

Young, Lori

From: Burgess-Brunson, Debora
Sent: Thursday, April 13, 2017 10:48 AM
To: OBryant, Beverly; Murray, Tracey; Takona, James; Williams, Ron; Owens, Mary; Collins, Ronnie; Wanza, Mary; Bowden, Michael; Delice, Steve; Green, Sandra; Ogbazghi, Jonathan; Young, Lori; Ray, Sikharini; Harris, Beryl; Spry, Janet
Cc: Williamson, Keith; Burgess-Brunson, Debora
Subject: Annual Performance Reviews - Performance Management Process (PMPs)
Attachments: PMP (Performance Management Process) 110609.doc; Copy of Completed PMP Ratings Worksheet.pdf; PMP Ratings Worksheet.xls

Importance: High

Greetings Deans and Direct Reports,

Dr. Williamson asked me to notify you of the following regarding Performance Management Process (PMP) Reviews for the annual evaluation period of April 1, 2016 – March 31, 2017. According to Human Resources, all non-faculty, regular and Contingent 2 (C2) exempt and non-exempt Coppin employees are to be evaluated on their performance. Supervisors are *required* to complete an evaluation form for this annual evaluation period. The two forms to be completed for each employee are attached: the PMP Evaluation Form and the PMP Ratings Worksheet. A sample of the worksheet has been provided by Human Resources.

IMPORTANT NOTES:

1. All Deans and Direct Reports should complete a “self-assessment” using both forms. Kindly forward these documents to Dr. Williamson (and a copy to me) by Friday, April 21, 2017. Once received, you will be contacted to schedule your one-on-one meeting with the Provost to discuss your performance.
2. **Only** transmit PMP Documents to this office of those which require the Provost’s signature. Otherwise, you should submit all others directly to the Office of Human Resources by the May 8th deadline.

Thank you. We look forward to hearing from you.

Debora Burgess-Brunson

Office of the Provost and Vice President
For Academic Affairs
Coppin State University
2500 W. North Avenue
Baltimore, MD 21216
410-951-3598 (office)
HHSB 218L (office location)



The information contained in this message is intended only for the recipient, and may otherwise be privileged and confidential. If the reader of this message is not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, please be aware that any dissemination or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify us by replying to the message and deleting it from your computer.

**Expectation Meeting
(April 1, or at the start of
employment)**

Review Key Performance Factors

**Discuss Expectations, Goals and
Professional Development**

**Supervisor/Employee Reach
Understanding**

**Supervisor/Employee Sign PM
Form (April 1 or new hire –
section 1 & 2)
(Sept. 1, Mid – Year)**

**Supervisor/Employee Retain
Copy of PM Form**

**Feedback/Coaching
(Throughout the year
and September 1, Mid-Year)**

**Evaluate and Document
Performance**

Supervisor Gives Feedback

**Invite Employee's Input
(Best Practice)**

**Supervisor May Recommend
Adjustments**

**Supervisor Retains Internal
Notes or Forward Mid-Year
Review to OHR by deadline**

**Annual Performance
Review Period
(April 1, 2016 – March 31,**

**Review & Rate Employee's
Performance**

**Discuss Performance Evaluat
w/ Employee**

**Discuss Training and
Development Plans**

**Employee Signs & Dates PN
Form**

**Forward Evaluation Forms to
OHR by *May 8, 2017***

**PERFORMANCE MANAGEMENT PROCESS
PMP FORM**

**UNIVERSITY
OF MARYLAND
SYSTEM**

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 factor 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:** 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 to 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	RATING SCALE				
		Out- Stand- Ing	Above Stand- Ards	Meets Stand- Ards	Below Stand- Ards	Unsat- Isfact- Ory
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Impt. Wgt.: High Med Low	RATING SCALE				
		Out Stand- ing	Above Stand- ards	Meets Stand- ards	Below Stand- Ards	Unsat- isfact- ory
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		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLIENT SERVICE: Understanding the needs of internal and external clients; making special effort to be responsive in meeting their needs and building client satisfaction		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

CONCEPTUAL SKILLS						
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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

OTHER FACTORS (OPTIONAL)						
		<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: Manager/Supervisor Performance Factors

EMPLOYEE NAME	ID #
---------------	------

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- isfact- ory
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.		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION AND WORK ALLOCATION: Organizing 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.		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:						

Other Factors (Optional)						
		<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 4: OPERATIONAL OBJECTIVES (OPTIONAL)

EMPLOYEE NAME _____ ID# _____

OBJECTIVES/STANDARDS	RESULTS	Impt. Wgt. High Med Low	Rating Scale				
			Out- stand- ing	Above stand- ards	Meets stand- ards	Below stand- ards	Unsat- isfac- tory
			<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"/>
			<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"/>
			<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"/>
			<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"/>
			<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"/>

Section 5: Summary of Overall Performance				
OVERALL PERFORMANCE RATING				
Outstanding	Above Standards	Meets Standards	Below Standards	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL COMMENTS:				

SECTION 6: EMPLOYEE PERFORMANCE DEVELOPMENT LANS	
SPECIFIC PLANS FOR DEVELOPMENT	TIMING
	Completion date
	Completion date

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.		

