



Department of Health and Human Services

Guide for Writing Performance Plans (PMAP)

Performance Elements and Measureable Standards

**HHS
Workforce Relations Division
Office of Human Resources
Assistant Secretary for Administration**

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INTRODUCTION

This Guide for Writing Performance Plan includes material to help supervisors and managers write strong performance elements and measurable performance standards as they prepare performance plans (PMAPs). This document contains several examples of generic results-oriented elements and measurable standards. **These examples are intended to assist you in developing a good performance plan for your employees and should be considered a base, not a final. It is likely that you will need to customize the examples to meet your organization's specific needs/duties/assignments, etc.**

Note: Please confer with your servicing Human Resources Office for additional information and resources on writing a strong performance plan.

PERFORMANCE PLAN (PMAP)

A performance plan is a document that communicates the job responsibilities/duties and the expectations for satisfactory performance of those job responsibilities. Employee performance plans should be flexible so that they can be adjusted for changing program objectives and work requirements – in other words, a performance plan is a living document. A performance plan includes:

- Performance elements – work assignments or responsibilities that are used to plan, monitor, and appraise employee's performance.
- Performance standards for each performance element – provide the employee with specific performance expectations for each major duty. They are the observable actions which explain how the job is to be done, plus the results that are expected for satisfactory job performance.

Critical Elements and Performance Standards Overview

Critical Element: **A critical element is a work assignment or responsibility of such importance that unacceptable performance on that element would result in a determination that the employee's overall performance is unacceptable.** The HHS performance plan has two categories of critical elements: (1) Administrative Requirements and (2) Individual Performance Outcomes and at HHS there are only CRITICAL performance elements.

The Individual Performance Outcomes include a brief description of the element, with measurable outcomes (performance standards) of how well the employee must meet goals to reach an acceptable level. In addition to the Administrative Requirements element, it is expected that there will be between **three (3) and five (5) Individual Performance Outcomes** listed for each employee in the PMAP. An employee's plan may not contain more than five (5) Individual Performance Outcomes, for a total of six (6) critical elements.

Strategic Alignment: It is recommended that at least one performance element be linked to specific organizational goals or objectives. When an employee understands the relationship between their day-to-day work and the mission of the agency, the engagement of the employee and level of job satisfaction are often increased. Therefore, it is important to take a moment when drafting the performance plan and think about this connection, so that you may articulate it to the employee as you review their plan with them. Follow this link to find the [HHS Strategic Plan](#). It is recommended that you identify the strategic goal in parentheses following the element description to ensure that the employee is aware of the connection.

Performance Standard: A performance standard means a statement of the performance requirement, or expectation for an element that must be met to be appraised at a particular level of performance. A performance standard may focus on, for example, factors such as quality, quantity, timeliness, and manner of performance and may be written in SMART format (explained below). The PMAP policy requires that there be at least one performance standard for each critical element; however, we recommend that each critical element contain between **three (3) and five (5) performance standards**.

Critical elements and performance standards can describe activities, competencies, or results.

- **Activities** are the actions used to produce results. They are described using verbs.
- **Competencies** are the knowledge, skills, abilities, and behaviors that are required in order to be capable to do the work and to achieve desired results.
- **Results** are consequences or outcomes of employee actions, activities, and demonstrated competencies. Results are the value-added accomplishments the work unit leaves behind after its members go home at night. They are described using nouns.

In short, performance elements tell employees **what** they have to do and performance standards tell them **how well** they have to do it.

This Guide will walk you through how to develop well-written performance elements and standards for any position within your organization. At the end of the Guide there are a number of common elements and a variety of performance standards for your use as appropriately applied to the various positions. NOTE: **You will need to customize the examples to meet your organization's specific needs and the individual duties and assignments of each employee.**

WRITING RESULTS - ORIENTED ELEMENTS

Identification of the major job duties and responsibilities is key to having a performance plan that allows you, as the supervisor, to hold the employee accountable for his/her performance. A performance plan is written for the duties of the position and the of the grade level – they are not written to the individual person. What this is means is that **when you are thinking about writing a performance plan, you need to focus on what success looks like for the position, not the current incumbent of that position.**

In writing critical job elements, your first task is to identify the three to five primary responsibilities of the position.

Tips for determining which responsibilities qualify as elements:

- The employee spends a significant portion of a day, week or month doing it. Is this a significant job component?
- The employee has primary control over the outcomes.
- The employee has full authority to perform this element.
- The task impacts on the organization's ability to accomplish its mission or meet its goals.
- It is distinguishable from other performance elements.
- Is there a negative consequence to the organization's mission if this is performed inadequately or the end product not produced?

To determine the most important performance elements, look at these factors:

- Frequency of the responsibility execution.
- Length of time it takes to complete the responsibility.
- Whether the employee controls the outcome of the responsibility
- Level of difficulty
- Potential adverse consequences Impact on the organization

Responsibilities must be worded as results-oriented elements. The elements should:

- Capture the scope of the responsibility.
- Contain a verb and have an object.
- State the responsibilities in terms of outcomes or outputs to the extent possible.

Results and/or outcomes are easily identifiable when action verbs are used in the performance element description, such as:

- To provide ...
- To ensure ...
- To improve ...
- To reduce ...

Performance Standards

The purpose for having performance standards is to be as specific and objective as possible in communicating to the employee what is expected as they execute their duties. The standard should:

- Be clearly written and unambiguous
- Be free from bias, personal feelings, or opinions
- Contain finite measures that specify the line between satisfactory work and less-than-satisfactory work

An effective standard is one where the supervisor can realistically observe and monitor performance to ascertain whether the standard has been met. When writing standards avoid simply listing tasks without describing the regularity of the occurrence of the task. The measure should be written at the “Achieved Expectations (AE)” or Fully Successful level. It should also be consistently applied to all personnel in the same or similar position or grade.

The “Achieved Expectations” level of performance means that an experienced and competent employee will consistently achieve or meet the performance standards for the job given circumstances within his or her control. The Achieved Expectations level is typically thought of as the level of performance that is required to be achieved in order to be rated satisfactory. *In plain English, it is the basic level for which an employee receives his or her pay check.* The employee may perform better in some aspects and less so in other aspects, but overall the performance was at the Achieved Expected results level.

Keep in mind that the wording must leave room for an employee to exceed the “Achieved Expectations” standard.

Types of Measures

The following are types of measures that are typically used in performance standards to ensure adequate performance assessment:

- Quantity;
- Timeliness;
- Cost Effectiveness; and/or
- Manner of Performance

Typically, at least one, and, in many cases, a combination of these types of measures will be included in a performance element/standard.

Critical elements that focus on competencies can also be important and desirable to include in plans, but a results-oriented performance plan should describe most requirements in terms of results.

Supervisors are responsible for ensuring that performance standards for individual subordinate employees clearly align with organization mission, Government Performance Results Act strategic goals, or other program or policy objectives, and take into account the degree of rigor in the appraisal of their employees. Supervisory plans must include a critical element that includes accountability for the performance management of their subordinates.

It is important to keep in mind that the grade level of the position must be considered when writing performance standards. As an employee increases in grade level they are also improving their understanding of the requirements and ability to work independently and exercise proper judgment to accomplish the assignment with less direction. The performance plan may reflect that expectation.

For example, when writing a performance standard for a GS-9 employee, the performance standard may indicate that the product must be accomplished within 5 business days of receipt. However, when drafting the same performance standard for a GS-12 employee in the same position, the performance standard may indicate that the product must be accomplished within 3 business days or even in a timely manner.

QUALITY: For many, if not most jobs, quality measures will be applicable.

Quality addresses “how well” the task was performed and refers to the accuracy, appearance, or usefulness of the work effort. Examples of ways to state quality measures include:

- Adheres to standards established by (describe expectation)
- In compliance with specifications
- As measured by customer feedback indicating satisfaction
- Reduced error rate (or rework) by____%

QUANTITY: Quantity measures assess “how many” or “how much” of something is required to meet the level of performance being described. Examples of ways to state quantity measures include:

- At least “x” “phone calls” per day
- A minimum of “x” per week/month
- Increases (or decreases) number of _____by 10%
- Receives no more than 2 grievances per 1000 employees

TIMELINESS: Timeliness measures refer to completion times and are usually expressed as how quickly, when, or by what date an employee produces the work. These are probably the easiest to

craft. Examples of ways to state timeliness measures include:

- Maintains cycle time (e.g., weekly, monthly, quarterly) of _____
- Submits reports on time at end of each quarter
- Meets deadlines by _____
- Talking points are submitted in time for supervisor or higher level official to prepare for critical meetings and policy discussion

One often-used expression is “in a timely manner.” Be careful when using this as the only measure, you will need to ensure that the employee truly understands what is a “timely manner.” This can be accomplished through supplemental documents such as, standard operating procedures, etc.

COST EFFECTIVENESS: Cost-effectiveness measures refer to dollar savings or cost control for the Government that can be documented and measured in Agency annual fiscal year budgets. Examples of ways to state cost- effectiveness measures include:

- Maintains or reduces unit expenditures
- Stays within budgets
- Reduces the time it takes to provide X service by %
- Spends no more than \$xx per program
- Reduces waste by 10%

MANNER OF PERFORMANCE: Manner of performance refer to types of behavior employed on the job. Examples of ways to state manner of performance measures include:

- Routinely works with collaboratively with _____
- Demonstrates progress to developing professional relationships with _____
- Regularly cooperates with coworkers and others in _____
- Displays understanding courtesy, tact, and politeness to others
- Models appropriate conduct by presenting advice in a positive and helpful manner

TIPS FOR DEVELOPING PERFORMANCE MEASURES

To determine the type(s) of measure(s) that might be appropriate for each task, think about the

following questions:

- Is quality important? Does the stakeholder or customer care how well the work is done?
- Is quantity important? Does the stakeholder or customer care how many items are produced?
- Is it important to accomplish the element by a certain time or date?
- Is it important to accomplish the element within certain cost limits?
- Is behavior important to the accomplishment of this element?

Wording should be specific, and the performance should be observable and measurable.

The Achieved Expected results level should be worded in such a way that the employee can exceed the standard.

Evaluate the tasks using a combination of descriptive and numeric measurements. **Numeric measures** are easy to verify and provide a quantifiable, objective tool. **Descriptive measures** have three components: a judge, what the judge looks for, and a verifiable description of what would represent meeting expectations.

Think about the following questions as you evaluate the measures for each task:

- How could quality, quantity, timeliness, cost-effectiveness and/or manner of performance be evaluated?
- Is there some number or percent that could be tracked?
- If the task does not lend itself to being evaluated with numbers but can only be described, ask:
- Who could judge that the expectations were met?
- What factors would they look for?

INDICATIONS OF GOOD MEASUREMENTS

A technique for establishing a performance plan is to use the “SMART” approach:

<u>Specific:</u>	Goals and expectations are specific, clearly defined and free from ambiguities, bias, personal feelings, or opinions.
<u>Measurable:</u>	Outcomes are evaluated against quantifiable standards.
<u>Attainable:</u>	Goals or results/outcomes are observable, achievable and realistic.
<u>Relevant:</u>	Goals are results-based and advance the operational and strategic mission objectives of the organization.
<u>Timely:</u>	Goals are time-bound and results are measured in terms of deadlines, due dates, schedules, or cycles.

AVOID “ABSOLUTE” STANDARDS

An “absolute” performance standard—allows for no errors (requires 100% compliance). In general, an absolute performance standard at the Achieved Expected level or Fully Successful level does not allow for the employee to achieve a higher rating on that element, which is impermissible and in violation of regulation and HHS Instruction. An absolute performance standard is unacceptable, except in very limited circumstances, such as, when a single failure to perform under a critical element would result in loss of life, injury, or breach of national security. In other circumstances, the MSPB and the courts usually will find that the agency abused its discretion by establishing performance standards that allow for no margin of error. When writing standards, you should avoid the appearance of requiring perfection at the Achieved Expected level.

To help determine whether you are writing an absolute standard, ask yourself:

- How many times may the employee fail this requirement and still be acceptable?
- Does the retention standard use words such as “all,” “never,” and “each”? (These words do not automatically create an absolute standard, but they often alert you to problems.)
- If the retention standard allows for no errors, would it be valid according to the criteria listed above (risk of death, injury, etc.)?

AVOID “BACKWARD” STANDARDS

Case law requires that an employee understand the level of performance needed for retention in the position. When using a Minimally Successful level of performance, a common tendency is to describe it in terms of work that does not get done instead of what must be done to meet that retention standard. Describing negative performance actually describes Unacceptable performance. Standards such as “fails to meet deadlines” or “performs work inaccurately” allow an employee to do virtually no work or to do it poorly and still meet that retention standard. MSPB considers these “backward” retention standards invalid. To help you determine whether you are writing a backward retention standard, ask:

- Does the standard express the level of work the supervisor wants to see or does it describe negative performance?

Example: Requires assistance more than 50 percent of the time.
 (It describes the negative performance level.)

Corrected: The employee works independently 50 percent of the time.

- If the employee did nothing, would he or she meet the standard, as written?

Example: Completes fewer than four products per day.

Correct: Completes at least 4 products per day.

SAMPLE PERFORMANCE STANDARDS FOR YOUR USE AND ADAPTATION

The following pages provide a variety of sample performance elements and standards commonly used in performance plans. There are many sample performance standards for each element, it is unlikely that you will use all or even most of them. You should review them all and identify the performance standards that best meet or represent your organization's needs. **You may cut and paste them into a performance plan, but you must revise them to be relevant to your organization and to accurately describe your expectation for the position.**

REMEMBER: Performance standards are written for the position, not for the person. The performance standard must describe the level of performance required to be successful in the position; this is not person dependent.

How to use this Guide:

The performance element is written in the yellow box and can be copied directly and fully into a performance plan.

The performance standards are bulleted underneath the yellow box and while the entire standard may need to be revised to more accurately fit your organization's needs, the underlined portion of the performance standard **MUST** be revised to describe the specific performance expectation for the position.

EXAMPLE:

PERFORMANCE ELEMENT: SAMPLE ELEMENT TITLE

One or two sentences to summarize element's goal.

Performance Standards:

- Example One...words describing the standard requirements, with a measure description.
- Example Two...words describing the standard requirements, with a measure description.

REMEMBER THESE ARE SAMPLES AND THE PERFORMANCE ELEMENT AND PERFORMANCE STANDARDS (INCLUDING THE MEASURES) MUST TAILORED TO YOUR ORGANIZATION'S NEEDS AND REQUIREMENTS.

PERFORMANCE ELEMENT: Business Results or Program Results

Supports achievement of program strategic goals and initiatives within assigned functional areas of responsibility and contributes to the overall accomplishment of HHS and OPDIV/STAFFDIV/OFFICE strategic objectives

Performance Standards:

- Handles multiple tasks simultaneously, prioritizing and completing assignments within established deadlines with not more than 3-5 exceptions. Tracks assigned projects, correspondence, etc., from initiation to completion and addresses each within the timeframes prescribed by the supervisor.
- Meets projected deadlines and quality expectation on assigned projects 85% of the time, including the issuance of policy and guidance, etc., and responses to requests from XX and XX, to ensure outcomes meet planned objectives.
- Prepares correspondence, memoranda, briefing papers, etc., that are timely, clear, accurate, thorough, and appropriately written and formatted. Documents have less than 2 errors 95% of the time.
- Prepares reports [insert examples] that are accurate and completed within established timeframes with no more than 1-3 exceptions.
- Provides technical oversight for assigned programs, and works to continually evaluate and improve them from a programmatic and cost-effective perspective. Achieves or demonstrates progress in improving program and work practices, including minimizing the complexity of processes whenever possible.
- Recommendations and contributions are accepted 80% of the time or more often because they are based on demonstrated sound judgment and analyses, cost effectiveness, and sensitivity to the effects on overall policy. Such recommendations range from strategic approaches to very broad problems to tactical solutions impacting individual program or operational issues.
- Provides timely and reliable technical advice and assistance to internal and external customers on {specify} matters with not more than 3-4 exceptions. Advice is based on good knowledge and proper application of Federal regulations, precedent cases, and relationships among interested parties. (Note – this standard could also be within a Customer Service element.)
- Feedback from customers indicates satisfaction on 2 out of 3 occasions.
- Safeguards and protects the personally identifiable information of all employees' contractors, or the general public from unauthorized disclosure with no more than 1 -2 exceptions.

PERFORMANCE ELEMENT: Business Results (Continued)

- Ensures that operations occur in an efficient manner to support the program areas (e.g., printing and distributing materials, creating regulations and guidance, etc.) with no more than 3 exceptions.
- Works collaboratively with customers to review issues impacting functional areas and identify effective strategies to improve outcomes. Informs customers of the status of relevant work issues with not more than 3-4 exceptions.
- Achieves or demonstrates progress to developing and maintaining professional relationships with all stakeholders both internal and external that advance HHS/OPDIV/STAFFDIV/OFFICE interests and promote collaboration, two-way communication, teamwork and results.
- Participates in a majority of OFFICE meetings, activities, and initiatives, as required.
- Continuously keeps supervisor informed regarding sensitive issues or controversial emerging issues and offers well thought-out recommendations to prevent and/or respond to developing problems with no more than 1-3 exceptions.
- Achieves or demonstrates progress towards working to provide information about program benefits to producers to ensure that they can make an informed decision [insert outcome measures here] e.g., newsletters, meetings, etc.
- Continuously gains useful information from XXX or other organizations within the Agency on the impact of policies and processes affecting the program.
- Holds meetings and/or teleconferences, as appropriate, with customers and/or agency contacts to promote services, share information and to remain abreast of HHS developments.
- Meets Federal contracting regulations with respect to processing, follow through, and life span with no more than 3 exceptions
- Processes requests in a timely manner 90% of the time.
- In accordance with HHS policy, deposits and processes payments within 24 hours of receipt.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

PERFORMANCE ELEMENT: Program or Project Management

Manages program(s), resolving issues and problems within the employee's control.

Performance Standards:

- Continuously reviews new and existing laws, regulations, and XXX policy and guidance to determine needed changes/modifications and makes appropriate recommendations.
- Develops new and modifies existed XXX policies and procedures when necessary, and consistently provides clear and accurate information to the supervisor and senior management to obtain necessary approvals.
- When necessary, solicits active participation from or provides information to HHS work groups concerned with _____
- Routinely develops and implements plans to achieve program objectives and assess/improve work products, services and processes, and demonstrates measureable results in program accomplishment and improvement.
- Maintains regular contact with XXX and advises the HHS program contacts with updated guidance. Comprehensive guidance is provided on a routine basis through a variety of communications methods including briefings, meetings, teleconferences, emails, training sessions, etc., for technical and administrative purposes.
- Processes program documents within the unit's established goals with no more than 3 exceptions.
- Ensures that reviews are conducted and reports are filed and submitted within established timeframes.
- Achieves or makes progress towards delinquency rates within the XX established goals.
- Ensures that staff is fully trained in the program areas for which each employee is responsible.
- Ensures that financial payments are made within 30 days of authorization.
- Successfully completed the XXX projects as project/team lead. (List projects with measures).

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

PERFORMANCE ELEMENT: Communication

Communication promotes the overall organizational goals and accomplishments of the XXX.

Performance Standards:

- Communicates clearly with internal and external stakeholders and shares accurate information 90% of the time.
- Responds to general questions within 24 hours with no more than 6-8 exceptions. Elevates more complex questions to supervisor or other individual responsible within 24 hours of inquiry.
- Prepares written documents and/or presentation materials that are clear, concise, and understandable; as well as following prescribed procedures and within established timeframes with no more than 3 exceptions.
- Written products or presentations follow plain English principles, including logical organization, description sections headings, simple terms and good use of tables, list, graphics and spaces 90% of the time.
- Draft written products are completed and submitted for review by deadline. Revisions are consistently completed and returned within the agreed-upon time frame.
- Prepares documents that are clear, concise and understandable as well as following prescribed procedures and within establish timeframes with not more than 3 exceptions.
- Responds in writing (when appropriate) to customer inquiries within established timeframes with no more than 3 exceptions.
- Regularly shares program/project information for which one is responsible with co-workers to increase staff awareness of all program areas within timeframes established by management (cross-training, collaboration, reports at staff meetings, etc.) 90% of the time.
- Provides advice and guidance consistent with appropriate guidelines in a coherent, articulate, positive, helpful manner that results in thorough communication and understanding of relevant issues between the incumbent and the customer with no more than 7-8 exceptions.
- Submits draft written products for review by the assigned deadlines, makes revisions within the established timeframes with no more than 3 exceptions.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

PERFORMANCE ELEMENT: Team Leadership

Leads individuals and team members toward specific goals and accomplishments.

Performance Standards:

- Provides leadership or oversees subordinate or co-workers' work and achieves desired results 90% of the time.
- Plans projects, monitors or reviews work within schedule and quality goals for assigned program or functional work 90% of the time.
- Continuously identifies and pursues opportunities to improve services or products.
- Demonstrates collaborative efforts between XXX and XXX by ensuring team regularly shares information and provides other support. Joint staff meetings are held on a regular basis as established by management.

PERFORMANCE ELEMENT: Individual Contributions to the Team

Works with team members to improve overall team accomplishments and to ensure success.

Performance Standards:

- Regularly cooperates with coworkers and others in meeting commitments and accomplishing assigned work on time; e.g., sharing information freely.
- Fosters productive and cooperative working relationships by showing understanding, courtesy, tact, and politeness to others with no more than 6-8 valid complaints.
- Demonstrates collaborative efforts between XXX and XXX by regularly sharing information and providing other support. Attends and participates in joint staff meetings with no more than 2 exceptions.
- Responds constructively to feedback, seeking ways to improve. Consistently raises concerns in a constructive manner and offers potential solutions.
- Updates records that affect other programs in the office within timeframes established by management.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

PERFORMANCE ELEMENT: Research and Analysis

Researches and analyzes data and other information to provide informed recommendations/decisions.

Performance Standards:

- Asks questions for clarification and makes suggestions for implementation within the timeframes established by management.
- Conducts research and data gathering in response to legal issues and other assignments that are complete, accurate, and relevant within established timeframes 95% of the time.
- Writes documents required by the supervisor that are clear, concise, and understandable within established timeframes 95% of the time.
- Written documents are considered of average professional quality, are infrequently returned for substantial revision for content, and usually fully analyze relevant legal and policy issues.
- Assembles, indexes, and organizes work papers to expedite analysis and develop quality summaries and report segments with no more than 3 revisions by supervisor 90% of the time.
- Analyzes data to identify weaknesses, patterns, and trends that are communicated to supervisor and other required staff within established timeframes.
- Prepares case files that are complete and accurate within established timeframes for use in legal or administrative forums with no more than 3 exceptions.
- Reviews and analyzes directive notices and procedure notices on a daily basis 95% of the time.
- Takes actions required by directives within the timeframes required 97% of the time.
- Prepares case files for program appeals that are complete and accurate within established timeframes 95% of the time.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

PERFORMANCE ELEMENT: Resource Management

Monitors allocated resources, including people, time, technology, facilities, contracts and funds.

Performance Standards:

- Manages within established budget for program, function, or work assigned; notifies appropriate individual of potential budget shortfalls at least 60 days in advance.
- Effectively manages human, financial, information and physical resources. Shifts available resources to accomplish changing priorities, when necessary.
- Plans projects or other assignments, monitors, and completes within schedule and quality goals 90% of the time.
- Cost estimates are sufficiently detailed, with back-up documentation. Managed within established budget for program, function, or work assigned.
- Ensures that travel, training, and other administrative forms are properly completed, timely, and followed-up to ensure proper processing 95% of the time.
- Plans resource needs accurately 90% of the time.
- Ensures that payments are processed within timeframes with no more than 1-3 exceptions.
- Ensures bills are paid accurately so that payments do not incur additional charges 95% of the time.
- Ensures that budget object codes are correctly entered 97% of the time.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

PERFORMANCE ELEMENT: Customer Service

Develops and establishes effective working relationships with all stakeholders both internal and external to HHS as required to accomplish mission and goals.

Performance Standards:

- Presents advice and guidance in a positive and helpful manner, including appropriate options, recommendations, and results, with no more than 6-8 valid complaints. Advice and guidance is complete, timely, and consistent with appropriate guidelines 80% of the time.
- Routinely responds to each customer request with the most accurate and complete information available. If information cannot be provided immediately, answers are usually provided within 2 work days of receipt.
- Takes actions as soon as necessary to effectively solve problems before they have an adverse impact on the organization or other employees.
- Responds to customer questions accurately with no more than 6-8 valid complaints.
- Responds, by at least acknowledging receipt of an inquiry as soon as possible, but within 24 hours 90% of the time.
- Ensures external customers are acknowledged within 3 minutes of the time they enter the office with no more than 10 exceptions.
- Ensures that XXX are accurate and processed within established timeframes with no more than 1-3 exceptions.
- Responds to other agencies and offices regarding XXX within established timeframes with no more than 1-5 exceptions.
- Investigates and addresses customers concerns and complaints within 3 working days.
- Feedback from customers indicates they are generally satisfied with answers to questions, proposed solutions and suggestions, or recommendations are understandable.
- Makes improvement on customer satisfaction measures compared to previous data (comment/feedback cards, customer survey, random customer calls, direct observation, etc.).

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

Element: Non-Supervisory Equal Employment Opportunity (EEO) and Civil Rights (CR)
(Can be a standalone element or performance standards can be included in another element)

Actions are in support of EEO and CR principles and laws.

Performance Standards:

- Models appropriate behavior by treat customers, colleagues, employees, and other internal and external stakeholders with respect, courtesy, politeness and sensitivity with no more than 6-8 valid complaints.
- Consistently treats coworkers with respect, fairness, and politeness including socially disadvantaged, females and persons with disabilities. Relates well to people from various backgrounds and situations.
- Consistently treats customers with respect, fairness, and politeness including socially disadvantaged, females and persons with disabilities.
- Brings discriminatory issues or actions to the attention of the supervisor or other appropriate official as soon as possible but no later than 48 hours after the occurrence.
- Remains familiar with EEO/CR laws, regulations and policies to ensure adherence to requirements.
- Collaborates effectively with customers and stakeholders to advance EEO/CR objective within assigned areas of responsibility.
- Completes annual EEO/CR training, as required, within established time frames.

Element: Safety and Health

(Can be a standalone element or performance standards can be included in another element)

Adheres to Safety and Occupational Health practices and procedures in order to promote and maintain a safe and healthful work environment for all employees.

- Demonstrates a basic understanding of the Agency's Safety and Health Program. Complies with safety and health rules and regulations that apply to all employees.
- Ensures all reports of unsafe and unhealthful conditions are reported to a supervisor or designated official within 48 hours.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**

ELEMENTS FOR SUPERVISORS

Element: Supervision or Leadership or Management

(This is a mandatory element for all supervisors and managers with suggested language.)

Supervisory/Managerial duties are effectively carried out in order to support the Department's capacity to manage its programs in results oriented, customer-focused, and efficient manner. Supports and improves employee engagement.

Performance Standard:

- Prioritizes work of staff to deal with workload shifts and to ensure mission- critical work is accomplished with 95% accuracy.
- Schedules staff meetings at least monthly and after major program conferences or meetings or more frequently if required by management.
- Ensures that all new employees receive training on operational and procedural requirements within timeframes required by management.
- Ensures that all employees are assessed and training needs are identified, communicated to employees, and planned on an annual basis. Ensures that all employees receive required training within established guidelines.
- Ensures issues and problems are identified, documented, and dealt with in a timely manner (immediately for minor issues, usually within one week for others, or within Agency established timeframes as applicable) 90% of the time.
- Ensures fair treatment of staff by dealing with issues such as absenteeism, tardiness, and other chronic problems within one week of identification of problem.
- Prepares required reports that are accurate, according to stated requirements, and within established timeframes 97% of the time.
- Ensures all personnel responsibilities (recruitment, staffing, promotion, training, evaluation and discipline) are conducted fairly, meet established procedures, and within established timeframes 90% of the time.
- Routinely models appropriate leadership and professional behavior by _____ (treating others with respect, directing and motivating staff, maintaining confidentiality, etc.)
- Acts on recruitment actions within the 45 day hiring goal time line.

Element: Supervision or Leadership or Management (continued)

Analyzed feedback received from employees from the annual Federal Employee Viewpoint Survey (FEVS) or other feedback mechanisms (focus groups/ 1-on 1 discussions) and develops action plans to improve future survey results/employee satisfaction.

- Implement action plan to ensure the agency is rated in the top 50% of agencies surveyed in the 2006 Federal Human Capital Survey (FHCS) and in the top five agencies in the 2008 FHCS. Obtain employee feedback that indicates the plan is working.
- Takes into account employee perspective and encourages employees to develop creative and effective ways to successfully accomplish the organization's goals and objectives.
- Proactively seeks and listens to employees and objectively considers others' ideas and opinions, even when they are in conflict with one's own.
- Resolves disputes and problems with others through the use of problem solving, conflict resolution, and negotiation techniques. Provides suggestions on how best to use information and insights to improve programs and procedures.
- Schedules and holds staff meetings on a regular basis (at least monthly and after major program conferences and meetings or more often if required by management).

For Customer Perspective

- States/stakeholders are engaged in program priorities; problems and issues of mutual concern are identified and resolved collaboratively. Key messages and information are communicated effectively to States, other stakeholders, and the public through statements to the press, promotional events, and other strategies as applicable. Engages in dialog with advocates and public interest groups in the region to further agency goals and priorities and to hear and respond to issues that may be raised.
- Internal and external stakeholder needs and expectations are considered in making decisions, devising solutions, and resolving conflicts. Those consistent with corporate priorities are included in plans and commitments, and are monitored for success in achieving satisfactory results.
- Feedback from customers indicate satisfaction with the quality of service delivered, including that the service was provided in a collaborative manner and met the customers' needs; and the quantity and quality of information delivered, including that the information provided increased the customers' understanding of the agency's programs.

Element: Supervision or Leadership or Management (continued)

- Feedback from customers indicate that you demonstrated active listening to understand their needs; provided services/solutions that addressed their needs; worked collaboratively with them to address their needs; provided assistance when needed and the assistance provided was useful to them/made them more productive; handled interaction professionally; and maintained a positive working relationship by communicating and support agency goals, priorities, and positions to support accomplishment of agency mission and goals.
- Ensure 90% of customer requests are filled within timeframes and with less than 8% error. Proactively seeks and listens to customer and employees and objectively considers others' ideas and opinions, even when they are in conflict with one's own.
- Proactively respond to customer and workforce feedback and take appropriate actions to resolve concerns and issues within 30 days of receipt to maximize effectiveness.

For Performance Management

- Ensures that all individual performance plans are linked to the Director/Office goals and that the links are explained to employees by the required deadline.
 - Develop performance plans for all supervised employees that include a critical element with standards that identify clear and measurable (quality, quantity, cost, and/or timely) tasks and results that are aligned to organizational goals for each individual by the required deadline.
 - Conducts all requirements of the performance management cycle including encouraging two-way discussion of planning, reviews, evaluation, and career development, setting goals and conducting reviews and evaluations within established timeframes, encouraging and implementing on-going feedback throughout the year, 90% of the time.
 - Communicates how organizational goals are linked and cascaded to individual and work group performance, and how the accomplishments support employees' organizational goals within their organizations, through staff meetings, individual or team meetings, and electronic and internal correspondence initially and then via staff meetings, email, etc. throughout the rating period.
 - Ensures that all employees review the Agency's current Strategic Plan Framework or organizational goals with no more than 3-5 exceptions.
- * **Supervisors must include established timeframes, dates, numbers, and percentages where required.**

Element: Supervisory Equal Employment Opportunity (EEO) and Civil Rights (CR)
(This is a mandatory element for all supervisors and managers with suggested language.)

Demonstrates awareness of EEO/CR policies and responsibilities of agency and departmental goals of working to employ and develop a diverse, yet unified workforce.

Performance Standards:

- Models appropriate behavior by treating employees, peers, supervisors, and customers with respect, fairness, and politeness with no more than 6-8 valid complaints.
- Ensures that employees receive required Civil Rights, EEO, and Sexual Harassment training within established timeframes.
- Provides Civil Rights/EEO/Sexual Harassment/Diversity information (HHS material) to employees through information sessions, staff meetings, etc. at least 2 times a year.
- Responds to issues/actions/allegations according to Agency procedures and within established timeframes with no more than 3 approved exceptions.
- Takes action to reduce the number of valid employee complaints by actions such as increasing information provided for interpersonal skills training to employees, etc. at least 2 times annually.
- Reviews the HHS's Civil Rights and Equal Employment Policies with employees at least once per year to ensure that customers and employees are treated in accordance with the policy.
- Encourages employees to attend training to increase interpersonal skills; e.g., cross-cultural communication, negotiation, dispute resolution, problem solving, active listening, etc.
- Provides pro-active assistance to employees to help with problem solving and resolving conflicts. Results based on employee feedback or surveys, random oral surveys from second level supervisor, providing employee skills training in related topics.
- Meets HHS established Civil Rights/EEO goals for recruitment, selection, promotion, training, awards, and other personnel activities.

***Supervisors must include established timeframes, dates, numbers, and percentages where required.**