

**MORGAN STATE UNIVERSITY**  
**Performance Management Process**  
**PMP Form**

<b>Employee Name:</b>	<b>ID #:</b>	<b>Period Covered:</b>	<b>Date of Review:</b>
<b>Division/Department:</b>		<b>Job Title:</b>	
<b>Section/Unit:</b>		<b>Supervisor:</b>	

**INSTRUCTIONS FOR COMPLETING PMP FORM:**

**Beginning of Review Period (Planning Period)**

1. Complete identification information above.
2. Identify major performance areas applicable for employee (Section 1). Sign and date the form after discussing factors/objectives.
3. Identify the performance factors, which are key to the position (Section 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. (Mandatory) Write operational objectives and standards (Section 8) and indicate importance weighting.
5. Employee and supervisor retain copy of PMP Form. Send copy to Human Resources (optional).

**During Review Period**

Update performance factors and operational objectives as necessary, and use form as basis for discussing performance and providing feedback and coaching. Refer to objectives/standards (Section 8).

**End of Review Period**

6. Evaluate performance on key performance factors and operational objectives (if applicable), and document performance under "Comments" or "Results." Consider performance during entire period.
7. Evaluate overall performance (Section 3) and note any overall comments on performance.
8. Discuss evaluation with next level supervisor or departmental designee.
9. Conduct performance review discussion and complete development plans (Section 4).
10. (Operational) Employee may add his/her comments (Section 5).
11. Sign and date form (Section 6).
12. Forward original signed form to Office of Human Resources. Retain copy for department files.

**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-Must be completed for each Employee)
- Manager/Supervisor Performance Factors (Section 7-Used only if Employee is responsible for supervising others)
- Operational Objectives (Section 8-Mandatory)

Signatures below indicate performance factors and objectives have been identified and discussed with new Employees or when there have been substantive changes in the job duties. Send copy to Human Resources.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION 2: INDIVIDUAL PERFORMANCE FACTORS**

**Important Weight indicates priority: High =3; Medium=2; and Low=1**

**Rating Scale: Outstanding=5; Above Standards=4; Meets Standards=3; Below Standards=2; and Unsatisfactory=1**

**BASIC WORK FACTORS**

	Important Weight: High Medium Low	RATING SCALE				
		Outstanding	Above Standards	Meets Standards	Below Standards	Unsatisfactory
<b>QUALITY OF WORK:</b> 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"/>
<b>QUANTITY OF WORK:</b> 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"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ATTENDANCE AND PUNCTUALITY:</b> Coming to work punctually and regularly without excessive absences; maintaining assigned work schedules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

**COMMUNICATION**

<b>ORAL COMMUNICATION:</b> Speaking clearly, concisely, and using words easily understood; exchanging ideas with others; oral presentations at meetings.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WRITTEN COMMUNICATION:</b> 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:

**INTERACTING WITH OTHERS**

<b>COOPERATION AND TEAMWORK:</b> Putting the group's success of personal goals; sharing information and resources with others; giving timely response to requests made by others; promoting teamwork.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

SECTION 2: INDIVIDUAL PERFORMANCE FACTORS (Continuation)						
	<b>RATING SCALE</b>					
<b>INTERPERSONAL RELATIONSHIPS:</b> 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"/>
<b>CLIENT SERVICE:</b> Understanding the needs of internal and external clients; making special effort to be responsible in meeting their needs and in building client satisfaction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC RELATIONS:</b> 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:						
<b>CONCEPTUAL SKILLS</b>						
<b>PLANNING:</b> 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"/>
<b>PROBLEM SOLVING:</b> 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"/>
<b>CREATIVITY:</b> 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:						
<b>JOB SKILLS</b>						
<b>JOB KNOWLEDGE:</b> 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"/>
<b>HANDLING CHALLENGES:</b> Maintaining high performance under conditions of pressure or uncertainty; dealing with varying workload requirements; remaining composed when decisions have		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INITIATIVE:</b> 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"/>
<b>ADMINISTRATION:</b> 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:						
<b>OTHER FACTORS (OPTIONAL)</b>						
		<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: SUMMARY OF OVERALL PERFORMANCE**

**OVERALL PERFORMANCE RATING**

Note: Structured process, using PMP rating worksheet, will be used to determine overall rating.

Outstanding

Above Standards

Meets Standards

Below Standards

Unsatisfactory

Overall Comments (Mandatory for Outstanding or Unsatisfactory Ratings):

**SECTION 4: EMPLOYEE PERFORMANCE DEVELOPMENT PLANS**

SPECIFIC PLANS FOR DEVELOPMENT (Mandatory for Below Standards and Unsatisfactory)

TIMING

SPECIFIC PLANS FOR DEVELOPMENT (Mandatory for Below Standards and Unsatisfactory)	TIMING

**SECTION 5: EMPLOYEE COMMENTS**

Employee Comments (optional):

**SECTION 6: SIGNATURES (\*Signature does not imply agreement or disagreement of evaluation)**

Employee's Signature:	Date:	Next Level Supervisor's Signature:	Date:
Immediate Supervisor's/Rater's Signature:	Date:	Vice President's Signature:	Date:
Department Designee's Signature:	Date:		

<b>SECTION 7: MANAGER/SUPERVISOR PERFORMANCE FACTORS</b>	
EMPLOYEE NAME:	ID #:

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

**PLANNING AND ORGANIZING**

	Important Weight: High Medium Low	RATING SCALE				
		Outstanding	Above Standards	Meets Standards	Below Standards	Unsatisfactory
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGETING:</b> Developing budgets for the unit based on strategic goals to be accomplished; monitoring status during the year; recommending changes to budget when appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZATION AND WORK ALLOCATION:</b> Organizing the workflow and relationships among people and functions in the unit; delegating work to make efficient use of resources and to develop people's capabilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b>						

**MANAGING/SUPERVISING EMPLOYEES**

<b>STAFFING:</b> Planning and staffing the unit with the appropriate number and skill 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"/>
<b>DEFINING EXPECTATIONS:</b> 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"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PERFORMANCE REVIEWS:</b> Evaluating performance and conducting performance review discussions; conducting interim review discussions; conducting interim review discussions when appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATION LINK:</b> 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"/>
<b>COMMENTS:</b>						



INDIVIDUAL PERFORMANCE FACTORS			
<b>Refer to Section 2</b>			
Factor	Weight	Rating	Weight x Rating
Quality of Work			
Quantity of Work			
Timeliness			
Use of Resources			
Attendance and Punctuality			
Oral Communication			
Written Communication			
Cooperation and Teamwork			
Interpersonal Relationships			
Customer Service			
Public Relations			
Planning			
Problem Solving			
Creativity			
Job Knowledge			
Handling Challenges			
Initiative			
Administration			
Other			
Other			
Sub-Total			
MANAGER/SUPERVISORY PERFORMANCE FACTORS			
<b>Refer to Section 7</b>			
Factor	Weight	Rating	Weight x Rating
Setting Objectives			
Budgeting			
Organization and Work Allocation			
Coordinating/Integration			
Monitoring Group Results			
Staffing			
Defining Expectations			
Feedback and Coaching			

