

# Developing Performance Plans

For NIH Performance Liaisons

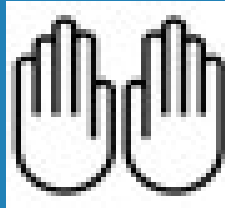


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# OBJECTIVES

- Clarify the important role of the performance liaison in the HHS Performance Management Appraisal Program (PMAP) implementation
- Provide hands-on experience in developing performance plans



# Performance Liaisons Make all the Difference!

## As agents of change, you can:

- Create support and *momentum*
- Reinforce that the PMAP is do-able and worthwhile
- Help develop PMAP implementation strategies
- Become valuable resources
- Share best practices!



# Opportunity!

- PMAP affords a means to help employees understand how the work they perform connects to the greater goals
- PMAP provides a method to re-frame and re-think how each of us adds value
- Performance plans are vehicles that help cement commitment to important ideals and outcomes



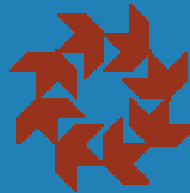
**PMAP PLAN**

# *Challenge Yourself!*

Be open to **new possibilities** and new ways of conveying important concepts through performance tools!

“Our heads are round so that our thoughts can change direction.”

-Francis Picabia



# Performance Plans:

- **CASCADE** from HHS, NIH, and IC broad goals;
- Reflect **PRIORITIES** and **EXPECTATIONS** for individual employee performance;
- Clearly define employee **ACCOUNTABILITY**



# Performance Plan Formula

Performance Plans should be SMART:



Specific: Goals and expectations are clearly stated and direct.

Measurable: Outcomes are being achieved in comparison to a standard.

Attainable: Goals or results/outcomes must be achievable and realistic.

Relevant: Goals have a bearing on the overall direction of the organization, including the "One HHS" Program and Management Objectives.

Timely: Results are measured in terms of deadlines, due dates, schedules, or cycles.

# Employee Performance Appraisal Form

Includes up to six critical elements that convey annual expected performance requirements

## Critical Element Categories

*Critical elements are so important that unacceptable performance in any critical element results in an overall rating of unacceptable*

### Administrative Requirements

- Section for supervisors
- Section for all other staff

### Individual Performance Outcomes

Comprised of the following; check the ones that fit:

- Performance Management
- Ethics and Integrity
- EEO/Diversity
- Employee Development
- Workforce Activity
- Customer Service
- Recovering Improper Payments

Three to five of these:

- Outcome 1
- Outcome 2
- Outcome 3
- Outcome 4
- Outcome 5



# Critical Elements

- Core components of the job
- Include work that is within the control of the employee
- Their successful performance furthers the mission of the unit; conversely, failure to perform them well can have a detrimental impact to the unit
- They may consume much of the employee's time; or
- They may be provided or rendered less frequently than other aspects of performance, but may be very significant in nature.

# When Drafting Critical Elements (Outcomes), consider:

- What needs to be accomplished?
- What are the major *deliverables* (work products services, or other important tangibles/intangibles)?
- What is the fully successful performance level?
- How will it be measured?



- Is the element challenging yet reasonable?



- What would success look like?

# Outcomes Defined

- Express specific *end results*
- Described as *nouns*
  - can be “stand-alone” statements as in slide 10, or
  - a short listing of bullets related to a single result, as in slide 15
- They “leave” the confines of the program to *serve the needs of the customers*



# Ideally...

They may be written as “impact” statements which convey improvements, such as:

- a reduction of costs
- increased client satisfaction
- effective patient treatment
- a reduction in severity of disease for a given population



Example: Hiring times for *XYZ* vacant positions will be reduced by 50% by Dec. 31, 2006.

# Requirements for Cascading

At least one outcome must cascade from, or “track back” to, one of the “Top Twenty” HHS objectives

Outcomes may also relate to:

- The NIH roadmap
- GPRA or other programmatic goals
- Goals of other stakeholders and/or customers
- Your supervisors' critical elements



# Examples of Measures

**TIMELINESS**

**COMPLEXITY**

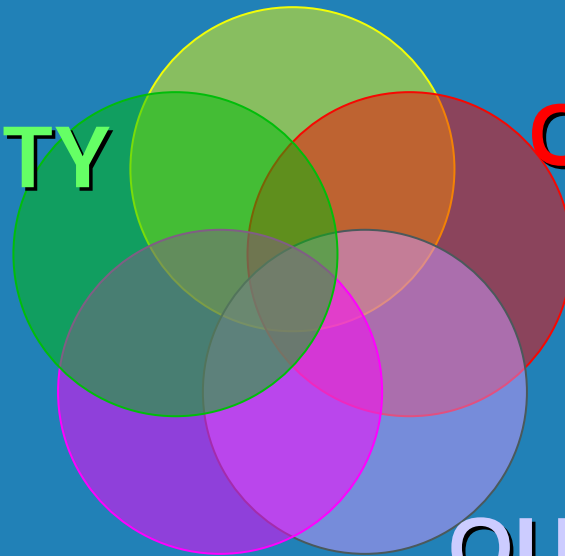
**QUANTITY**

(Productivity)

**EFFECTIVENESS**

**QUALITY**

(Manner of performance/  
Customer satisfaction)



# Measures and Assessment Methods

## QUALITATIVE

- ✓ Self-assessment
- ✓ Supervisory Observation
- ✓ Peer Review
- ✓ Spot Checks
- ✓ Other Department feedback
- ✓ Customer feedback

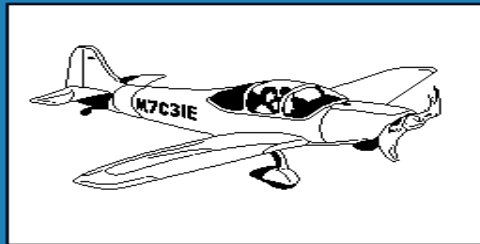
## QUANTITATIVE

- ✓ Record Review
- ✓ Performance/productivity data
- ✓ Automated Systems
- ✓ Surveys

# Sample Performance Outcome

## Secretary/ Administrative Assistant

The PD states, "Arranges travel for budget office staff members; prepares travel orders and vouchers."





# Sample Travel Performance Outcome

## "Travel Services

Travel services are effective, as demonstrated by:



-Travel orders and vouchers are consistently completed in accordance with NIH, OD, and OHR travel regulations and policy;



-Vouchers are normally completed within 5-7 days of receipt of the traveler's submission of paperwork."

This element relates to and supports objectives in the "One HHS" Program and Management Objectives, specifically No. 10, Improve Budget and Performance Integration.

*This example includes "balanced" measures – timeliness and manner of performance, which are equally important. In combination, they provide a richer picture of expectations.*



# To Draft a Performance Plan:

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Review the position description, then:

- Review the Administrative Requirements critical element category (Part A) on the appraisal form;
- Check off pertinent items, adding any as necessary; then:

# Drafting Plans (cont'd.)

Complete the Individual Performance Outcomes (Part B) portion of the form:

- Identify 3 – 5 key aspects (core or “critical” elements) of the position
- Write them as noun statements
- Determine what the fully successful level would look like, for each critical element – decide how to measure that performance level



# "Validating" Your Critical Elements

- Are they results-oriented? Do they reflect outcomes, rather than tasks?
- Do they pass the **SMART** test?
- Are the measures balanced and meaningful?
- Are the outcomes challenging yet reasonable?
- Is there room to exceed stated outcomes?
- Does at least one or more outcomes track back to one of the Top 20? Is this indicated on the form?
- Do they support the goals described in the supervisor's plan?



# Thoughts on Adding Value...

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has!”

-Margaret Meade

Questions??

