

# PERFORMANCE DEVELOPMENT PLAN

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Developing employee performance furthers the mission of the organization and enhances the overall quality of the workforce within the University by promoting a climate of continuous learning and professional growth; helping to sustain employee performance at a level which meets or exceeds expectations; enhancing job- or career-related skills, knowledge and experience; enabling employees to keep abreast of changes in their fields; making employees competitive for employment opportunities within the University; promoting affirmative action objectives; and motivating employees. Performance development plans may be considered at each stage of the performance management process.

An important component of the performance management process is development of employees' work-related skills, knowledge and experience. The development process offers another opportunity for you and your employee to work collaboratively to improve or build on his or her performance and to contribute to organizational effectiveness.

## **Continuous Learning**

Development of employee skills, knowledge and experience is essential in today's rapidly changing workplace. In order for the organization to remain competitive and to retain its reputation for excellence, employees should have up-to-the-minute information and the ability to use new technologies, adapt to organizational change, work in flatter organizations in which cross-functional skills and knowledge are required, and work effectively in teams and other collaborative situations. Employees, too, recognize that it is essential for them to continue to learn so that they will be effective in their current jobs and able to move into other positions or accept new responsibilities as circumstances demand.



## **Preparing the Plan**

There are four principal occasions when preparation of a performance development plan might be considered: 1) after definition or review of performance standards, 2) as a part of the ongoing process of observation and feedback, 3) as the final element of the performance appraisal process, 4) when an employee initiates a request for education or development opportunities.

At any of these points in the performance management process, you may discuss training, education or development opportunities with your employee. Identify the specific steps to be taken and document a strategy for accomplishing these objectives. That documentation should include:

- a description of the specific steps to be taken
- the names of those who will assist the employee
- end dates for the completion of the plan's objectives

- a statement of how successful completion of the plan's objectives will be appraised.

Use the *Performance Management Plan Worksheet* (see *Using the Performance Management Plan Worksheet* for an example) as a formal or informal tool to document performance-related employee development objectives. The worksheet helps you to relate these objectives to the specific essential functions and tasks of the position, the organization's annual goals and strategic initiatives, as well as the associated performance standards.

The section for *Future Plans and Actions* at the end of the *Performance Evaluation Form* may be used to describe plans for performance or career development, or an attachment may be provided. Enter a description of the objectives, the names of any resource people or groups who will be involved in their accomplishment, and the estimated completion date.

Below is a list of examples of activities, which could be considered appropriate for employee development. The list is not exhaustive, but represents many of the most commonly used methods:

- Staff Education and Development classes
- participating in the Staff Affirmative Action programs
- on-the-job training, cross training
- University course work Extension course work or certificate programs
- course work from external providers, schools, etc.
- attending or participating in institutes or conferences
- membership in professional organizations
- participation in professional organizations
- coaching or consulting
- writing professional articles or books
- individual career counseling
- new employee orientation
- working with a mentor
- management development programs (Management Skills Assessment Program, Middle Management Advance, etc.)
- attending teleconferences
- internships
- self-study or reading assignments
- computer-based training
- participation in projects
- membership in campus organizations (e.g., staff associations)
- participation on teams, task forces, or committees

## Considerations

Performance development plans should be considered with the needs of the organization and the needs of the employee in mind. Ask yourself, "What are the new functions that this unit will need to perform in the near term and over the next two to five years? What knowledge and skills will employees need to develop in order to perform these functions?" Doing an assessment of

your unit's future goals and objectives will enable you to identify development opportunities for your employees that will also benefit the organization.

Development options, which improve employees' effectiveness in their current jobs are called "position-related." Development opportunities for career advancement within the University are called "career-related." Activities, not job or career-related, which employees undertake out of personal interest are not included in a performance development plan.

When you support and encourage the growth and development of your employees, you build employee motivation and commitment to the organization, and you improve morale. The unit, the department and the University benefit when the employee succeeds in developing new skills, knowledge or experience.

Consult with your own supervisor and Department Head when considering whether to support job-related or career-related performance development options. In most cases it is up to your Department Head to decide whether the employee may reasonably be expected to complete the proposed activity successfully and to authorize activities in which the following might be necessary:

- flexible or alternate work schedules
- leave without pay leave at full or partial pay
- full or partial payment of fees and expenses
- temporary or part-time reassignment in another department.

Refer to the appropriate collective bargaining agreement or personnel policy or program for specific guidelines when preparing a performance development plan for your employees.  
**It is important that opportunities for professional development be available on a fair and equitable basis to all of your employees.**

Some of the factors, which may be appraised in deciding whether to authorize an employee's participation in a particular activity are:

- the employee's need for training
- the employee's career plan
- the needs and strategic goals of the organization
- the affirmative action objectives of the organization
- the resources of the department
- the advantages of one type of training over another
- the training needs of other department employees
- the effect of the determination on workload and other employees.

## **Performance Manager's Responsibilities**

### **Assessment**

As mentioned above, effective preparation of performance development plans, with and for your employees, requires the ability to assess the needs of the employee and the organization. You may develop your own skills in this area by attending the course, "Enhancing Career and Organizational Options," offered by Staff Education and Development on campus.

Help your employees to set career goals that are consistent with their skills, knowledge, experience and interests by providing feedback based on your observations and assessment of

their abilities, readiness and potential. The assessment should be based on your actual experience and observation of employee performance and behavior rather than on assumptions and personal biases.

### **Providing Information**

Performance managers support career development when they inform an employee about options for and possible barriers to career movement. For example, you may tell your employees about upcoming positions or openings for which they may be qualified, or about budgetary constraints, which may inhibit career options or development opportunities in the unit or department. Make sure that all of your employees have access to the electronic or printed versions of the UCSD Job Bulletin, which is updated weekly.

### **Referral**

Refer your employees to others who can assist them in achieving development goals. As a performance manager, it is your responsibility to be aware of the appropriate referral sources both within and outside of your department.

You may refer employees to books, journals, professional associations or other sources of information. You may also put them in touch with people who might be willing to serve as mentors or with those who might provide an information interview in which employees can learn more about a field or position from someone who is currently working in that area or capacity.

### **Guidance**

Encourage your employees to focus on clear, specific and attainable career goals. Share your knowledge and experience with your employees. Typical questions employees have are: 1) what is required to move to the next logical position, 2) what are the chances for advancement in this department, 3) how to be mobile within the University, 4) what is the difference between a promotion and an upward reclassification, 5) how to qualify for training and development opportunities, and 6) who to contact for further information or career counseling. Provide guidance to your employees about steps they might take to improve existing skills and knowledge or develop in new functional areas.

### **Develop**

Performance managers support employee development when they assign employees roles or tasks, which challenge them and provide the opportunity to grow. Base decisions about development options and opportunities on a careful assessment of the employee's readiness to accept additional or new responsibilities or challenges. Consider delegating a responsibility that is currently your own which is appropriate to the employee's classification and development. Provide on-the-job training and refer employees to classes, workshops, and other learning and development opportunities, and recommend employees to serve on committees, task forces or cross-functional teams.

## Using the Performance Management Plan Worksheet

Review the employee's job description to determine the essential functions (typically 4 to 8) for which standards will be developed. Enter these essential functions in the first column on the worksheet. The same column may be used for any annual goals for which standards are required.

### Appendix A – Performance Plan Worksheet

Essential Function/Annual Goals	Tasks/Strategic Initiatives	Standards	Development Plan
Contract and grant accounting.	Verify funding availability for all expenditures, authorize purchases, and post liens	Employee's performance will meet expectations when s/he audits purchase orders within five working days of receipt to determine if they relate to research or general purpose purchases or if they may be disputed by the awarding agency. Purchase orders are audited according to the award regulations and identified problems are brought to the performance manager's attention within two working days. These standards are met for at least 10 out of 12 months.	<p>1. Take _____ class offered by the Office of Contract and Grant Administration.</p> <p>Completion Date: _____</p> <p>2. Meet with _____ to review funding verification procedures.</p> <p>Completion Date: _____</p>

In the next column on the worksheet, list the tasks related to each essential function for which standards will be developed. This column may also be used to list strategic initiatives, associated with annual goals, so that standards may be developed for their accomplishment. Enter performance standards for each task or strategic initiative in the third column of the worksheet. For each function or task to be appraised, consider those training, education, or development actions, which may support improvement of employee performance or develop his or her professional strengths.

The principles which apply to the development of standards for essential functions and related tasks are the same as those necessary for developing standards for annual goals and related strategic initiatives.

Enter the recommended employee actions in column four of the worksheet. Include in the development column, the name of specific trainers, resource persons or programs involved in the accomplishment of the plan. Also give the date that the development action is expected to be completed.