



HUMAN RESOURCES  
VIRGINIA TECH.



# Sitting in the Performance Management Reviewer Chair

*Employee Relations Department*

2020



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# Performance Management Introduction

The performance management program at Virginia Tech is used to help define and evaluate performance expectations. This program covers all University and Classified Staff. In addition, there are some areas of the university that use the program for AP faculty. The annual performance review period runs from November through October, in concordance with the State fiscal cycle. The following provides a brief description of the performance cycle.

- November begins the plan year with the review and implementation of the plan goals, competencies and career goals. Throughout the year, the plan can be modified and enhanced according to ongoing projects, performance adjustments, coaching and feedback.
- In August (may be earlier or later depending on the department), the supervisor requests employee input on overall job performance. This is the time for the employee to complete their self-evaluation based on the plan year goals. Once the self-evaluation is complete, the supervisor can begin their review of the employee. The supervisor completes their draft of the evaluation and sends it to the reviewer by the beginning of September.

**Note:** There may be variations in the timeline depending on your senior management area.

- Once the reviewer is satisfied with the evaluation, they submit it to the Budget Authority. Depending on management, the evaluation is either forwarded directly to the supervisor so that it can be communicated to the employee; or a senior management group may review the evaluations prior to releasing them to the supervisors for communication.
- The supervisor schedules a meeting with the employee to discuss the finalized employee evaluation before releasing the electronic copy to them.
- The supervisor and the employee should discuss the final evaluation no later than the end of October.
- The plan process begins again in November.

## Other Resources

Performance Management website - <https://www.hr.vt.edu/compensation-performance-management/performance.html>

Flowchart for the Performance Plan and Evaluation Process - <https://www.hr.vt.edu/compensation-performance-management/performance.html>

User Guides and Tutorials - <https://www.hr.vt.edu/compensation-performance-management/performance.html>

# Performance Management Definitions

**Performance Goals and/or Job Responsibilities** involves establishing specific, measurable objectives (outcomes) to be accomplished within a specific time frame and/or using a specific approach. These objectives can be a mixture of short- and long-term, innovative and routine, but should all be aligned to the college/department's goals and strategy along with providing a clear link to everyone's success.

Goal Theory setting suggests that it can serve as an effective tool for making progress by ensuring that participants have a clear awareness of what they must do to achieve or help achieve an objective.

Goal setting helps employees focus on specific aspects of their job that are related to the objectives for that review period.

The S.M.A.R.T. tool should be used as a guide to ensure all goals are written clearly so everyone knows exactly what will be achieved, when they will be completed, and to what standards.

| <br>Specific | <br>Measurable                                   | <br>Attainable                         | <br>Realistic   | <br>Time-bound        |
|--|--|--|--|---|
| <p>Do: Set real numbers with real deadlines.</p> <p>Don't: Say, "I want more visitors."</p>    | <p>Do: Make sure your goal is trackable.</p> <p>Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."</p> | <p>Do: Work towards a goal that is challenging, but possible.</p> <p>Don't: Try to take over the world in one night.</p> | <p>Do: Be honest with yourself- you know what you and your team are capable of.</p> <p>Don't: Forget any hurdles you may have to overcome.</p> | <p>Do: Give yourself a deadline.</p> <p>Don't: Keep pushing towards a goal you might hit, "some day."</p> |

**Competencies** behaviors, attributes or skills that are predictors of personal success in the workplace.

There are three universal competencies that have been pre-defined for all staff employees. They include:

- Teamwork
- Maintaining a Safe and Secure Work Environment
- Diversity Commitment

There are two additional competencies that are preselected for supervisors. They include:

- Engagement
- People Development

The job specific competencies are unique to each employee. Three to five job specific competencies should be selected. The selected competencies reflect how your work should be carried out and may be areas of specific focus for your job. It is essential and highly recommended to meet frequently throughout the year to deliver competency feedback. Waiting until the yearly evaluation time causes a disservice to the employee and the department, especially when there is unsatisfactory performance or other issues that negatively affect engagement.

**Career Development** is often overlooked during the performance planning and review process. This is an opportunity for the employee and supervisor to discuss future plans in terms of professional development. If, for example, an employee wishes to move into a supervisory role in the next two years, then part of their career development plan may be to complete the supervisory skills workshops offered through University Organizational and Professional Development. In this case, the supervisor would be responsible for providing the funds to cover the cost of the program.

Remember that the career development plan is looking beyond the current performance review period towards acquiring skills for future opportunities. Training and other skills acquisition that is necessary for the employee's current role should be included in the goals section of the performance plan.

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**Hint: Don't wait until evaluation time to provide feedback!**

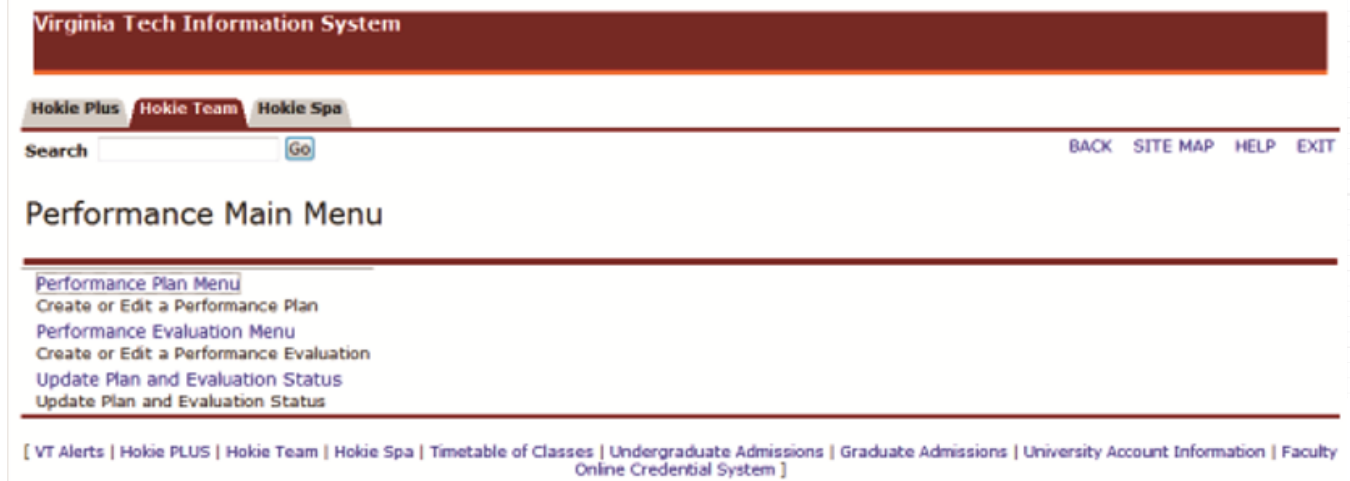
*Frequent collaborative meetings, including open conversations about goals, development plans, and performance, will keep employee and departmental plans on track and allow the yearly evaluation process to run smoothly without any surprises or upsets.*

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# Performance Management Menus

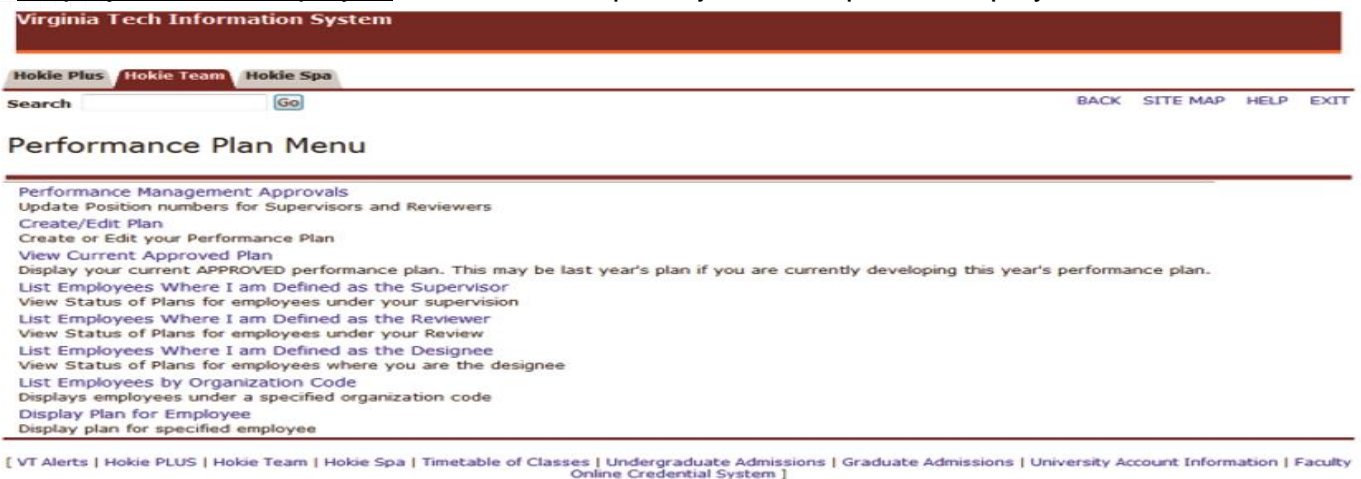
## Performance Main Menu

- [Performance Plan Menu](#) - Create or edit performance plans. November - December timeframe
- [Performance Evaluation Menu](#) - Create or edit performance evaluations. July - October timeframe
- [Update Plan and Evaluation Status](#) - Used by performance management administrators.



## Performance Plan Menu

- [Create/Edit Plan](#) - Used when creating or editing your own performance plan.
- [View Current Approved Plan](#) - View your current approved performance plan.
- [List Employees Where I am Defined as Supervisor](#) - Allows a person defined as a supervisor to view and approve plans.
- [List Employees Where I am Defined as Reviewer](#) - Allows a person defined as a reviewer to view and approve plans.
- [List Employees Where I am Defined as the Designee](#) - Allows a person defined as a designee to view and edit plans.
- [Display Plan for Employee](#) - Used to view plans just for a specific employee.



## Performance Evaluation Menu

- [Create/Edit Self Evaluation](#) - Used when creating or editing your own self-evaluation.
- [View Current Approved Evaluation](#) - This will display your approved performance evaluation.
- [List Employees Where I am Defined as Supervisor](#) - Allows a person defined as a supervisor to view and create performance evaluations.
- [List Employees Where I am Defined as Reviewer](#) - Allows a person defined as a reviewer to view and approve performance evaluations.
- [List Employees by Organization Code](#) - Displays employees under a specific organization.
- [Display Evaluation for Employee](#) - Used to view performance evaluations for a specific employee.
- [List Employees Where I am Defined as the Designee](#) - Allows a person defined as a designee to edit and view performance evaluations.
- [Evaluation History](#) - Allows a designated person to view the history of a specific performance evaluation.

**Virginia Tech Information System**

[Hokie Plus](#) [Hokie Team](#) [Hokie Spa](#)

Search  [Go](#) [BACK](#) [SITE MAP](#) [HELP](#) [EXIT](#)

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### Performance Evaluation Menu

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[Create/Edit Self Evaluation](#)  
Create or Edit your Performance Evaluation

[View Current Approved Evaluation](#)  
Display your current approved performance evaluation

[List Employees Where I am Defined as the Supervisor](#)  
View status of evaluations for employees under your supervision

[List Employees Where I am Defined as the Reviewer](#)  
View status of evaluations for employees under your review

[List Employees by Organization Code](#)  
Displays employees under a specified organization code

[Display Evaluation for Employee](#)  
Display evaluation for specified employee

[List Employees Where I am Defined as the Designee](#)  
View status of evaluations for employees where you are listed as the designee

[Evaluation History](#)  
View the history of the evaluations

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[ [VT Alerts](#) | [Hokie PLUS](#) | [Hokie Team](#) | [Hokie Spa](#) | [Timetable of Classes](#) | [Undergraduate Admissions](#) | [Graduate Admissions](#) | [University Account Information](#) | [Faculty Online Credential System](#) ]



## Reviewing Performance Plans

As a reviewer, you will have the option to look over the performance plan for the employee and, if needed, send back to the supervisor for editing; or approve and send to employee if you are satisfied with the plan.

The reviewer will receive an email that will contain the following information when a plan is ready for review:

[ Dear {reviewer name}, {supv name} has completed writing the {year} performance plan for {name} and has forwarded it to you for your review. ]

### ACTION REQUIRED:

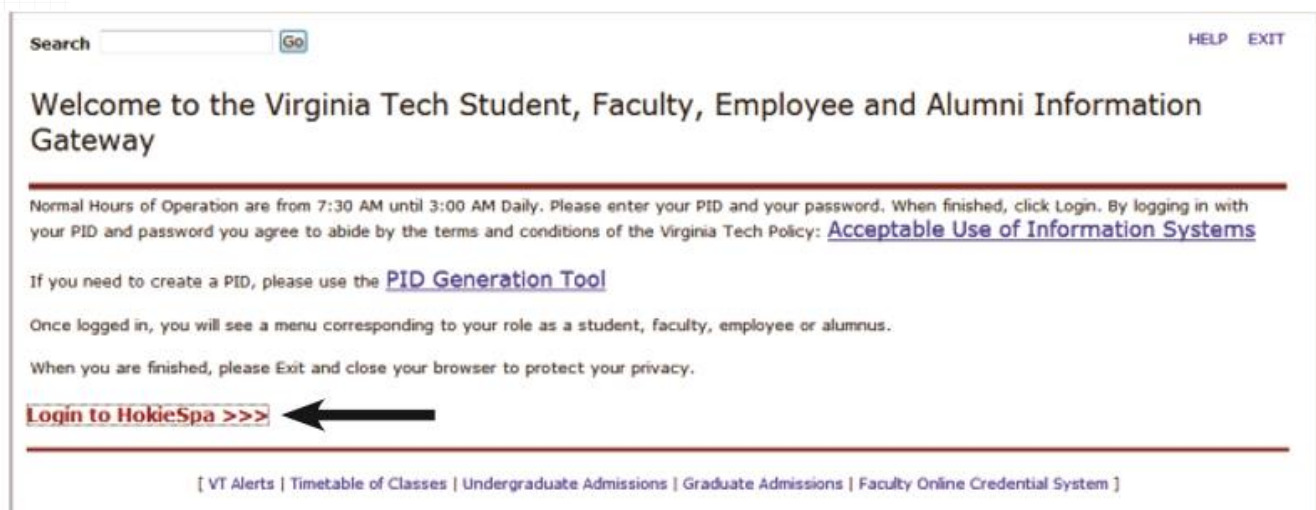
- Logon to the performance management tool via HOKIESPA and select Performance Plan Menu.
- Select **"List Employees Where I am a Reviewer"**.
- Select **"View Plan"** to the right of the employee's plan you wish to review.
- Scroll to the bottom of the plan and select **"Finalize and Send to Employee"** OR, if you believe the plan needs to be modified, select **"Return to Supervisor for Editing"**.

If there are any questions or if you require assistance with the performance management tool, please contact University Employee Relations: Rodney Irvin (540-231-5303), Vickie Mitchell (540-231-2850), or Tina Kapalin (540-231-4272).

1. Navigate to <https://login.vt.edu/profile/cas/login?execution=e1s1> and click on **Login to HokieSpa**.

On the next screen, log in with your PID and password.

**Please Note:** The system will time out after 30 minutes of inactivity, so please save periodically.





## 2. Click on **Hokie Team**.

Virginia Tech Information System


Hokie Plus Hokie Team Hokie Spa

Search   SITE MAP HELP EXIT

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VT Alerts  
Virginia Tech's notification system, comprised of a variety of methods by which the university can contact students, faculty, and staff.

Hokie PLUS  
View and update your address(es) and phone number(s). View e-mail address(es). View and update emergency contact information. View name change & social security number change information. Change your password.

**Hokie Team**   
Benefits, job data, paystubs, direct deposit enrollment or changes, W2 forms, W-4 and VA-4 data, leave balances, and Performance Management.

Hokie Spa  
Register, View your Academic and Financial Aid records.

Timetable of Classes

Undergraduate Admissions  
Apply for Undergraduate Admission. (Opens in new browser to external Web Site)

Graduate Admissions  
File an application for admissions; Review existing applications, their status, and the status of supporting requirements. (Opens in new browser)

University Account Information  
•View and Pay e-Bill •Add an Authorized Payer •Enroll or Adjust Direct Deposit Information •Enroll in the Budget Tuition Plan  
•Enroll in the Graduate Student Payroll Deduction of Comprehensive Fees Program •View HOLDS •View 1098-T

Faculty Online Credential System

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[ VT Alerts | Hokie PLUS | Hokie Team | Hokie Spa | Timetable of Classes | Undergraduate Admissions | Graduate Admissions | University Account Information | Faculty Online Credential System ]

## 3. Scroll to the bottom of the screen and click on **Performance Planning and Evaluation Tool**.

Virginia Tech Information System

Hokie Plus Hokie Team Hokie Spa

Search   MAIN MENU SITE MAP HELP EXIT

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**Hokie TEAM** (Tech Employee Access Menu)

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Benefits and Deductions  
View your retirement plans, Health insurance information, miscellaneous deductions.

Most Recent Pay Stub  
Displays your most recent pay stub or the pay stub selection page if you have more than one paycheck in the most recent pay period.


Pay Information  
View your Payroll Direct Deposit breakdown; View your Earnings and Deductions History; View your Pay Stubs; Change your Pay Stub Selection

Graduate Students on an Assistantship: Enroll in Payroll Deduction  
Allows graduate students on an assistantship to enroll in payroll deduction for payment of their comprehensive fee, technology fee and capital fee (if applicable).

Tax Forms  
View and update your W-4 and VA-4 information; View your W-2 Form and/or 1042S Form (if applicable).

Current and Past Jobs  
View current and past jobs.


Leave Balances  
View your leave balances.

 Direct Deposit  
Update your Direct Deposit bank information. Payroll, Student Refunds and other University reimbursements can be automatically deposited into your bank account.

Veterans Classification  
Attention Veterans - please update your discharge date and Veteran Classifications

Update Ethnicity and Race  
View and update your ethnicity and race information.

Labor Redistribution  
Initiate and approve retroactive employee payroll funding changes.

**Performance Planning and Evaluation Tool**   
Performance Planning and Evaluation Tool

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4. On the Performance Main Menu, click on **Performance Plan Menu**.

Virginia Tech Information System

Hokie Plus Hokie Team Hokie Spa

Search   [BACK](#) [SITE MAP](#) [HELP](#) [EXIT](#)

### Performance Main Menu

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- Performance Plan Menu** ←
- Create or Edit a Performance Plan
- Performance Evaluation Menu
- Create or Edit a Performance Evaluation
- Update Plan and Evaluation Status
- Update Plan and Evaluation Status

5. Click on **List Employees Where I am Defined as the Reviewer**.

Virginia Tech Information System

Hokie Plus Hokie Team Hokie Spa

Search   [BACK](#) [SITE MAP](#) [HELP](#) [EXIT](#)

### Performance Plan Menu

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- [Performance Management Approvals](#)
- Update Position numbers for Supervisors and Reviewers
- [Create/Edit Plan](#)
- Create or Edit your Performance Plan
- [View Current Approved Plan](#)
- Display your current APPROVED performance plan. This may be last year's plan if you are currently developing this year's performance plan.
- [List Employees Where I am Defined as the Supervisor](#)
- View Status of Plans for employees under your supervision
- List Employees Where I am Defined as the Reviewer** ←
- View Status of Plans for employees under your Review
- [List Employees Where I am Defined as the Designee](#)
- View Status of Plans for employees where you are the designee
- [List Employees by Organization Code](#)
- Displays employees under a specified organization code
- [Display Plan for Employee](#)
- Display plan for specified employee

As a reviewer, you will see a list of employees that contains position number, name, plan status, plan year, and option to view the plan. To display employees who are defined as AP faculty, check mark the **Display AP Faculty** box and click on the **Apply** button (some areas use this tool to complete AP Faculty yearly reports).

6. Click on the **View Plan**.

Virginia Tech Information System

Hokie Plus Hokie Team Hokie Spa

Search   [RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

### List Employees Where I am Defined as the Reviewer

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Any employee name in **RED** and **ITALICS** is an employee who previously filled an empty position.

☐ Display AP Faculty

| Employee Position Number | Employee Name      | Plan Status        | Plan Year | View Plan                                |
|--------------------------|--------------------|--------------------|-----------|--|
| PBT008                   | Fisher, Stephen D  | Employee editing   | 2012      | Plan unavailable                         |
| PBT007                   | Doo, Scooby D      | Supervisor editing | 2012      | Plan unavailable                         |
| PBT010                   | O'Hara, Virginia A | Reviewer reviewing | 2012      | <input type="button" value="View Plan"/> |
| PBT009                   | Tripp, Daniel A    | No plan exists     |           | Plan unavailable                         |

[ VT Alerts | Hokie PLUS | Hokie Team | Hokie Spa | Timetable of Classes | Undergraduate Admissions | Graduate Admissions | University Account Information | Faculty Online Credential System ]

You will notice that you have the option to click on **View in PDF** to be able to view and print the performance plan.

**Performance Plan**

[View in PDF](#) ←

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**Final Version of Performance Plan**

**Personal Data:**

|                  |                   |                |                     |
|------------------|-------------------|----------------|---------------------|
| Employee ID:     | PET000010         | Employee Name: | Virginia Ann O'Hara |
| Position Number: | PET010            | Job Title:     | IT Specialist       |
| Dept./Org.:      | Demo Organization | Supervisor:    | Scooby D Doo        |
| Review Year:     | 2012              |                |                     |

**Rating Definitions for Goals/Responsibilities**

| Model Performance  | Strong Performance  | Developing Performance  | Unacceptable Performance   |
|--|---|---|--|
| Outstanding Performance that considerably and consistently exceeds expectations. | Good, solid performance. Fully meets expectations and may, on occasion, exceed expectations in this area. | May partially meet performance expectations but needs improvement. Steps to improve performance in this area must be clearly detailed in the Career Development Plan section. | Performance is well below an acceptable level in this area. Steps to improve performance in this area must be clearly detailed in the Career Development Plan section. |

**Performance Goals and/or Job Responsibilities**

**Goal 1:**

Implement new technology to allow for mail sorting to occur before 9:00am

|                  |   |
|------------------|---|
| <b>Metric 1:</b> | Project is completed no later than July 2012  |
| <b>Metric 2:</b> | Periodic checks post system implementation show mail is sorted before 9:00am 95% of the time                                  |
| <b>Metric 3:</b> | Employee informs manager of any potential issues that could cause a delayed implementation date as soon as the issue is known |

**Universal Competencies:**

**Teamwork:** Implies the intention to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively. Teamwork may only be considered when the subject is a member of a group of people functioning as a team, generally where he or she is

## Printing/Saving Performance Plan

When viewing the performance plan as a .pdf file using Adobe Acrobat Reader or any other type of PDF reader, you can use the **Save** and **Print** buttons in the PDF toolbar to save a copy onto your computer or print it if you have a printer accessible.



7. After reviewing the performance plan, you will need to select one of the options at the bottom of the screen. If you are ready to approve the plan, then click on the **Finalize and send to Employee**.

Finalize and send to Employee

**Return to Supervisor for Editing** -  
Return the performance plan back to the supervisor to make changes.

Return to Supervisor for Editing

**Finalize and send to Employee** -  
Approve the performance plan and forward it to the employee.

## Next Steps

If **Return to Supervisor for Editing** is selected, the performance plan will be sent back to the supervisor for further modifications. These steps can be repeated as many times as it takes to be satisfied with the plan.

If **Finalize and send to Employee** is selected, then the performance plan will be marked approved. The employee will need to log into the performance system to acknowledge receipt of the performance plan.

A reviewer at any time can check the status of the performance plan to make sure that the plan is finalized within the appropriate time frame.

### Check the Status of a Performance Plan

1. Log into <https://login.vt.edu/profile/cas/login?execution=e1s1>
2. Click on **Hokie Team**.
3. Click on **Performance Planning and Evaluation Tool**.
4. Click on **Performance Plan Menu**.
5. Click on **List Employees Where I am Defined as Reviewer**.

#### List Employees Where I am Defined as the Reviewer

 Any employee name in **RED and ITALICS** is an employee who previously filled an empty position.

☐ Display AP Faculty

| Employee Position Number | Employee Name      | Plan Status        | Plan Year | View Plan                                |
|--------------------------|--------------------|--------------------|-----------|--|
| PBT008                   | Fisher, Stephen D  | Employee editing   | 2012      | Plan unavailable                         |
| PBT007                   | Doo, Scooby D      | Supervisor editing | 2012      | Plan unavailable                         |
| PBT010                   | O'Hara, Virginia A | Reviewer reviewing | 2012      | <input type="button" value="View Plan"/> |
| PBT009                   | Tripp, Daniel A    | No plan exists     |           | Plan unavailable                         |

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*Please refer to pages 18 and 19 for performance plan status definitions.*



## Reviewing Evaluations

The purpose of an evaluation is to document how well an employee has met the expectations defined in the performance plan. The reviewer must look over the performance evaluation assigned for the process to flow effectively. It is highly recommended for the reviewer to embrace the opportunity to provide a summary of the employee's overall performance, consequently benefiting both the evaluation process and the employee's professional development.

The reviewer will receive an email that will contain the following information when an evaluation is ready for review:

[ Dear {reviewer name}, {supv name} has completed a draft of the performance evaluation for {employee name} and has sent it to you for your review. ]

### **ACTION REQUIRED:**

- Logon to the performance management tool via HOKIESPA (<https://login.vt.edu/profile/cas/login?execution=e1s1>) and review the evaluation.
- Once you have reviewed the evaluation, the next step is select one of the 2 options you will see when you scroll to the end of the evaluation.
- You may select **"Return to Supervisor for Editing"** if there are changes required; OR
- You may select **"Finalize and Send to Budget Authority"** if the evaluation is ready for the next level of review.

**Note:** In most cases, the Budget Authority is simply a holding place and the evaluation will be released to the supervisor once you have selected **"Finalize and Send to the Budget Authority"**. In a few cases, the Budget Authority represents a senior management review team that will review all the evaluations prior to releasing them back to the supervisors.

The evaluation review process is detailed throughout the next several pages. *If there are any questions or if you require assistance with the performance management tool, please contact University Employee Relations: Rodney Irvin (540-231-5303), Vickie Mitchell (540-231-2850), or Tina Kapalin (540-231-4272).*

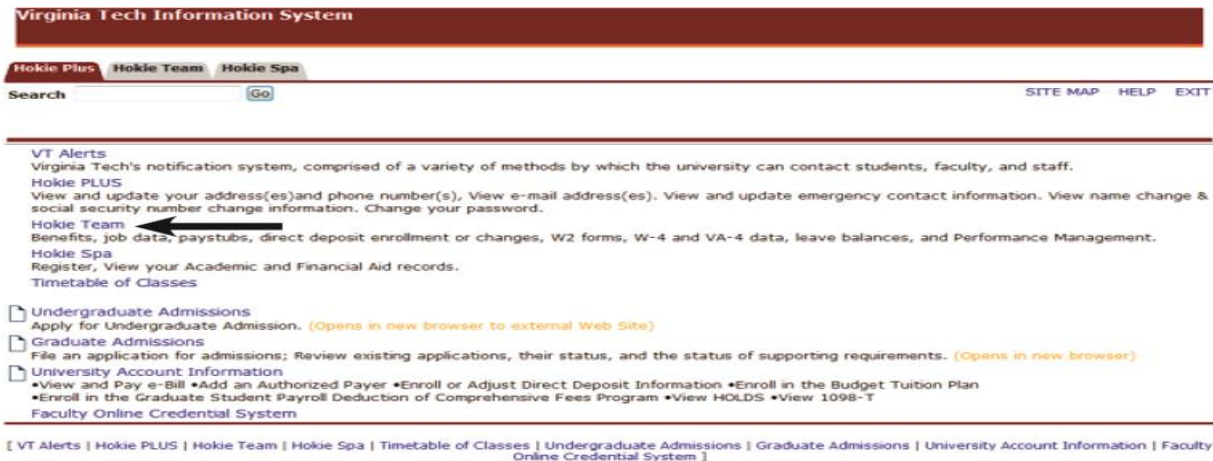
1. Navigate to <https://login.vt.edu/profile/cas/login?execution=e1s1> and click on **Login to HokieSpa**.

On the next screen, log in with your PID and password.

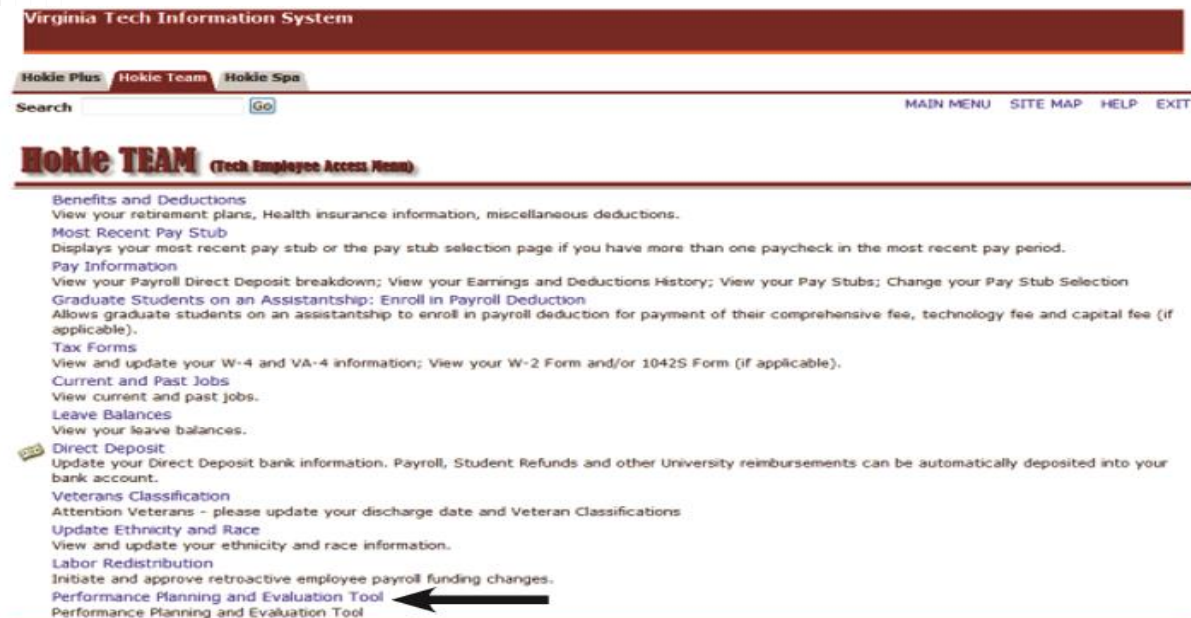
**Please Note:** The system will time out after 30 minutes of inactivity, so please save periodically.



2. Click on **Hokie Team**.



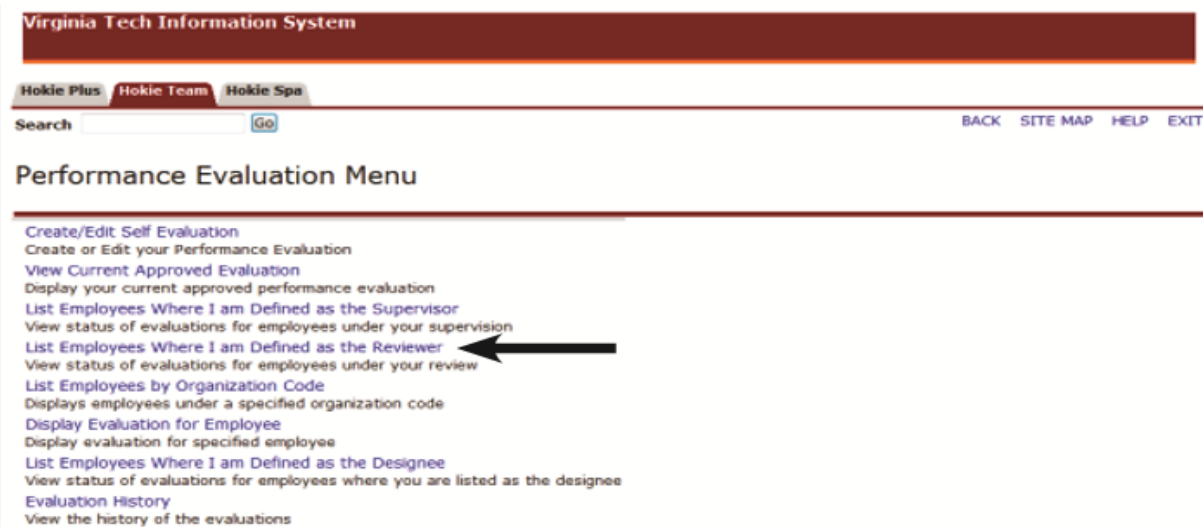
3. Scroll to the bottom of the screen and click on **Performance Planning and Evaluation Tool**.



4. On the Performance Main Menu, click on **Performance Evaluation Menu**.

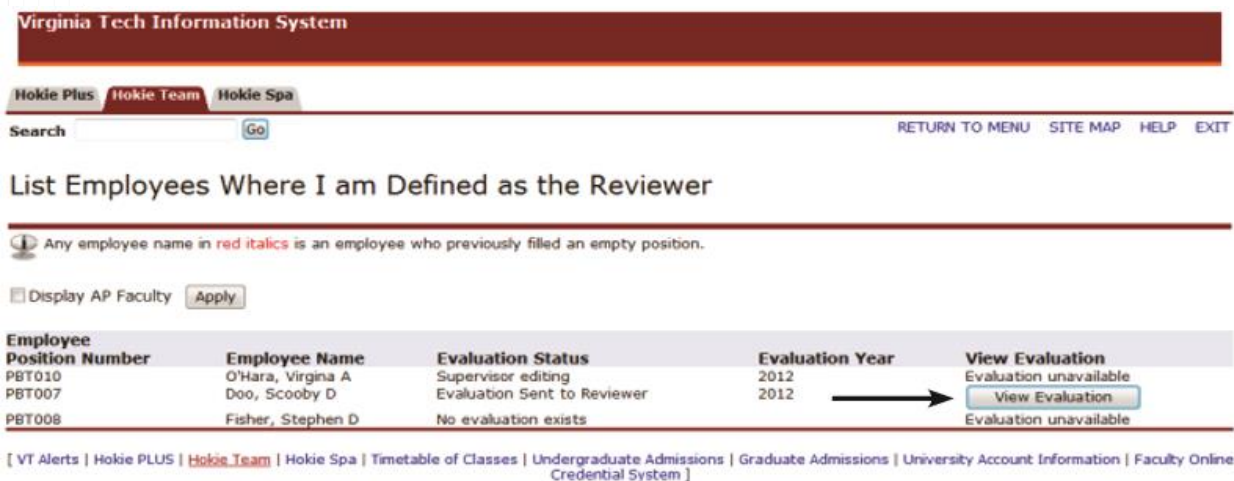


5. Click on **List Employees Where I am Defined as the Reviewer**.



As a reviewer, you will see a list of employees that contains position number, name, plan status, plan year, and option to view the plan. To display employees who are defined as AP faculty, check mark the **AP Faculty** box and click on the **Apply** button.

6. Click on the **View Evaluation**.





7. Review the employee's performance evaluation, then enter a summary in the Reviewer's Summary of Overall Performance.

**Reviewer's Summary of Overall Performance:**

**Tip:** Entering a summary is HIGHLY recommended. A reviewer's comments greatly benefit both the evaluation process and the employee's professional development.

8. Select the appropriate action at the bottom of the screen. If the evaluation is ready, then click on the **Finalize** and **Send to Budget Authority** button. You will notice that you have the option to click on **View in PDF** to be able to view and print the performance plan.

| Student Information System  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
|---|---|---|--|---|------------------------------------|------------------------|--|---|---|---|---|---|--|--|--|
| Student Info  | Student Details   | Student Name  |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| Search  | <input type="text"/>  | <input type="text"/>  | SEARCH DETAIL MAP HELP EXIT  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p>NOTE: If security needs to be automatically logged out of the system after 30 minutes, the self service regardless of whether you are actually using the system or are just logged in, please save your work periodically to ensure that you do not lose anything you have entered if you are automatically logged out of the system.</p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>YOUR PROFILE</b> ←</p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Supervisor's Evaluation</b></p> <p>Personal Info: Employee ID: P07000007 Employee Name: Geoffrey B. Box</p> <p>Position Number: P07007 Job Title: Admin and Program Spec II</p> <p>Dept./Org.: One Organization Department: Sally H Adams</p> <p>Review Year: 2013</p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Setting Expectations for Goals/Responsibilities</b></p> <table border="1"> <thead> <tr> <th>Measurable Performance</th> <th>Strong Performance</th> <th>Developing Performance</th> <th>Unsatisfactory Performance</th> </tr> </thead> <tbody> <tr> <td>Outstanding Performance: Fully met or exceeded expectations. Fully met or exceeded expectations in this area.</td> <td>Good, solid performance. Fully met or exceeded expectations in this area.</td> <td>May not fully meet performance expectations but is on track to do so. Performance in this area must be clearly detailed in the Career Development Plan section.</td> <td>Performance is well below an acceptable level. An action plan is required. Performance in this area must be clearly detailed in the Career Development Plan section.</td> </tr> </tbody> </table>  |   |   |  | Measurable Performance                        | Strong Performance                 | Developing Performance | Unsatisfactory Performance                       | Outstanding Performance: Fully met or exceeded expectations. Fully met or exceeded expectations in this area. | Good, solid performance. Fully met or exceeded expectations in this area. | May not fully meet performance expectations but is on track to do so. Performance in this area must be clearly detailed in the Career Development Plan section. | Performance is well below an acceptable level. An action plan is required. Performance in this area must be clearly detailed in the Career Development Plan section.  |   |  |  |  |
| Measurable Performance  | Strong Performance  | Developing Performance  | Unsatisfactory Performance   |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| Outstanding Performance: Fully met or exceeded expectations. Fully met or exceeded expectations in this area.   | Good, solid performance. Fully met or exceeded expectations in this area.   | May not fully meet performance expectations but is on track to do so. Performance in this area must be clearly detailed in the Career Development Plan section. | Performance is well below an acceptable level. An action plan is required. Performance in this area must be clearly detailed in the Career Development Plan section. |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Performance Goals and/or Job Responsibilities</b></p> <table border="1"> <thead> <tr> <th>Performance Goals and/or Job Responsibilities</th> <th>Actual Results and Accomplishments</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>1. I took on extra primary job responsibilities.</td> <td>Evaluate results against mutually established performance goals and job responsibilities.</td> <td>Select an average for each performance goal or job responsibility.</td> </tr> <tr> <td>2. I met the FY13 expense ratio on a basis for all FY13 expense reviews.</td> <td>Many fully met the expectations on this project, she was able to improve the estimates using the FY13 actuals expense and met with the department heads to make sure we were on track with the actuals as we went. The feedback from the department heads was very positive and there were no particular areas of concern about the filing estimates. I received the report a day early and was satisfied with the results.</td> <td> <input checked="" type="radio"/> Strong Performance<br/> <input type="radio"/> Developing Performance<br/> <input type="radio"/> Unsatisfactory Performance </td> </tr> <tr> <td>3. I completed a rough draft of the budget summary and submitted it on or before March 15th.</td> <td></td> <td> <input type="radio"/> Strong Performance<br/> <input type="radio"/> Developing Performance<br/> <input type="radio"/> Unsatisfactory Performance </td> </tr> </tbody> </table> |   |   |  | Performance Goals and/or Job Responsibilities | Actual Results and Accomplishments | Rating                 | 1. I took on extra primary job responsibilities. | Evaluate results against mutually established performance goals and job responsibilities.                     | Select an average for each performance goal or job responsibility.        | 2. I met the FY13 expense ratio on a basis for all FY13 expense reviews.  | Many fully met the expectations on this project, she was able to improve the estimates using the FY13 actuals expense and met with the department heads to make sure we were on track with the actuals as we went. The feedback from the department heads was very positive and there were no particular areas of concern about the filing estimates. I received the report a day early and was satisfied with the results. | <input checked="" type="radio"/> Strong Performance<br><input type="radio"/> Developing Performance<br><input type="radio"/> Unsatisfactory Performance | 3. I completed a rough draft of the budget summary and submitted it on or before March 15th. |  | <input type="radio"/> Strong Performance<br><input type="radio"/> Developing Performance<br><input type="radio"/> Unsatisfactory Performance |
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| <p><b>Universal Competencies:</b></p> <p><b>Teamwork:</b> Includes the ability to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively. Includes the ability to coordinate with others. All members of the university community are expected to be thoroughly familiar with their safety responsibilities, which may include the use of any lock or process control group of individuals.</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Maintaining a Safe &amp; Secure Work Environment:</b> University Policy 3000, Health and Safety Policy, was issued in January 2013. The policy states, "At Virginia Tech, safety is everyone's responsibility. All members of the university community are expected to be thoroughly familiar with their safety responsibilities, which may include the use of any lock or process control group of individuals."</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Behavioral Commitment:</b> the ability to understand and value the practices, customs, values and norms of other individuals, groups and cultures. It goes beyond what is required by state and federal equal employment opportunity (EEOC) regulations to include the ability to value different points-of-view and recognize the positive contributions that occur when individuals from different backgrounds or perspectives interact. It includes seeing differences as a positive part of the organization. It also means being able to work well with a wide variety of people representing different backgrounds, cultures and socio-economic needs.</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Supervisor's Competencies:</b></p> <p><b>People Development:</b> How effectively does the employee recognize the need for, plan and achieve professional development of subordinate employees?</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Engagement:</b> Engages employees in developing goals, securing plans and delivering results. Motivates employees to accomplish goals by communicating clearly and positively about the organization. Uses positive and influence skills to achieve team results.</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Job Specific Competencies:</b></p> <p><b>Adaptability / Flexibility:</b> Adaptability &amp; flexibility in the ability to adjust to and work effectively within a variety of situations, and with various individuals or groups. Includes a flexibility to understand and appreciating different and opposing perspectives as an issue, affecting one's approach as the supervisor of a situation change, and managing or easily accepting changes to one's own organization or job requirements.</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Analytical Skills &amp; Problem Solving:</b> ability of Skills and Problem Solving is understanding a situation, issue, problem, etc., by breaking it into smaller pieces, to assess the magnitude of a situation in a step-by-step way. Analytical Skills and Problem Solving involves organizing the parts of a problem, situation, etc., in a systematic way, using systematic comparisons of different features or aspects; setting priorities on a regular basis; and identifying time sequences, causal relationships, and other relationships.</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Communication Skills:</b> how and does the employee present ideas, concepts and reasons of action? Does the employee listen well and ask appropriate questions?</p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p align="center"><b>*** Overall Rating ***</b></p> <p> <input checked="" type="radio"/> Meets Performance    <input type="radio"/> Strong Performance    <input type="radio"/> Developing Performance    <input type="radio"/> Unsatisfactory Performance </p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Employee Comments (Optional):</b></p>   |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Supervisor's Summary of Overall Performance:</b></p> <p>I was very pleased with Mary's performance this year. She undertook a significant project successfully while not losing focus on her ongoing job responsibilities.</p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Supervisor's Summary of Overall Performance:</b></p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |
| <p><b>Career Development Plan:</b></p>  |   |   |  |   |                                    |                        |  |   |   |   |   |   |  |  |  |

Exit without Saving

Exit without saving and return to main menu.

[Return to Supervisor for Editing](#)

Return the evaluation to the supervisor to make changes.

Finalize and send to Budget Authority

Send the finalized performance evaluation to the Budget Authority.

## Next Steps

If **Return to Supervisor for Editing** is selected, the performance evaluation will be sent back to the supervisor for further modifications. These steps can be repeated as many times as it takes to be satisfied with the evaluation.

If **Finalize and send to Budget Authority** is selected, the performance evaluation will be sent to Budget Authority and/or Senior Management where they will review all evaluations and make any changes, if needed. The evaluation will then be released back to the supervisor so they may schedule a meeting with the employee to go over the evaluation.

The reviewer will receive an email that will contain the following information when an evaluation has been approved by Budget Authority:

*Combine Budget Authority and Senior Management Authority – Calibration Teams will designate one person and that person will receive and return the evaluations from the Reviewers.*

You will receive an email that will contain the following information when an evaluation has been approved by Senior Management:

*Dear {supv name}, senior management has approved the performance evaluation for {employee name}. You may now arrange a time to discuss the evaluation with your employee.*

A reviewer at any time can check the status of the performance evaluation to make sure that it is finalized within the appropriate time frame.

## Check the Status of a Performance Evaluation

1. Navigate to <https://login.vt.edu/profile/cas/login?execution=e1s1> and log in with your PID and password.
2. Click on **Hokie Team**.
3. Click on **Performance Planning and Evaluation Tool**.
4. Click on **Performance Evaluation Menu**.
5. Click on **List Employees Where I am Defined as Reviewer**.

### List Employees Where I am Defined as the Reviewer

 Any employee name in **RED and ITALICS** is an employee who previously filled an empty position.

☐ Display AP Faculty

| Employee Position Number | Employee Name      | Plan Status        | Plan Year | View Plan                                |
|--------------------------|--------------------|--------------------|-----------|--|
| PBT008                   | Fisher, Stephen D  | Employee editing   | 2012      | Plan unavailable                         |
| PBT007                   | Doo, Scooby D      | Supervisor editing | 2012      | Plan unavailable                         |
| PBT010                   | O'Hara, Virginia A | Reviewer reviewing | 2012      | <input type="button" value="View Plan"/> |
| PBT009                   | Tripp, Daniel A    | No plan exists     |           | Plan unavailable                         |

[ [VT Alerts](#) | [Hokie PLUS](#) | [Hokie Team](#) | [Hokie Spa](#) | [Timetable of Classes](#) | [Undergraduate Admissions](#) | [Graduate Admissions](#) | [University Account Information](#) | [Faculty Online Credential System](#) ]

## Performance Plan Status Definitions

| Performance Plan Status                     | Definition   |
|---|--|
| No Plan Exists                              | A performance plan for the current review period has not been started by the employee or the supervisor. If the supervisor does not require a draft plan from their employee(s), they may create a performance plan.                                 |
| Employee Editing                            | Employee is editing the plan and neither the supervisor or reviewer will be able to access the plan until the employee sends it to the supervisor.   |
| Supervisor Created Plan                     | Supervisor has created a performance plan.   |
| Employee Complete                           | Employee has completed a performance plan prior to the supervisor and sent it to the supervisor for their review or the employee has returned the performance plan that the supervisor sent them to edit.  |
| Copied from Previous Year                   | The performance plan was copied from the previous year's performance plan.   |
| Copied from Employee                        | The performance plan was copied from the employee's draft of the plan.   |
| New Version Created                         | An existing approved plan has been copied and created into a new version that can be updated. This is for the same performance review period. This is not used when a plan from last year was used to create the plan for the current review period. |
| Supervisor Editing                          | Supervisor is editing the plan and neither the employee or reviewer will be able to access the plan until the supervisor sends it on.  |
| Employee Reviewing                          | The supervisor has sent the performance plan to the employee for input. The employee will be able to edit the plan before returning to the supervisor.   |
| Supervisor Approved                         | The supervisor has sent the performance plan to the employee as a final for review; the employee will not be able to edit. The employee should review and acknowledge receipt.   |
| Reviewer Reviewing                          | The supervisor has sent the performance plan to the reviewer to examine.   |
| Reviewer Approved                           | The reviewer has sent the performance plan to the employee for review.   |
| Employee Approved                           | The employee has reviewed their performance plan and selected the "I have received and reviewed my performance plan" option.   |
| Employee Reviewed and Approved a Paper Copy | The supervisor has selected "Enter Alternative Signoff" on the "List of Employees Where I am defined as the Supervisor" screen and selected the "Employee reviewed and approved a paper copy" option.  |
| Employee Refused to Sign a Paper Copy       | The supervisor has selected "Enter Alternative Signoff" on the "List of Employees Where I am defined as the Supervisor" screen and selected the "Employee refused to sign a paper copy" option.  |

## Performance Evaluation Status Definitions

| Performance Evaluation Status               | Definition  |
|---|---|
| No Evaluation Exists                        | A performance evaluation for the current review period has not been started by the employee or supervisor. If the employee chooses not to do a self-evaluation, the supervisor may begin the performance evaluation.  |
| Employee Editing Self-Evaluation            | Employee has created their self-evaluation and is still in process.   |
| Supervisor Created Evaluation               | The supervisor has started an evaluation for the employee. The employee will not be able to enter a self-evaluation into the online system until the supervisor has started their evaluation.   |
| Supervisor Editing                          | The supervisor is editing the performance evaluation.   |
| Evaluation Sent to Reviewer                 | The supervisor has completed the evaluation and sent it to the reviewer.  |
| Evaluation Sent to Budget Authority         | If your college/VP area uses a calibration team, this status indicates that the reviewer has reviewed the evaluation and sent it to the calibration team for final approval. The calibration team is typically a group of senior managers from your senior management area. |
| Budget Authority Approves                   | The calibration team has approved the evaluation and returned it to the supervisor.   |
| Senior Management Approves                  | The calibration team has approved the evaluation and returned it to the supervisor.   |
| Supervisor Released to Employee             | The supervisor has sent the final evaluation to the employee for their review and will arrange a meeting to discuss the evaluation. The employee should log on and acknowledge approval.  |
| Employee Approved                           | The employee has logged on and acknowledged evaluation approval.  |
| Employee Reviewed and Approved a Paper Copy | The employee was provided a paper copy that they reviewed and signed.   |
| Employee Refused to Sign a Paper Copy       | The employee received a paper copy of the evaluation but declined to sign it.   |



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