

PERFORMANCE PLANNING WORKSHEET FOR POSTDOCTORAL SCHOLARS

NAME: _____ **JOB TITLE:** _____


This worksheet should be given to the postdoctoral scholar (“postdoc”) prior to the scheduled performance review. The postdoc should complete the worksheet and return it to the faculty mentor before the review. The faculty mentor should be prepared to discuss each section of the worksheet during the performance review. Following the review, the faculty mentor and the postdoc should sign the form. A copy of the form should be given to the postdoc, and another copy should be filed in the postdoc’s personnel file. If you need more space for any item, please use a separate sheet of paper and attach it to the worksheet.

Section II – Major Accomplishments: Note the significant contributions you have made since your last performance review or since beginning your postdoctoral assignment of which you are most proud. Be sure to refer to your Individual Development Plan (IDP) in terms of the goals you have met. The accomplishments may include important projects or objectives completed, articles that have been submitted, new ideas successfully implemented, or improvements that resulted in more effective work in the lab or within your scholarly work.

Postdoc’s Comments:

Section I – Reviewing the job requirements: Note any important changes that have occurred in your job responsibilities since you last performance review. Also note changes you see occurring in the next six (6) to twelve (12) months that are likely to affect your job responsibilities.

Postdoc’s Comments:


 **Faculty Mentor:** It is possible that some important changes have occurred, or will occur, in the postdoc’s job responsibilities. Let the postdoc know what changes you see occurring in the work situation so that the postdoc knows what job assignments are most important and relevant. Consider the postdoc’s skills and knowledge, and determine if additional types of support or training are needed. Document significant job changes on the job description.

Section III – Obstacles to Effective Job Performance: Note the “trouble spots” - things that happened that made you less effective than you could be. Obstacles to performance may come from resource limitations, the performance of subordinates or others, breakdowns in communication, your own attitudes or performance, or factors that are beyond your control. Note any suggestions you have for removing these obstacles.

Postdoc’s Comments:

Section IV – Key Competency Requirements: Competencies represent the knowledge, skills, and abilities you must possess to successfully perform your job. By assessing your performance on key competencies, you and your supervisor are better able to make decisions concerning your career development, readiness for new assignments, pay and job performance. Generic core competencies required for professional staff members have been identified and are listed on the chart below. These areas are described in full at the end of this worksheet. Please refer to these descriptions.

Using the chart, rate yourself on each of the core competencies listed. Your ratings can provide you and your supervisor with useful information about your strengths and areas in need of additional development.

 **Faculty Mentor:** Note in the column provided on the chart below any differences between your ratings and the employee’s ratings. Indicate below what you and the employee will do between now and the next appraisal to further develop the employee’s core competencies.


REQUIRED COMPETENCIES	RATING SCALE (POSTDOC)									FACULTY MENTOR'S RATING (If different from postdoc's rating)
	Not A Strength			Appropriate Skill Level			Excellent Skill Level			
	1	2	3	4	5	6	7	8	9	
Research Skills										
Communication Skills										
Work Habits										
Flexibility										
Concern with Impact										
Action Oriented										
Integrity										
Future Oriented										
Value-Added Orientation										
Additional Skill:										
Additional Skill:										
Additional Skill:										

****See last two pages of this document for definitions regarding the required competencies.**

PROFESSIONAL DEVELOPMENT GOALS FOR THE COMING YEAR

- _____
- _____
- _____
- _____
- _____
- _____

Section V – Objectives and Future Plans: Make notes concerning your performance plan for the next year. Your ideas will serve as the basis, in part, for the objectives you and your faculty mentor will develop for the coming year; again, it is recommended that you refer to your Individual Development Plan (IDP). Here are some important questions to keep in mind when setting objectives: How satisfied are you with the quality of work you produced? Are there ways you could do the work that would decrease the current rate of mistakes, better meet deadlines, improve the quality of work? In terms of technology, what do you need now, what will you need in the future? What problems do you think should be addressed in the department? What can be done to reduce costs, serve our “clients” better, improve productivity and/or quality?

 **Faculty Mentor:** Thinking through your discussion with the postdoc concerning their job responsibilities, contributions, obstacles to effective performance, and department needs, list below the performance objectives for the coming year. You and the postdoc should spend time discussing these objectives to assure that they are realistic and in line with other goals of the department.

FUTURE PERFORMANCE OBJECTIVES

- _____
- _____
- _____
- _____

FACULTY MENTOR/SUPERVISOR'S OVERALL RATING								
Improvement is essential for job success			Performance on target			Key contributor who consistently performs at a high level		
1	2	3	4	5	6	7	8	9

Faculty Mentor's Comments:

SIGNATURES

Postdoc*

Date

Faculty Mentor

Date

*Signature shown only indicates that this evaluation has been shared and discussed with me. It does not necessarily indicate my agreement with its contents.

EVALUATION OF PERFORMANCE FACTORS

Performance Factors	Areas	Examples of Key Performance Indicators
1. Research Skills	A. Conducting research	Displays strong investigative skills in the lab and employs effective research processes.
	B. Research integrity	Engages in responsible and ethical conduct of research.
2. Communication	A. Writing Skills	Has effective writing skills. Writes in an understandable manner that is free of grammatical, spelling or sentence structure errors.
	B. Oral Communications	Speaks effectively. Conducts effective meetings, presentations, i.e., prepares materials, encourages group participation, listens, begins and ends on time, follows up on suggestions. Gives clear directions in an effective manner.
	C. Informing Supervisor	Uses appropriate communication channels. Consults with faculty mentor about actual or potentially sensitive issues. Assumes responsibility for communicating information on a timely basis.
	D. Information and viewpoint gathering	Listens to and considers the views of others. Consider the advantages, disadvantages, usefulness, potential results, and other relevant factors of alternatives.
2. Work Habits	A. Manages Workload	Submits completed work on time consistent within priorities. Commits time as necessary to fulfill responsibilities of position in a competent manner. Manages work in an orderly and efficient manner.
	B. Attendance/Use of time	Keeps appointments on time. Maintains appropriate office hours. Makes effective use of time. Return phone calls in a timely manner. Postdoc is dependable and has minimum unplanned absences.
	C. Professionalism	Follows generally accepted standards and guidelines for the profession/area of work. Performs job duties in accordance with University policies and procedures, professional standards and practices, and in accordance with relevant laws and regulations.
	D. Commitment to work	Commits fully to the job. Concentrates on outcomes, works across University and inter-departmental boundaries, avoids turf issues and eliminates unnecessary work to achieve right results. Self-motivated with a strong work ethic.
3. Flexibility		Adapts to change quickly. Applies rules and policies flexibly. Adjusts behavior to fit situation or person as appropriate. Modifies plans and goals to meet changing demands and opportunities.
4. Concern with impact	A. Impact on others	Concentrates on outcomes, works across departmental boundaries, avoids turf issues, eliminates unnecessary work to achieve the right results.
	B. Judgement	Assumes ownership of problems and assumes appropriate responsibility for solving problems. Resolves problems with minimum impact and satisfactory results. Maintains a firm, fair, objective and unbiased approach in determining the most appropriate action.
5. Action Oriented		Demonstrates values through action, not words. Shows a high capacity to adapt quickly to chance. Delegates decision making as appropriate to accelerate in all aspects of work.
6. Integrity		Reaches decisions based on the highest ethical standards. Fosters a culture of trust and respect for others behaving in a fair and ethical manner towards others.

Performance Factors	Areas	Examples of Key Performance Indicators
7. Future Oriented		Anticipates internal and external forces that will impact the future effectiveness and efficiency of the unit and responds with needed change.
8. Value-Added Orientation		Capitalizes on opportunities to increase productivity, increase "customer satisfaction," improve decision making, reduce waste of resources, add improvements to overall function and performance.
9. Additional Skill:		
10. Additional Skill:		
11. Additional Skill:		