward a specific course of action.

Managing Conflict: ensures productive resolution of conflict; recognizes different viewpoints; brings conflict into the open, and encourages those involved to find appropriate solutions.

Managing Performance: sets clear goals and expectations for staff; follows progress against goals; provides regular feedback; addresses performance issues promptly; fosters learning and development; provides public recognition of staff accomplishments.

List and discuss staff member's demonstration of competency and how competency could be further developed:

Part IV – Follow-Up Activities: Performance will be reviewed again on _____(enter date for next review)

Staff Member's Comments (Optional): The staff member may submit written comments on any aspect of the performance appraisal process. When completed, the comments should be given to the supervisor. The document will be forwarded to Human Resources/Staff and Labor Relations and will become a part of the staff member's official personnel file. If the staff member wishes to provide comments, s/he should check the following box. []

Part V – Signatures: Secure the appropriate signatures.

*Staff Member Signature & Date _____ Supervisor Signature & Date _____

Administrative Signature & Date _____ **Sr. Business Officer Signature & Date _____

**My signature indicates that the Performance Plan has been reviewed with me and I have received a copy. It does not necessarily indicate my concurrence with the Performance Plan.*

***Signature of Senior Business Officer is required if staff member is in any level of the following job titles: Financial Coordinator, Grants Coordinator, Business Administrator, Business Manager, Grants Manager and Manager of Administration and Finance.*

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