



Performance and Development Plan (PDP) Instructions

For Employees and Managers in Washington State Agencies and Higher Education Institutions

The Performance and Development Plan (PDP) is a tool to support effective employee performance management. It is formatted to facilitate both performance planning and feedback at the end of the performance period. The PDP is organized as follows:

Performance Planning	1. Performance Expectations (Results and Competencies)
	2. Training and Development Needs/Opportunities
	3. Organizational Support
Performance Assessment	4. Interim Reviews (Optional)
	5. Performance Feedback (Results and Competencies)

Instructions for using the PDP are outlined below. Additional guidance can be found in the PDP User's Guide available at <http://hr.dop.wa.gov/Guidance/performance/PDPGuide.htm>.

Preliminary Steps

- The supervisor updates the position description form, if needed.
- The supervisor completes the data section at the top of the PDP form.
- The supervisor identifies linkage of employee's position to organizational mission. He/she may request input from or involvement of the employee.
- The supervisor determines timing and outlines the process that will be followed in completing Parts 1-3 of the PDP.

Performance Planning (To be completed at beginning of performance period)

Part 1: Performance Expectations

Performance expectations are determined by the manager. However, the employee should have input. Typically, expectations noted in the PDP are limited to those that are critical or key to successful job performance. The PDP calls for two categories of performance expectations: Key Results Expected and Key Competencies Expected.

- **Results** refer to the "what" of the job. Based on the primary areas of responsibility, what are the most important outputs or outcomes expected during the performance period? These expected results should be stated in measurable or observable terms, to the degree possible. Examples and further guidance are provided in the PDP User's Guide.
- **Competencies** refer to the "how" of the job – the behavior that the employee engages in when carrying out the "what" of the job. Competencies are those measurable or observable knowledge, skills, abilities, and behaviors critical to success in a key job role or function. Key competencies that are specific to the job should be included. Competencies that are core to the organization may also be included in this section. Some examples of competencies are included within these instructions.

Additional examples can be found at <http://hr.dop.wa.gov/Guidance/competencies/PerfMgmtCompExamples.doc>.

Further guidance is provided in the PDP User's Guide available at <http://hr.dop.wa.gov/Guidance/performance/PDPGuide.htm>.

Supervisors should consult with their Human Resources office for any specific direction about what competencies might be used in this section.

Part 2: Training and Development Needs/Opportunities

Improvements the employee should make to achieve or sustain fully successful job performance should be outlined in Part 2. Training and development opportunities for the present job and for career advancement should also be identified. Organizations that have an individual development plan process may use that format as a replacement for this section.

Part 3: Organizational Support (Optional)

Part 3 is to be completed by the employee only, at his/her option. This is an opportunity for the employee to give the supervisor suggestions as to what other support the employee feels he/she needs to be successful.

Signatures (For performance planning phase):

The supervisor and employee sign the PDP at the end of the performance planning phase. Typically the supervisor retains the original form and provides a copy to the employee, but supervisors should check with their Human Resources office for agency specific instructions on distribution and filing.

Performance Assessment (To be completed at end of performance period)

Part 4: Interim Reviews (Optional)

As an option, Part 4 can be used to document interim performance feedback.

Part 5: Performance Feedback

Part 5 is the final performance review and is to be completed at the end of the performance period. The supervisor schedules a performance feedback session with the employee. Prior to this session, the supervisor and employee separately complete Part 5 of the PDP.

At the feedback session, the employee and supervisor share with one another their draft performance assessments. These responses should be based on observed or verified performance. The aim of the feedback session is to have an open and constructive discussion that leads to an understanding of how well the employee did in meeting expectations during the course of the performance period.

For each Key Result Expected, the discussion should include the degree to which the expected outcomes were accomplished. For each Key Competency Expected, the discussion should address how well and/or how frequently the employee demonstrated the competencies during the period.

Space is also provided to insert other relevant information. Examples include special achievements, comments about strong performance under unanticipated difficult circumstances, etc.

At the request of either party, the reviewer may be involved in the process.

Signatures (For performance assessment phase)

The supervisor prepares the final form and shares it with the employee. Both sign the final PDP. The form is then referred to the reviewer whose signature indicates that the process has been appropriately followed. The reviewer may also add relevant comments concerning the employee's performance.

Typically, the supervisor provides the employee a copy and the original is placed in the employee's personnel file, but supervisors should check with their Human Resources office for agency specific instructions.

A new performance cycle begins at this point. The supervisor now makes arrangements to prepare a new PDP for the upcoming performance period.

COMPETENCY EXAMPLES

These are a few examples of competencies that could be used, where applicable, in planning performance expectations and development needs. Each example includes a general definition and some samples of specific performance standards that could appropriately be used in the Key Competencies Expected section of the PDP. In all cases, the competency description and performance standards should be tailored to the needs of the job. More competency examples are available at <http://hr.dop.wa.gov/Guidance/competencies/PerfMgmtCompExamples.doc>.

Position-specific competencies are best determined through a job analysis process. Supervisors should confer with their HR office to receive specific direction around competency identification.

Accountability: Accept personal responsibility for the quality and timeliness of work. Can be relied upon to achieve results with little need for oversight.

- Productivity: Meet productivity standards, deadlines and work schedules.
- Goal measurement: Understand, communicate and measure goals accurately.
- Focus: Stay focused on tasks in spite of distractions and interruptions.
- Time efficiency: Make the best use of available time and resources.
- Balance quality & deadlines: Appropriately balance quality of work with ability to meet deadlines.
- Bottom line: Clearly see the “bottom line” of customer expectations and ensure that work products meet that bottom line.
- Acknowledge & correct mistakes: Do not make excuses for errors or problems; acknowledge and correct mistakes.
- Assume responsibility: Do not attempt to diffuse blame for not meeting expectations; face up to problems with people quickly and directly.

Judgment:

Display balanced thinking that combines analysis, wisdom, experience and perspective. Produce decisions that withstand “the test of time.”

- Learn from past similarities: Notice similarities between current and past situations, and from that, identify a course of action.
- Consider decision impacts: Consider the impact of decisions on co-workers and other organizational units.
- Make analysis-based decisions: Recognize and carefully weigh pros and cons of a prospective action and makes the best decision; based on pros/cons, identify options and choose a course of action to address issues.
- Involve stakeholders: Involve stakeholders as appropriate in decision making that impacts them.

Stress Tolerance:

Effectively handle highly stressful or adverse situations, making good decisions, working calmly and accurately, and helping to calm others.

- Diffuse turbulent situations: Handle turbulent situations with grace and ease; able to effectively diffuse potentially violent people or situations.
- Lead and direct in crisis situations: Lead others into a calmer state; safely remove others from harm if they are in a dangerous environment. Expertly intervene and provide direction in crisis situations.
- Remain calm & rational: Remain calm while handling volatile, threatening, or other emergency situations. Decisions and actions are objective and rational.
- Vigilant through slow periods: Remain vigilant and ready to respond to potential emergency events even through periods of low activity.
- Work under difficult conditions: Maintain order in stressful situations; work effectively under difficult conditions.
- Life-threatening situations: Recognize and respond appropriately to life-threatening situations.

Verbal Communication:

Effectively express ideas and information through the spoken word using language that is appropriate to both the complexity of the topic and the knowledge and understanding of the audience.

- Clear audience communication: Speak using a clear voice at a volume and pace appropriate to the situation. Recognize when to pause to allow the listener time to assimilate information and ask questions.
- Paraphrase: Actively listen to other people taking part in the conversation. Able to accurately summarize what others have said.
- Non-verbal communication: Appropriately utilize body language, facial expressions, and vocal inflection and tone to help convey ideas and information.
- Rules of language, verbal: Consistently follow accepted rules of language regarding grammar, word usage, and sentence structure.
- Clear presentation: Explain or present information in a clear, concise, logical manner that achieves understanding of the intended message.
- Read audience: Interact with and read the audience, recognize problems, and adjust the language, tone, pace, volume, etc. as necessary to ensure audience understanding.
- Key information: Ensure that all pertinent information is included in the spoken message; emphasize the most important points, resulting in quick understanding of the material’s essence.
- Persuasion techniques: Speak in a way that captures and holds the attention of the listener. Choose language intended to persuade or influence the listener’s opinions.
- Present complex information, verbal: Effectively translate complex or technical concepts into messages lay persons can readily understand and grasp.