Office of the Vice Chancellor for Research and Graduate Education (OVCRGE)

Supervisor & Employee Training

SUPERVISOR & EMPLOYEE
Version 1.0 | Updated July 23, 2017

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PERFORMANCE MANAGEMENT & DEVELOPMENT PROGRAM (PMDP)

PMDP is a new software program available to campus to streamline and track the activities and conversations required by UW–Madison’s performance management policy. The Performance Management and Development Program (PMDP) will provide UW–Madison with a centralized system for tracking and documenting these actions, providing the campus with greater consistency in how performance management is recorded.

SUPERVISOR & EMPLOYEE TRAINING

This module is geared toward learning the performance management functions for supervisors and employees within PMDP.

PURPOSE

The purpose of this module is to introduce you to the PMDP environment and the procedures for capturing, documenting and tracking performance management activities in compliance with the performance management policy. Employee / Supervisor responsibilities within the performance management policy include:

Supervisor:
- Completes all elements of the performance management program in compliance with the policy and any applicable division policies/processes in a timely manner
- Conducts frequent meaningful conversations with employees on their performance, goals, and growth
- Seeks assistance from division/department HR when necessary

Employee:
- Understands the performance management program and process
- Fully participates in the performance management program in a timely and constructive manner

LEARNING OUTCOMES

At the end of this module, you will be able to:
- Identify where to access PMDP
- Define the differences in user access and permission structure
- View how to navigate the dashboard and menu structure within PMDP
- Work through performance activities from start to finish using the participant guide and other resources

What are your expectations for this class?
SYSTEM ACCESS

PMDP is accessed at pmdp.hr.wisc.edu or through MyUW portal. The system will be available for your Division use on August 23rd, 2017. The system requires single sign on with your UW-Madison NetID and password.
PERMISSION GROUPS

Currently, five distinct permission groups are assigned in PMDP. A combination of the permission group, the team to which you belong (based on UDDS), and the role you play determine the actions that are available to you. The primary roles/permission groups involved in the administration include “Division HR” and “Department HR”. The five permission groups include:

<table>
<thead>
<tr>
<th>Permission Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>Access to the employee’s performance activities only. Additionally, all performance activities completed for the employee within PMDP will be available to the employee within PMDP on demand (24/7) through the website and MyUW portal.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Has access to performance activities for only those employees they supervise (direct reports). Additionally, will have access to their own employee performance activity (same as employee description).</td>
</tr>
<tr>
<td>Department HR</td>
<td>Has access to view and maintain HR performance activity functions for the employees/supervisors within the departments that they are administrators of. Will also have access to the supervisor function if they have direct reports (same as supervisor description). Additionally, will have access to their own employee performance activity (same as employee description).</td>
</tr>
<tr>
<td>Division HR</td>
<td>Has all the capabilities of Department HR, as well as access to view and maintain HR performance activity functions for the entire division. Will also have access to the supervisor function if they have direct reports (same as supervisor description). Additionally, will have access to their own employee performance activity (same as employee description).</td>
</tr>
<tr>
<td>SuperUser / Administrator</td>
<td>Central OHR TRE staff are the only users in this permission group. This allows full access to configure and troubleshoot the system.</td>
</tr>
</tbody>
</table>
PMDP DASHBOARD VIEWS

SUPERVISOR

Supervisors will have a dashboard under the HOME menu option which displays performance activities completed and in progress for their direct reports. They can view previous evaluation activity of which they have completed as well as current evaluation activity they have started.

The three tabs on the Top Menu Bar are
- Home – Dashboard View
- My Performance – Employees own performance activity and history
- Manage – Ability to search by each direct report

EMPLOYEE

Employees (who are not also supervisors) will have only the Home menu option where they can view any evaluation activity completed for themselves that was created within PMDP.
BEGINNING AN EVALUATION - SUPERVISOR

The Supervisor will begin a performance evaluation by selecting the employee they wish to evaluate. This can be done several ways:

On the Performance Management Tab (HOME on Top Menu Bar) find the employee. You can click on the EmplID or on the Start Evaluation link under Status.

You can also find the employee by clicking on MANAGE on the Top Menu Bar and search by your direct reports.

Once Employee is selected you will see any performance evaluation history and if there is no previous click on “Create New”.

Performance Evaluation History

EmplID: 00446486
Name: FINI-MARTEN, ERICA C
Evaluations: Create New
BEGINNING AN EVALUATION - SUPERVISOR

There are five performance activities to choose from:
- Thirty Day Conversation
- Mid Probation Conversation
- Summary Probation Evaluation
- Midpoint Conversation
- Summary Evaluation

Chose the performance activity you wish to create and click “Create”

Select Evaluation Type: Summary Evaluation

Input the “Evaluation Period Start and End Date” and click Save & Next

Performance Evaluation

Employee EmpID: 00446485
Employee Name: PM MARTEN, ERICA C
Evaluation Type: Summary Evaluation
Evaluation Status: Waiting on Supervisor

Thank you for your participation in this performance management process. Identifying areas of strength and opportunities for growth is an important activity in fostering development of UW-Madison employees.

Please give each section thoughtful consideration. You may return multiple times to complete this evaluation. All content may be modified by the person who creates it, until the evaluation is finalized by the supervisor.

Supervisor: Mark Tyler Wood

Evaluation Type: Summary Evaluation
Evaluation Period Start Date: 07/01/2016
Evaluation Period End Date: 07/24/2017

Save, Save & Next
BEGIN EVALUATION - EMPLOYEE

Once your supervisor begins the evaluation activity you will receive an email notification. If the evaluation type is Summary or Summary Probation, you will be asked to complete your Self-Appraisal portion of the evaluation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the goals you would like to work on for the next evaluation period including career development goals.</td>
<td></td>
</tr>
<tr>
<td>Describe your most significant achievements and successful efforts this past year.</td>
<td></td>
</tr>
<tr>
<td>What is going well in your position and/or role?</td>
<td></td>
</tr>
<tr>
<td>Describe any barriers or challenges that impacted you in effectively completing your job responsibilities or accomplishing your goals.</td>
<td></td>
</tr>
<tr>
<td>Please list your area(s) of strength</td>
<td></td>
</tr>
<tr>
<td>What skills or new knowledge would you like to develop for career development?</td>
<td></td>
</tr>
<tr>
<td>Is there any other information you would like to share with your supervisor regarding your work performance?</td>
<td></td>
</tr>
</tbody>
</table>
BEGIN EVALUATION - EMPLOYEE

Once you have completed your self-appraisal portion you can also attach documents on the Attachments Tab. Click on Save or Save & Next.

When you are finished with the self-appraisal and are ready to allow your supervisor to view click Allow Supervisor View.

Are you sure?

By clicking this button, all of your responses will be visible by your supervisor.
COMPLETING EVALUATION -SUPERVISOR

You can begin working on the supervisor portion of the evaluation at the same time the employee is completing the self-appraisal. Once the employee has completed their self-appraisal and allowed supervisor view, you will receive an email notification. You can then view the employee’s responses as well as any attachments they have uploaded.

Begin working your way through each of the tabs and clicking “Save & Next” as you go from one tab to another.

**Note:** Do not click “Allow Employee” to view until you are completed with at least the Expectations, Criteria for Success and Goals sections.
COMPLETING EVALUATION - SUPERVISOR: EXPECTATIONS

The Job Function, Expectations and Rating must be filled in on all evaluation types except for Thirty Day Conversation as that Rating would not be applicable and is unable to be filled in. The Rating Explanation gives you the opportunity to comment on employee’s performance within that area.

Click Add Row to begin inputting the Job Function and Expectations. The Job Functions are the critical components of the employee’s role and may change over time. You must add at least one Job Function. All Job functions entered will carry through to each subsequent evaluation. A best practice is to take the key areas of the PD or PVL. (Sample Job Functions and Expectations on page 12)

Rating Options are as follows: (See Rating Explanation Guide page 13)
## COMPLETING EVALUATION - SUPERVISOR: EXPECTATIONS

Sample Job Function and Expectations:

<table>
<thead>
<tr>
<th>Job Function</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as the first point of contact including screening phone calls, managing inquiries, greeting visitors, and providing general information</td>
<td>Answer phones and greet visitors in a timely and professional manner</td>
</tr>
<tr>
<td>Interpret Human Resources Principles, Policies and Procedures</td>
<td>Provide education and guidance to OVCRGE staff</td>
</tr>
<tr>
<td>Create and maintain the departmental website</td>
<td>Update contacts by 2nd week of each semester</td>
</tr>
<tr>
<td>Manage departmental files</td>
<td>Make sure files are being maintained according to archival requirements</td>
</tr>
<tr>
<td>Maintain multiple calendars using Microsoft Outlook</td>
<td>Schedule meetings within 48 hours of notification</td>
</tr>
<tr>
<td>Use email distribution lists to communicate general information</td>
<td>Update lists as appropriate when staff start/end</td>
</tr>
<tr>
<td>Conduct a regular evaluation of education programs</td>
<td>Compile and track evaluation data each month and report results</td>
</tr>
<tr>
<td>Act as the Department Property Administrator (DPA)</td>
<td>Understand and perform DPA duties</td>
</tr>
<tr>
<td>Create and deliver competency-based learning interventions aligned to desired goals and objectives</td>
<td>Design, develop and deliver three sessions each month</td>
</tr>
<tr>
<td>Provide timely information and resources to OVCRGE Centers and Institutes</td>
<td>Developing strategies for effective mentoring of employees</td>
</tr>
</tbody>
</table>

What questions do you have about the Expectations Tab?
PERFORMANCE MANAGEMENT & DEVELOPMENT PROGRAM RATING SCALE GUIDE

The Performance Management & Development Program (PMDP) rating scale guide is focused on providing clear levels of performance standards. The rating scale is meant as a best practice tool to aid managers and supervisors with the evaluation of employees. The definitions/examples contain language and common terminology that can be applied to measure the level of each employee’s performance.

Encouraging professional growth as well as developing healthy, inclusive and engaging employee/manager/supervisor relationships through effective performance activities is an essential component of a Performance Management & Development program.

PERFORMANCE RATINGS

| EXEMPLARY | • Performance consistently exceeded the communicated expectations in all essential areas of responsibility, job function or goals  
• Overall quality of work was excellent  
• Employee made an exceptional or unique contribution in support of school, college, division or University objectives  
• Employee demonstrated a very high degree of expertise and serves as a model of excellence or coach to other employees |
|---|---|
| SUCCESSFUL | • Performance consistently met the communicated expectations in all essential areas of responsibility, job function or goals  
• May occasionally exceed requirements  
• This rating conveys solid, effective performance |
| DEVELOPING | • Performance met the communicated expectations in most areas of responsibility, job function or goals  
• Employee is progressing and on track to achieve expectations, job functions or goals |
| PARTIALLY MEETING | • Performance did not consistently meet communicated expectations in one or more areas of responsibility, job function or goals  
• A professional development plan to improve performance may be recommended |
| NOT MEETING | • Performance was consistently below expectations in most areas of responsibility, job function and goals and/or reasonable progress was not made  
• Significant improvement is needed in one or more important area  
• A professional development plan to correct performance, including timelines, should be outlined and monitored to measure progress |
| UNABLE TO RATE / NOT RATED | • Not rated – not using  
• Criteria not being measured – comments only  
• Not applicable to employee’s role  
• Not yet trained – unable to rate |
COMPLETING EVALUATION -SUPERVISOR: CRITERIA FOR SUCCESS

Criteria for Success reflect key skills and values that employees are expected to demonstrate. If some criteria do not apply you can choose “Not Rated/Unable to Rate”. (Refer to Rating Scale Guide on Page 13)

Performance Evaluation

<table>
<thead>
<tr>
<th>Employee EmpID</th>
<th>Employee Name</th>
<th>Evaluation Type</th>
<th>Evaluation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>00027160</td>
<td>GRADEL, CHRISTOPHER S</td>
<td>Summary Evaluation</td>
<td>Waiting on Supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General</th>
<th>Expectations</th>
<th>Criteria for Success</th>
<th>Goals</th>
<th>Attachments</th>
<th>Overall Rating</th>
<th>Status</th>
</tr>
</thead>
</table>

Criteria for Success reflect key skills and values that unit employees are expected to demonstrate. Rating scale: Exemplary, Successful, Developing, Partially Meeting Expectations, Not Meeting Expectations, Unable to Rate/Not Rated.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
<th>Rating Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the mission of the University and work unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Makes good decisions that are consistent with the university’s, school’s, and work unit’s mission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses resources appropriately (other staff, central campus, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Helps others in solving problems and achieving goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develops skills to do job well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive approach to change and improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates receptiveness to new ideas and approaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Is flexible in methods of work completion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Shows a willingness to try new methods, takes advantage of learning opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Offers constructive solutions for making effective changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grasps the job to be done.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Meets schedules and deadlines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Shows initiative, anticipates needs, and takes appropriate action to make things better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Is accurate and avoids careless mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Shows an appropriate sense of urgency in completing work and addressing the needs of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Is dependable and reliable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Commitment to fostering a respectful, effective, and collegial work environment | | |
| - Is tactful, honest, and respectful in communications. | | |
| - Shows respect for individual differences (gender, race, religion, culture, age, orientation) | | |

Notes:
## COMPLETING EVALUATION - SUPERVISOR: OHR CRITERIA FOR SUCCESS

### Performance Criteria

**Commitment to the mission of the University and work unit**
- Makes good decisions that are consistent with the university’s, school’s, and work unit’s mission.
- Uses resources appropriately (other staff, central campus, etc.).
- Helpful to others in solving problems and achieving common goals.
- Develops skills to do job well.

**Positive approach to change and improvements**
- Demonstrates receptiveness to new ideas and approaches.
- Is flexible in methods of work completion.
- Shows a willingness to try new methods, takes advantage of learning opportunities.
- Offers constructive solutions for making effective changes.

**Commitment to the job**
- Grasps the job to be done.
- Meets schedules and deadlines.
- Shows initiative, anticipates needs, and takes appropriate action to make things better.
- Is accurate and avoids careless mistakes.
- Shows an appropriate sense of urgency in completing work and addressing the needs of others.
- Is dependable and reliable.

**Commitment to fostering a respectful, effective, and collegial work environment**
- Is tactful, honest, and respectful in communications.
- Shows respect for individual differences (lifestyle, behavior, abilities, attitudes, values, and views).
- Provides and accepts guidance and coaching.
- Is approachable and accessible, maintains cooperative work relationships.
- Deals constructively, discreetly, and directly with conflict.
- Supports a positive work environment.

**Only complete this section if the employee being evaluated is a supervisor or manager**
- Manages employee performance throughout the year and provides frequent feedback.
- Empowers others to make decisions and suggest changes.
- Addresses conflict and brings to a constructive conclusion.
- Leads in a way that promotes a positive work environment.

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Notes:
COMPLETING EVALUATION - SUPERVISOR: GOALS

- The Goal Type can be Current (relevant to the current evaluation period) or Future (relevant to future evaluation periods).
- A Thirty-Day Evaluation will only have future goals.
- All other evaluation types must have at least one current goal (that carried forward from the previous evaluation) and at least one future goal (that will carry forward to the next evaluation).
- Future goals are not rated.

Make sure you have one Current Goal and one Future Goal for all evaluation types except Thirty Day conversation.
COMPLETING EVALUATION - SUPERVISOR & EMPLOYEE: GOALS

Goal Setting - Setting Goals Effectively

The process of setting goals should be a collaborative process between an employee and their manager/supervisor.

✓ Setting Goals

• Whether your goal is long-term or short-term the most widely used framework is SMART.

✓ Aligning Goals

• Goal alignment is critical for success. Not only does it ensure that each person within a team can see the direction for the business need but also how their specific role fits into the “big picture”.

• Discuss what the strategic goals and objectives are across your division/ school/ college/ department.

• Reduce redundancy – find better ways to support each other.

• Focus efforts on most important/critical goals – assign tasks effectively based on skill sets.

• Understand clearly how all responsibilities are associated with specific goals.

• Strengthen accountability by assigning / communicating clear, measurable and articulated goals.

✓ Tracking Goals

• How will you know if you are on the right path to success if you don’t check progress?

• What does success look like and how do I get there?

• Managers need to be aware of progress and assist in resources needed, revisit and re-prioritize if needed.

• Focus daily efforts on meaningful / prioritized tasks.

• Organize and reassess frequently.

• Create action plans.
How can SMART Goals help?

SMART Goals are an effective tool for both managers/supervisors and employees for setting goals and for making sure that everyone is on the right track. They provide detailed information regarding an individual’s goal and what success means in terms of that goal. Clear goal setting ensures that all parties are on the same page.

What does “SMART” mean?

**Specific**

Does the objective tell me precisely what I have to do to succeed?

**Measurable**

Does the objective tell me how the results will be measured?

**Achievable**

Does this objective offer me a challenge and stretch?
Is there a reasonable chance I can meet this challenge?

**Relevant**

Does this objective help support the organizational goals?
Do I possess the knowledge, skills, abilities, and support to complete this?

**Time Sensitive**

When do I have to have this completed? When do we review progress?

For Additional tools/resources on SMART Goals:

[tre.ohr.wisc.edu](tre.ohr.wisc.edu)
## COMPLETING EVALUATION - SUPERVISOR & EMPLOYEE: ATTACHMENTS

- The supervisor and employee may each upload one document (multiple documents must be combined in a single PDF or ZIP file). Attachments examples: letter of commendation, certificate of training, customer feedback or other templates such as SMART Goal template.

- Attachment file size may not exceed 2MB

- HR Admins can also attach one additional document after an evaluation is complete. All attachments are visible to the employee, supervisor, and human resources.

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**Performance Evaluation**

<table>
<thead>
<tr>
<th>Employee EmpID</th>
<th>00054522</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Name</td>
<td>ARNOLD, ALESHA A</td>
</tr>
<tr>
<td>Evaluation Type</td>
<td>Summary Evaluation</td>
</tr>
<tr>
<td>Evaluation Status</td>
<td>Waiting on Supervisor</td>
</tr>
</tbody>
</table>

Human resources can attach one additional document after an evaluation is complete. All attachments are visible to the employee, supervisor, and human resources.

The uploaded file must not exceed 2MB in size.

- **Attachment**
  - [Browse](#)

- **Employee Attachment**
  - No attachment.

- **HR Attachment**
  - No attachment.

[Click on browse to select the file you wish to upload and then click Save]
COMPLETING EVALUATION - SUPERVISOR: OVERALL RATING

The performance management policy requires that an overall rating of Meeting Expectation or Not Meeting Expectations be used as a measurement for both the Mid-Point Conversation and Summary Evaluation Types.

To select Overall Rating click Overall Rating on Drop Down

Overall Rating will reflect Meeting Expectations or Not Meeting Expectations once completed by the supervisor. The performance evaluation is available for viewing once completed.

You can allow Employee View and have the conversation prior to choosing Overall Rating or after. Once you are ready for the employee to review the document click Allow Employee View.
COMPLETING EVALUATION - SUPERVISOR & EMPLOYEE DISCUSSION:

You have allowed employee view-access to your responses. The employee can now see your responses and will be able to see any modifications immediately.

Once performance conversation takes place employee and supervisor finalize their portions.

Supervisor clicks “Finalize Evaluation”

Then clicks Yes.

Status Changes to Waiting on Employee Acknowledgement
COMPLETING EVALUATION -SUPERVISOR & EMPLOYEE DISCUSSION:

Once employee reviews Clicks on “Employee Acknowledgement”

Performance Evaluation

<table>
<thead>
<tr>
<th>Employee EmplID</th>
<th>00584522</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Name</td>
<td>ARNOLD, ALISHA A</td>
</tr>
<tr>
<td>Evaluation Type</td>
<td>Summary Evaluation</td>
</tr>
<tr>
<td>Evaluation Status</td>
<td>Waiting on Employee Acknowledgement</td>
</tr>
</tbody>
</table>

Employee Acknowledgement

- I have reviewed this evaluation and AGREE with the content.
- I have reviewed this evaluation and DISAGREE with the content. (Please add comments below.)

Comments

Click Acknowledge

Employee Can Agree or Disagree with content and add any comments.
Performance Evaluation

Employee EmplID: 0084622
Employee Name: ARNOLD, ALISHA A
Evaluation Type: Summary Evaluation
Evaluation Status: Complete

General
Expectations
Criteria for Success
Goals
Employee Self-Appraisal
Attachments
Overall Rating

Overall Rating will reflect Meeting Expectations or Not Meeting Expectations once completed by the supervisor. The performance evaluation is now complete:

- Employee and Supervisor get email with PDF Attachment
- Employee and Supervisor can go in to review but not change
- Can download PDF copy from within review on Overall Rating Tab

What questions do you have about the OVCRGE process or PMDP?
THANK YOU

• Shelly Vis Havel  
  Performance Management Consultant  
  Talent Recruitment and Engagement  
  Office of Talent Management, Office of Human Resources  
  (608) 890-2540  
  shelly.vilshavel@wisc.edu  
  pmdp@wisc.edu

TO REPORT SYSTEM PROBLEMS PLEASE:

• Contact your Department or Division HR representative

Notes: