SMART Performance Objectives

Instructor Guide

Developed for the Under Secretary of Defense for Intelligence (USD(I))

August 2012

SMART Performance Objectives

Instructor Preparation Guide

TOPICS

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ABOUT THIS WORKSHOP

Welcome to the SMART Performance Objectives Instructor Guide. The information in this guide will help you prepare for your class.

This course is intended for employees at all levels who need to learn how to write SMART performance objectives and understand how to address performance elements, which are key components of the Defense Civilian Intelligence Personnel System (DCIPS) performance management process. This course develops skills for creating personalized performance objectives.

PREREQUISITES

Participants are required to have completed DCIPS 101.

Do not spend time lecturing on policy. Instead, focus on the importance of writing effective performance objectives. By focusing on writing objectives, both Rating Officials and employees will share expectations and will be able to document how concrete results align to organizational goals and priorities. Participants are encouraged to bring a copy of their organization's strategic plan, goals or priorities, and previous performance objectives, if they have them. A best practice is to ask the training point of contact to remind participants to bring these documents to class.

WORKSHOP OBJECTIVES

After completing this workshop, participants will be able to:

- Explain the benefits of writing effective performance objectives

- Define SMART performance objectives and describe the process of writing them

- Write SMART performance objectives

COURSE STRUCTURE AND DURATION

This course takes two and one-half hours to teach. The following table describes how to teach the course.

Lesson	Duration	Instructor-Led Time	Exercise and Discussion Time	Exercises and Discussions	Resources and Worksheets
1 Introduction	0:10	0:05	0:05	Icebreaker	None
2 SMART Performance Objectives	0:40	0:10	0:30	Group Discussion: Thinking About Your Work Group Discussion: What Does SMART Stand For? Exercise: Analyzing Performance Objectives	None
3 Writing SMART Performance Objectives	1:30	0:05	1:25	Exercise: Refine key focus areas of participants' jobs Exercise: Writing Two SMART Performance Objectives Discussion: Discussion of Performance Objectives	Organizational strategy documents, performance standards, pre-written draft objectives
4 In Review	0:10	0:05	0:05	Discussion: Remaining Questions	None
Total Time	2:30	0:25	2:05		

AGENDA

The following table offers the recommended course agenda.

Lesson	Title	Length
1	Introduction	0:10
2	SMART Performance Objectives	0:40
3	Writing SMART Performance Objectives	1:30
4	In Review	0:10
Total time to complete		2:30

COURSE EVALUATION

Both the Instructor Guide and the Participant Guide contain evaluation forms. Participants should complete and submit the evaluations following the final lesson and before leaving the room. The course evaluation helps to validate and measure the participant's learning experience and to evaluate and provide feedback on the instructor's performance and the courseware.

TRAINING PREPARATION

Materials Required

You will need the following materials to teach this course:

- Instructor Guide in hard copy and electronic format, if desired

- PowerPoint slides in electronic format and hard copy, if desired

- One Participant Guide for each participant in hard-copy format

- Chart paper, easel, and markers or dry-erase board, erasers, and markers

- Instructor's computer set up with access to PowerPoint slides and a copy of the Participant Guide

Room Setup

To ensure that the room is set up for training, make sure that:

- All equipment is placed in the room at least one hour before the course

- The room is large enough to accommodate computers, workspace, and chairs for up to 25 participants

- The classroom is arranged so that participants can view you, the screen, and other participants and that they can interact with you and other participants

- You have two tables: one for the audiovisual equipment and the other for your materials

Months or weeks before class

- Review the Instructor Guide to become familiar with the material, locate any required updates, and update the Instructor Guide and Participant Guide as needed.

- Meet with your support network to identify resources for getting answers or additional information.

- Secure training rooms, audiovisual equipment, and a computer. If possible, verify that all equipment works.

Two weeks before class

- Confirm the training room and any reserved equipment.

- Determine the number of participants and prepare participant materials.

One week before class

- Review the Instructor Guide, Participant Guide, slides, exercises, and any reference materials thoroughly.

- Ensure audiovisual equipment is available for delivery of courseware and that you are familiar with its use and setup.

- Preview the course's PowerPoint slides to identify transitions to other media, transitions between slides, and the content.

- Ensure the PowerPoint slides are preloaded (and that you can locate the file) on any computers that the training facility supplies or that you have permission to load them onto the computer.

One day before class

Check the room setup, distribute materials in the classroom, and check the audiovisual equipment and computer.

ICON DESCRIPTIONS

Icon	Description
	Key point: This icon indicates the one to three main points about a slide that you must convey to the participants. It is always located under the slide. When appropriate, directions are included with key points to avoid unnecessary repetition of material.
	Scripted text: This icon indicates the exact words you say. The script applies to any audience. This icon may appear in the middle of the page.
	Scripted text at the end of the notes page provides the exact words to link the current slide to the next one.
Managers	**Scripted text:** This icon indicates the exact words you say when teaching a class of only managers/supervisors. This icon may appear in the middle of the page.
	Scripted text at the end of the notes page provides the exact words to link the current slide to the next one.
Employees	**Scripted text:** This icon indicates the exact words you say when teaching a class of only employees. This icon may appear in the middle of the page.
	Scripted text at the end of the notes page provides the exact words to link the current slide to the next one.
Mixed Group	**Scripted text:** This icon indicates the exact words you say when teaching a class containing both managers/supervisors and employees. This icon may appear in the middle of the page.
	Scripted text at the end of the notes page provides the exact words to link the current slide to the next one.
	Time: This icon is next to the time allocated for activities or exercises associated with a particular slide. If used, it is under the slide.
	Required materials: Any additional material, equipment, handouts, or documents needed to conduct an activity or exercise appears next to this icon. If used, it is under the slide.
	Exercise objective: The goal of the exercise or activity is listed next to this icon. This information indicates how to target the exercise and related questions and discussion.
	Instructor directions for all audiences: Information that the author wants to convey directly to you is next to this icon. Such information may include directions on how to run an exercise, background on what participants are likely to be thinking or feeling, or suggested discussion questions and anticipated answers. Information next to this icon applies to all audiences.

Icon	Description
Employees	**Directions for classes containing only employees:** Information that the author wants to convey directly to you is next to this icon. Such information may include directions on how to run an exercise, background on what participants are likely to be thinking or feeling, or suggested discussion questions and anticipated answers. Information next to this icon only applies to classes for employees.
Managers	**Directions for classes containing only managers/ supervisors:** Information that the author wants to convey directly to you is next to this icon. Such information may include directions on how to run an exercise, background on what participants are likely to be thinking or feeling, or suggested discussion questions and anticipated answers. Information next to this icon only applies to classes for managers/supervisors.
Mixed Group	**Directions for classes containing a mixed audience:** Information that the author wants to convey directly to you is next to this icon. Such information may include directions on how to run an exercise, background on what participants are likely to be thinking or feeling, or suggested discussion questions and anticipated answers. Information next to this icon only applies to classes with a mix of employees and managers/supervisors.
???	**Question:** A single question you can pose to the class to spur discussion appears next to this icon.
	Group Discussion: This icon denotes the start of a group discussion between you and the participants. It usually is used when the course author does not anticipate the discussion to be as long as a full exercise or activity.

TRAINING PREPARATION CHECKLIST

Prepare to Train

☐ Review instructor materials, including the Instructor Guide and PowerPoint slides:

- Ensure materials are up to date and correct.
- Review objectives and activities.
- Personalize the Instructor Guide; highlight important information; write reminders in the margins; and add personal stories, icebreakers, or energizers.
- Create materials for participant activities if required.

☐ Determine the estimated number of participants.

☐ Identify the location or city of the training facility.

☐ Identify the date and time of the training.

☐ Make travel arrangements, if necessary.

☐ Identify the shipping address and contact for course materials, if appropriate.

☐ Identify a training facility reservations contact or local point of contact.

☐ Rehearse training aloud, if possible.

Get Training Facility Information

☐ Identify the training room layout and furniture arrangement for each location:

- Determine the location and furniture for the instructor's space.
- Ensure the appropriate number and arrangement of seats, including extra seating.
- Identify a location for participant materials.

☐ Identify protocol observances.

☐ Check security requirements and limitations. For example: Is a picture ID or other identification needed? If driving, what information about the car do you need to have with you? Do you and the participants need advanced placement on an approved list to attend the training? Are media or computers from outside prohibited?

☐ Determine the possible use of existing equipment and required permissions for its use (computer, projector, easels, sound system, microphone, VCR, and others).

Organize Instructor Materials

☐ Get or schedule the use of a computer and a projector (place slides on the hard drive or provide the facility with slides and directory information).

☐ Get or schedule the use of an easel, flip charts, markers, and tape.

☐ Gather the Instructor Guide.

☐ Create hardcopies of electronic materials.

Organize Participant Materials

☐ Gather Participant Guides and any worksheets or handouts.

☐ Put together and organize information pamphlets or brochures.

☐ Get a registration sheet or list of participants.

☐ Create name tags or name tents.

☐ Gather pencils or pens for participants.

Prepare the Training Facility

☐ Locate a pre-meeting area for registration.

☐ Locate refreshments (provided or to be purchased by participants).

☐ Organize instructor materials.

☐ Set up and test equipment.

☐ Check the lighting, acoustics, room temperature, and participants' views.

☐ Organize participant materials (place appropriately in training room).

☐ Determine if the facility has a message center, if appropriate.

☐ Provide shipping options for participants, if appropriate.

Complete Last-Minute Preparations

☐ Ensure that you know where the training is located and how you will get there.

☐ Ensure your attire is appropriate for the audience.

☐ Verify that the instructor and participant materials are in place or in your possession.

SMART Performance Objectives

Course Duration

2 hours 30 minutes

Course Objectives

After completing this course, you will be able to:

- Explain the benefits of writing effective performance objectives.
- Define SMART performance objectives and describe the process of writing them.
- Write SMART performance objectives.

Topics

Appendices

A: IC Performance Objectives and Element Rating Descriptors from Vol. 2011, Table 1

B: Converting Average Rating to Evaluation of Record from Vol. 2011, Table 2

C: IC Performance Standards for Performance Elements, 23 Apr 09

D: Suggested Wording for Performance Objectives

E: Worksheet: Your Job's Major Categories

F: Writing SMARTer Objectives

G: Answer Key: Analyzing Performance Objectives

H: Additional Worksheet: Your Job's Major Categories

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Lesson 1: Introduction

Introduction (PG page 3)

DCIPS
DEFENSE CIVILIAN INTELLIGENCE
PERSONNEL SYSTEM

Lesson 1
Introduction

SMART Performance Objectives
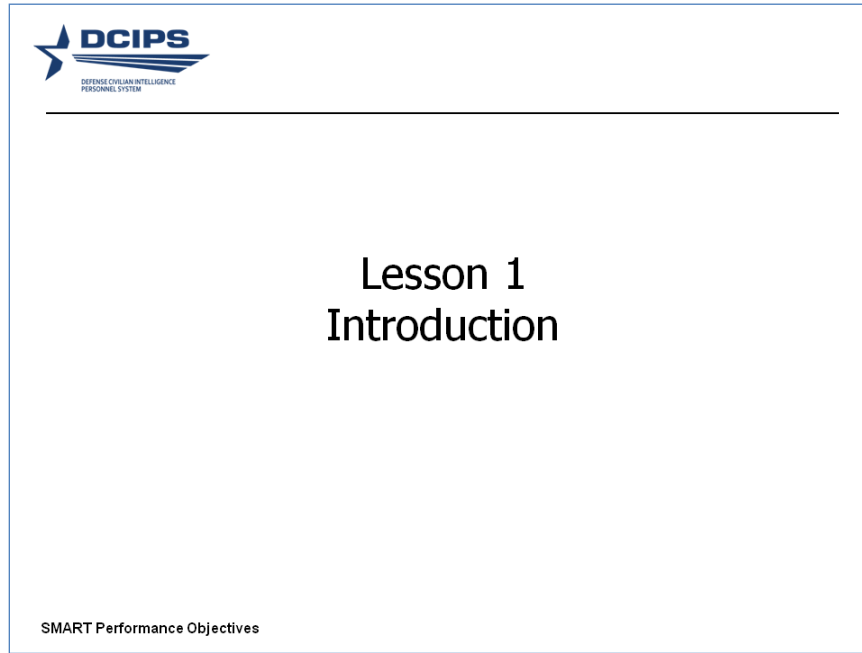
This lesson takes 10 minutes.

- Welcome participants as they enter the classroom. If available, give them their name tents and check their names against attendance roster. Ensure all data on the roster is correct.

- This workshop relies on lively interaction among the participants. It is important that you foster a positive atmosphere and relationship with the class participants.

- Check to see if participants brought copies of their organization's mission statement, goals or objectives, personal duty statement or position description, or supervisor's performance plan.

Welcome, Housekeeping, and Agenda (PG page 4)

Welcome, Housekeeping, and Agenda (PG page 4)

Set a positive tone for the course.

- Cover any logistical details. Review the layout of the training facility. Go over the location of restrooms as well as any other relevant information (parking regulations, location of computers, or Internet access).

- Unless you're expecting an emergency call, please turn off cell phones, pagers, and PDAs.

- If necessary, hand out attendance sheets.

- This is also the time to establish ground rules. Because this course is short, do not spend too much time on this activity.

- The main objective of the introduction is to establish a friendly tone and create a positive learning environment. Also, it serves to outline the course content and to compare participants' expectations.

- This course helps participants focus on writing effective performance objectives and understanding performance elements, key concepts of DCIPS performance management. It reinforces and builds on the information they learned in the DCIPS 101 course.

- Remind participants that the Participant Guide contains all the slides from the course, as well as additional topic notes. Let them know that they can take notes in the guide, as it is theirs to keep.

Let's look at what we will do in this course.

Agenda (PG page 5)
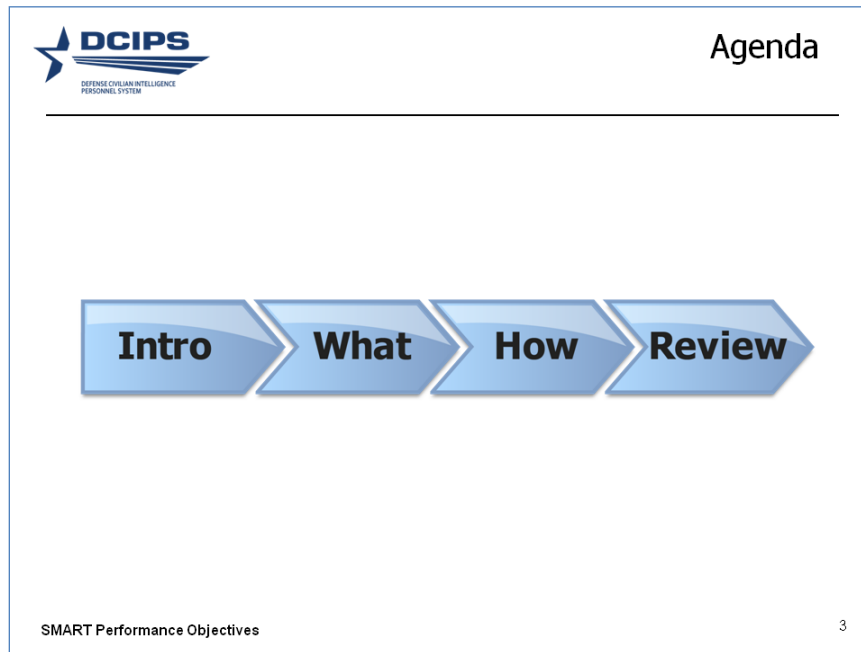
Explain the sequence of topics in the agenda.

This graphic is a roadmap for the course and appears at the top of the slides to help participants stay on track.

You may also assess the attendee's knowledge of SMART performance objectives at this time to decide how much time you will spend in lesson 2 on reviewing SMART.

This course is broken down into these major sections. After I briefly introduce the course, we will:

- Discuss WHY writing SMART performance objectives is especially relevant to employees.

- Discuss WHAT constitutes a good performance objective.

- Discuss HOW to write effective performance objectives by going through several activities to enhance your learning.

- REVIEW what we have covered and address any questions.

Course Objectives (PG page 6)

- Performance objectives provide the basis for evaluating employee performance accomplishments and results. They explain WHAT is to be accomplished. Objectives are a critical element of performance management.

- Performance elements (work behaviors) address HOW work is to be performed. Performance elements are standardized across DoD and cannot be changed.

- The common standards for all components to use when evaluating and rating performance objectives and performance elements can be found in Appendix A. These standards are contained in DoDI 1400.25, Volume 2011.

- The IC Performance Standards (Appendix C) is a helpful document to assist in evaluating performance elements, but Volume 2011 is **THE** general standard for evaluating and rating Defense Intelligence employees.

- The acronym SMART is a framework used to determine the appropriateness and effectiveness of performance objectives. SMART performance objectives address exactly WHAT an employee is to accomplish, and is specific to each employee.

Course Objectives (PG page 7)

What You Should Know:

- The main objective of this course is to help you write appropriate and effective performance objectives using the SMART framework and understand performance elements.

- If your objectives adhere to the SMART framework, you will know exactly what is expected of you, and your supervisor will be able to accurately assess and rate your performance at the end of the cycle.

- Performance objectives ensure alignment with, and support achievement of, the organization's mission, goals, and priorities.

- Throughout the year, employees, Rating Officials, and Reviewing Officials should use performance objectives and performance elements to monitor performance. If an employee's work requirements change significantly, the performance objectives should be adjusted, provided there are at least 90 days left in the performance evaluation period.

- DCIPS requires that the performance objectives for managers/supervisors reflect what they are going to accomplish and their leadership/supervision role, including holding them accountable for achieving work results through their employees and addressing their performance management responsibilities.

Ask participants if the course objectives meet their expectations. If what they thought they would learn in this course is different from what is covered, make sure you clarify the differences.

Before we get started, let's look at why writing SMART performance objectives is especially relevant to you.

Performance Culture (PG page 8)

Performance objectives:

- Directly support the Defense Intelligence performance culture,

- Link every employee to the critical mission,

- Are a basis for evaluation of record under DCIPS. Appendix A contains the general standards for rating an objective. Appendix B contains the table for converting objectives ratings to the overall evaluation of record. You will not spend time discussing Appendix B; it is included in the guide for general information only.

- Are coupled with standard performance elements for a picture of what the employee does/did (performance objective) and how it was done (performance element), and

- Specify the major work to be accomplished.

Performance Culture (PG page 9)

What You Should Know:

Performance culture: The Defense Intelligence performance culture embraces innovation, collaboration, and teamwork with the intention of producing remarkable results. To link everyone to our critical mission, performance culture is displayed by:

- Leaders who are committed to actively communicating the goals of the organization and to empowering employees to achieve those goals, and

- Employees who are provided the opportunity to engage in and accomplish meaningful work in an environment that supports their personal success and one that recognizes the value of their significant achievements.

Everything and everyone in the organization is committed to supporting the mission, improving performance, and achieving results that provide a global intelligence advantage.

Here, performance objectives:

- Directly support the Defense Intelligence performance culture.

- Are a basis for evaluation of record under DCIPS.

- Are coupled with standard performance elements for a picture of what the employee does/did (performance objective) and how it was done (performance element).

- Specify the major work to be accomplished.

- Capture the performance expectations for work during the performance year.

- Establish a basis against which to measure work and set baselines for performance.

- Are written at the Successful level. They fully define what success looks like to drive mission success.

- Align work with the team, unit, and organizational mission to drive performance.

- Focus on accomplishments and results. Stated differently, this could address the "so what" of why a position exists.

- Are written using the SMART framework.

Performance Culture (PG page 9)

What You Should Know:
Refer to Appendix A for descriptors of the rating levels for performance objectives. While performance objectives describe what should be accomplished, "objectives descriptors" help to establish a consistent level of evaluating performance across the intelligence community. They are guidelines that provide a consistent measuring stick for the DCIPS employees. At the end of the performance evaluation period, a strong self-report of accomplishments will be easier to write if an effective performance objective was in place throughout the performance period.

So, now that we know WHY we should write SMART performance objectives, let's discuss more specifically WHAT SMART performance objectives are.

If there are questions about what a 'self-report of accomplishments' is, tell the participants that they can find online training for writing a self-report of accomplishments on the DCIPS website; the course is called iSuccess (the DCIPS training website and other resources are discussed at the end of this course).

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Lesson 2: SMART Performance Objectives

(PG page 11)
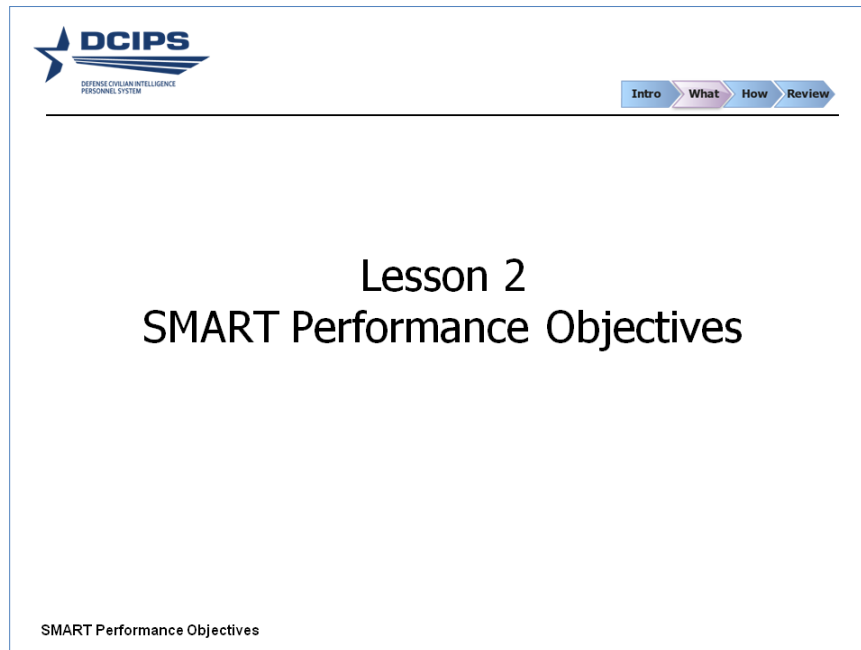
Begin this discussion by briefly introducing performance objectives.

This lesson takes 40 minutes.

Introduction to Performance Objectives (PG page 12)

- Describe how performance objectives express what is expected from an employee.

- Discuss the importance of performance objectives which (1) align with and support achievement of the organization's mission, goals, and priorities; (2) serve as a tool to monitor performance throughout the cycle; and (3) serve as the basis for evaluating performance at the end of the cycle.

- Prepare participants to learn more about how to determine what the performance objectives should be and what they should look like.

- Remind participants that their performance evaluation will also be based on the behavioral aspects of how well they perform, i.e., the performance elements. The performance standards for performance elements are in Appendix A, table 1. In Appendix C is the IC Performance Standards, a helpful guide to more fully understanding performance elements.

Introduction to Performance Objectives (PG page 13)

What You Should Know:

- Performance objectives are an expression of what is expected of an employee.

- They go beyond a position description—they are a link to the overall mission of the organization.

- Performance objectives are used to communicate the major responsibilities that the employee is expected to perform, the related outcomes and accomplishments, as well as how they perform them (performance elements). In other words,

$$\text{Objectives} = \text{What} + \text{How}$$

- Why are performance objectives important?

    - Performance objectives are important for the employee because they outline the specific goals for the year.

    - They are also the factors against which employees will be evaluated for their performance evaluation of record.

    - Keep in mind that you will also be evaluated on how you accomplished these performance objectives in the form of your performance elements, i.e., the behavioral aspects of your job.

    - At the organizational level, performance objectives are important because they ensure all employees are contributing to the organization's overall mission.

- How do I know what my performance objectives should be?

    You can determine your performance objectives by cascading down from larger organizational goals. In doing so, you identify how your actions contribute to your organization's goals and ultimately to the overall DoD goals.

- What does a performance objective look like?

    A performance objective should be written using the SMART framework. This means that each performance objective should be **s**pecific, **m**easurable, and **a**chievable within the performance period; **r**elevant to the organization's mission, goals, and priorities; and **t**ime-bound.

Purpose of Performance Objectives (PG page 14)

⚷ ▪ This slide focuses on the practical aspects of performance objectives.

▪ Reinforce to participants that they must write performance objectives to address two factors:

  ▪ The appropriate Work Category and Work Level (See descriptions of work categories and work levels in Appendix C).

  ▪ Successful level of the rating scale

Before we start writing, let's look at some ways to prepare ourselves.

Thinking About Your Work (PG page 15)

Participants begin to consider their work in terms of larger buckets rather than individual tasks and to focus on linking it with the organization's mission.

Participants should use the worksheet in Appendix E to jot down their ideas. Participants will be able to refine their work later in Lesson 3 when they write their performance objectives.

- Allow 10 minutes for the participants to complete the assignment.
- Allow 10 minutes for participants to share their results.

Thinking About Your Work (PG page 15)

- Ask participants to think about what they do in their jobs over the course of a year. Ask them to cluster this work into major categories, based on how they invest their time, energy, and talent.

- Once they cluster their work, have them group the information by category using the worksheet in Appendix E.

  - Some participants will define broad categories, while others will be very specific. There is no right or wrong way; however, at the end of the activity, the work should be clustered in "big buckets."

  - Sometimes participants are too focused on the idea of "specific." The use of the term "specific" is meant to define what will be accomplished. However, if the work is too specifically defined, participants will struggle with having to constantly update their objectives because they wrote them at the wrong level. Use this activity to help frame the challenge.

- Once the work is categorized, have participants review the DoD IC mission and their organization's mission, goals, and priorities. Have them compare these statements with how their work aligns with and supports the mission. During the discussion, ask participants to share some of their work.

- Tell the participants that this discussion was a brief look at the concept of analyzing their work and that they will get more practice sorting work into major categories in Lesson 3.

Thinking About Your Work (PG page 16)

What You Should Know:

To develop good performance objectives, three preparation steps can help you organize your thoughts. These steps will also help you write SMART objectives.

- **First, review the strategic goals or objectives of your organization**. For the purpose of DCIPS, a relevant performance objective is defined as one that is derived from DoD and/or the IC and links through your component to the objectives of your organization or unit. You must understand how your work aligns with and supports the DoD IC mission and the mission, goals, and priorities of your organization. Depending on your responsibilities, this link may be obvious; however, every employee contributes to mission success, and this activity helps you to clarify the relationship.

  Discuss with your manager or supervisor whether your performance objectives support his or her performance objectives. This conversation helps ensure that the work on which you are focused aligns with and supports your manager/ supervisor and ultimately the mission, goals, and priorities.

- **Second, gather and review**. Collect standard operating policies (SOPs), guidance, and directives that may provide information on quantity, quality, or timeframe measures that you need to achieve. You may have useful information from duty statements, position descriptions, and previous evaluations of record as well.

- **Third, group your work**. Decide how to group the work you do into large categories. SMART performance objectives focus on the "large buckets of work" concept as opposed to task lists. These groupings serve as the basis for your performance objectives in describing what you will do for the performance period. The worksheet in Appendix E allows you to list all of your tasks and duties and helps you group them into "big buckets" or major categories.

Thinking About Your Work (PG page 16)

Identify the categories of work accomplished and major tasks that comprise them.

- Think about the work you will do in the performance evaluation period.

- Begin by listing duties, tasks, and activities. Then organize tasks into clusters.

- Finally, tie clusters together into major work categories or "big buckets."

Now that you have grouped your work into major categories, let's see how we can turn those categories into performance objectives.

Discussion: SMART (PG page 17)

This lesson takes 10 minutes.

Discussion: SMART (PG page 17)

- Briefly discuss SMART. Use the table below to show how vague objectives can be made SMARTer.

- Remind the participants that Appendix F contains a handout that also shows how vague objectives can be made SMARTer.

What does SMART stand for?

What You Should Know:

The letters in the acronym SMART stand for:

- **S**pecific

- **M**easurable

- **A**chievable

- **R**elevant

- **T**ime-bound

Specific (PG page 18)
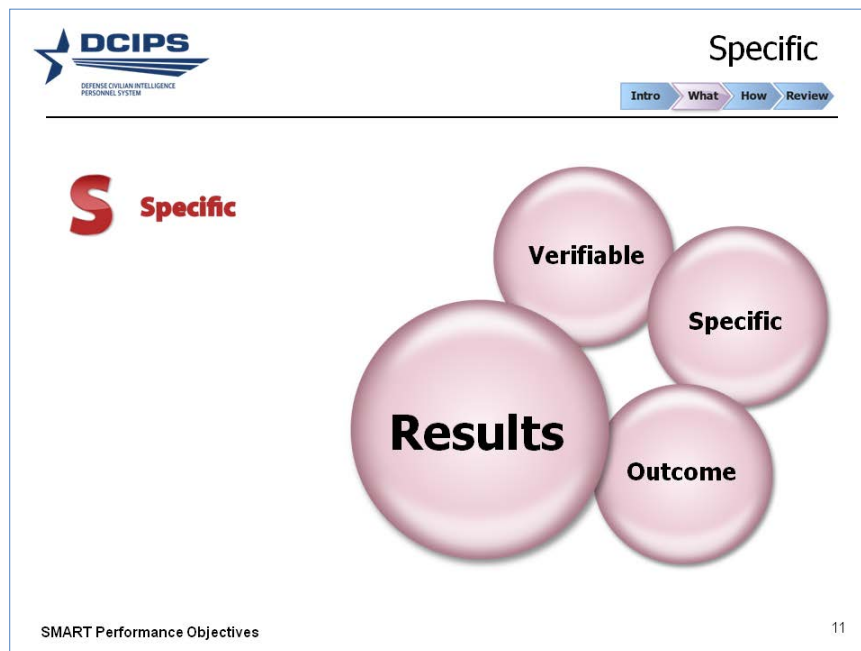
Performance objectives must:

- Describe observable or verifiable results and accomplishments.

- Specifically describe the results, not the activities or tasks used to achieve the results.

- Specify the work that an employee is expected to perform at that level.

- Conduct this section as a refresher. Focus on the examples in this lesson. Depending on the participants' earlier answers, decide how much time they need to review the details.

- The examples in this section cover functions common to the IC and should demonstrate the specific component of the SMART framework.

- Caution participants that they should focus on stating specific results that are meaningful and that affect mission accomplishment.

Specific (PG page 18-19)

What You Should Know:

- Specific describes an observable or verifiable accomplishment. For some positions, it may be more challenging to describe a specific result. However, to the extent possible and reasonable, encourage specificity, as it ensures that managers, supervisors, and employees share the same expectations.

- Focus on describing your specific accomplishment goals. For example, to say that the result is to have an updated policy manual is vague. Be specific by asking such detailed questions as:

  - Which manual?

  - What do we mean by update?

  - How much of the manual will be updated?

  - Updates should be current as of when?

  - What is the expected end result? Tie it to the mission. How it affects the mission should be clear.

- Identifying the specific accomplishment also means pinpointing your role. What actions, behaviors, or achievements are your responsibility? Choose your terms carefully to accurately describe your role in group projects. Your role description should not replace the result in the performance objective; it should only provide additional detail.

- Don't aim too low. For example, attending a meeting is NOT an acceptable objective even though it might be specific. Rather, focus on the mission results that are sought. Attending a meeting is only a step toward accomplishing the desired mission results; it is not a specific outcome.

Specific (PG page 19)

What You Should Know:

- Some questions to ask to decide if the content of your objective is specific:

  - Is the result observable?

  - Can my supervisor verify the result?

  - What would the result look like?

  For example, "assures physical security requirements are followed" is vague and defines no observable criteria.

- Instead, consider, "Physical security inspections of all serviced organizations are completed based on command established methods, timetables, and guidance resulting in physical security compliance of all organizations." This objective is specific about the result.

- Remember, performance objectives give you greater flexibility to achieve your stated goals. You decide how to reach your clearly defined objectives.

- This slide illustrates that the result—the mountain top—needs to be as precise as possible. But, you decide on the path to get there.

Managers

Specific has additional meanings for managers and supervisors. Discuss this when teaching this course to audiences with managers or supervisors.

For supervisors, performance objectives must address their involvement in shaping individual work products in the unit and in developing the leadership skills of subordinate supervisors.

Here's an example of a leadership objective:

> The division employees will be highly trained and proficient in delivering transcription reports from the intercepted Zone X message traffic. All employees will be familiar with their role in the Strategic Plan that furthers the data collection and dissemination in this theater. Workloads will be appropriately assigned and balanced. Evaluation reports will be thorough and foster employee growth. Employee contributions will advance the field users' mission efforts.

Specific (PG page 19)

Managers' performance objectives must focus on fitting their work units into broader organizational contexts. They must also focus on getting the resources (people, money, equipment) necessary to reach the organization's mission. Performance objectives should capture the broad programmatic responsibilities for creating and leading the programs.

Many people have difficulty creating performance objectives because they want to list every task for which they are responsible, rather than listing the outcomes of the position that directly affects the mission. Let's see if we can clarify the difference between task statements and performance objectives by looking at an example.

Specific Result (PG page 20)

- The task statement focuses on an activity.
- The objective is results oriented and includes a standard against which your Rating Official can evaluate its quality.
- Objectives must focus on the future results and not the day-to-day activities.

Specific Result (PG page 21)

What You Should Know:

- The more specific you can make your performance objectives, the less room there is for disagreement about what the expectation was and whether you did what was expected. In this example, the command has published guidance about how installations should assure Operational Security at all organizational levels. The Rating Official will use the command guidance as an assessment tool to determine if the desired results were achieved.

- Avoid using vague words that can be misinterpreted, such as:

  - Effective

  - Efficient

  - Appropriate

  - Oversee

- When you are trying to determine if a word is specific enough, ask yourself the following question: "How would I know if I did this ___? What would that look like?" For example, "How would I know if I did that effectively? What would effectively look like?" When you start to answer, "It would be effective if it were completed on time, took fewer than two reviews, and all involved persons agreed that it met their needs," then you are starting to get to the appropriate level of specificity. Instead of using the vague terms, substitute your definition of the term.

- Be cautious when using vague terms that are open to interpretation. Performance objectives should reduce confusion, not increase it.

Activity: Specific Component (PG page 22)

- ▪ The task statement focuses on an activity.
- ▪ The objective is results oriented and includes a standard against which your rating official can evaluate its quality.
- ▪ Objectives must focus on the future results and not the day-to-day activities.

Create the specific portion of the performance objective.

Facilitate revising this unspecific performance objective. Focus on only the specific portion rather than all components. Prompt the participants by asking:

- ▪ Is the result observable?
- ▪ Can my supervisor verify the result?
- ▪ What would the result look like?

Activity: Specific Component (PG page 23)

Here is one possible way to make that more specific.

OK, now that you have practiced how to write the specific component of a performance objective, let's find out what the M in SMART represents. Just as in the specific element of the performance objective, clarity is going to be equally important as we talk about measuring the work you do.

Measurable (PG page 24)
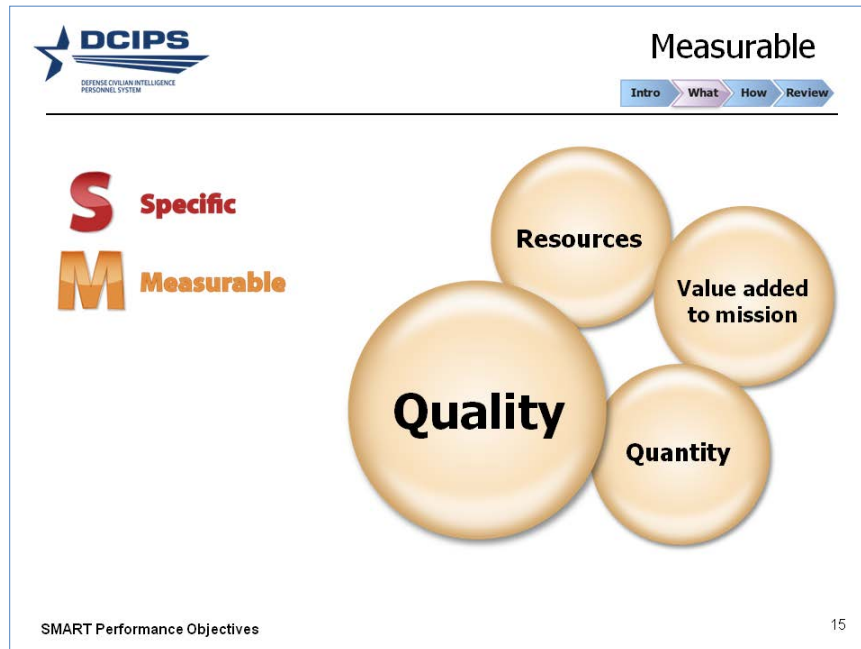
- A method or procedure must be in place that allows tracking, recording, and validating that a specific outcome occurred.

- Crafting the objective to include measurable elements is important but can be challenging. Quality is often the most difficult measurement to describe.

- Despite the belief that some work cannot be measured; all work is measurable.

- Focus on how the job affects mission accomplishment to measure success.

Measurable (PG page 24)

- Measurable is probably the most difficult element to incorporate into a performance objective. Many people believe their work cannot be measured, but it can.

- Look for the main, measurable elements (or mission outcomes) in your work. Seek guidance from your Rating Official about ways you can measure your work.

- Tell participants that quantity measures (especially percentages) are easy to develop but very often are not appropriate and are challenging to track.

- Many jobs in the IC are knowledge based and do not lend themselves to using strict counting measurements to indicate success. In those cases, focus on the outcomes that will drive mission accomplishment. Avoid forcing the use of numbers when they don't make sense.

- The obvious measurable parameters are quantifiable work products, time, and resources. But be careful in using those parameters—they may not tell the full story or may create problems when using them.

- It is possible to measure quality, creativity, innovation, leadership, or many other aspects of objectives in a variety of ways beyond the use of numbers.

???   What can be measured?

Desired Answers:

- Observable outcomes

- Results achieved

- Effect on mission accomplishment

- Value added (verifiable) to the mission or the organization

Measurable (PG page 25)

What You Should Know:

Measurable (or observable or verifiable) means that a method or procedure is in place to assess and record the behavior or action on which the objective focuses and the quality of the outcome. Some work can be measured easily; in other cases, accomplishments or behaviors need to be verified or observed.

In knowledge-based jobs, quality is the most important measure of success and should be the focus of the performance objective.

Caution*:*

Strictly adhering to using numbers (e.g., quantity, percentages, etc.) as measurements can create problems because numbers:

- Do not necessarily convey how mission is affected.

- May create the requirement to build a reporting mechanism to capture numbers and percentages.

- May not convey successful mission outcomes.

Example of problem measurement, using counting:

- Performance objective: Write a physical security regulation with no more than two grammatical errors.

- Problem: This performance objective focuses on grammar, not the physical security conditions of the serviced population. The focus should be on what's really important, i.e., are the serviced organizations current on their physical security policies and practices?

Use counting measures only when counting shows specific organizational progress, e.g., faster, better, cheaper. Do not count simply to count.

Avoid choosing a measurement that requires extensive or new forms of documentation. Use percentages only when it makes sense to do so. Percentages often express an ideal, but are not realistic measures. For example: The force protection officer assures buildings are properly secured 99 percent of the time. Ask yourself: "How will I measure that?" It can't be realistically measured, so don't use a percentage.

Measurable (PG page 26)

What You Should Know:

- When defining the measurability aspect of your performance objective, remember to set it at a Successful performance level. You do not want to set the expectation for your result so high that you have no opportunity to exceed expectations. You also do not want to set it so low that it is too easy to accomplish. The goal of performance objectives is to drive performance within an organization while providing individuals with criteria that are appropriate to the situation and against which performance is measured.

- Test yourself to see if you have written an objective that is measurable by asking yourself, "Can I tell if this was accomplished?" Remember to avoid numbers when they simply don't make sense.

- Unless life-and-death issues are at stake or Federal regulations mandate it, do not set measurements at 100 percent. Setting measurements at 100 percent turns your performance objective into a pass/fail requirement and leaves no opportunity to surpass the requirements for a "successful" rating.

- Bottom line: measure what's important. Be purposeful when selecting the type of outcome measured and identified in your SMART performance objective (e.g., quantity, percentage completed, quality, etc.). If it doesn't matter, don't use it in a performance objective simply because it might lend itself to a (misguided) bean-counting measurement strategy.

Building on our previous example, let's look at a few different types of measures.

Measurable Result Example (PG page 27)

This slide shows how a specific result will be measured.

- The slide shows that objectives need to focus on results that can be measured.
- Review the slide and point out how success will be measured, i.e., compliance with governing requirements, customer needs being met based on rating official observations.
- Remind participants to focus on the measurement, but that doesn't mean use numbers, counting, or percentages, unless that makes sense. What's important is that objectives should drive mission accomplishment, and very often, the simple use of numbers does not do that.
- In some situations, the use of reference documents, as in this example, helps convey a way to measure success. If such documents do not exist, then quality standards can be established in the objective itself.
- It is important to use the measurement that produces the outcome required to support the mission.

ACTIVITY: Measurable Component (PG page 28)

Create the measurement portion of the performance objective.

Facilitate revising this "measurable" component in more detail. Focus on only the "measurable" portion rather than on all components. Prompt the participants by asking:

- Is there an observable outcome?

- Does it identify the results achieved?

- Does the accomplishment being measured affect the mission or organizational/departmental goals?

- Is the value added (verifiable) to the mission or the organization identified?

ACTIVITY: Measurable Component (PG page 29)

This is one way to write that performance objective so that it is truly measurable.

Being measurable helps you specify what you need to do. The third characteristic of SMART performance objectives ensures that what you set out to do is actually possible to achieve.

Achievable (PG page 30)
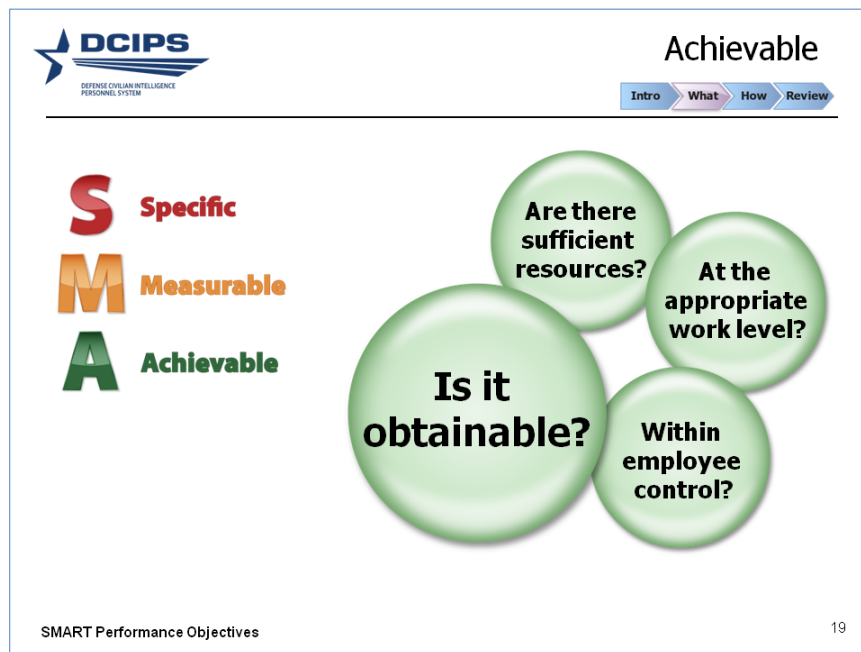
- Objectives must account for the resources and personnel available and must remain within the time available.

- Achievable also means that the objective should be appropriate for the experience, skill, and Work Level of the individual currently in the position.

- Achievable performance objectives must be within the control of the employee, i.e., they are able to succeed because they have the necessary resources and authorities.

A stands for Achievable.

Achievable (PG page 31)

What You Should Know:
Ask yourself these questions to verify that the performance objective is achievable: • Can you achieve the objective with the available resources and personnel and within the given time? • Is the work in the performance objective within your control to complete? You should not include work or goals over which you have no control. • Is the performance objective appropriate for your experience, skill, and Work Level? • Is this performance objective appropriate for this position? • Is the performance objective written at the Successful level? If the answers to the above questions are "yes", then the objective is achievable. Note that the level of responsibility expressed in the performance objective must be appropriate to the employee's Work Level and position as defined in the IC performance standards. Example: A performance objective for an entry/developmental level position may include language that conveys that status, such as "Throughout the rating cycle, works with mentor/senior analysts to establish…."

In addition to writing performance objectives that are achievable, objectives should ensure that your work furthers the mission and goals of your organization.

Example: Achievable Result (PG page 32)

🔑 This slide builds on the previous examples and illustrates which part of the objective addresses the achievable piece of the SMART framework.

??? What must you remember when writing the objective to the appropriate work level?

Answer:

Ensure you write the objective to the appropriate work level and that it is achievable for an employee at this work level. The objective is also written at the Success level of that work level, as defined by the General Standards found in V2011, Table 1 (Appendix A of this guide). See Appendix C, pages C-5 and C-6, for definitions of work levels.

Relevant (PG page 33)
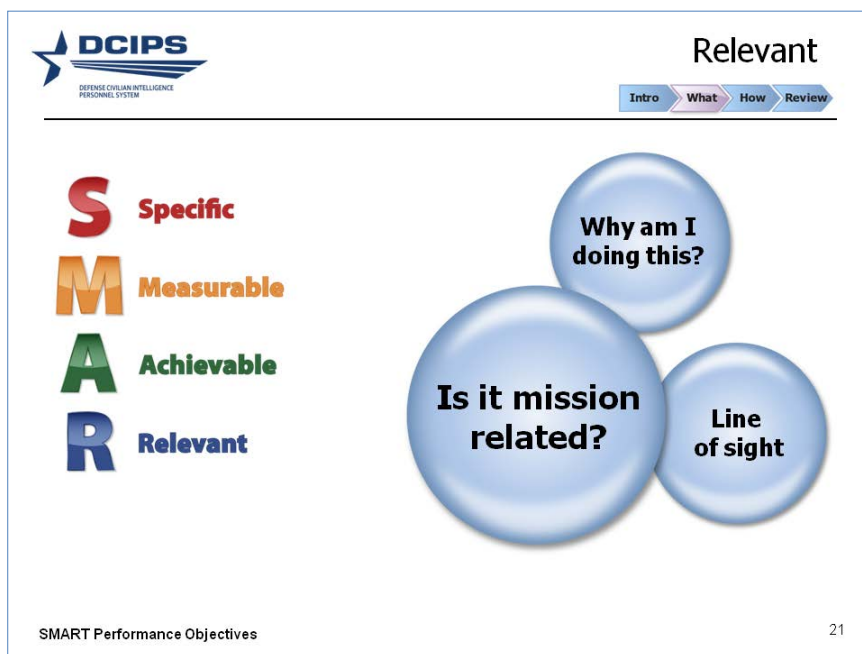
- ▪ "Line of sight" refers to being able to connect the employee's work with the organization's mission success.

- ▪ Objectives draw the line of sight between the employee's job and organizational goals.

- ▪ In the macro view, all organization goals link to and drive the missions of the IC community and the department/component at large.

- ▪ Performance objectives help the organization achieve its goals.

R means relevant. It is important to link performance and goals through the organization. Linking is often referred to as "line of sight."

Relevant (PG page 34)

What You Should Know:

- Relevant means that your performance objectives are connected to organizational goals. Drawing a "line of sight" between objectives and organizational goals means that your objectives and those of your manager/supervisor, work unit, and organization all pull in the same direction. This alignment means that the performance of the team, command, and whole organization focuses on the same target.

- DCIPS performance objectives should be derived from the overall goals of the IC and the appropriate DoD component as well as the mission objectives of your organization.

- Managers/supervisors must clearly understand their own performance objectives before they can work with their employees to establish their performance objectives to ensure that the objectives reflect that line of sight.

- An employee's accomplishment of their performance objectives will reflect how the overall mission was met or advanced. This addresses the question "So what?" in assessing the employee's performance.

Relevant Example (PG page 35)

This slide builds on the previous examples by adding the relevant (or alignment) criteria into the objective.

Relevant Example (PG page 35)

- When writing performance objectives, it is important to include a phrase or sentence explaining how each objective ties into an organizational goal or the mission.

- Participants should have brought their organization's mission statement with them to class.

- Ask a volunteer to share his or her organization's mission or goals with the class.

What You Should Know:

- You do not have to include the relevant aspect within the same sentence as the rest of the performance objective criteria. You can write this as a second sentence if it makes the performance objective easier to read; performance objectives can be more than one sentence long.

- If your strategic plan has the organization's goals clearly numbered and if everyone knows them by those numbers, you can put the number in parentheses at the end of the objective.

Activity: Relevant Component (PG page 36)

Revise the relevant component to reflect the SMART framework.

Facilitate revising this relevant component in more detail. Focus on only the relevant part rather than all components. Prompt the participants by asking:

- Can you clearly see the line of sight between your objectives and those of your manager, the department, and/or the organization?

- Have you identified the link to either the IC or the appropriate DoD component?

- Does the performance objective identify how the overall mission was met or advanced?

Activity: Relevant Component (PG page 37)

This objective represents one way to write that "relevant" component so that the performance objective fulfills the SMART framework.

Finally, we come to the T. T stands for timed, timely, or time-bound.

Time-bound (PG page 38)
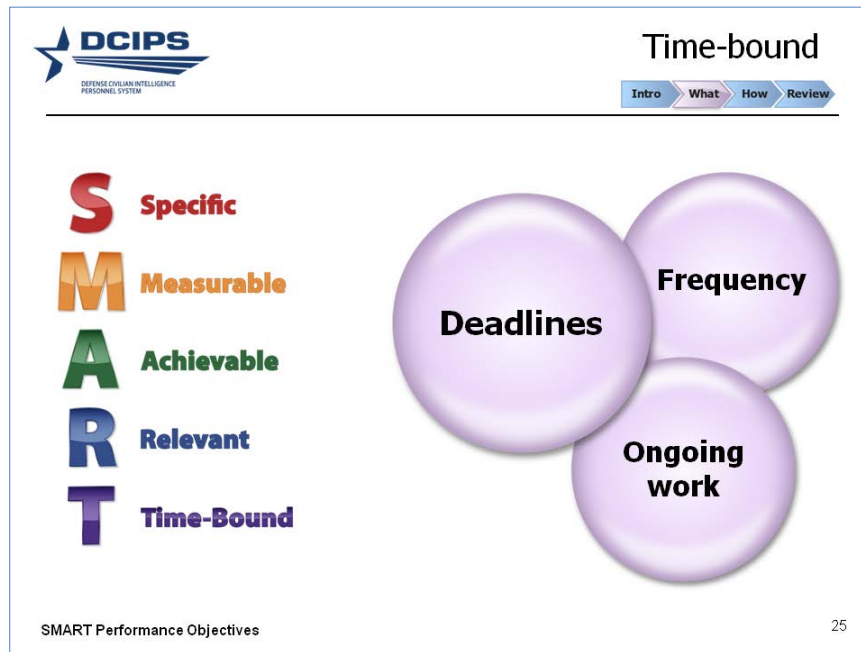
- Time measurements include how frequently the work must be done or how soon it is to be completed.

- Timeframes can be expressed as specific dates or as descriptions of time, i.e., in six months.

- If no timeframe is specified, the timeframe is assumed to be the entire evaluation period.

- Again, common sense should prevail, and timeframes should be used when appropriate.

Time-bound (PG page 39)

What You Should Know:

- Time-bound (or timely) means there is a specific time when the performance objective starts and ends, and accomplishment can be measured.

- When developing objectives for ongoing work, specify a date when the assessment period is to begin. If it is a short-term or project-related objective, specify the date when the assessment period is to be completed.

- You may express the date component in two ways: relatively or specifically.

  - Relative uses time spans, such as "in six months." The date is relative to today.

  - Specific uses hard dates, such as "on March 15."

- You may find that the best practice is to use specific dates to avoid the tendency to repeatedly extend relative deadlines. When using an exact date, have a basis for establishing that date.

- Other time designations such as "end of the quarter," "end of the evaluation period," or "throughout the evaluation period" are also options.

- Some projects are multiple-year programs. In these cases, set performance objectives so the dates reflect what can be accomplished within the current evaluation period. One way to do this is to set performance objectives that are associated with major milestones that occur in different evaluation periods. Additionally, you may use various checkpoints to increase the likelihood of success by identifying problems early.

- Large projects may be broken into smaller, standalone projects. Specify when each of the standalone projects is to be completed within the context of the time frame of the larger project.

Let's return to our example and see some options for adding an element of time.

Time-bound Examples (PG page 40)

Example: Time-bound Results

Intro | What | How | Review

Objective: "Specific, Measurable, Achievable, Relevant, Time-bound"

Prepares written OPSEC guidance; coordinates reviews; conducts oversight inspections to determine what needs to be protected. Products will comply with command standards for OPSEC integrity. Guidance, reviews, and inspections will be produced/conducted to meet customer needs as determined by Rating Official review. OPSEC inspections will be conducted in each serviced organization at least once every twelve calendar months. This requirement supports the command goal to ensure that operational security is maintained at the highest levels across all organizations.

SMART Performance Objectives   26

This example shows where the timeframe requirement is stipulated.

Time-bound Examples (PG page 40)

What You Should Know:

- It is important to stipulate timeframes when:
  - Timeframes help the employee understand what is required.
  - Using timeframes drives mission accomplishment.
  - The timeframes are valid and appropriate to the result to be accomplished.
- Be sure you are using an appropriate outcome when applying timeframes.

  Example: If the President's daily brief isn't done daily, serious repercussions could occur. But if a supply clerk doesn't do his or her daily report, what happens? If nothing, the daily report is the wrong measure.

Now it's your turn to try writing a time-bound component of a performance objective.

Activity: Time-bound Component (PG page 41)

Revise this un-SMART time-bound component to be time-bound as defined by the SMART framework.

Facilitate revising this time-bound component in more detail. Focus on only the time-specific information in the performance objective. Prompt the participants by asking:

- Are the start and end times identified for the performance to be measured? Or is the time span identified relatively?

- Is the time when measurement can begin identified?

Activity: Time-bound Component (PG page 42)

This statement represents one way to write that time-bound part of the example.

Now that we have defined the components of a SMART performance objective, I want to cover one other component that you must consider when creating your performance plans for DCIPS: performance elements.

Performance Elements (PG page 43)

The Rating Official and employee discuss the six standard performance elements at the same time they are reviewing performance objectives.

Standards for evaluating performance elements are in Appendix A. The IC Performance Standards in Appendix C are a helpful guide in better understanding the performance elements, but Volume 2011, Table 1 is the General Standard for evaluating and rating performance objectives and elements.

Performance Elements (PG page 44)

- Performance elements measure how employees complete their work. There are six global attributes/behaviors, and all employees are evaluated against them.

- Performance elements pertain to every aspect of the job, not just the areas covered by performance objectives.

- Rating Officials and employees should discuss how the performance elements relate to the performance objectives and all of the employee's work as part of his or her performance plan conversation.

- Refer the participants to Appendix C of the Participant Guide, which is a helpful guide in better understanding the standards for all Work Categories and Work Levels for each performance element (**but only shows it for the successful and outstanding levels and should ONLY be used as a helpful guide in understanding performance elements**).

What You Should Know:

Performance elements encourage patterns of behavior. These common performance elements are derived from validated job competencies and the core values of the IC and represent character traits that every employee, supervisor, and manager should develop and model in the workplace.

Performance objectives convey WHAT is to be performed, i.e., WHAT will be evaluated at the end of the performance period. Performance elements convey HOW the employee performs all aspects of his or her job, including the aspects covered by performance objectives.

At the close of the performance period, the employee is evaluated for both what was done and how it was done. Both the performance objectives and the performance elements contribute to the employee's overall performance rating.

All six performance elements are reviewed against the performance element descriptors (see Appendix A) to determine how each element should be rated.

Now that we have defined the components of a SMART objective and reviewed how performance elements relate to performance evaluations, let's look at some performance objectives and determine if they are effective.

Activity: Analyzing Performance Objectives (PG page 45)

Allow 15 minutes for this activity.

Participants practice analyzing objectives to identify the parts of each one to determine if they are SMART.

Ask participants to identify each phrase of the following examples to determine if they are SMART objectives.

Instruct participants to identify the phrase expressing "specific" and label it with an "S." Then, do the same with "M," "R," and "T." "A" is often assumed and not written. The more participants get in the habit of identifying their objectives, the easier it is for them to determine if they are missing a component.

The instructor guide version of this activity on the following pages includes the answers from the answer key in Appendix G. There are slides that correspond to each example.

Example: Analyzing Performance Objectives (PG 46, Answer key:Appendix G)

	Is it SMART?	**What needs changing?**
	Job Title/Grade: Intelligence Analyst, GG-09 **Work Category: Professional** **Work Level: Entry/Developmental** With guidance and supervision (A), drafts written intelligence products on assigned topics (S) that meet division analytic standards (M) and comply with production guidance (M). Products will reflect engagement with other analysts and stakeholders (M) and incorporate their coordinated views.	Needs more information about the types of products, timeframes, and relevance.

Example: Analyzing Performance Objectives (PG 46, Answer key: Appendix G)

	Is it SMART?	**What needs changing?**
	Job Title/Grade: Executive Officer, GG-13 **Work Category: Supervision/Management** **Work Level: Full Performance** Manages the Command Executive staff office, including four employees (S). Oversees all administrative support for the Commanding General so that command/executive functions flow unimpeded by administrative problems (M). All admin support functions (including interactions with CG's subordinate directors, command budgets, and public relations) (S) are conducted in a manner that enhances command group operations (M). Independently creates processes and directives that assure high-functioning operations (M). Communications with staff activities are timely, (T) clear, and appropriate (M) to keep the command group well informed (R).	Outcomes could be more specific. Tie outcomes to how they affect the mission.

Example: Analyzing Performance Objectives (PG 47, Answer key:Appendix G)

	Is it SMART?	**What needs changing?**
	Job Title Grade: Intelligence Production Specialist, GG-13 **Work Category: Professional** **Work Level: Full Performance** Coordinate and integrate work of individuals, functions, or agencies into comprehensive intelligence product (S). Produce scheduled and unscheduled intelligence products (S) such as MIRs, baseline assessments, briefings, and other written products in appropriate form (M) written to the intended audience (M). Interact with customers to understand their needs and meet their requirements (S). Comply with web production process (M) and Analytical Tradecraft SOP where appropriate (M). Written products are technically correct and meet the customers' needs (M), requiring only minor, cosmetic changes (M). Establish timelines with supervisor and/or SME and meet deadlines (T).	Nothing relates this performance objective to the organization's goals or mission.

Example: Analyzing Performance Objectives (PG 47, Answer key:Appendix G)

Is it SMART?	**What needs changing?**
Job Title/Grade: Intelligence Analyst, GG-14 **Work Category: Professional** **Work Level: Senior** Performs geospatial analysis (S) using cutting edge, state-of-the-art analytical techniques (M) to determine needs for changes in agency standards and specifications (S). Analysis covers new and unique situations to solve novel or obscure problems (M) related to intelligence or maritime environment (S). Problems identified fit with current event requirements and overall mission of organization (R). Uses independent judgment (M). Briefings to top leadership are thorough, well substantiated, and directly link to mission enhancement (R).	▪ Analysis products could be specified in more detail. ▪ Significance of outcomes could tie more closely to specific mission enhancements.

Example: Analyzing Performance Objectives (PG 48, Answer key:Appendix G)

Is it SMART?	**What needs changing?**
Job Title/Grade: Intelligence Analyst, GG-14 **Work Category: Professional** **Work Level: Senior** Complete analysis of effects of UN-imposed sanctions on Iraqi industrial sector (S) and present results in finished and appropriately coordinated Intelligence Report (M) for release to the policy-making community by 31 August (T). Product will use available intelligence from all relevant sources, reflect engagement with other analysts and stakeholders in subject of analysis (S), incorporate coordinated views of those other analysts and collectors through the IC (S), be presented in product style appropriate to the question (M), and be submitted timely (T).	Nothing relates this performance objective to the organization's goals or mission.

Lesson 3: Writing SMART Performance Objectives

Writing SMART Performance Objectives (PG page 49)
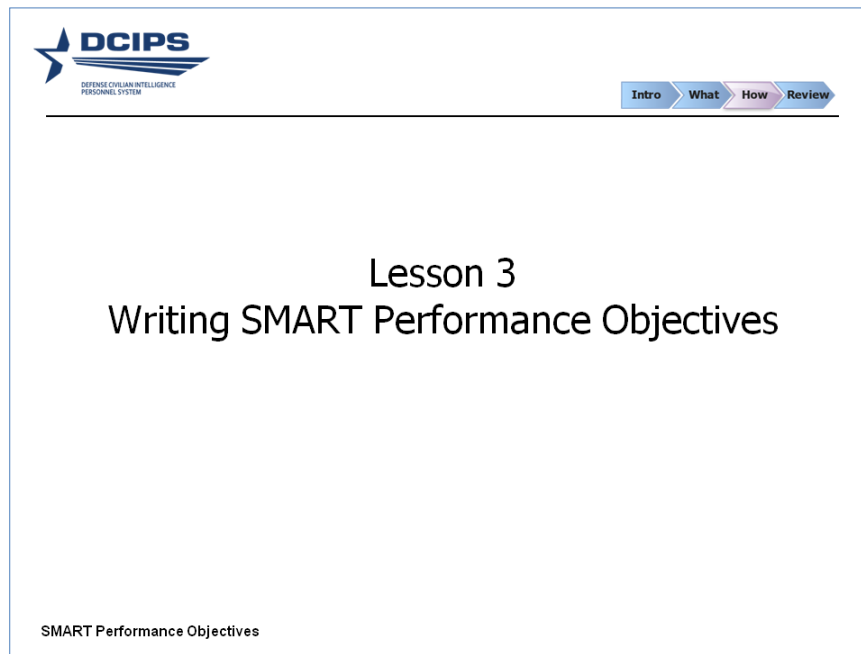
This lesson provides practical experience in preparing to write SMART objectives and in actually writing performance objectives.

This lesson takes 1 hour and 30 minutes.

Activity: Analyzing Performance Outcomes (PG page 49)

- This lesson focuses on providing more in-depth coaching and feedback:

  - How to prepare to write performance objectives

  - How to write performance objectives

- Discussion in this lesson should focus on using the participants' examples (written in class) to determine if the performance objectives are SMART and how to change their performance objectives to meet the SMART criteria.

- Remind participants that their performance objectives should focus on expected results/accomplishments and not tasks. The result/accomplishment should be the reason the job exists.

- Participants should end this lesson having created two performance objectives, either two for themselves, or if supervisors, one for themselves and one for an employee they supervise.

- Some organizations may opt to tell their employees to bring first drafts of their own performance objectives to class. In such cases, modify the exercises so that they begin by working on the objectives they brought with them.

We now come to the part of the course where you have the opportunity to put all the pieces together and actually write your own performance objectives.

Activity: Getting Ready (PG page 50)

- ▪ Give the participants 10 minutes to refine the work they did in Lesson 2, Appendix E (re: big buckets). They may revise the work on the additional worksheet in Appendix H.

- ▪ This activity will help participants analyze their jobs before they try to write SMART performance objectives.

- ▪ Remind them about the earlier discussion (and short activity) about how to think about their work, i.e., how do they affect the mission? What are the major focus areas of their jobs?

- ▪ Have the participants think about the last sentence on the slide to help them isolate the principal focus areas of their jobs.

- ▪ Worksheet: Your Job's Major Categories, from Lesson 2

- ▪ Appendix H (repeat of handout for easier revision of the document completed during Lesson 2)

You may use the worksheet you prepared in Lesson 2 from Appendix E, and refine it, or the space below, or use Appendix H to record your daily tasks that build up to the major focus areas. Remember that you will build performance objectives from your major focus areas.

Activity: Getting Ready (PG page 51)

What You Should Know:

Before you begin writing performance objectives, take some time to analyze your job. Think about its importance to the mission and the major outcomes or focus areas of your job that drive the mission.

In thinking about your work, consider how often you are engaged in a particular activity. An example is:

- Broad things I do at my job:

At least 20% of the time	Less than 20% of the time
Write IIRs Respond to RFIs	Create travel reports

- If you find you spend 20 percent or less work time engaged in a particular activity, it may not be a major focus area or may not be suitable as a performance objective.

- Write the major focus areas, in simple terms, before you begin developing performance objectives. Use these major focus areas to guide you as you build your objectives. *Direct them to the work they've already done on the 'big bucket' worksheets.*

- While capturing the major focus areas, you may also find it helpful to note some of the activities within the focus areas.

- This type of job analysis will help you as you move to the final step of actually writing performance objectives.

- You may find it helpful to complete this sentence before starting on your performance objectives: "My position contributes to the mission by_____." Then the purpose of your job is clear and will help you develop performance objectives.

Now that you've thought about the fundamental purpose of your position and you've segmented the major focus areas or mission outcomes for which you are responsible (on the Appendixs E & H worksheets), you are ready to begin writing the actual performance objectives.
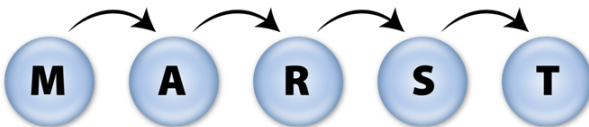
Activity: Writing Your SMART Performance Objectives (PG Page 52)

- Although the acronym begins with "Specific," you don't need to think of the components of an objective in acronym order.

- It may be easier to start with the "Measurable" aspect since the mission outcome has already been identified.

Flip chart with "Major Outcome:_____" written at the top and SMART written in a vertical line.

Activity: Writing Your SMART Performance Objectives (PG Page 52)

Use the flip chart to illustrate how the order of the components of S-M-A-R-T can be changed around as needed. Point out that the S-M-A-R-T specifics will flow from the top-level major focus areas.

To reflect the change in sequence and give participants a framework to use, they can use the form in their Participant Guides on page 52 (as shown below for you here).

Major Focus Area or Outcome to be accomplished:_____
Measurable
Achievable
Relevant
Specific Accomplishment
Time-bound

- Direct participants to begin by first writing the major focus area or outcome for which they are responsible (they should be using their worksheets from Appendix E and/or H). Building on what they've already done on the Appendix E/H worksheets, they should write bullet points and ideas next to the individual letters of "MARST". (Tell them to see "What You Should Know" on page 53 of the Participant Guide for information on MARST.) *They don't need to write finished objectives at this stage of the instruction, just ideas.*

- As a result of this step, participants have a list of the components they will use in the next phase of building their performance objectives.

- When appropriate, group participants by like or similar positions or work units to develop and review objectives together.

- Participants may want to consider including milestones in the objectives to indicate accomplishments throughout the evaluation period. In this way, objectives can become a self-management tool.

Activity: Writing Your SMART Performance Objectives (PG Page 53)

What You Should Know:

M-A-R-S-T
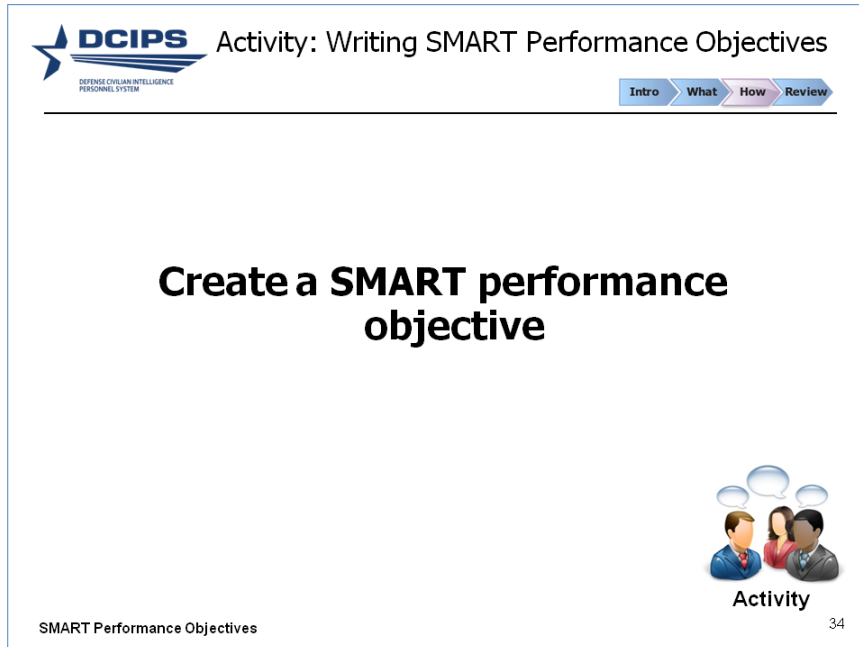
After you've thought about your work and identified the major components of your job that drive the mission (the very reason for your job's existence), you are ready to begin writing performance objectives.

<u>**SMART is only one way to write objectives.**</u>
<u>There are other models and permutations of SMART, e.g., MARST.</u>

- You may follow the S-M-A-R-T model very rigorously, or you may shuffle the components, e.g., M-A-R-S-T. Stay focused on what's really important, i.e., the major mission outcomes.

- In using the MARST approach:

  - First decide what performance objective you are going to measure and then how you will measure it. Focus on a qualitative approach to the performance objective. It is pointless to write other parts of an objective and then have to start over because it is not measurable. Do not rush through identifying the measurement.

  - Next, address **A**. Ask whether the performance objective is achievable. Is it doable, appropriate for your skill and Work Level, and within your control? Do you have the appropriate resources to accomplish it? Is it written at the Successful level? Can it be exceeded?

  - Then move to **R** to determine if it is relevant. Does this performance objective support your supervisor's objectives and reflect an element of the organization's overall mission that you can identify?

  - Then comes the **S**. Once you have established the criteria, you can detail what it is that you want to accomplish. Make it as clear and specific as you can so that the result is not ambiguous. At the end of the year, you have to be able to answer the question, "Have I achieved this goal?"

  - Finally, **T**. Put in the timeline, milestones, and dates.

Activity: Writing Your SMART Performance Objectives (PG Page 54)

Activity: Writing Your SMART Performance Objectives

We now come to the most important part of this course: you are now going to write a performance objective for your job using the major focus areas and notes from previous activities.

Participants write a performance objective using the SMART framework.

Allow 50 minutes for this activity:

- 25 minutes to write one SMART performance objective
- 10 minutes to review each other's performance objective
- 5 minutes to discuss the performance objective
- 10 minutes to revise the performance objective

Writing Your SMART Performance Objectives (PG Page 54)

- This activity gives participants a chance to focus on writing performance objectives. Remind them that their Participant Guide contains tables to use for this exercise (page 55-56). They may follow the SMART model in using the tables or change to the MARST approach.

- Utilizing the Appendix E and H, the 'MARST' form, and any other documents they may have brought to class, **now have the participants write their performance objective(s).**

- Refer them to the verb list in Appendix D to help select the most appropriate verbs. Using the correct wording will help avoid any misinterpretations. For example, the verb "develop" may be used, but what is meant is "analyze, collaborate, write." Being specific helps clarify the objective.

- Ask them to write legibly; this is important when they share their objectives with another participant later during this exercise.

- As the participants work on their performance objective, wander around the room and assist them in their writing. Read what they have written so far and guide them to make their objective stronger.

- Challenge participants to focus their objectives on how it will affect their work and the important components of their jobs; remind them not to measure just for the sake of measurement—make it count.

- After they have written their performance objectives, ask them to pair up, review the other's objective, and offer comments.

- Ask for volunteers to read an objective aloud as you write it on flip chart paper. Have the participants tell you where the "specific" part is; mark it with an "S" and so on. Then ask them if any words would make the objective better.

- Following this discussion, ask them to revise their performance objective.

If managers/supervisors have time to write a second objective, have them write a performance objective for one of their employees or for themselves.

Managers

Writing Your SMART Performance Objectives (PG Page 55)

What You Should Know:
Major Focus Area or Mission Outcome _____.

S   Specific

M   Measurable

A   Achievable

R   Relevant

T   Time-bound

Writing Your SMART Performance Objectives (PG Page 56)

What You Should Know:
Major Focus Area or Mission Outcome _____.

S   Specific

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Discussion of Performance Objectives (PG page 57)

Read the questions and facilitate a brief discussion around them.

Emphasize positive experiences during the exercise and clarify or alleviate encountered difficulties.

Allow 10 minutes to facilitate the discussion.

Lesson 4: In Review

In Review (PG page 59)
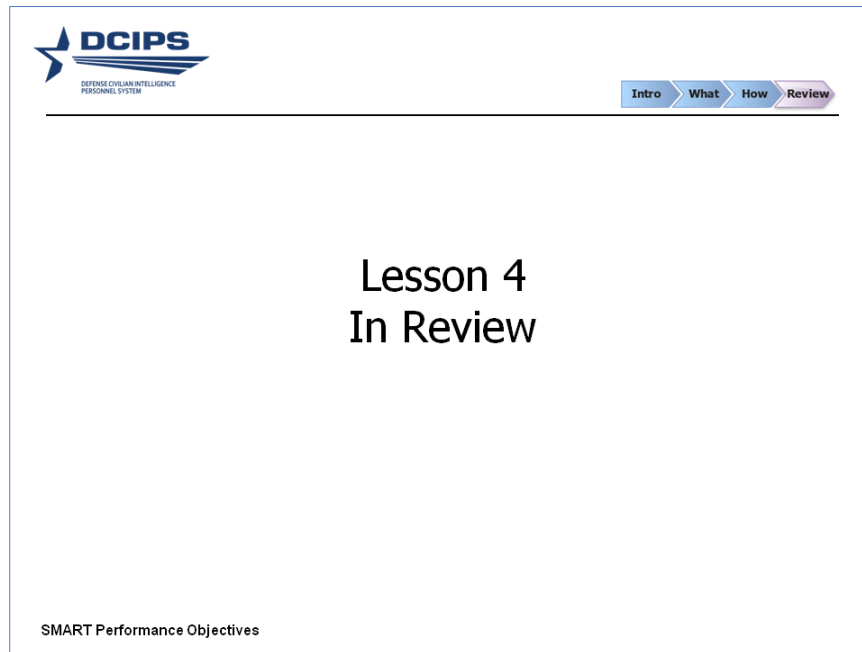
This lesson takes 10 minutes.

Let's review the key points.

Key Points (PG page 60)
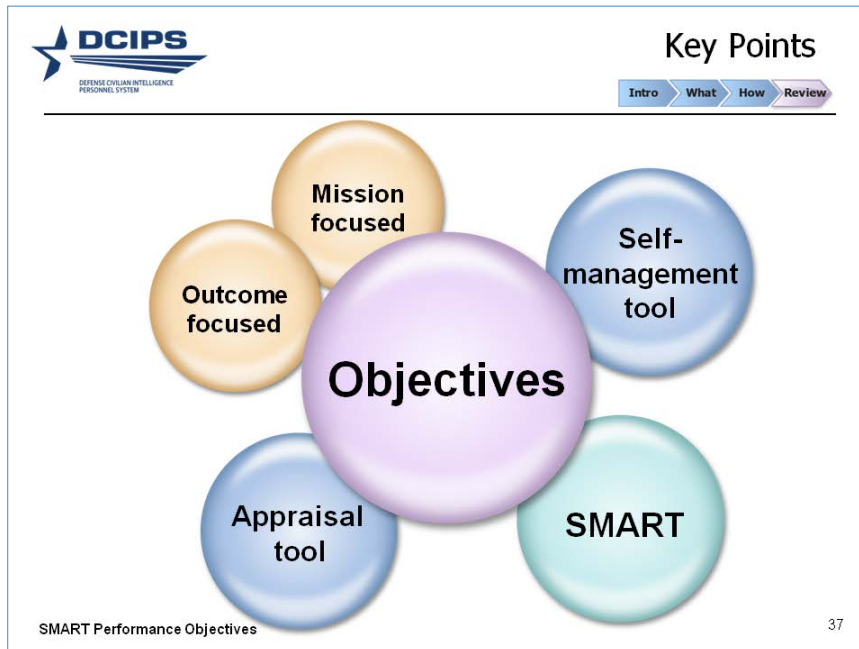
Summarize the main points about writing SMART objectives.

- Performance objectives emphasize the results of an employee's performance. They address the "So what?", i.e., why the job was established, the significance of the work being performed, how the job directly affects the mission.

- SMART performance objectives focus people's attention on the results rather than the tasks. In this way, they act as a self-management tool for the employee and an evaluation tool for the manager/supervisor.

- This task is not a writing competition; substance is more important than style.

- Be aware of any component-specific guidance, if applicable, regarding the content of performance objectives.

- Well-written performance objectives are critical to the entire performance management process. They help you understand what you are expected to do during the performance period and how your performance is evaluated at the end of the period.

Key Points (PG page 60-61)

- Use this slide to summarize the key messages of the workshop.
- Emphasize strongly that performance objectives are critical to the entire performance management process and therefore to mission accomplishment.
- Instead of explaining the key messages, ask participants to discuss the main points.
- Remind participants that they will be evaluated on the behavioral aspects of their performance (performance elements) along with the performance objectives.

What You Should Know:

It is easy to get lost in the many pieces of information when creating performance objectives. Here are the key points to remember:

Performance objectives:

- Focus on the reason your position exists
- Shift the focus away from describing tasks, and instead, describe accomplishments and outcomes. Performance objectives are best if derived from the major responsibilities of your job.
- Are the basis for determining your ratings in the DCIPS performance management process
- Allow for ongoing assessment of progress and, if necessary, reallocation of priorities, resources, and time
- Along with performance elements (work behaviors) form the basis for your annual performance evaluation of record
- Don't forget about your performance elements. You should be thinking about how you'll report on the 'how' you accomplished your objectives.
- Should be SMART to drive the performance of the organization

If you remember these points, you can write good SMART objectives that drive your performance and help you succeed in your position by ensuring a shared understanding of expectations.

Questions (PG page 62)
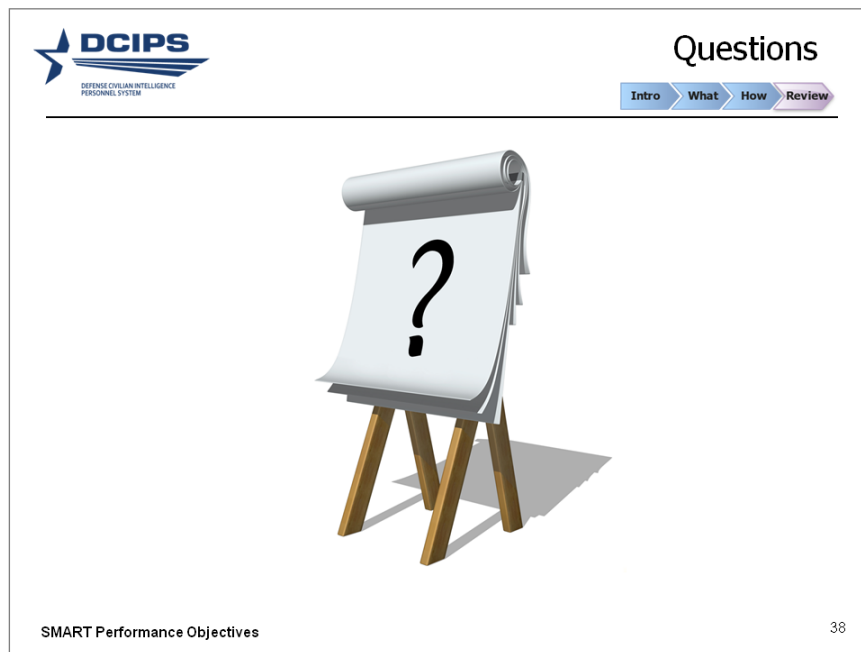
This slide gives participants a chance to ask questions.

May I answer any questions for you?

Clarify remaining questions from participants. Any remaining questions should be put aside for follow-up.

Resources (PG page 63)

As you write your performance objectives, especially the first time, you might have questions. Here are some resources that can help you.

- The online course, iSuccess, also reviews how to write performance objectives as well as preparing and writing your self-report of accomplishments (at the end of the performance evaluation period). You can access iSuccess through the website on the slide.

- There is also an online course, Overcoming Challenges in Writing Performance Objectives, if you are already comfortable with writing objectives but struggle with some of the finer points.

- Point to additional resources.

- Review the list of resources.

- Show them Appendix D which contains a list of action verbs that they can use to help them write their performance objectives.

Course Evaluation (PG page 64)

	It is now time to determine if we met our objectives for this course. To do this, please complete the course evaluation and hand it to me or leave it on your desk.
	Participants complete the course evaluation form.
	Evaluation form is in the back of the Participant Guide.
	Ask participants to provide you with their evaluation form in exchange for their completion certificate.

Thank You (PG page 64)
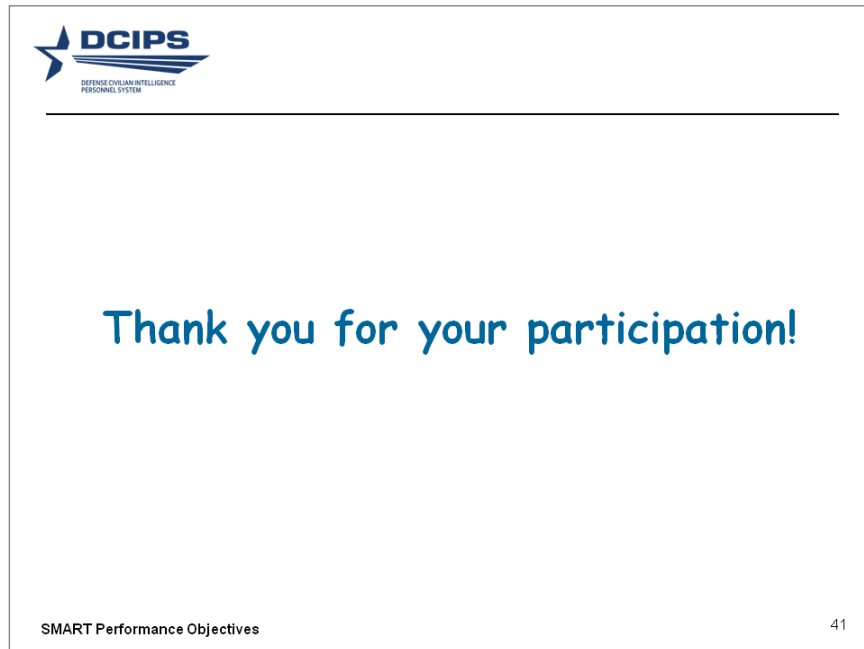
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SMART Objectives Workshop
Course Evaluation
(PG page 65-66)

Name (optional): _____   **Component:** _____

Instructor Name: _____   **Date:** _____

Thank you for participating in this course. Use this form to evaluate the course you just completed. We will use this information to improve future course offerings. Read each statement below and circle the number that indicates your level of agreement. Then answer the following questions. Please note that "1" is if you strongly disagree and "5" is if you strongly agree. If you disagree with a statement, please provide additional comments explaining your reason.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. The course gave me some good ideas about how to prepare to write performance objectives.	1	2	3	4	5	N/A
2. I have a good understanding of the basic components and functions of the SMART model for performance objectives.	1	2	3	4	5	N/A
3. The course prepared me to write my own SMART performance objectives and to recognize well-constructed performance objectives.	1	2	3	4	5	N/A
4. The samples were appropriate and helpful.	1	2	3	4	5	N/A
5. The discussion about using performance objectives to drive mission accomplishment was helpful.	1	2	3	4	5	N/A
6. I recognize the reason why it is important to write effective SMART performance objectives.	1	2	3	4	5	N/A
7. The information covered was valuable and relevant to my job.	1	2	3	4	5	N/A
8. The information covered was at the appropriate level of difficulty.	1	2	3	4	5	N/A

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
9. The activity (writing performance objectives) was relevant and useful for understanding the information.	1	2	3	4	5	N/A
10. The course was interesting and kept my attention.	1	2	3	4	5	N/A
11. The trainer presented the material clearly and effectively.	1	2	3	4	5	N/A
12. The trainer demonstrated effective interpersonal skills.	1	2	3	4	5	N/A
13. The trainer was knowledgeable on the subject.	1	2	3	4	5	N/A
14. I will apply to my daily work what I learned in this course.	1	2	3	4	5	N/A
15. Overall, the session met my expectations.	1	2	3	4	5	N/A

What was the most helpful part of the course?

_____

_____

_____

What was the least helpful part of the course?

_____

_____

_____

Additional comments (continue on back if needed):

_____

_____

_____

General Standards for

Performance Objectives and Element Rating Descriptors

from DoDI 1400.25, Volume 2011, Table 1

Performance Rating	Objectives Descriptors	Element Descriptors
Outstanding **(5)**	The employee far exceeded expected results on the objective such that organizational goals were achieved that otherwise would not have been. At the summary level, the employee far exceeded expected results on all performance objectives such that organizational goals were achieved that otherwise would not have been. Such exemplary achievements serve as a role model for others.	The employee consistently performed all key behaviors at an exemplary level on the element. At the summary level, the employee consistently performed at an exemplary level on all performance elements. The employee served as a role model for others.
Excellent **(4)**	The employee surpassed expected results in a substantial manner on the objective. At the summary level, the employee surpassed expected results overall and in a substantial manner on most of the objectives with an average rating within the "Exceptional" range in Appendix B, Converting Average Rating to Evaluation of Record, DoDI Directive 1400.25, Volume 2011, Table 2.	The employee demonstrated mastery-level performance of the key behaviors on the element. At the summary level, the employee demonstrated mastery-level performance on most key elements with an average rating within the "Exceptional" range in Table 2.
Successful **(3)**	The employee achieved expected results on the assigned objective. At the summary level, the employee achieved expected or higher results overall and on most assigned objectives with an average rating within the "Successful" range in Table 2.	The employee fully demonstrated effective, capable performance of key behaviors for the performance element. At the summary level, the employee demonstrated effective, capable performance or higher on key behaviors on most performance elements with an average rating within the "Successful" range in Table 2.

Performance Rating	Objectives Descriptors	Element Descriptors
Minimally Successful **(2)**	The employee only partially achieved expected results on the performance objective. At the summary level, the employee only partially achieved expected results for assigned objectives with an average rating within the "Minimally Successful" range in Table 2.	The employee's performance requires improvement on one or more of the key behaviors for the objective. At the summary level, the employee's behavior requires improvement with an average rating that falls within the "Minimally Successful" range in Table 2.
Unacceptable **(1)**	The employee failed to achieve expected results in one or more assigned performance objectives.	The employee failed to adequately demonstrate key behaviors for the performance element. At the summary level, the employee received a rating of "Unacceptable" on …
NR	The employee did not have the opportunity to complete the objective because it became obsolete due to changing mission requirements or because of extenuating circumstances beyond the control of the employee and supervisor (e.g., resources diverted to higher-priority programs, employee in long-term training, deployed, on leave without pay).	Not used for Performance Elements.

Converting Average Rating to Evaluation of Record

from DoDI 1400.25, Volume 2011, Table 2

Table 2. Converting Average Rating to Evaluation of Record

AVERAGE RATING RANGE	EVALUATION OF RECORD RATING/DESCRIPTOR	GENERAL STANDARD
4.6-5.0	OUTSTANDING (5)	The employee's overall contribution, both in terms of results achieved and the manner in which those results were achieved, has had extraordinary effects or impacts on mission objectives that would not otherwise have been achieved.
3.6-4.5	EXCELLENT (4)	The employee's overall contribution, both in terms of results achieved and the manner in which those results were achieved, has had a significant impact on mission objectives.
2.6-3.5	SUCCESSFUL (3)	The employee's overall contribution, both in terms of results achieved and the manner in which those results were achieved, has made a positive impact on mission objectives.
2.0-2.5	MINIMALLY SUCCESSFUL (2)	The employee's overall contribution to mission, although positive, has been less than that expected.
<2 on any objective	UNACCEPTABLE (1)	The employee received an unacceptable rating on one or more performance objectives.

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IC Performance Standards

Final
Version 1
23 April 2009

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Background

This document contains the following sections.

- **Occupational Structure** – Primary components of the occupational structure as defined in ICD 652. These components include the Work Categories and Work Levels.
- **Performance Element Model** – Definitions of each performance element and the key work behaviors that comprise each element. These work behaviors are the building blocks of the performance standards.
- **Performance Standards** – A separate set of standards has been defined for the Professional, Supervision/Management, and Technician/Administrative Support Work Categories. Within each of these categories, the performance standards define expectations for each Work Level (i.e., Entry/Developmental, Full Performance, Senior, and Expert). Within each Work Level, standards are anchored at two levels of performance: "Successful" and "Outstanding."

Occupational Structure

Separate performance standards have been defined for the Professional, Supervision/Management, and Technician/Administrative Support Work Categories. Definitions for each of these categories are presented below.

- **Professional** – Positions with duties and responsibilities that primarily involve professional or specialized work that requires the interpretation and application of concepts, theories, and judgment. Some groups in this category may have a positive education requirement (i.e., a requirement for a particular type or level of academic degree). Such work features multiple career progression stages and work levels.

- **Technician/Administrative Support** – Positions with duties and responsibilities that primarily involve support for the operations and functions of a particular type of work or organizational unit. Such support activities are technical or administrative in nature, and qualifications generally are acquired through practical experience, supplemented by on-the-job and/or skills-specific training. Such work tends to have fewer career progression stages and work levels. Positions in this category typically are covered by the Fair Labor Standards Act.

- **Supervision/Management** – Positions with duties and responsibilities that primarily involve planning, directing, and coordinating the operation of units within components, developing and/or executing strategy, formulating and/or implementing policies, overseeing daily operations, and managing material, financial, and/or human resources.

The Work Levels within each of the Work Categories are presented in Figure 1.

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Figure 1. Work Levels within each Work Category[1]
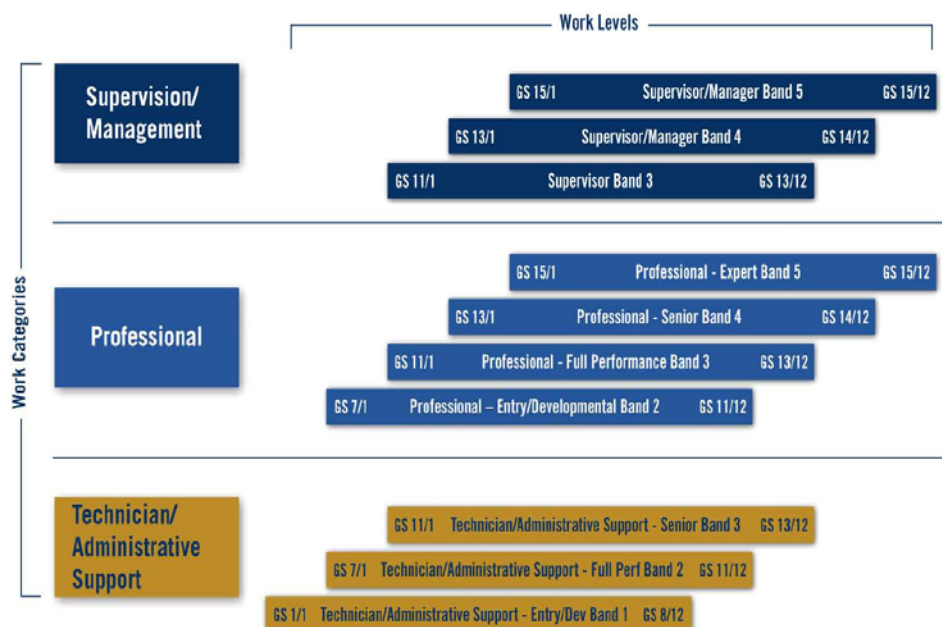
Work levels are defined as follows in ICD 652:

- **Entry/Developmental.** Work at this level involves acquiring competencies needed to perform successfully at the full performance level through appropriate formal training, actual on-the-job experience, or both, as appropriate for the Professional Work Category.

- **Full Performance.** Work at this level involves independently performing the full range of nonsupervisory duties appropriate for the Professional Work Category. Employees at this level have successfully completed required entry-level training and/or developmental activities, have a full understanding of the technical or specialty field, independently handle situations or assignments with minimal day-to-day instruction or supervision, and receive general guidance and direction on new projects or assignments. Full performance employees exercise independent judgment in selecting and applying appropriate work methods, procedures, techniques, and practices in accomplishing their duties and responsibilities. Actions at this level may have impact beyond the work unit and, as a

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[1] Note: Supervisors may be designated at different work levels based on the types of employees supervised and the scope of related functions, responsibilities, and resources. Managers may be designated at different work levels based on the scope of the functions, responsibilities, resources, and interactions. (ICD 652, p. 7).

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result, employees at this level typically collaborate internally and externally with their peers.

- **Senior.** Work at this level involves a wide range of complex assignments and non-routine situations that require extensive knowledge and experience in the technical or specialty field as appropriate for the Professional Work Category. Receiving broad objectives and guidelines from the supervisor, senior employees independently handle a wide-range of complex assignments and non-routine situations and exercise independent judgment to identify and take alternative courses of action. Following broad objectives and guidelines, employees act independently to establish priorities and deadlines within expectations established by the supervisor and exercise individual judgment to choose alternative guidelines to complete assignments. Employees may lead and coordinate special projects, teams, tasks, and initiatives and may be required to build and utilize collaborative networks with key contacts within and outside of their immediate organization. Actions at this level are likely to have an impact beyond the employee's immediate organization.

- **Expert.** Work at this level involves an extraordinary degree of specialized knowledge or expertise to perform highly complex and ambiguous assignments that normally require integration and synthesis of a number of unrelated disciplines and disparate concepts. Employees at this level set priorities, goals, and deadlines; and make final determinations on how to plan and accomplish their work. Components rely on employees in this level for the accomplishment of critical mission goals and objectives and as a result, employees may lead the activities of other senior and expert employees, teams, projects, or task forces. Employees in this level create formal networks involving coordination among groups across the IC and other external organizations.

Performance Element Content Models
Professional and Technician/Administrative Support Work Categories

1. **Accountability for Results –** *This performance element measures the extent to which the employee takes responsibility for his or her work, sets and meets priorities, and organizes and utilizes time and resources efficiently and effectively to achieve desired results, consistent with the organization's goals and objectives.*

   - Demonstrates accountability and responsibility for own work.
   - Plans, prioritizes, and balances assignments to ensure timely and effective completion of tasks; makes adjustments as needed to adapt to changing situations.
   - Makes effective and efficient use of time and other available resources.
   - Achieves meaningful results by putting in the necessary time and effort, and following through to ensure quality outcomes that support organizational goals and objectives.

2. **Communication –** *This performance element measures the extent to which an employee is able to comprehend and convey information with and from others in writing, reading, listening, and verbal and non-verbal action. Employees are expected to use a variety of media in communicating and making presentations appropriate to the audience.*

   - Actively attends and appropriately responds to written, verbal, and non-verbal forms of communication.
   - Writes in an accurate, clear, concise, and well-organized manner.
   - Orally communicates in an accurate, clear, concise, and well-organized manner.
   - Tailors communication (e.g., language, tone, level of specificity) to the audience's level of understanding, using a variety of media as appropriate.

3. **Critical Thinking –** *This performance element measures an employee's ability to use logic, analysis, synthesis, creativity, judgment, and systematic approaches to gather, evaluate, and use multiple sources of information to inform decisions and outcomes.*

   - Gathers information or data that is necessary and appropriate for identifying or addressing issues and problems.
   - Analyzes and integrates relevant information or data to draw sound and logical conclusions.
   - Identifies and evaluates alternative solutions, courses of action, and strategies to address issues and problems.
   - Makes sound and timely decisions or recommendations.

4.   **Engagement and Collaboration** – *This performance element measures the extent to which the employee is able to recognize, value, build, and leverage collaborative and constructive networks of diverse coworkers, peers, customers, stakeholders, and teams within an organization and/or across the IC to share knowledge and achieve results.*

- Builds collaborative and constructive relationships that facilitate working across boundaries, groups, or organizations.
- Recognizes responsibility to provide information to others and appropriately shares information and knowledge to achieve desired goals.
- Seeks out and integrates diverse perspectives from coworkers, peers, customers, stakeholders, and teams within an organization and/or across the IC.

5.   **Personal Leadership and Integrity** – *This performance element measures the extent to which the employee is able to demonstrate personal initiative and innovation and to demonstrate honesty, integrity, openness, and respect in dealings with coworkers, peers, customers, stakeholders, teams, and collaborative networks across the IC. IC employees are also expected to demonstrate core organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express their professional views.*

- Takes initiative and/or uses innovation to identify and understand emerging issues relevant to assignments and adapts products and services.
- Demonstrates integrity, honesty, openness, and respect in dealings with coworkers, peers, customers, stakeholders, teams, and others across the IC.
- Demonstrates an appreciation for the value of diversity.
- Demonstrates core organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express one's professional views when representing one's self, unit, or agency.

6.   **Technical Expertise** – *This performance element measures an employee's ability to acquire and apply knowledge, subject matter expertise, tradecraft, and/or technical competency necessary to achieve results.*

- Demonstrates and applies relevant and appropriate knowledge, subject matter expertise, tradecraft, and/or technical competency to achieve work objectives and outcomes.
- Stays up-to-date in professional/technical specialties by acquiring, developing, and maintaining relevant knowledge and skills.
- Solicits, listens to, and acts on constructive feedback to enhance technical or professional skills.

Supervision/Management Work Category

1. **Accountability for Results –** *This performance element measures the extent to which the employee takes responsibility for his or her work, sets and meets priorities, and organizes and utilizes time and resources efficiently and effectively to achieve desired results, consistent with their organization's goals and objectives. In addition, IC supervisors are expected to use these same skills to accept responsibility for and achieve results through the actions and contributions of their subordinates and their organization as a whole.*

   ▪ Demonstrates accountability and responsibility for own work and the work of others.
   ▪ Plans, prioritizes, and balances assignments or projects to ensure timely and effective completion of tasks; makes adjustments as needed to adapt to changing situations.
   ▪ Makes effective and efficient use of time and other available resources.
   ▪ Achieves meaningful results by putting in the necessary time and effort, and following through to ensure quality outcomes through own work and the actions and contributions of subordinates and the organization as a whole.

2. **Communication –** *This performance element measures the extent to which an employee is able to comprehend and convey information with and from others in writing, reading, listening, and verbal and non-verbal action. In addition, IC supervisors are expected to use effective communication skills to build cohesive work teams, develop individual skills, and improve performance.*

   ▪ Actively attends and appropriately responds to written, verbal, and non-verbal forms of communication.
   ▪ Writes in an accurate, clear, concise, and well-organized manner.
   ▪ Orally communicates in an accurate, clear, concise, well-organized, and timely manner.
   ▪ Tailors communication (e.g., language, tone, level of specificity) to the audience's level of understanding, using a variety of media as appropriate.
   ▪ Uses effective communication skills to build cohesive work teams, develop individual skills, and improve performance.

3. **Critical Thinking –** *This performance element measures an employee's ability to use logic, analysis, synthesis, creativity, judgment, and systematic approaches to gather, evaluate, and use multiple sources of information to inform decisions and outcomes. In addition, IC supervisors are expected to establish a work environment where employees feel free to engage in open, candid exchanges of information and diverse points of view.*

   ▪ Gathers information or data that is necessary and appropriate for identifying or addressing issues and problems.
   ▪ Analyzes and integrates relevant information or data to draw sound and logical conclusions.
   ▪ Identifies and evaluates alternative solutions, courses of action, and strategies to address issues and problems.

- Makes sound and timely decisions or recommendations.
- Establishes a work environment where employees feel free to engage in open, candid exchanges of information and diverse points of view.

4. **Engagement and Collaboration** – *This performance element measures the extent to which the employee is able to recognize, value, build, and leverage collaborative and constructive networks of diverse coworkers, peers, customers, stakeholders, and teams within an organization and/or across the IC to share knowledge and achieve results. In addition, IC supervisors are expected to create an environment that promotes engagement, collaboration, integration, and the sharing of information and knowledge.*

- Builds effective, collegial relationships that facilitate working across boundaries, groups, or organizations.
- Recognizes responsibility to provide information to others and appropriately shares information and knowledge to achieve desired goals.
- Leverages diversity by seeking out and integrating diverse perspectives from subordinates, coworkers, peers, customers, stakeholders, and teams within an organization and/or across the IC.
- Creates an environment that promotes engagement, integration, and knowledge sharing.

5. **Leadership and Integrity** – *This performance element measures the extent to which the employee is able to demonstrate personal initiative and innovation and to demonstrate honesty, integrity, openness, and respect in dealings with coworkers, peers, customers, stakeholders, teams, and collaborative networks across the IC. Leaders are expected to achieve organizational goals and objectives through effective leadership, creating a shared vision and mission, and mobilizing employees in support of their objectives. Leaders are also expected to demonstrate core organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express their professional views. In addition, they must establish and promote equal opportunity and collaboration and reward and recognize individual and team accomplishments.*

- Takes initiative and/or uses innovation to identify and understand emerging issues relevant to assignments and adapts products and services.
- Demonstrates integrity, honesty, openness, and respect in dealings with subordinates, coworkers, peers, customers, stakeholders, teams, and others across the IC.
- Demonstrates and advances core organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express one's professional views when representing one's self, unit, or agency.
- Creates a shared vision and mission within one's organization and mobilizes employees, stakeholders, and collaborative networks in support of organizational objectives.
- Establishes a work environment and organizational culture that values and promotes equal opportunity, diversity (of both persons and points of view), critical thinking, collaboration, and information sharing.

- Recognizes and rewards individual excellence, enterprise focus, innovation, and collaborative action.

6. **Management Proficiency** – *This performance element measures an employee's technical proficiency as it relates to his or her mission area and to his or her role as supervisor or manager. Expertise is acquired through a combination of education, training, and experience. Leaders and managers are expected to leverage their skills in planning for, acquiring, organizing, integrating, developing, and prioritizing human, financial, material, information, and other resources to accomplish objectives. Managers are expected to focus on the development and productivity of their subordinates by setting clear expectations and objectives, providing ongoing coaching and feedback, evaluating contributions, and linking performance ratings and rewards to accomplishments.*

- Demonstrates and applies relevant and appropriate knowledge, subject matter expertise, tradecraft, leadership, and managerial competency to achieve work objectives and outcomes.
- Stays up-to-date by acquiring, developing, and maintaining relevant and appropriate knowledge and skills.
- Solicits, listens to, and acts on constructive feedback to enhance leadership and managerial knowledge and skills.
- Plans for, acquires, organizes, integrates, develops, and prioritizes the human, financial, material, information, and other resources to accomplish the organization's mission and objectives.
- Sets clear performance objectives and provides ongoing coaching and feedback.
- Accurately and fairly evaluates individual employee's contributions to organizational results and links rewards to the accomplishment of those results.

Example Indicators of "Outstanding" Performance

- Demonstrates ability to interact effectively with a wide range of individuals under varying circumstances in a manner that far exceeds expectations.

- Proactively strives to improve work unit and organizational performance through innovative methods.

- Demonstrates unusual creativity – comes up with new products, services, or work products that break new ground and/or greatly improve the organization's reputation, effectiveness, or efficiency.

- Outcomes have broad and significant impact beyond what would ordinarily be expected for his/her band.

- Generally performs at a level more consistent with the band above his or her current level.

- Operates more independently than would be expected at his/her band level.

- Is proactive rather than reactive: anticipates obstacles and actively plans to overcome them; persists in overcoming obstacles or solving problems when others typically give up.

- Achieves outcomes and results that are far superior in quality and depth to what would be expected ordinarily at the individual's band level; work quality is recognized by peers and customers for excellence; work submitted for review requires few, if any, substantive revisions.

- Serves as a model performer for peers; is sought out by others for advice and guidance and to handle highly visible, difficult, sensitive, complex, or ambiguous tasks.

- Seeks out new responsibilities and assignments outside immediate area of responsibility, leading to additional contributions to the work unit or organization at large.

- Puts forth extra effort to accomplish work assignments in the most efficient and effective manner possible – even when demands are very heavy and it is personally inconvenient.

- Productivity is above what would be expected normally for the individual's band level.

- Continually strives to improve his or her performance by seeking feedback and through self-directed learning opportunities.

- Demonstrates ability to handle more complex, subtle, or unusual problems than would be expected for his/her pay band.

- Demonstrates a higher level of knowledge and skill than what would be expected for his/her band.

- Recognizes patterns and trends in information or data and pulls together seemingly disparate pieces of information to develop new insights or solve problems.

Performance Standards

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Professional Work Category –Entry/Developmental Band 2

Performance Standards for Entry/Developmental Band 2 Employees in Professional Work Category		
Accountability for Results		
Successful		*Outstanding*
• Accepts responsibility for own actions, whether or not they are successful.		• Proactively takes responsibility for own actions, even when faced with challenges or criticism.
• Adheres to schedules and, with guidance, organizes and prioritizes own tasks to complete assignments in a timely and effective manner, making adjustments as needed.		• Puts forth effort to overcome obstacles and accomplish assignments; takes appropriate initiative to make adjustments to plans, goals, and priorities to meet deadlines.
• With guidance, gains a basic understanding of available resources and the process for acquiring the resources needed to accomplish own work; uses time and resources in an efficient manner.		• Takes initiative to expand knowledge of available resources and the process for acquiring them; makes meaningful suggestions for increasing efficiency in the use of resources.
• Takes action to achieve meaningful results in support of organizational goals and objectives.		• Consistently takes action to achieve outcomes and results that are superior in quality, quantity, and/or impact to what would ordinarily be expected at this level.
Communication		
Successful		*Outstanding*
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Effectively recognizes even subtle written, verbal, and nonverbal cues and responds appropriately.
• With guidance, prepares routine written materials that are clear, organized, concise, in the correct format, and that contain proper spelling and grammar.		• Incorporates feedback to produce written materials that exceed expectations for organization, clarity, and quality.
• With guidance, communicates clearly and concisely, conveying ideas and information in an organized, logical fashion; responds to routine questions in a timely, accurate, and courteous manner.		• Explains complicated information in a manner that is easy to understand; responds to difficult questions in a timely, accurate, concise, and courteous manner.
• With guidance, effectively adjusts communications for audience level of understanding; uses appropriate media in communications.		• Tailors communications to meet audience needs and enhance their understanding.
Critical Thinking		
Successful		*Outstanding*
• With guidance, gains a basic understanding of straightforward situations or problems and collects information from routine sources.		• Takes initiative to identify additional sources of information from non-routine sources for a more comprehensive understanding of issues and problems.
• With guidance, evaluates, analyzes, and integrates basic data/information to identify issues or trends and to draw reasonable, logical conclusions for straightforward problems.		• Independently evaluates, analyzes, and integrates basic data/information to identify issues or trends and to draw reasonable, logical conclusions for a variety of problems.
• With guidance, applies well-defined and established strategies and/or procedures to effectively solve straightforward problems.		• Suggests alternative solutions when the original course of action will not work.
• With guidance, makes sound and timely decisions in well-defined, low-risk situations affecting own work.		• Makes sound, timely, and effective decisions with minimal guidance.

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Performance Standards for Entry/Developmental Band 2 Employees in Professional Work Category		
Engagement and Collaboration		
Successful		Outstanding
• Interacts collaboratively and demonstrates flexibility within own work unit to accomplish shared unit goals; willingly assists others.		• Builds effective partnerships that contribute to work unit outcomes; seeks opportunities to assist others.
• Recognizes responsibility to provide information and willingly shares knowledge, skills, and lessons learned in own work unit.		• Seeks opportunities to share relevant knowledge and skills with others.
• Considers diverse perspectives from coworkers, peers, customers/partners and stakeholders within or who interact directly with own work unit.		• Actively seeks diverse perspectives from coworkers, peers, customers/partners and stakeholders and uses this information to enhance own work.
Personal Leadership and Integrity		
Successful		Outstanding
• Demonstrates awareness of factors relevant to own work and, with guidance, adapts products and services as needed.		• Demonstrates a more complete understanding of factors relevant to work unit assignments; proposes innovative ideas for improving products and services.
• Treats everyone fairly, honestly, and respectfully.		• Actively seeks and considers the perspectives, needs, and concerns of others and adjusts own interpersonal style accordingly.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Serves as a role model of respectful and inclusive behavior to others.
• Demonstrates professional behavior and good judgment in routine interactions with others; behavior consistently reflects organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Demonstrates a high degree of composure in interactions with others, even in challenging and sensitive situations.
Technical Expertise		
Successful		Outstanding
• Participates in developmental opportunities to acquire or enhance professional knowledge, tradecraft, and subject matter expertise.		• Takes initiative to expand or enhance professional knowledge, tradecraft, and subject matter expertise.
• Demonstrates progress in applying basic professional knowledge, tradecraft, and subject matter expertise to perform straightforward work activities with guidance.		• Applies professional knowledge, tradecraft, and subject matter expertise to perform more advanced tasks with minimal supervision.
• Responds appropriately to feedback.		• Seeks and responds appropriately to feedback.
• Uses acquired knowledge and skills to continually improve own performance.		• Applies new approaches to perform more advanced and difficult tasks.

Professional Work Category – Full Performance Band 3

Performance Standards for Full Performance Band 3 Employees in Professional Work Category		
Accountability for Results		
Successful		Outstanding
• Takes responsibility for own actions, whether or not they are successful.		• Takes responsibility for own actions and work unit outcomes, even in the face of significant criticism or challenges; proactively seeks to resolve issues.
• Plans, organizes, and prioritizes own work activities to complete assignments in a timely and effective manner and makes adjustments to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles to accomplish assignments; rapidly adjusts plans, goals, and priorities to meet deadlines.
• Identifies and advocates for resources necessary to support and contribute to mission requirements; uses time and resources in an efficient and effective manner.		• Anticipates changes in workload requirements and advocates for resources well in advance of when they are needed; suggests flexible and innovative approaches to stretch limited resources.
• Takes action to achieve meaningful results in support of organizational goals and objectives; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Consistently takes action to achieve outcomes and results that are superior in quality, quantity, and/or impact to what would ordinarily be expected at this level.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.
• Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.		• Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.
• Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely; deftly handles questions and challenges.
• Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.

Performance Standards for Full Performance Band 3 Employees in Professional Work Category		
Critical Thinking		
Successful		Outstanding
• Gains a thorough understanding of moderately complex situations or problems by identifying key issues and assumptions and collecting accurate, relevant, and complete information.		• Takes initiative to identify additional sources of information from non-routine or nontraditional sources for a more comprehensive understanding of issues and problems.
• Evaluates, analyzes, and integrates moderately complex data/information to identify issues, trends, and relationships and draw reasonable, logical conclusions.		• Evaluates, analyzes, and integrates complex data/information to identify issues, trends, and relationships and draw reasonable conclusions for ambiguous or ill-defined problems.
• Applies effective solutions, strategies, and/or procedures to solve moderately complex problems that directly impact immediate work environment.		• Identifies potential future problems that may directly impact the work environment and recommends solutions and alternative courses of action.
• Makes sound and timely recommendations or decisions for dealing with moderately complex issues.		• Makes sound and timely recommendations or decisions, even in stressful, ambiguous, or sensitive situations.
Engagement and Collaboration		
Successful		Outstanding
• Contributes to achieving work unit goals by working collaboratively and building effective partnerships across units; readily provides assistance to others when needed.		• Develops relationships with a wide range of individuals across the organization; demonstrates exceptional skill in building and maintaining these relationships.
• Demonstrates awareness of responsibility to provide information and actively seeks opportunities to share knowledge, skills, and lessons learned within and beyond own work unit.		• Seeks opportunities to increase knowledge and skill transfer within and beyond own work unit; encourages and promotes knowledge and skill sharing by mentoring others and/or developing informal knowledge-sharing channels.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners and stakeholders, who are in or interact directly with own work unit.		• Promotes the communication of diverse perspectives within and beyond own work unit.

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Performance Standards for Full Performance Band 3 Employees in Professional Work Category		
Personal Leadership and Integrity		
Successful		Outstanding
• Takes initiative and puts forth effort needed to interpret emerging issues that affect work unit assignments and, with minimal guidance, develops innovative solutions for adapting products and services as needed.		• Consistently puts forth effort needed to excel in understanding and solving moderately complex and challenging issues; proposes highly innovative ideas to ensure quality of products and services.
• Treats everyone fairly, honestly, and respectfully, thereby contributing to a positive team atmosphere that fosters cooperation, trust, and inclusion.		• Actively seeks and consistently considers the perspectives, needs, and concerns of others; uses this information to tailor own behavior to work more effectively with others across situations and to foster a team environment.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Serves as a role model of respectful and inclusive behavior to others.
• Demonstrates a high degree of professional behavior, composure, and sound judgment when representing self or unit; behavior consistently reflects organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Demonstrates exceptional professionalism, composure, and sound judgment and promotes a positive image of the work unit and organization to internal and/or external parties, even in challenging and sensitive situations.
Technical Expertise		
Successful		Outstanding
• Participates in professional development activities in order to expand professional knowledge, tradecraft, and subject matter expertise.		• Proactively seeks new opportunities for self-development of professional knowledge, tradecraft, and subject matter expertise.
• With minimal guidance, develops, maintains, and applies professional knowledge, tradecraft, and subject matter expertise to perform assigned work activities.		• Applies depth and breadth of professional knowledge, tradecraft, and subject matter expertise to perform well on complex and varied assignments.
• Seeks and responds appropriately to feedback.		• Seeks feedback and uses it to improve own and work unit performance.
• Stays current in professional/ technical area of expertise and uses this knowledge and skill to improve own performance.		• Applies new approaches to perform ambiguous and complex tasks.

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Professional Work Category – Senior Band 4

Performance Standards for Senior Band 4 Employees in Professional Work Category		
Accountability for Results		
Successful		Outstanding
• Takes responsibility for own actions and work unit outcomes, whether or not they are successful; where appropriate, acknowledges accomplishments of others.		• Takes responsibility for own and work unit actions and outcomes, even in the face of significant criticism or challenges; proactively seeks to resolve complex issues.
• Coordinates work across assigned projects or programs, effectively balancing competing work demands to achieve timely and positive outcomes; makes adjustments to plans, priorities, and timelines to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles to accomplish assignments; monitors the execution of plans and schedules that have high organizational impact; rapidly makes adjustments to plans, goals, and priorities in complex and difficult situations to meet deadlines.
• Identifies and effectively advocates for the resources necessary to support and contribute to mission requirements; uses time and resources in an efficient and effective manner.		• Anticipates changes in workload requirements and advocates for resources well in advance of when they are needed; develops and implements flexible and innovative approaches to stretch limited resources, resulting in greater contributions to the organization.
• Coordinates projects across multiple work units and ensures that meaningful results in support of organizational goals and objectives are achieved; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Consistently takes action to achieve outcomes and results that are superior in quality, quantity, and/or impact to what would ordinarily be expected at this level.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly reads interpersonal interactions and nonverbal cues, and adjusts own style or behavior to more effectively communicate with others.
• Prepares a variety of written materials that are clear, concise, organized, accurate, and in the correct format; reviews and/or edits written materials to ensure they meet expectations for organization, clarity, and accuracy; provides effective guidance to others when reviewing and editing written materials.		• Produces written communications that are of exceptional quality; provides insightful guidance to others when reviewing and editing written materials.
• Communicates complex concepts and issues clearly and effectively in an accurate, confident, and compelling manner, conveying ideas and information in an organized, logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting complex information orally; deftly handles questions and challenges; presentations are notable for clarity and depth of information and analysis, even with highly complex or unusual topics; presentations are used as examples for others to follow.
• Recognizes potential implications of communications and tailors communications to audience needs and level of understanding; uses a variety of media in communicating to facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding; takes other perspectives into account, even when addressing controversial topics.

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Performance Standards for Senior Band 4 Employees in Professional Work Category		
Critical Thinking		
Successful		Outstanding
• Gains a complete understanding of complex situations or problems that impact the organization by identifying key issues and assumptions and collecting accurate and relevant data from traditional and non-traditional sources.		• Takes initiative and displays exceptional persistence in finding critical, yet hard-to-obtain information.
• Efficiently and effectively evaluates, analyzes, and integrates complex data/information to identify issues, relationships, and emerging trends and draw reasonable, logical conclusions.		• Evaluates, analyzes, and integrates data/information to identify creative and workable solutions for very difficult and ambiguous problems; draws on evaluations and interpretations to form sound conclusions and identify reasonable, logical solutions.
• Develops and applies the most appropriate solutions, strategies, and/or procedures to effectively solve difficult or complex problems or issues that impact the organization.		• Evaluates the impact of events outside own organization and uses this information to develop alternative strategies or processes.
• Makes sound and timely recommendations or decisions in a variety of complex situations by considering the costs, risks, and benefits and choosing courses of action in which the benefits outweigh the risks.		• Makes sound and timely recommendations or decisions when circumstances are stressful, sensitive, highly ambiguous, or complete information is not available; considers future consequences of alternatives.
Engagement and Collaboration		
Successful		Outstanding
• Contributes to achieving work unit and organizational objectives by working cooperatively and building and maintaining effective partnerships internal and external to the organization; recognizes when others need assistance and provides support to achieve organizational goals.		• Demonstrates exceptional skill in building and maintaining a broad range of professional relationships within and beyond own organization; leverages professional networks to make greater contributions to the mission.
• Engages in open communication and information sharing with other work units or organizations to ensure that others have the information necessary to accomplish their goals.		• Promotes open, candid, and regular exchanges and sharing of information within and outside of own organization; facilitates exchanges of information that increase contributions to the mission.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners and stakeholders internal and external to the organization.		• Promotes the communication of diverse perspectives within and among work units and organizations as a means for developing deeper and more innovative insights to address issues and problems.

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Performance Standards for Senior Band 4 Employees in Professional Work Category		
Personal Leadership and Integrity		
Successful		Outstanding
• Takes initiative and puts forth effort needed to identify and interpret how emerging issues will affect assignments within and across units; coordinates and ensures the appropriate adaptation of products and services as needed.		• Consistently seeks opportunities to learn about emerging issues; develops highly innovative and integrative ideas for coordinating the adaptation of products and services.
• Treats everyone fairly, honestly, and respectfully; creates a positive team atmosphere that fosters cooperation, trust, and inclusion by modeling and encouraging this behavior in others.		• Proactively solicits ideas to gain an understanding of the priorities, needs, and concerns of others and address them as appropriate; tailors own behavior to work more effectively with others and to foster a team environment even in difficult situations.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Serves as a role model of respectful and inclusive behavior and encourages others to do the same.
• Demonstrates a high degree of professional behavior, composure, and sound judgment when representing self, unit, or organization, promoting a positive image to internal and external parties and consistently reflecting organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Consistently demonstrates exceptionally sound judgment, professionalism, and composure, even in highly challenging or sensitive situations; exemplifies a strong commitment to IC values and strives to promote a positive image of the IC.
Technical Expertise		
Successful		Outstanding
• Seeks feedback and participates in challenging professional development activities to continually develop professional knowledge, tradecraft, and subject matter expertise; applies lessons learned to improve work unit and organizational performance.		• Proactively seeks new opportunities and feedback to continually develop and expand professional knowledge, tradecraft, and subject matter expertise; applies lessons learned to significantly improve work unit and organizational performance.
• Applies depth and breadth of professional knowledge, tradecraft, and subject matter expertise to perform a wide range of complex assignments that impact own organization.		• Applies depth and breadth of knowledge, tradecraft, and subject matter expertise to perform exceptionally well on the full range of complex or varied assignments that impact the reputation, effectiveness, or efficiency within and beyond own organization.
• Stays current in professional/ technical area of expertise, and uses this knowledge and skill to improve own, work unit, and organizational performance.		• Translates new developments in own technical field into concrete advances that significantly improve the work unit and organization performance.

Professional Work Category – Expert Band 5

Performance Standards for Expert Band 5 Employees in Professional Work Category		
Accountability for Results		
Successful		Outstanding
• Takes responsibility for own actions and organizational outcomes, whether or not they are successful; takes responsibility for organizational results; where appropriate, acknowledges accomplishments of others.		• Takes responsibility for own, work unit, and organization actions and outcomes, even in the face of significant criticism or challenges; proactively seeks to resolve issues; actively promotes and communicates the accomplishments of others.
• Coordinates work across assigned projects, programs, or units, effectively balancing competing work demands to achieve timely and positive outcomes; makes adjustments to plans, priorities, and schedules to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles to accomplish assignments; monitors the execution of very complex or sophisticated plans and schedules that have high organizational impact; makes adjustments to plans, goals, and priorities in complex and fluid situations to achieve optimal outcomes.
• Identifies and effectively advocates for the resources necessary to support and contribute to mission requirements; actively contributes to resource planning efforts and competently defends resource requirements; uses time and resources in an efficient and effective manner.		• Anticipates changes in workload requirements and advocates for resources well in advance of when they are needed; balances competing resource requirements to ensure alignment with mission objectives; develops and implements flexible and innovative approaches to stretch limited resources, resulting in greater contributions to the organization.
• Coordinates projects across multiple work units and organizations and ensures that meaningful results in support of organizational goals and objectives are achieved; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Consistently takes action to achieve outcomes and results that are superior in quality, quantity, and/or impact to what would ordinarily be expected at this level.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly reads interpersonal interactions and nonverbal cues and adjusts own behavior to more effectively communicate with others.
• Consistently prepares, reviews, and/or edits complex written materials, properly emphasizing key issues and considering potential implications; ensures written materials are thorough, logical, concise, complete, accurate, consistent, and organized; provides effective guidance to others.		• Produces written materials that are of superior quality; delivers exceptional guidance when reviewing that improves the quality of the materials.
• Communicates complex, controversial, and sensitive concepts and issues clearly and effectively in an accurate, confident, and compelling manner, conveying ideas and information in an organized, logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting even the most complex information orally; presentations are notable for clarity and depth of information and analysis, even with highly complex or unusual topics; anticipates potential issues, and communicates persuasively to make his/her points; deftly handles questions and challenges; presentations are used as examples for others to follow.
• Recognizes potential implications of communications and tailors communications to a wide range of audience needs and level of understanding; uses a variety of media in communicating to facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding across the organization; takes other perspectives into account, even when addressing controversial topics.

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Performance Standards for Expert Band 5 Employees in Professional Work Category		
Critical Thinking		
Successful		**Outstanding**
• Gains a complete understanding of a variety of highly-complex or high-visibility issues that impact the work unit and organization; places issues in a larger context by identifying key issues and assumptions and collecting accurate and relevant data; identifies sources for specialized or uncommon data.		• Focuses on the most critical information needed to define and understand issues; takes initiative and displays exceptional persistence in finding critical, yet hard-to-obtain information.
• Expertly evaluates, analyzes, and integrates highly complex data/information to detect issues, relationships, emerging trends, and/or opportunities for action; draws reasonable, logical conclusions.		• Identifies significant connections between seemingly unrelated pieces of data/information to draw innovative conclusions or to resolve the most difficult or ambiguous problems; draws on evaluations and interpretations to form sound conclusions and identify reasonable, logical solutions.
• Develops and applies creative and insightful solutions to highly complex or visible problems/issues that impact the organization and IC; develops effective strategies to address problems associated with new and emerging issues.		• Takes the initiative to resolve problems of particular difficulty, sensitivity, or strategic importance in order to maximize contributions to the organization and IC; evaluates the impact of outside events and uses this information to develop alternative strategies or processes.
• Makes timely and logical recommendations or decisions in highly complex, difficult, high pressure, and/or ill-defined situations by considering the costs, risks, and benefits and choosing courses of action in which the benefits outweigh the risks.		• Makes decisions or recommendations in the most sensitive, difficult, and ambiguous situations and consistently offers sound counsel, effectively balancing costs, benefits, and future consequences.
Engagement and Collaboration		
Successful		**Outstanding**
• Contributes to achieving organizational objectives by modeling collaboration and building effective partnerships internal and external to the IC; recognizes when others need assistance and provides support to achieve organizational or cross-organizational goals.		• Demonstrates exceptional skill in building and maintaining professional relationships internal and external to the IC; leverages extensive professional networks to maximize contributions to the mission.
• Consistently models open, direct, candid, and regular exchanges of information within and outside of the organization; establishes communication processes that ensure work activities are well-integrated across organizations; clearly articulates and promotes the importance and the value of information, skills, and knowledge sharing; encourages sharing of knowledge, skills, and lessons learned within and across work units and organizations.		• Actively works to ensure the continuous transfer of knowledge and skills across the organization, IC, and externally by serving as a resource or initiating and overseeing the development of knowledge-sharing and collaboration systems.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners, and stakeholders internal and external to the IC; integrates these perspectives to develop new and deeper insights on issues of interest.		• Promotes the communication of diverse perspectives within and beyond the IC; fosters a climate in the organization reinforcing the value of trust, respect, and diverse perspectives; champions respect for and value of individual differences and diversity, resulting in greater information sharing.

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Performance Standards for Expert Band 5 Employees in Professional Work Category		
Personal Leadership and Integrity		
Successful		Outstanding
• Takes initiative and puts forth the effort needed to understand difficult, challenging, and ambiguous issues that affect the organization and IC; proposes and implements innovative programs and initiatives designed to improve products and services.		• Consistently seeks opportunities to learn about emerging issues; excels at understanding and developing solutions for highly complex, high stakes issues across the organization and IC; champions the implementation of improved products and services throughout the IC.
• Treats everyone fairly, honestly, and respectfully; creates a positive team atmosphere that fosters cooperation, trust, and inclusion by modeling and encouraging this behavior in others.		• Proactively solicits ideas to gain an understanding of the priorities, needs, and concerns of others internal and external to the IC and address them as appropriate; tailors own behavior to work more effectively with others and to foster a team environment, even in difficult situations.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Serves as a role model of respectful and inclusive behavior and encourages others to do the same.
• Represents self, unit, or organization in a manner that enhances its image and reputation through his/her judgment, professionalism, composure, credibility, preparation, and commitment, even in challenging or sensitive situations, thus promoting the IC image and core values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Consistently sets an example of excellence as a representative of the organization or IC; is called upon to handle the most difficult, politically sensitive, or highly visible situations in a manner embodying exceptional professionalism, composure, judgment, and demonstration of the IC core values.
Technical Expertise		
Successful		Outstanding
• Develops, maintains, and applies expert-level professional knowledge, tradecraft, and subject matter expertise to perform a full range of highly complex work activities; applies expertise to improve own and organizational performance; serves as recognized authority in area of expertise within the IC.		• Serves and is consulted as a recognized authority within and beyond the IC for depth and breadth of professional knowledge, tradecraft, and subject matter expertise; applies expertise to handle the most complex and difficult assignments.
• Continually seeks information and feedback to enhance technical and professional competencies; identifies and pursues challenging development opportunities and applies lessons learned to improve the organization and IC.		• Proactively identifies new methods of obtaining information and organizational feedback that lead to concrete improvements that have a broad organizational and community impact.
• Stays current in professional/ technical area of expertise and uses this knowledge and skill to improve own, work unit, organizational, and/or IC performance.		• Translates new developments in own technical field into concrete advances that have a broad organizational and community impact.

Technician/Administrative Support Work Category – Entry/Developmental Band 1

Performance Standards for Entry/Developmental Band 1 Employees in Technician/Administrative Support Work Category		
Accountability for Results		
Successful		Outstanding
• Accepts responsibility for own actions, whether or not they are successful.		• Proactively takes responsibility for own actions, even when faced with challenges or criticism.
• Adheres to schedules and, with guidance, organizes and prioritizes own tasks to complete assignments in a timely and effective manner, making adjustments as needed.		• Takes appropriate initiative to make adjustments to plans, goals, and priorities to meet deadlines.
• With guidance, gains a basic understanding of available resources and the process for acquiring the resources needed to accomplish own work; uses time and resources efficiently.		• Takes initiative to expand knowledge of available resources and the process for acquiring them; makes meaningful suggestions for increasing efficiency in the use of resources.
• Takes action to achieve meaningful results in support of organizational goals and objectives.		• Consistently takes action to achieve outcomes and results that far exceed expectations for quality, quantity, and/or impact.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly interprets nonverbal cues and adjusts personal style or behavior to effectively interact with others.
• With direction, prepares written materials that meet expectations for organization, clarity, accuracy, grammar, and spelling.		• Incorporates feedback to consistently produce written materials that exceed expectations for organization, clarity, and quality.
• With guidance, communicates clearly and concisely, conveying ideas and information in an organized, logical fashion; responds to routine inquiries in a timely, accurate, and courteous manner.		• Responds to inquiries in a timely, accurate, concise, and courteous manner, explaining technical information in a manner that is easy to understand.
• With guidance, effectively adjusts communications for audience level of understanding; uses appropriate media in communications.		• With minimal guidance, tailors communications to meet audience needs.
Critical Thinking		
Successful		Outstanding
• Seeks and uses appropriate guidance to gain a basic understanding of straightforward situations or problems and collect information from routine sources.		• Demonstrates persistence in gathering information that is difficult to locate.
• With guidance, evaluates, analyzes, and integrates basic data/information to identify issues and clear trends and to draw reasonable, logical conclusions for straightforward problems.		• With minimal guidance, evaluates, analyzes, and integrates basic data/information to identify clear issues and clear trends and to draw reasonable, logical conclusions for a variety of problems.
• With guidance, applies well-defined and established strategies, and/or procedures to effectively solve straightforward problems.		• Suggests alternative solutions when the original course of action will not work.
• With guidance, makes sound and timely recommendations in well-defined, low-risk situations affecting own work.		• Makes sound, timely, and effective recommendations with minimal guidance.

Performance Standards for Entry/Developmental Band 1 Employees in Technician/Administrative Support Work Category		
Engagement and Collaboration		
Successful		Outstanding
• Interacts collaboratively within own work unit to accomplish shared goals; willingly assists others.		• Builds effective partnerships that contribute to work unit outcomes; seeks opportunities to assist others.
• Recognizes responsibility to provide information and willingly shares knowledge, skills, and lessons learned in own work unit.		• Seeks opportunities to share relevant knowledge and skills in own work unit.
• Considers diverse perspectives from coworkers, peers, and customers/partners internal and external to the work unit.		• Actively seeks diverse perspectives from coworkers, peers, and customers/partners and uses this information to enhance own work.
Personal Leadership and Integrity		
Successful		Outstanding
• Treats everyone fairly, honestly, and respectfully.		• Actively seeks and considers the perspectives, needs, and concerns of others and adjusts own interpersonal style accordingly.
• Demonstrates awareness of factors relevant to own work and, with guidance, adapts products and services as needed.		• Demonstrates a more complete understanding of factors relevant to work unit assignments; proposes innovative ideas for improving products and services.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Exemplifies respectful and inclusive behavior.
• Demonstrates professional behavior and good judgment in routine interactions with others; behavior consistently reflects organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Demonstrates a high degree of composure in interactions with others, even in challenging and sensitive situations.
Technical Expertise		
Successful		Outstanding
• Participates in developmental opportunities to acquire or enhance appropriate knowledge, tradecraft, and subject matter expertise.		• Takes initiative to expand or enhance own knowledge, tradecraft, and subject matter expertise.
• Demonstrates progress in applying basic knowledge, tradecraft, and subject matter expertise to perform straightforward work activities with guidance.		• Applies knowledge, tradecraft, and subject matter expertise to perform more advanced tasks with minimal supervision.
• Responds appropriately to feedback to enhance technical skills.		• Seeks and responds appropriately to feedback to enhance technical skills.
• Uses acquired professional knowledge, tradecraft, and subject matter expertise to continually improve own performance.		• Applies new approaches to perform more advanced tasks.

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Technician/Administrative Support Work Category – Full Performance Band 2

Performance Standards for Full Performance Band 2 Employees in Technician/Administrative Support Work Category		
Accountability for Results		
Successful		Outstanding
• Accepts responsibility for own actions, whether or not they are successful.		• Proactively takes responsibility for own actions and work unit outcomes, even in the face of significant criticism or challenges.
• Plans, organizes, and prioritizes own work activities to complete assignments in a timely and effective manner and makes adjustments to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles and takes action necessary to accomplish assignments; takes appropriate initiative to make adjustments to plans, goals, and priorities to meet deadlines.
• Identifies and advocates for resources necessary to support and contribute to mission requirements; uses time and resources efficiently and effectively.		• Anticipates changes in workload requirements and advocates for resources well in advance of when they are needed; suggests flexible and innovative approaches to stretch limited resources.
• Takes action to achieve meaningful results in support of organizational goals and objectives; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Consistently takes action to achieve outcomes and results that far exceed expectations for quality, quantity, and/or impact.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly interprets nonverbal cues and adjusts personal style or behavior to effectively interact with others.
• Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.		• Rapidly adapts to feedback to consistently produce written materials that exceed expectations for organization, clarity, and quality.
• Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of inquiries in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting complex information; explains technical information in a manner that is easy to understand.
• Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.

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Performance Standards for Full Performance Band 2 Employees in Technician/Administrative Support Work Category		
Critical Thinking		
Successful		Outstanding
• Gains a thorough understanding of moderately complex situations or problems by identifying key issues and assumptions and collecting accurate, relevant, and complete information. • Evaluates, analyzes, and integrates moderately complex data/information to identify issues, trends, and relationships and draw reasonable, logical conclusions. • Applies effective solutions, strategies, and/or procedures to solve moderately complex problems that directly impact immediate work environment. • Makes sound and timely recommendations or decisions for dealing with moderately complex issues.		• Takes initiative to identify additional sources of information from non-routine or nontraditional sources for a more comprehensive understanding of issues and problems. • Evaluates, analyzes, and integrates data/information to identify issues, trends, and relationships and draw reasonable conclusions for ill-defined problems. • Identifies potential future problems that may directly impact the work environment and recommends solutions and alternative courses of action. • Makes sound and timely recommendations or decisions, even in stressful or sensitive situations.
Engagement and Collaboration		
Successful		Outstanding
• Contributes to achieving work unit goals by working collaboratively with others and building effective partnerships across units; readily provides assistance to others when needed. • Recognizes responsibility to provide information and actively seeks opportunities to share knowledge, skills, and lessons learned within and beyond the work unit. • Actively seeks diverse perspectives from coworkers, peers, customers/partners and stakeholders, internal or external to the work unit.		• Demonstrates exceptional skill in building and managing professional relationships. • Seeks opportunities to increase knowledge and skill transfer within and beyond the work unit; encourages and promotes knowledge and skill sharing by providing guidance to others and developing informal knowledge sharing channels. • Promotes the communication of diverse perspectives internal and external to the work unit.

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Performance Standards for Full Performance Band 2 Employees in Technician/Administrative Support Work Category		
Personal Leadership and Integrity		
Successful		Outstanding
• Treats everyone fairly, honestly, and respectfully; contributes to a positive team atmosphere which fosters cooperation, trust, and inclusion.		• Actively seeks and consistently considers the perspectives, needs, and concerns of others; uses this information to tailor own behavior to work more effectively with others across situations and to foster a team environment.
• Takes initiative to interpret emerging issues that affect work unit assignments and, with minimal guidance, develops innovative solutions for adapting products and services as needed.		• Consistently excels in understanding and solving moderately complex and challenging issues; proposes highly innovative ideas to continually improve products and services.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Serves as a role model of respectful and inclusive behavior.
• Demonstrates a high degree of professional behavior, composure, and sound judgment when representing self or unit; behavior consistently reflects organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Demonstrates exceptional professionalism, composure, and sound judgment and promotes a positive image of the work unit and organization to internal and/or external parties, even in challenging and sensitive situations.
Technical Expertise		
Successful		Outstanding
• Participates in professional development activities in order to develop and expand knowledge, tradecraft and subject matter expertise.		• Proactively seeks new opportunities for self-development of knowledge, tradecraft, and subject matter expertise.
• With minimal guidance, applies knowledge, tradecraft, and subject matter expertise to perform assigned work activities.		• Applies depth and breadth of knowledge, tradecraft, and subject matter expertise to perform well on complex and varied assignments.
• Seeks and responds appropriately to feedback to enhance technical skills.		• Seeks feedback to enhance technical skills and to improve work unit performance.
• Stays current in professional/ technical area of expertise and uses this knowledge and skill to improve own performance.		• Applies new approaches to perform more complex tasks.

Technician/Administrative Support Work Category – Senior Band 3

Performance Standards for Senior Band 3 Employees in Technician/Administrative Support Work Category		
Accountability for Results		
Successful		**Outstanding**
• Takes responsibility for own actions and work unit outcomes, whether or not they are successful; where appropriate, acknowledges accomplishments of others.		• Takes responsibility for own and work unit actions and outcomes, even in the face of significant criticism or challenges; proactively seeks to resolve complex issues.
• Coordinates work across assigned projects or programs, effectively balancing competing work demands to achieve timely and positive outcomes; makes adjustments to plans, priorities, and timelines to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles to accomplish assignments; monitors the execution of plans and schedules that have high organizational impact; rapidly makes adjustments to plans, goals, and priorities in complex and difficult situations to meet deadlines.
• Identifies and effectively advocates for resources necessary to support and contribute to mission requirements; uses time and resources efficiently and effectively.		• Anticipates changes in workload requirements and adapts or advocates for resources well in advance of when they are needed; develops and implements flexible and innovative approaches to stretch limited resources, resulting in greater contributions to the organization.
• Coordinates projects across multiple work units to achieve meaningful results in support of organizational goals and objectives; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Consistently takes action to achieve outcomes and results that far exceed expectations of quality, quantity, and/or impact.
Communication		
Successful		**Outstanding**
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly interprets nonverbal cues and adjusts personal style or behavior to effectively interact with others.
• Prepares a variety of written materials that are clear, concise, organized, accurate, and in the correct format; reviews and/or edits written materials to ensure they meet expectations for organization, clarity, and accuracy.		• Produces written materials that are of exceptional quality; provides insightful guidance to others when reviewing and editing written materials.
• Informs leadership of issues that impact the work unit; communicates complex concepts and issues clearly and effectively in an accurate, confident, and compelling manner, conveying ideas and information in an organized, logical fashion; responds to a range of inquiries in a timely, accurate, concise, and courteous manner.		• Anticipates potential issues that may impact the work unit and proactively informs leadership; shows exceptional skill in presenting complex information; deftly handles inquiries and challenges; presentations are notable for clarity and depth of information and analysis with highly complex or unusual topics; presentations are used as examples for others to follow.
• Recognizes potential implications of communications and tailors communications to audience needs and level of understanding; uses a variety of media in communicating to facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding; takes other perspectives into account when addressing controversial topics.

Performance Standards for Senior Band 3 Employees in Technician/Administrative Support Work Category		
Critical Thinking		
Successful		**Outstanding**
• Gains a complete understanding of complex situations or problems that impact own or other work units by identifying key issues and assumptions and collecting accurate and relevant data from traditional and non-traditional sources.		• Takes initiative and displays exceptional persistence in finding critical, yet hard-to-obtain information.
• Efficiently and effectively evaluates, analyzes, and integrates complex data/information to identify issues, relationships, and emerging trends and draw reasonable, logical conclusions.		• Evaluates, analyzes, and integrates data/information to identify creative and workable solutions for very difficult and ambiguous problems; draws on evaluations and interpretations to form sound conclusions and identify reasonable, logical solutions.
• Evaluates, identifies, and applies the most appropriate solutions, strategies, and/or procedures to effectively solve difficult or complex problems or issues that impact the organization.		• Evaluates the impact of events outside own organization and uses this information to develop alternative strategies or processes.
• Makes sound and timely recommendations or decisions in a variety of complex situations by considering the costs, risks, and benefits and choosing courses of action in which the benefits outweigh the risks.		• Makes sound and timely recommendations or decisions when circumstances are stressful, sensitive, highly ambiguous, or complete information is not available; considers future consequences of alternatives.
Engagement and Collaboration		
Successful		**Outstanding**
• Contributes to achieving work unit and organizational objectives by working cooperatively and building and maintaining effective partnerships internal and potentially external to the organization; recognizes when others need assistance and provides support to achieve organizational goals.		• Demonstrates exceptional skill in building and maintaining a broad range of professional relationships internal and external to the organization; leverages professional networks to make greater contributions to the mission.
• Engages in open communication and information sharing with other work units or organizations to ensure that others have the information necessary to accomplish their goals.		• Promotes open, candid, and regular exchanges and information sharing internal and external to own organization; facilitates exchanges of information that increase contributions to the mission; works to ensure the continuous transfer of knowledge and skills by serving as a resource for initiating and overseeing the development of knowledge-sharing and collaboration systems.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners and stakeholders internal and external to the organization.		• Promotes the communication of diverse perspectives within and among work units and organizations as a means for developing deeper and more innovative insights to address issues and problems.

Performance Standards for Senior Band 3 Employees in Technician/Administrative Support Work Category		
Personal Leadership and Integrity		
Successful		Outstanding
• Treats everyone fairly, honestly, and professionally; creates a positive team atmosphere which fosters cooperation, trust, and inclusion by modeling and encouraging this behavior in others.		• Proactively solicits ideas to gain an understanding of priorities, needs, and concerns across the organization and address them as appropriate; tailors own behavior to work more effectively with others even in difficult situations.
• Takes initiative to identify and interpret how emerging issues will affect organizational goals; coordinates and ensures the appropriate adaptation of products and services as needed.		• Consistently seeks opportunities to learn about emerging issues; develops highly innovative ideas for coordinating the adaptation of products and services internal and external to the organization.
• Shows respect for diversity in the workplace by demonstrating inclusiveness and sensitivity to individual differences.		• Serves as a role model of respectful and inclusive behavior and encourages others to do the same.
• Demonstrates a high degree of professional behavior, composure, and sound judgment when representing self, unit, or agency, promoting a positive image to internal and external parties and consistently reflecting organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Consistently demonstrates exceptionally sound judgment, professionalism, and composure, even in highly challenging or sensitive situations; exemplifies a strong commitment to IC values.
Technical Expertise		
Successful		Outstanding
• Seeks feedback and participates in challenging professional development activities to develop knowledge, tradecraft, and subject matter expertise; applies lessons learned to improve work unit and organizational performance.		• Proactively seeks new opportunities and feedback to develop knowledge, tradecraft, and subject matter expertise; applies lessons learned to significantly improve work unit and organizational performance.
• Applies depth and breadth of knowledge, tradecraft, and subject matter expertise to perform a wide range of complex assignments.		• Applies depth and breadth of knowledge, tradecraft, and subject matter expertise to perform exceptionally well on complex and varied assignments.
• Stays current in professional/ technical area of expertise and uses this knowledge and skill to improve own, work unit, and organizational performance.		• Translates new developments in own technical field into concrete advances that significantly improve work unit and organizational performance.

Supervision/Management Work Category – Supervisor Band 3

Performance Standards for Supervisor Band 3 Employees in Supervision/Management Work Category		
Accountability for Results		
Successful		Outstanding
• Takes responsibility for own actions and the actions of work unit, whether or not they are successful; holds employees accountable for their actions and recognizes their accomplishments.		• Takes responsibility for own and work unit actions, even in the face of significant criticism or challenges; proactively seeks to resolve issues; brings employee accomplishments to the attention of others.
• Coordinates work for an assigned project or program; balances competing work demands to achieve timely and positive outcomes; effectively manages employee assignments to ensure they can be completed successfully and on time; adjusts plans, priorities, and timelines to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles and takes action necessary to accomplish assignments; motivates employees to do the same; effectively leverages resources to overcome challenges.
• Identifies and advocates for resources necessary to support and contribute to mission requirements; uses time and resources efficiently and effectively.		• Anticipates changes in workload requirements and advocates for resources well in advance of when they are needed; suggests flexible and innovative approaches to stretch limited resources.
• With minimal guidance, ensures that the work unit achieves meaningful results in support of organizational goals and objectives; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Leads the work unit to produce outcomes and results that far exceed expectations for quality, quantity, and/or impact.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly interprets nonverbal cues and adjusts personal style or behavior to effectively interact with others.
• Ensures written materials meet expectations for organization, clarity, accuracy, grammar, and spelling.		• Produces written materials that far exceed expectations for organization, clarity, and quality.
• Orally communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting complex information orally; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely; deftly handles questions and challenges.
• Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.
• Uses effective communication skills to build cohesive work units, develop individual skills, and improve performance.		• Demonstrates exceptional skill in using communication to build cohesive and high performing work units.

Performance Standards for Supervisor Band 3 Employees in Supervision/Management Work Category		
Critical Thinking		
Successful		Outstanding
• Gains a thorough understanding of moderately complex situations or problems by identifying key issues and assumptions and collecting accurate, relevant, and complete information.		• Takes initiative to identify additional sources of information from non-routine or nontraditional sources, and appropriately framing the issue for more comprehensive understanding.
• Evaluates, analyzes, and integrates moderately complex data/information to identify issues, trends, and relationships and draw reasonable, logical conclusions.		• Evaluates, analyzes, and integrates data/information to identify issues and draw reasonable conclusions for ambiguous or ill-defined problems.
• Develops effective solutions, strategies, and/or procedures to solve moderately complex problems that directly impact immediate work environment.		• Identifies potential future problems that may directly impact the work environment and recommends solutions and alternative courses of action.
• Makes sound and timely recommendations or decisions for dealing with moderately complex issues.		• Makes sound and timely recommendations or decisions, even in stressful, ambiguous, or sensitive situations.
• Establishes a work environment where employees feel free to engage in open, candid exchanges of information and diverse points of view.		• Actively seeks diverse viewpoints and promotes a climate that facilitates critical review of ideas.
Engagement and Collaboration		
Successful		Outstanding
• Contributes to achieving organizational goals by working collaboratively and building effective partnerships across work units.		• Demonstrates exceptional skill in building and maintaining relationships with a wide range of individuals and work units across the organization.
• Ensures employees understand their responsibility to provide information and creates opportunities to share knowledge, skills, and lessons learned within and beyond the work unit.		• Seeks opportunities to increase knowledge and skill transfer within and beyond the work unit; champions information exchange by developing informal knowledge sharing channels.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners, and stakeholders.		• Promotes the communication of diverse perspectives within and beyond the work unit.
• Fosters an environment that promotes engagement, integration, and knowledge sharing.		• Demonstrates exceptional skill in creating a climate that fosters engagement, integration, and knowledge sharing.

Performance Standards for Supervisor Band 3 Employees in Supervision/Management Work Category		
Leadership and Integrity		
Successful		Outstanding
• Takes initiative to identify and understand emerging issues that affect work unit assignments and, with minimal guidance, develops and proposes innovative solutions for adapting products and services as needed.		• Excels in understanding and solving moderately complex and challenging issues; develops and proposes innovative ideas and/or solutions to ensure quality of products and services.
• Treats everyone fairly, honestly, and respectfully; creates a positive team atmosphere that fosters cooperation, trust, and inclusion.		• Actively seeks and consistently considers other perspectives, needs, and concerns; uses this information to tailor own behavior to work more effectively with others across situations and to foster a team environment.
• Demonstrates professional behavior, composure, and sound judgment when representing self or unit; behavior consistently reflects organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Demonstrates exceptional professional behavior, composure, and sound judgment and promotes a positive image of the work unit and organization to internal and/or external parties, even in challenging and sensitive situations.
• With minimal guidance, fosters a shared vision and mission within own work unit and ensures employees understand how their work contributes to organizational objectives.		• Motivates employees to make significant contributions to the organization's mission, going above and beyond what is expected of them.
• Fosters a work environment and organizational culture that values and promotes equal opportunity, diversity (of both persons and points of view), and collaboration; demonstrates inclusiveness and sensitivity to individual differences.		• Establishes practices to ensure equal opportunity, diversity, and collaboration within the organization; serves as a role model of respectful and inclusive behavior to others.
• Recognizes and rewards individual excellence, enterprise focus, innovation, and collaborative action.		• Develops and implements innovative methods of recognizing and rewarding individual excellence, enterprise focus, innovation, and collaborative action.

Performance Standards for Supervisor Band 3 Employees in Supervision/Management Work Category		
Management Proficiency		
Successful		**Outstanding**
• Develops and applies the managerial and professional knowledge, tradecraft, and subject matter expertise needed to perform assignments.		• Applies depth and breadth of managerial and professional knowledge, tradecraft, and subject matter expertise to perform more effectively on complex or varied assignments.
• Stays current in managerial and professional knowledge, tradecraft, and subject matter expertise, and uses this knowledge and skill to improve own and work unit performance.		• Uses acquired expertise to apply innovative approaches and ideas to improve own and work unit performance.
• Seeks and responds appropriately to feedback and participates in developmental opportunities to expand managerial and professional knowledge, tradecraft, and subject matter expertise.		• Proactively identifies new opportunities for self-development of managerial and professional knowledge, tradecraft, and subject matter expertise; uses feedback to improve own and work unit performance.
• With guidance, plans for, acquires, organizes, integrates, develops, and prioritizes the human, financial, material, information, and other resources necessary to accomplish the work unit mission and objectives.		• Manages work unit human, financial, material, information, and other resources in anticipation of changes; effectively addresses problems regarding the acquisition, organization, integration, and development of resources.
• Sets clear performance objectives and provides candid and useful feedback and coaching to improve performance; in accordance with applicable policies and procedures, addresses performance and conduct problems in a fair, timely, honest, and respectful manner.		• Demonstrates exceptional skill in coaching and mentoring employees; identifies potential performance problems before they become serious and gives early feedback to eliminate these problems.
• Accurately and fairly evaluates individual employee contributions to organizational results and links rewards to the accomplishment of those results.		• Uses the performance management system to reinforce and foster superior performance.

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Supervision/Management Work Category – Supervisor/Manager Band 4

Performance Standards for Supervisor/Manager Band 4 Employees in Supervision/Management Work Category		
Accountability for Results		
Successful		Outstanding
• Takes responsibility for own actions and the actions of the work unit, whether or not they are successful; holds employees accountable for their actions and ensures their accomplishments are recognized at higher levels.		• Takes responsibility for own and work unit actions and outcomes, even in the face of significant criticism or challenges; proactively seeks to resolve complex issues; provides opportunities for employees to showcase their accomplishments externally.
• Coordinates work across assigned projects or programs; balances competing work demands to achieve timely and positive outcomes; effectively manages employee assignments to ensure they can be completed successfully; adjusts plans, priorities, and timelines to respond to changing situations.		• Persists in overcoming obstacles to accomplish difficult and complex assignments; motivates the work unit to do the same; effectively leverages resources to overcome challenges.
• Identifies and effectively advocates for the resources necessary to support and contribute to mission requirements; uses time and resources efficiently and effectively.		• Anticipates changes in workload requirements, and adapts or advocates for resources well in advance of when they are needed; develops and implements flexible and innovative approaches to stretch limited resources, resulting in greater contributions to the organization.
• Ensures that the work unit achieves meaningful results in support of organizational goals and objectives; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Leads the work unit to produce outcomes and results that far exceed expectations for quality, quantity, and/or impact.
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly interprets nonverbal cues and adjusts personal style or behavior to effectively interact with others.
• Prepares a variety of written materials that are clear, concise, organized, accurate, and in the correct format; reviews and edits written materials to ensure they meet expectations for organization, clarity, and accuracy; provides effective guidance to others when reviewing and editing written materials.		• Produces written materials that are of exceptional quality; provides insightful guidance to others when reviewing and editing written materials.
• Orally communicates complex concepts and issues clearly and effectively in an accurate, confident, and compelling manner, conveying ideas and information in an organized, logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting complex information orally; deftly handles questions and challenges; presentations are notable for clarity of presentation and depth of information and analysis, even with highly complex or unusual topics; presentations are used as examples for others to follow.
• Recognizes potential implications of communications and tailors communications to audience needs and level of understanding; uses a variety of media to influence decision-making and facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs, maximize their understanding, and influence decision-making; takes other perspectives into account, even when addressing controversial topics.
• Uses effective communication skills to build cohesive work units, develop individual skills, and improve performance.		• Demonstrates exceptional skill in using communication to build cohesive and high performing work units.

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Performance Standards for Supervisor/Manager Band 4 Employees in Supervision/Management Work Category		
Critical Thinking		
Successful		Outstanding
• Gains a complete understanding of complex situations or problems that impact own or other work units by identifying and framing key issues and assumptions and collecting accurate and relevant data/information from traditional and non-traditional sources.		• Takes initiative and displays exceptional persistence in finding critical and/or hard-to-obtain information and appropriately frames the issue for a more comprehensive understanding.
• Efficiently and effectively evaluates, analyzes, and integrates complex data/information to identify issues, relationships, and emerging trends and draw reasonable, logical conclusions.		• Evaluates, analyzes, and integrates data/information to identify creative and workable solutions for very difficult or highly ambiguous problems; makes connections between pieces of divergent information that are difficult to recognize; draws on evaluations and interpretations to form sound conclusions and identify reasonable, logical solutions.
• Develops solutions, strategies, and/or procedures to effectively solve difficult or complex problems or issues that impact the organization.		• Evaluates the impact of events outside own organization and uses this information to develop alternative strategies or processes.
• Makes sound and timely recommendations or decisions in a variety of complex situations by considering the costs, risks, and benefits and choosing appropriate courses of action.		• Makes sound and timely recommendations or decisions when circumstances are highly ambiguous, complete information is not available, or decisions may be unpopular; considers costs, risks, benefits, and future consequences of alternatives.
• Establishes a work environment where employees feel free to engage in open, candid exchanges of information and diverse points of view.		• Actively seeks diverse viewpoints and promotes a climate that facilitates critical review of ideas; models effective methods for communicating about complex, sensitive, or controversial issues that impact the organization.
Engagement and Collaboration		
Successful		Outstanding
• Contributes to achieving work unit and organizational objectives by working cooperatively and building and maintaining effective partnerships internal and external to the organization; effectively leverages these relationships and uses professional networks to address complex organizational issues.		• Demonstrates exceptional skill in building and maintaining a broad range of professional relationships internal and external to own organization; leverages professional networks to make greater contributions to the mission.
• Promotes regular, open communication and information sharing within and across work units; facilitates exchanges of information or skilled resources related to achieving organizational results.		• Ensures open, candid, and regular exchanges and sharing of information within and outside of own organization; facilitates exchanges of information that increase contributions to the mission.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners, and stakeholders internal and external to the organization.		• Promotes the communication of diverse and innovative perspectives within and among work units and organizations as a means for addressing issues and problems.
• Creates an environment that promotes engagement, integration, and knowledge sharing.		• Demonstrates exceptional skill in creating a climate that fosters engagement, integration, and knowledge sharing.

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Performance Standards for Supervisor/Manager Band 4 Employees in Supervision/Management Work Category		
Leadership and Integrity		
Successful		**Outstanding**
• Takes initiative to identify and understand emerging issues that affect work unit assignments and, with minimal guidance, develops and implements innovative solutions for adapting products and services.		• Consistently seeks opportunities to expand knowledge of emerging issues; develops and implements highly innovative ideas and/or solutions for adapting products and services beyond the immediate organization that promote continuous improvement.
• Treats everyone fairly, honestly, and respectfully; creates a positive team atmosphere that fosters cooperation, trust, and inclusion by modeling and encouraging this behavior in others.		• Solicits ideas to gain an understanding of priorities, needs, and concerns across the organization and address as appropriate; tailors own behavior to work more effectively with others and to foster a team environment, even in difficult situations.
• Demonstrates a high degree of professional behavior, composure, and sound judgment when representing self or unit, promoting a positive image to internal and external parties and consistently reflecting organizational and IC values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Consistently demonstrates exceptional professional behavior, composure, and sound judgment and promotes a positive image of the work unit and organization to internal and/or external parties, even in challenging and sensitive situations; exemplifies a strong commitment to IC values and actively strives to promote a positive community image.
• Creates a shared vision and mission within own work unit and organization; ensures employees understand how their work contributes to organizational objectives.		• Motivates employees to make significant contributions to the organization's mission, going above and beyond what is expected of them.
• Promotes a work environment and organizational culture that values and promotes equal opportunity, diversity (of both persons and points of view), and collaboration; demonstrates inclusiveness and sensitivity to individual differences.		• Establishes practices to ensure equal opportunity, diversity, and collaboration within the organization; serves as a role model of respectful and inclusive behavior to others.
• Recognizes and rewards individual excellence, enterprise focus, innovation, and collaborative action.		• Develops and implements innovative methods of recognizing and rewarding individual excellence, enterprise focus, innovation, and collaborative action.

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Performance Standards for Supervisor/Manager Band 4 Employees in Supervision/Management Work Category		
Management Proficiency		
Successful		Outstanding
• Develops and applies the managerial and professional knowledge, tradecraft, and subject matter expertise needed to perform complex assignments.		• Applies depth and breadth of managerial and professional knowledge, tradecraft, and subject matter expertise to far exceed expectations on complex or varied assignments that have an impact beyond the immediate organization.
• Stays current in managerial and professional knowledge, tradecraft, and subject matter expertise, and uses this expertise to improve own, work unit, and organizational performance.		• Translates innovative approaches and ideas into concrete advances that impact work unit and organizational performance.
• Seeks feedback to develop managerial and professional knowledge, tradecraft, and subject matter expertise; participates in challenging development activities that offer feedback opportunities and applies lessons learned to improve work unit and organizational performance.		• Identifies new opportunities to develop managerial and professional knowledge, tradecraft, and subject matter expertise; translates feedback into concrete improvements that are directly linked to work unit and organizational performance.
• Plans for, acquires, organizes, integrates, develops, and prioritizes the human, financial, material, information, and other resources necessary to accomplish the work unit mission and objectives.		• Manages work unit resources in anticipation of changes; consistently develops new and innovative ways to maximize resource acquisition and value in support of the organization's mission and objectives; effectively addresses complex problems regarding the acquisition, organization, integration, and development of human, financial, material, information, and other resources.
• Sets clear performance objectives and provides candid and useful feedback and coaching to improve performance; in accordance with applicable policies and procedures, addresses performance and conduct problems in a fair, timely, honest, and respectful manner.		• Demonstrates exceptional skill in coaching and mentoring employees; inspires employees through feedback and coaching to perform beyond set objectives and standards; identifies potential performance problems before they become serious and gives early feedback to eliminate these problems.
• Accurately and fairly evaluates individual employee contributions to organizational results and links rewards to the accomplishment of those results.		• Uses the performance management system to reinforce and foster superior performance.

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Supervision/Management Work Category – Supervisor/Manager Band 5

Performance Standards for Supervisor/Manager Band 5 Employees in Supervision/Management Work Category		
Accountability for Results		
Successful		Outstanding
• Takes responsibility for own actions and the actions of the organization, whether or not they are successful; holds employees accountable for their actions and provides opportunities for employees to showcase their accomplishments internally and externally.		• Takes responsibility for own, work unit, and organizational actions and outcomes, even in the face of significant criticism or challenges; proactively seeks to resolve issues; actively promotes and communicates the accomplishments of others.
• Coordinates work across assigned projects, programs, or organizations, effectively balancing competing work demands to achieve timely and positive outcomes; effectively manages employee assignments to ensure they are completed successfully; adjusts plans, priorities, and timelines to respond to changing situations, demands, or obstacles.		• Persists in overcoming obstacles to accomplish assignments; monitors the execution of complex or sophisticated plans and timelines that have high organizational impact; adjusts plans, goals, and priorities in complex and fluid situations in order to achieve optimal outcomes.
• Identifies and effectively advocates for the resources necessary to support and contribute to mission requirements; actively contributes to resource planning efforts and competently defends resource requirements; uses time and resources efficiently and effectively.		• Anticipates changes in workload requirements, and adapts or advocates for resources well in advance of when they are needed; balances competing resource requirements to ensure alignment with mission objectives; develops and implements flexible and innovative approaches to stretch limited resources, resulting in greater contributions to the organization.
• Coordinates projects across multiple work units and organizations and ensures that meaningful results in support of IC goals and objectives are achieved; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.		• Leads the organization in achieving outcomes and results that far exceed expectations for quality, quantity, and/or impact.

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Performance Standards for Supervisor/Manager Band 5 Employees in Supervision/Management Work Category		
Communication		
Successful		Outstanding
• Interprets and appropriately responds to written, verbal, and non-verbal communications.		• Adeptly interprets nonverbal cues and adjusts personal style or behavior to effectively interact with others.
• Consistently prepares and edits complex written materials, properly emphasizing key issues and considering the political and legal implications; ensures written materials are thorough, logical, concise, complete, accurate, consistent, and organized.		• Produces written materials that are of superior quality; delivers exceptional guidance when reviewing that improves the quality of the materials.
• Orally communicates complex, controversial, and sensitive concepts and issues clearly and effectively in an accurate, confident, and compelling manner, conveying ideas and information in an organized, logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.		• Shows exceptional skill in presenting even the most complex information orally; deftly handles questions and challenges; presentations are notable for clarity and depth of information and analysis, even with highly complex or unusual topics; anticipates potential issues, and communicates persuasively to make his/her points; presentations are used as examples for others to follow.
• Recognizes potential implications of communications and tailors communications to audience needs and level of understanding; uses a variety of media to influence decision-making and facilitate audience understanding.		• Shows exceptional skill in tailoring communications to fully meet audience needs, maximize understanding across the organization, and influence decision-makers; takes other perspectives into account, even when addressing controversial topics.
• Uses effective communication skills to build cohesive work units and/or organizations, develop individual skills, and improve performance.		• Demonstrates exceptional skill and serves as a role model in using communication to build cohesive and high performing work units and/or organizations.

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Performance Standards for Supervisor/Manager Band 5 Employees in Supervision/Management Work Category		
Critical Thinking		
Successful		Outstanding
• Gains a complete understanding of a variety of highly-complex or high-visibility issues that impact the work unit and organization; places issues in a larger context by identifying and framing key issues and assumptions and collecting accurate and relevant data/information; identifies sources for specialized or uncommon data/information.		• Focuses on the most critical information needed to understand, define, and re-define issues as needed; displays exceptional persistence in finding critical and/or hard-to-obtain information.
• Expertly evaluates, analyzes, and integrates highly complex data/information to detect issues, relationships, emerging trends, or opportunities for action; draws reasonable, logical conclusions.		• Identifies significant connections between seemingly unrelated pieces of data/information to draw innovative conclusions or to resolve the most difficult or ambiguous problems; draws on evaluations and interpretations to form sound conclusions and identify reasonable, logical solutions.
• Develops creative and insightful solutions to highly complex or visible problems/issues that impact the work unit, organization, and IC; develops effective strategies to address problems associated with new and emerging issues.		• Takes the initiative to resolve problems of particular difficulty, sensitivity, or strategic importance in order to maximize contributions to the work unit, organization, and IC; evaluates the impact of outside events and uses this information to develop alternative strategies or processes.
• Makes sound, timely, and logical recommendations or decisions in highly complex, difficult, high pressure, and/or ill-defined situations by considering the costs, risks, and benefits and choosing appropriate courses of action.		• Makes sound, timely, and logical recommendations or decisions in the most sensitive, difficult, and ambiguous situations and consistently offers good counsel, effectively balancing costs, risks, benefits, and future consequences.
• Establishes a work environment where employees feel free to engage in open, candid exchanges of information and diverse points of view.		• Actively seeks diverse viewpoints and promotes a climate that facilitates critical review of ideas; models effective methods for communicating about complex, sensitive, or controversial issues that impact the organization and IC.

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Performance Standards for Supervisor/Manager Band 5 Employees in Supervision/Management Work Category			
Engagement and Collaboration			
Successful			Outstanding
• Contributes to achieving organizational objectives by modeling collaboration and flexibility and building and maintaining effective partnerships internal and external to the organization; uses these networks to deal with complex organizational and cross-organizational issues.			• Leverages internal and external relationships to create synergy and influence decision making; understands the political and cultural environment within the organization and the IC to effectively promote cross-functional and cross-organizational teamwork; implements effective strategies for getting the most complex, interdependent programs accomplished across organizational units.
• Establishes communication processes that ensure work activities are well-integrated both internally and externally as appropriate; initiates and oversees the development of knowledge sharing and collaboration systems and ensures that relevant information is being transferred and integrated.			• Seeks, encourages, and facilitates opportunities and processes to exchange information internal and external to the organization to successfully leverage related efforts.
• Actively seeks diverse perspectives from coworkers, peers, customers/partners, and stakeholders internal and external to the organization; integrates these perspectives to develop new and deeper insights on issues and problems.			• Promotes the communication of diverse perspectives internal and external to the organization; fosters a climate in the organization reinforcing the value of trust, respect, and diverse perspectives; champions respect for and value of individual differences and diversity, resulting in greater information sharing.
• Creates an environment that promotes engagement, integration, and knowledge sharing.			• Demonstrates exceptional skill in creating a climate that fosters engagement, integration, and knowledge sharing in which input is regularly sought, valued, and used to significantly improve work processes, products, and services.

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Performance Standards for Supervisor/Manager Band 5 Employees in Supervision/Management Work Category		
Leadership and Integrity		
Successful		Outstanding
• Takes initiative to identify and understand difficult, challenging, and ambiguous issues that affect units internal and external to the organization; implements innovative initiatives designed to improve products and services.		• Consistently seeks opportunities to expand knowledge of emerging issues; excels at understanding and developing solutions for highly complex, high-stakes issues internal and external to the organization; facilitates the implementation of initiatives designed to improve the organization and/or IC.
• Treats everyone fairly, honestly, and respectfully; creates a positive team atmosphere that fosters cooperation, trust, and inclusion by modeling and encouraging this behavior in others.		• Solicits ideas to gain an understanding of priorities, needs, and concerns internal and external to the organization and address them as appropriate; tailors own behavior to work more effectively with others and foster a team environment, even in difficult situations.
• Represents self, unit, organization, or the IC in a manner that enhances its image and reputation through his/her judgment, professional behavior, composure, credibility, preparation, and commitment, even in challenging or sensitive situations, thus promoting a positive IC image and the core values, including selfless service, a commitment to excellence, and the courage and conviction to express own professional view.		• Sets an example of excellence as a representative of the organization or IC; is called upon to handle the most difficult, politically sensitive, or highly visible situations in a manner embodying exceptional professionalism, composure, judgment, and demonstration of the IC core values.
• Creates a shared vision and mission within own organization and ensures employees understand how their work contributes to organizational objectives.		• Motivates employees to make significant contributions to the organization's mission, going above and beyond what is expected of them.
• Enables a work environment and organizational culture that values and promotes equal opportunity, diversity (of both persons and points of view), and collaboration; demonstrates inclusiveness and sensitivity to individual differences.		• Establishes practices to ensure equal opportunity, diversity, and collaboration within the organization; serves as a role model of respectful and inclusive behavior to others.
• Recognizes and rewards individual excellence, enterprise focus, innovation, and collaborative action.		• Develops and implements innovative methods of recognizing and rewarding individual excellence, enterprise focus, innovation, and collaborative action.

Performance Standards for Supervisor/Manager Band 5 Employees in Supervision/Management Work Category		
Management Proficiency		
Successful		**Outstanding**
• Develops and applies the managerial and professional knowledge, tradecraft, and subject matter expertise needed to perform highly complex or varied assignments that have an impact within and beyond the immediate organization.		• Consistently applies depth and breadth of managerial and professional knowledge, tradecraft, and subject matter expertise to far exceed expectations on the most complex or varied assignments at this level; applies knowledge to improve organizational and IC performance.
• Stays current in managerial and professional knowledge, tradecraft, and subject matter expertise, and uses this expertise to improve performance of oneself, work unit, others across the organization, and across the IC.		• Translates new developments in own technical field into concrete advances that have a broad organizational and IC impact.
• Seeks feedback from multiple sources to enhance managerial and professional knowledge, tradecraft, and subject matter expertise; participates in challenging development activities that offer feedback opportunities and applies lessons learned to improve work unit and organizational performance.		• Identifies new opportunities to develop managerial and professional knowledge, tradecraft, and subject matter expertise; translates feedback into concrete improvements that have broad organizational and IC impact.
• Plans for, acquires, organizes, integrates, develops, and prioritizes the human, financial, material, information, and other resources necessary to accomplish the organization's mission and objectives.		• Manages work unit resources in anticipation of changes; consistently develops new and innovative ways to maximize resource acquisition and value in support of organizational and IC mission and objectives; effectively addresses the most complex, controversial, and sensitive problems regarding the acquisition, organization, integration, and development of human, financial, material, information, and other resources.
• Sets clear performance objectives and provides candid and useful feedback and coaching to improve performance; in accordance with applicable policies and procedures, addresses performance and conduct problems in a fair, timely, honest, and respectful manner.		• Demonstrates exceptional skill in coaching and mentoring employees; inspires employees through feedback and coaching to perform beyond set objectives and standards; identifies potential performance problems before they become serious and gives early feedback to eliminate these problems.
• Accurately and fairly evaluates individual employee contributions to organizational results and links rewards to the accomplishment of those results.		• Uses the performance management system to reinforce and foster superior performance.

Suggestions for Wording SMART Performance Objectives

Using appropriate verbs can help make performance objectives clearer. By using specific words, you ensure less misinterpretation by your Rating Officials. Listed below are descriptive verbs that are commonly associated with specific field areas and skills. These lists are not exclusive or exhaustive, so feel free to add your own verbs. These verbs are also useful when describing accomplishments at the end of the year.

Field Area/Skills	Examples of Associated Action Verbs
Management/ Leadership Skills	Achieve, administer, arrange, articulate, assign, attain, author, chair, compete, conceive, conduct, contract, convene, coordinate, create, delegate, design, develop, direct, earn, effect, employ, execute, facilitate, initiate, institute, instruct, intervene, invent, investigate, manage, master, model, organize, oversee, plan, present, preside, protect, recommend, regulate, represent, resolve, shape, solve, specify, supervise
Research & Writing Skills	Analyze, annotate, appraise, assess, author, brief, calculate, catalog, categorize, chart, code, collect, compare, compile, compose, compute, conduct, consolidate, contact, correspond, create, critique, define, derive, design, determine, develop, devise, diagnose, direct, discover, dispense, display, distribute, draft, edit, elicit, estimate, evaluate, examine, exhibit, expand, experiment, explore, forecast, formulate, identify, illustrate, inquire, inspect, interpret, interview, inventory, investigate, measure, model, observe, outline, predict, present, process, produce, publish, question, record, regulate, report, reproduce, research, review, revise, search, solicit, solve, study, summarize, survey, synthesize, test
Teamwork & Interpersonal Skills	Articulate, arrange, brief, clarify, collaborate, communicate, contact, convene, coordinate, delegate, elicit, employ, encourage, enlist, exchange, explain, facilitate, foster, influence, initiate, inquire, instruct, interpret, interview, introduce, mediate, motivate, negotiate, participate, represent, resolve, respond, shape, share, solicit

Field Area/Skills	Examples of Associated Action Verbs
Financial Skills	Acquire, activate, administer, analyze, apply, assess, brief, calculate, catalog, categorize, code, compile, compute, conduct, define, deliver, derive, design, develop, devise, draft, formulate, implement, inspect, install, master, monitor, operate, process, program, protect, provide, publish, record, regulate, repair, report, reproduce, respond, search, share, simulate, solve, test, train, translate, tutor, update, write
Technical Skills	Acquire, activate, administer, analyze, apply, assess, brief, calculate, catalogue, categorize, channel, code, compile, compute, conduct, define, deliver, derive, design, develop, devise, draft, formulate, implement, inspect, install, master, monitor, operate, process, program, protect, provide, publish, record, regulate, repair, report, reproduce, respond, search, share, simulate, solve, support, test, train, translate, tutor, update, write
Teaching/Training Skills	Adapt, advise, assign, coach, collaborate, communicate, conduct, counsel, critique, demonstrate, design, develop, direct, educate, encourage, evaluate, examine, facilitate, guide, implement, inform, inquire, institute, instruct, introduce, investigate, judge, lecture, model, monitor, motivate, organize, outline, participate, perform, persuade, plan, prepare, prescribe, present, program, report, research, respond, review, revise, rewrite, schedule, teach, train, tutor
Sales & Public Relations Skills	Articulate, communicate, contact, convene, correspond, deliver, demonstrate, develop, dispense, display, earn, entertain, exhibit, expand, facilitate, formulate, increase, inform, introduce, inventory, locate, maintain, market, promote, publicize, purchase, recommend, recruit, represent, respond, route, schedule, shape, share, solicit, survey
Administrative/ Detail Skills	Administer, arrange, assemble, brief, catalog, categorize, code, collect, compile, contact, coordinate, correspond, distribute, edit, execute, group, identify, inventory, locate, monitor, regulate, respond, retrieve, schedule, summarize, update, verify

Worksheet: Your Job's Major Categories.

Instructions:

- Think about the work you will do in the performance evaluation period.
- Begin by listing duties, tasks, and activities. Then collect tasks into clusters.
- Finally, tie clusters together into major work categories or "Big Buckets."

Duties, Tasks, and Activities	Clusters	Major Work Categories

Writing SMART*er* Objectives

Writing SMART performance objectives is a critical component of the performance management cycle. If your objectives adhere to the SMART framework, you will know exactly what is expected of you, and your supervisor will be able to accurately assess and rate your performance at the end of the cycle. Below is some helpful information for making your SMART objectives even SMART*er*... Remember...

S Specific	An observable or verifiable accomplishment is described. Specificity helps ensure that managers, supervisors, and employees share the same expectations. Additionally, the objective should be specific about the results, not about the way in which it is achieved.
M Measurable	A method or procedure to assess and record the behavior or action on which the objective focuses and the quality of the outcome. When defining the measurability aspect of your performance objective, remember to write it at the successful performance level (i.e., rating of 3).
A Achievable	A performance objective is something you can do that supports a work unit goal. The performance objective should be sufficiently challenging, but not so complex that it cannot be accomplished. Consider whether the performance objective can be accomplished with the resources, personnel, and time available.
R Relevant	The performance objective should be important to your organization. Managers/supervisors must clearly understand their own performance objectives before they can effectively work with their employees to establish their performance objectives.
T Time-Bound	A performance objective starts and ends at a specific time. Write performance objectives so that they can be accomplished during a single evaluation period. If a project will take multiple years to complete, look for ways to divide the project into smaller accomplishments that can be achieved within the designated evaluation period.

Quick Tips

- Avoid using 100% as a measure unless law or policy dictates the objective or the objective ensures safety/security. Setting a standard of 100% does not give the employee an opportunity to exceed the measure unless another measure (e.g., time, accuracy, cost) is used.

- Because objectives are written to the successful performance level, supervisors should be prepared to explain to employees what employees need to achieve excellent or outstanding ratings.

- Do not confuse Performance Elements and training with performance objectives. The Performance Elements should be used to measure how objectives are accomplished; training activities should be incorporated into the Individual Development Plan (IDP).

See reverse for examples.

Example SMART Objective #1	Example SMARTer Objective #1	
Analyze the effects of U.N.-imposed sanctions on the [X country] industrial sector and present the results of that analysis in a finished and appropriately coordinated Intelligence Report for release to the policy-making community. The complete product will reflect engagement with other analysts and stakeholders and will incorporate the coordinated views of other analysts and collectors throughout the IC.	Analyze the effects of U.N.-imposed sanctions on the [X country] industrial sector by 21July and present the results in a finished and appropriately coordinated Intelligence Report for release to the policy- making community. Completed product will reflect engagement with other analysts and stakeholders; will incorporate the coordinated views of other analysts and collectors throughout the IC; and will be written in accordance with ICD standards	Time-bound Measurable

Example SMART Objective #2	Example SMARTer Objective #2	
Meet prescribed deadlines 100% of the time. Submit weekly standard report entries (e.g., WAR, SAR) every week. Ensure timely delivery of completed correspondence packages. Route program proposals and briefings through appropriate chain of command.	Meet prescribed deadlines for reporting and correspondence at least 95% of the time. Submit weekly standard report entries (e.g., WAR, SAR) by COB Thursday. Ensure delivery of completed correspondence package within designated timeframes. Route program proposals and briefings through appropriate chain of command with appropriate documentation (e.g., SSS, OF041).	Specific Achievable Time-bound Measurable Measurabl Specific

Example SMART Objective #3	Example SMARTer Objective #3	
Inventory and maintain accountability for all assigned property, equipment, and telephones. Resolve and document any discrepancies in accordance with current standard operating procedures.	Inventory and maintain accountability for all assigned property, equipment, and telephones. Achieve 95% accuracy of inventories every quarter. Document discrepancies within 24 hours of identification and initiate an investigation in accordance with current standard operating procedures.	Measurable Time-bound

Example SMART Objective #4	Example SMARTer Objective #4	
For all requirements, prepare a project timeline and estimated completion date to clearly identify critical development milestones. Original estimate should be within 98% of actual completion date. Supports your units mission.	For all mission-related requirements that exceed 80 hours, prepare a project timeline and estimated completion date and clearly identify critical development milestones. Coordinate and complete a comprehensive review of all project tasks NLT ten business days after requirement generation. Original estimate should be within three weeks of actual completion date.	Relevant Specific Specific Time-bound Achievable

Answer Key: Analyzing Performance Objectives

	Is it SMART?	**What needs changing?**
	Job Title/Grade: Intelligence Analyst, GG-09 **Work Category: Professional** **Work Level: Entry/Developmental** With guidance and supervision (A), drafts written intelligence products on assigned topics (S) that meet division analytic standards (M) and comply with production guidance (M). Products will reflect engagement with other analysts and stakeholders (M) and incorporate their coordinated views.	Needs more information about the types of products, timeframes, and relevance.
	Job Title/Grade: Executive Officer, GG-13 **Work Category: Supervision/Management** **Work Level: Full Performance** Manages the Command Executive staff office, including four employees (S). Oversees all administrative support for the Commanding General so that command/executive functions flow unimpeded by administrative problems (M). All admin support functions (including interactions with CG's subordinate directors, command budgets, and public relations) (S) are conducted in a manner that enhances command group operations (M). Independently creates processes and directives that assure high-functioning operations (M). Communications with staff activities are timely, (T) clear, and appropriate (M) to keep the command group well informed (R).	Outcomes could be more specific. Tie outcomes to how they affect the mission.

Answer Key: : Analyzing Performance Objectives

	Is it SMART?	What needs changing?
	Job Title Grade: Intelligence Production Specialist, GG-13 **Work Category: Professional** **Work Level: Full Performance** Coordinate and integrate work of individuals, functions, or agencies into comprehensive intelligence product (S). Produce scheduled and unscheduled intelligence products (S) such as MIRs, baseline assessments, briefings, and other written products in appropriate form (M) written to the intended audience (M). Interact with customers to understand their needs and meet their requirements (S). Comply with web production process (M) and Analytical Tradecraft SOP where appropriate (M). Written products are technically correct and meet the customers' needs (M), requiring only minor, cosmetic changes (M). Establish timelines with supervisor and/or SME and meet deadlines (T).	Nothing relates this performance objective to the organization's goals or mission.

Answer Key: Analyzing Performance Objectives

	Is it SMART?	**What needs changing?**
	Job Title/Grade: Intelligence Analyst, GG-14 **Work Category: Professional** **Work Level: Senior** Performs geospatial analysis (S) using cutting edge, state-of-the-art analytical techniques (M) to determine needs for changes in agency standards and specifications (S). Analysis covers new and unique situations to solve novel or obscure problems (M) related to intelligence or maritime environment (S). Problems identified fit with current event requirements and overall mission of organization (R). Uses independent judgment (M). Briefings to top leadership are thorough, well substantiated, and directly link to mission enhancement (R).	▪ Analysis products could be specified in more detail. ▪ Significance of outcomes could tie more closely to specific mission enhancements.
	Job Title/Grade: Intelligence Analyst, GG-14 **Work Category: Professional** **Work Level: Senior** Complete analysis of effects of UN-imposed sanctions on Iraqi industrial sector (S) and present results in finished and appropriately coordinated Intelligence Report (M) for release to the policy-making community by 31 August (T). Product will use available intelligence from all relevant sources, reflect engagement with other analysts and stakeholders in subject of analysis (S), incorporate coordinated views of those other analysts and collectors through the IC (S), be presented in product style appropriate to the question (M), and be submitted timely (T).	Nothing relates this performance objective to the organization's goals or mission.

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YOUR JOB'S MAJOR CATEGORIES.

Instructions:

- Think about the work you will do in the performance evaluation period.
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- Finally, tie clusters together into major work categories or "Big Buckets."

Duties, Tasks, and Activities	Clusters	Major Work Categories