



## DoD Performance Management and Appraisal Program (DPMAP)

### Instructor Guide

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## DoD Performance Management and Appraisal Program (DPMAP)

### COURSE OUTCOME

The overall course goal is to prepare supervisors and employees covered under DPMAP for transition to the new performance management program.

### METHODOLOGY

**Lecture:** Transmit information which supplements or enhances reading; promote understanding via explanations; respond to student misconceptions or difficulties; create or engage interest in a new area; motivate reading or other assignments. Examples of lecture content includes: Create interest in the performance management program, promote understanding via explanations; and respond to student misconceptions or difficulties.

**Discussions:** Practice thinking and communicating in the subject/discipline; evaluate positions, arguments, or designs; defend own position; identify problems, conflicts and inconsistencies; get feedback from/about students; draw on students' expertise and prior knowledge. Examples of discussion content includes: what engages people in the workplace; why constructive feedback is for the benefit of the employee; identifying the barriers to performance success; planning methods of recording and celebrating performance success.

### TARGET AUDIENCE

The primary target audience is supervisors and employees covered under DPMAP.

## About Facilitating

### MATERIALS NEEDED

Be sure you have the following materials, which will be needed to complete the activities:

- ◆ Instructor Guide/Slides
- ◆ Participant Guide/Slides
- ◆ Chart paper/easel (at least 3)

- ◆ 3"x3" Post-It notes
- ◆ Stickers for voting, 5 per participant

## SETUP

Prior to a training session, be sure that the following setup has been completed:

- ◆ Practice with slides on session computer
- ◆ Test slides/practice in room
- ◆ Test microphone if used

## SPECIAL FACILITATION REQUIREMENTS

Keep the participants actively involved, but watch the time!

## BEST PRACTICES

Here are some best practices for facilitating an instructor-led training course.

1. Refer to the *Instructor's Guide* and rely on the script. Rehearse the script several times so that you can paraphrase it in a natural way. To the degree the schedule allows, try to add information that supports or highlights the points being made in the slide (e.g., add examples from your own experience).
2. Encourage participation. Accomplish this by asking questions and by having the participants interact as directed.
3. Encourage participants to speak in turn.
4. Encourage participants to follow along in the *Participant Guide*. Become familiar with what is in the guide and refer to it whenever directed by the *Instructor Guide*.
5. At the end of a lesson, ask the participants what they remember. Let them summarize the major instructional points, if time permits.
6. Keep the atmosphere informal so that the participants are comfortable asking questions, participating in activities, and sharing their knowledge or concerns.

## COURSE Introduction and Overview

### COURSE NAME

DoD Performance Management and Appraisal Program (DPMAP)

### Duration

2 days

### PURPOSE

The purpose of this course is to prepare supervisors and employees covered under for transition to the new performance management program. This training material will be used to review tasks and concepts from performance management, organizational effectiveness, and employee engagement needed to prepare for the implementation of DPMAP.

### COURSE AGENDA

The course contains seven lessons.

- Lesson 1: Performance Management Overview
- Lesson 2: Engaged Employees
- Lesson 3: Planning Performance
- Lesson 4: Continuous Feedback
- Lesson 5: Monitoring Performance
- Lesson 6: Evaluating Performance
- Lesson 7: Recognizing and Rewarding Performance

**Note:** The lessons in this course are designed to be modular, allowing trainers to tailor the delivery of the course. Each lesson can be used as an individual training resource. The participant guides have note sections on each page for participant's use.

## LESSON 1: Performance Management Overview

### PURPOSE

The purpose of Lesson 1 is to provide an overview of performance management in general, and to specifically review requirements, processes, and responsibilities of both supervisors and employees in DPMAP.

### LEARNING OBJECTIVES

When participants have completed Lesson 1, they will be able to:

- Describe the relationship between performance management and the Department of Defense (DoD) mission and core values
- Identify key performance management roles and responsibilities
- Recognize significant performance management features
- Characterize the DoD performance management model

### TOPICAL OUTLINE

- A. Performance Management (PM) Concept
  - (1) Relationship to DoD Strategic Mission/Goals
  - (2) Labor representatives' involvement
  - (3) Rights of employees, unions, and management
- B. DoD Performance Management Process
  - (1) Planning work and setting expectations
  - (2) Continually monitoring performance
  - (3) Evaluating performance in a summary fashion
  - (4) Recognizing and rewarding good performance
- C. DoD Core Values
- D. Key performance management levels and features
- E. DoD performance management model
  - (1) Planning

- (2) Monitoring
- (3) Evaluating

## TIME

The following is a suggested time plan for this lesson. The instructor(s) may adapt it as needed. Note this table does not reflect breaks – use your judgement to determine the timing of breaks for participants.

LESSON	SUGGESTED TIME
<b>Lesson 1: Performance Management Overview</b>	60 minutes with no break

Instructor Notes	Content
<p><b>Introduction to the DoD Performance Management and Appraisal Program (DPMAP)</b></p> <p><b>SAY</b></p> <p>Welcome to DoD Performance Management and Appraisal Program or DPMAP.</p> <p><b>DO</b></p> <p>Display the course title slide as participants arrive for training each morning.</p> <ul style="list-style-type: none"> <li>• Welcome participants as they arrive for the class</li> <li>• Give them their name tents and name tags</li> <li>• Thank them for coming</li> <li>• Check their names on the class roster and ensure that all of their data on the roster is correct</li> </ul>	<p><b>SHOW SLIDE: 1</b></p>
<p><b>Instructor Notes:</b> These words represent the key messages that embody what is most important about New Beginnings - Performance, Mission, Communication, Excellence, etc.</p> <p><b>DO</b></p> <p>Display the New Beginnings slide at the beginning of each instructional day and during breaks.</p>	<p><b>SHOW SLIDE: 2</b></p>



Instructor Notes	Content
<p><b>Lesson 1: Performance Management Overview</b></p> <p><b>SAY</b></p> <p>Welcome to Lesson 1: Performance Management Overview.</p> <p><b>DO</b></p> <p>This is the start of Lesson 1: Performance Management Overview. It is important to start the course with a positive, energetic tone and to establish your expertise and authority in the classroom.</p>	<p><b>SHOW SLIDE: 3</b></p>
<p><b>SAY</b></p> <p>Let's start with some introductions.</p> <p>Please tell us the information on the slide. First, a quick word about the last bullet: Burning questions. For that, tell us what it is that you want this course to answer about DPMAP. I will capture these responses on this chart paper, and we'll revisit this list of questions at the end of the course.</p> <p><b>DO</b></p> <p>Use chart paper to capture the burning questions.</p> <p>Introduce yourself (and co-instructor, if applicable). Provide the following information:</p> <ul style="list-style-type: none"> <li>• Your name</li> <li>• Your organization and position</li> <li>• Work experience (qualify yourself as an instructor)</li> </ul> <p>Next, ask participants to introduce themselves. Select a person to begin the introductions and continue around the room until</p>	<p><b>SHOW SLIDE: 4</b></p>

Instructor Notes	Content
<p>everyone has been introduced. Ask them to provide the following information:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Current position</li> <li>• Location</li> <li>• Experience in performance management</li> <li>• Burning questions</li> </ul> <p>As each participant identifies a course expectation, list it on an easel pad page.</p> <p>Consider ice breaker activity</p> <p><b>Instructor Notes:</b> If there are two instructors, the co-instructor should write the burning questions. After introductions have been completed, post the expectations page on a wall in the classroom. Tell participants that you will revisit the burning questions at the end of the course to verify that they have been answered.</p> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• L1 Supervisory Role Focus on Performance</li> <li>• L1 Performance Overview for Employees</li> <li>• L1 Communicating With Employees</li> </ul>	
<p><b>SAY</b></p> <p>Thank you for the introductions. Let's do a quick bit of housekeeping.</p> <p><b>DO</b></p> <p>Review the housekeeping items with participants. Discuss the points listed on the slide as well as any others that are unique to the facility or class.</p>	<p><b>SHOW SLIDE: 5</b></p>

Instructor Notes	Content
<p>For breaks and lunch, make the point that you will take frequent breaks but will determine when they are most logical, depending on timing in the course content. If possible, it is a good practice to identify a specific time period for lunch and adhere to it.</p> <p>As a final piece of information, declare the clock in the room to be the official “classroom standard time” upon which all start, end, and break periods will be based. If there is no clock, use your cell phone as the official time source. Cell networks rely on atomic clocks, so there should be little difference among the various carriers.</p> <p><b>SAY</b></p> <p>Let’s briefly discuss our Parking Lot.</p> <p><b>DO</b></p> <p>Tell the class that there might be times during the two-day course when you cannot provide an immediate answer to someone’s question. There may also be instances when a question might be answered later in the course. In those cases, you will put the issue in the Parking Lot so it is not forgotten. Revisit the issues in the Parking Lot as needed and return an answer for each as soon as possible.</p> <p>Point out the location of the Parking Lot in the classroom.</p>	
<p><b>SAY</b></p> <p>One more slide on our ground rules.</p> <p>Ground rules allow me/us (the instructors) to get through all of the lessons on schedule, and they create a successful learning environment.</p> <ul style="list-style-type: none"> <li>• Participate: To get the most out of this class, active participation is required. Active participation helps</li> </ul>	<p><b>SHOW SLIDE: 6</b></p>

Instructor Notes	Content
<p>everyone learn more through the many exercises that require group activity and input.</p> <ul style="list-style-type: none"> <li>• Share experiences: Sharing individual experiences helps others. Please share successes and some learning experiences that are relevant to the discussions.</li> <li>• Respect divergent opinions: One of the exciting, and sometimes frustrating, aspects of employee relations is that few answers apply to every situation. If you disagree with a statement, do it respectfully.</li> <li>• Ask questions: Questions are strongly encouraged. Remember, there are no dumb questions. One person's question may well be on the minds of others, too.</li> <li>• Avoid private side conversations: Some topics are going to stimulate your thinking, and it might be tempting to begin discussions with others; however, it is important that everyone hear what is being said in a group discussion.</li> <li>• Honor time commitments: Prompt attendance on everyone's part is needed to keep things moving efficiently. Please commit to arriving on time and returning on time from lunch and breaks.</li> </ul> <p><b>ASK</b></p> <p><i>Ask:</i> Does anyone have a ground rule they'd like to add to this list?</p> <p><b>DO</b></p> <p>Review the expectations for the class on the slide. Use your cell phone as a prop and have participants perform a cell phone check to ensure theirs are turned to silent, vibrate, or off.</p>	

Instructor Notes	Content
<p><b>SAY</b></p> <p>This course will take place over two days. The course may be taught in a modular format by splitting the lessons into smaller training classes over a longer period of time, or may be provided as just-in-time training as individuals transition into DPMAP.</p> <p>The focus of the two days will be as follows:</p> <ul style="list-style-type: none"> <li>• Day 1 will focus on an overview of performance management concepts and the first phases of the program.</li> <li>• Day 2 will focus on the rest of the phases and recognizing and rewarding performance.</li> </ul> <p><b>DO</b></p> <p>Briefly list and describe the lessons in the course.</p> <p>Introduce and Play the DPMAP Program Kickoff video.</p>	<p><b>SHOW SLIDE: 7</b></p>
<p><b>SAY</b></p> <p>Let's review what you'll learn in this lesson.</p> <p>Upon completion of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the relationship between performance management and the Department of Defense (DoD) mission and core values</li> <li>• Identify key performance management roles and responsibilities</li> <li>• Recognize significant performance management features</li> <li>• Characterize the DoD performance management model</li> </ul>	<p><b>SHOW SLIDE: 8</b></p>

Instructor Notes	Content
<p><b>DO</b></p> <p>Review the lesson objectives on this slide. These are the learning objectives that participants should expect to be able to meet following the completion of this lesson.</p>	
<p><b>SAY</b></p> <p>Before we get into DPMAP, let's check our assumptions about performance management.</p> <p>You may be a little nervous about a performance management program. It's not what you're used to. But the fact is you already know a lot about performance management. You already have performance goals in your everyday work, you know your job, and you've talked with your supervisor about his or her expectations. This is not a new concept. What is new is that this program was built to apply to the majority of employees across DoD and is focused, from its inception, on including employees in the process.</p> <p>And it's not trying to pull the rug out from under you with a new program that doesn't make sense. Instead, the program empowers employees. It helps both the supervisor and the employee be more successful and effective, which ultimately makes DoD more effective. The hope is it will make your work more engaging and make performance management a more meaningful process for you as an employee.</p> <p><b>DO</b></p> <p>The goal of this discussion is to address the misconception that the program is a "Big Change," or that it represents a vastly new way of doing business. Instead, you should make sure your participants understand this isn't really new – performance management has been at DoD for a long time. What this program does is standardize the approach across DoD and</p>	<p><b>SHOW SLIDE: 9</b></p>

Instructor Notes	Content
<p>emphasize the importance of supervisor-employee communication and engagement.</p>	
<p><b>SAY</b></p> <p>Okay, before we go any further in DPMAP, let set the performance management stage by defining the mission of the DoD.</p> <p>The mission of the DoD is to provide the military forces needed to deter war and to protect the security of our country.</p> <p>With the DoD mission in the back of your minds, do you know your organization’s mission and strategic goals? Do you know how your work directly contributes to those goals? It is important that you understand how your work aligns with your organization’s goals and priorities.</p> <p>Understanding this alignment can make it easier for you to develop your performance elements and standards. It’s important that everyone understands how their work fits into the organization’s goals and priorities. I say “their work” because even supervisors are employees in DPMAP. Alignment happens when you understand how you are contributing and how your work helps your organization accomplish its mission. Your organization’s mission, function statement, and other strategic and project planning documents provide the basis and context for the work and its relationship to the greater DoD mission. Establishing the “line of sight” is important because it underscores the importance of duties and how they support the organization.</p> <p>An effective performance management program links the organization mission to specific goals, links the goals to specific employee tasks, and then aligns the tasks at the employee’s position and salary level. The linking process starts at the bottom and moves up the organizational structure to the individual. In this model, everyone’s efforts are harnessed and directed toward</p>	<p><b>SHOW SLIDE: 10</b></p>

Instructor Notes	Content
<p>the DoD Strategic Mission and Goals. Individuals know the importance of their efforts and how their work fits in with the work of others and the larger organization.</p> <p><b>Instructor Notes:</b> Provide Component, Command and Activity mission and goals in training, when possible and as applicable. There is an entire handbook from OPM on aligning employee performance plans with organizational goals: <i>A Handbook for Measuring Employee Performance: Aligning Employee Performance Plans with Organizational Goals</i>.</p> <p>The full report is available at:</p> <p><a href="https://www.opm.gov/policy-data-oversight/performance-management/measuring/employee_performance_handbook.pdf">https://www.opm.gov/policy-data-oversight/performance-management/measuring/employee_performance_handbook.pdf</a></p>	
<p><b>SAY</b></p> <p>Before we take a look at the performance management process, a quick word about local labor relations obligations.</p> <p>Union representatives were directly involved in every step of designing this program. The most important message about labor relations is that there is <b>nothing in DPMAP that changes the rights of employees, unions, or management.</b></p> <p><b>Instructor Notes:</b> The key message for participants is that unions believe the revised program will ultimately allow employees to be a bigger part of the program. The program optimizes the ability of employees to take greater control of their career and to give their supervisor feedback about their career goals, ideas, and training needs.</p> <p>The DoD Roundtable is a group of senior Department representatives from across the Components and union representatives from the 10 largest unions in the DoD. This group meets to discuss issues and policy changes that impact</p>	<p><b>SHOW SLIDE: 11</b></p>



<b>Instructor Notes</b>	<b>Content</b>
employees across the Department.	

Instructor Notes	Content
<p><b>SAY</b></p> <p>Let’s talk now about the performance management process.</p> <p>Performance management is a strategic tool to increase individual success and accountability, achieve organizational goals, and improve operational efficiency. The official definition for our purposes comes from 5 CFR 430.102: “Performance Management is the systematic process by which an Agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of Agency mission and goals.”</p> <p>An effective performance management program helps supervisors recognize their employees’ full performance potential by differentiating between high achievers and those requiring improvement, thereby assisting DoD in meeting its mission and goals. Performance management should be a continuous process of communication, development, and results. DPMAP is designed to actively encourage two-way communication between the supervisor and the employee throughout the performance appraisal cycle.</p> <p>Each phase in the three-phase process represents a continuum with events that must occur at certain points but may also occur throughout the performance appraisal cycle. For example, performance plans are always developed at the beginning of the performance process but may be updated at any point to reflect changes in the organizational mission, team priorities, or employee duties. Let’s talk about each step in the process.</p> <p><b>Planning</b> performance is the critical first phase to a successful performance management process and is essential to achieving and sustaining a high-performance culture. During planning, the supervisor establishes and clearly communicates performance geared toward achieving organizational goals. Each performance plan identifies specific performance elements that have been established for the employee and for which the employee will be</p>	<p><b>SHOW SLIDE: 12</b></p>

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<p>held accountable. Supervisors and employees share responsibility for planning performance. We'll talk more about shared responsibility later.</p> <p>In the second phase, <b>Monitoring</b> performance, supervisors are continually and consistently monitoring assignments and projects to measure performance and provide ongoing feedback to employees on progress toward reaching their goals. In addition to providing feedback whenever exceptional or ineffective performance is observed, supervisors should provide periodic feedback about day-to-day accomplishments and contributions. During the monitoring phase, communication is critical and an important determinant of success of the employee and supervisor. For the feedback process to work well, communication must be a two-way process and a joint responsibility of both supervisors and employees.</p> <p>The third phase, <b>Evaluating</b> performance means rating employee performance against the performance elements and standards in an employee's performance plan and assigning a rating of record. Supervisors are required to rate each performance element based on an approved plan and provide a rating of record for each employee who has been under an approved performance plan for at least 90 calendar days during the performance appraisal cycle. A written rating of record must be given to each employee after the end of the performance appraisal cycle and is based on work performed during the performance appraisal cycle. DPMAP utilizes three rating levels: a 5 is "Outstanding," a 3 is "Fully Successful, and a 1 is "Unacceptable."</p> <p>It's important to remember that this is not linear, performance management is an ongoing process. Supervisors are required to hold 3 documented performance discussions (the initial performance planning meeting, progress review, and the final performance appraisal discussion) during the performance appraisal cycle.</p> <p>But the emphasis of this program is on continuous and timely</p>	

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<p>planning, monitoring, and evaluating <i>throughout</i> the performance appraisal cycle. The goal for both supervisors and employees should be “no surprises” at the end of the performance appraisal cycle. The final performance appraisal discussion should be a culmination of discussions which have occurred throughout the performance appraisal cycle. We are trying to de-emphasize the traditional final performance appraisal as a capstone event, and instead emphasize a new culture of continuous, meaningful, two-way communication.</p> <p>Awards, both monetary and non-monetary, acknowledge, motivate, <b>recognize and reward</b> achievements or contributions and are an integral part of performance management. It happens throughout the performance appraisal cycle, so we don’t consider it a phase.</p> <p>It is important to recognize good performance and achievements throughout the performance appraisal cycle as they occur. It is important that recognition and rewards of deserving employees occur in a timely manner—ideally, immediately after the recognizable action. Otherwise, the reward can lose its relevance and employees will not have a clear sense of what behavior or accomplishment is rewarded. Supervisors are encouraged to use non-monetary awards, especially when funds for monetary awards are limited and restricted.</p> <p><b>DO</b></p> <p>Click the slide to gradually display more information on the slide.</p>	

Instructor Notes	Content
<p><b>SAY</b></p> <p>Let's talk now about DoD core values.</p> <p>The DoD Core Values are Leadership, Professionalism and technical knowledge are an integral part of DPMAP.</p> <p><b>DO</b></p> <p>There are no official concrete definitions for the three core values, however being commonly used words, you should be able to drive discussion. Await response from participants on how DoD core values fit into their workplace environment.</p> <p><b>ASK</b></p> <p>Ask the participants how the DoD core values fit into their workplace environment.</p>	<p><b>SHOW SLIDE: 13</b></p>
<p><b>SAY</b></p> <p>The foundation of DPMAP, and one of the main factors for our success, is the values that create a culture of high performance.</p> <p>You can think of culture as "the way things get done around here." It is the workplace's basic attitude and is deeply rooted in every aspect of everyday operations. Culture is an often overlooked aspect of performance management. Research indicates that high-performing companies have a culture that makes success and achievement a priority. In turn, this idea creates an environment and a workforce that embraces a shared commitment to high performance.</p> <p>High-performing organizations have a culture that embraces values such as the importance of accountability and integrity at all levels, a focus on continuous learning and improving, an appreciation for the value of diversity and respect for the</p>	<p><b>SHOW SLIDE: 14</b></p>

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<p>individuals that make up the organization, and knowledge of how to effectively communicate. It is important to note that these attributes and values cannot be mandated and instilled in an organization’s culture overnight; rather, they must evolve and are reinforced by policies and practices over time.</p> <p>Let’s discuss the following foundational values that are essential to the success of our daily work.</p> <p><b>ASK</b></p> <p><b>Accountability</b></p> <p><i>Ask:</i> Who can describe accountability in terms of performance management?</p> <p><i>Answer:</i> We accept ownership of our actions and for our personal and professional behaviors. We honor our commitments to the DoD mission and to each other. We practice good stewardship through the efficient and effective use of the resources entrusted to us by the American taxpayer.</p> <p><b>Integrity</b></p> <p><i>Ask:</i> Who can describe integrity in terms of performance management?</p> <p><i>Answer:</i> We have the courage to do what is right both legally and morally. We hold ourselves to high ethical standards of behavior and conduct ourselves professionally.</p> <p><b>Continuous Learning and Improvement</b></p> <p><i>Ask:</i> Who can describe continuous learning and improvement in terms of performance management?</p> <p><i>Answer:</i> We strive to deepen our understanding of our contributions, improve our skills, and develop our personal and professional competences in order to enhance our individual</p>	

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<p>contributions.</p> <p><b>Diversity</b></p> <p><i>Ask:</i> Who can describe diversity in terms of performance management?</p> <p><i>Answer:</i> We encourage the expression of individuality. We depend on each other's strengths, capabilities, and perspectives. We recognize that each member of a team or organization brings value to our work.</p> <p><b>Communication</b></p> <p><i>Ask:</i> Who can describe communication in terms of performance management?</p> <p><i>Answer:</i> We strive for ongoing engagement and understanding to foster trusting relationships, and ensure awareness of roles and responsibilities. We honestly express concerns, share ideas, and provide meaningful feedback at all levels in our organization. We clearly communicate our vision and mission to internal and external customers.</p> <p><b>Respect</b></p> <p><i>Ask:</i> Who can describe respect in terms of performance management?</p> <p><i>Answer:</i> We have a shared interest in doing the best work we can. We act honorably, fairly, and treat each other with dignity. We encourage open communication between employees and supervisors. We value continuous feedback and recognition of a job well done.</p>	
<p><b>SAY</b></p> <p>Strong, purpose-driven leadership is the key to success. But it is</p>	<p><b>SHOW SLIDE: 15</b></p>

<b>Instructor Notes</b>	<b>Content</b>
<p>through the collaborative efforts of first-level supervisors and employees that mission accomplishment happens.</p> <p>As a reminder, DoD’s mission is to provide the military forces needed to deter war and to protect the security of our country. In DPMAP, there is a link between each employee and the overall DoD mission success that starts at the Components, commands, and activities, and flows up through the organization and supervisors and employees. Each of these levels of leadership ensures that performance planning and monitoring are focused on one thing: supporting the DoD mission.</p> <p>There is a link between each employee and the overall DoD mission success that starts at the Components, commands, and activities, and flows up through the organization and supervisors and employees. Each of these levels of leadership ensures that performance planning and monitoring are focused on one thing: supporting the DoD mission.</p> <p>DoD is responsible for providing a fair, credible, and transparent performance management program. In executing this program, it is the Component, command, or activity that is ultimately responsible for creating a culture of high performance in support of its mission. This includes encouraging effective communication between employees and supervisors, and ensuring that supervisors have the skills and time needed to carry out performance management responsibilities successfully. Senior leaders drive performance by communicating the mission and goals of the organization and setting the tone for the organization’s mission and values. Second-level supervisors provide guidance and coaching and ultimately hold first-level supervisors accountable.</p> <p>Supervisors are responsible for developing performance expectations with the participation and mutual understanding of employees; communicating throughout the performance management process about employees' goals, performance, and development; recognizing successful performance and coaching for improved performance; and ensuring that employees have</p>	



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<p>the tools, training and development, and resources needed to carry out their duties successfully.</p> <p>Supervisors, in their day-to-day interactions with employees, can significantly impact the individual performance of all of their employees. Performance management is one of the most important aspects of supervisory and managerial responsibilities. We will talk later about specific actions and key activities for supervisors related to the three phases of performance management.</p> <p><b>ASK</b></p> <p><i>Ask:</i> What is the one supervisory behavior that can substantially boost the amount of effort employees put into their jobs and in their commitment to the organization?</p> <p><i>Answer:</i> Supervisors who communicate often with employees and share fair, accurate, helpful, and specific feedback have the most positive impact on organizational effectiveness. This supervisory behavior is simple yet powerful.</p> <p><b>SAY</b></p> <p>Employees at all levels are responsible for actively communicating with their supervisors about their performance, taking an active role in planning their development, being accountable for their actions, and continually striving for excellence in their performance in support of DoD’s mission.</p> <p>Interactions between supervisor and employee, while often initiated by the supervisor, need to be viewed as a two-way communication; both supervisor and employee have responsibilities for exhibiting behaviors that lead to positive outcomes within the work unit. The employee is expected to take an active role in their own performance management. In a performance-based culture where employee engagement and the critical role of supervisors are emphasized, both supervisors and employees should not underestimate the value engaged</p>	

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<p>employees have in the performance management process. Getting employees involved helps them to understand how their work affects the organization’s mission accomplishment and gives them a sense of ownership in their performance plan.</p> <p><b>ASK</b></p> <p><i>Ask:</i> What are some things employees can do to actively engage in DPMAP?</p> <p><i>Answer:</i> Answers could include, but aren’t limited to:</p> <ul style="list-style-type: none"> <li>• Providing information and feedback to supervisors whenever possible</li> <li>• Providing input into how the work gets done</li> <li>• Teaching new skills, concepts, processes, or procedures to others</li> <li>• Assisting with difficult team challenges and problem resolution</li> <li>• Communicating resources needed, or roadblocks to success</li> </ul>	

Instructor Notes	Content
<p><b>SAY</b></p> <p>Now that we have introduced the key roles, let's review key features of DPMAP.</p> <p>The performance appraisal cycle runs from April 1 through March 31 of the following calendar year, and the rating of record is effective June 1.</p> <p>A minimum of three formal <b>documented</b> performance discussions is required during the appraisal cycle, but more are strongly encouraged. There is a strong emphasis in DPMAP on continual feedback throughout the performance appraisal cycle.</p> <p>DPMAP is characterized by a three-level rating pattern that includes:</p> <ul style="list-style-type: none"> <li>• Clearly developed performance elements and standards linked to organizational goals</li> <li>• Descriptive performance narrative that show distinctions in performance</li> <li>• Documented performance that informs other personnel decisions</li> </ul> <p>The three levels are: (5) Outstanding, (3) Fully Successful, and (1) Unacceptable. More information on the rating levels will be provided later in the course.</p> <p><b>DO</b></p> <p>Please refer to your local Subject Matter Expert (SME) for information on additional discussions that may be required by the Collective Bargaining Agreement (CBA).</p>	<p><b>SHOW SLIDE: 16</b></p>

Instructor Notes	Content
<p><b>SAY</b></p> <p>Other features of the program are:</p> <ul style="list-style-type: none"> <li>• Continuous recognition and rewards;</li> <li>• Fostering of cultural and attitudinal change; and</li> <li>• Automated performance appraisal tool (MyPerformance Tool).</li> </ul> <p>Continuous recognition and rewards are highly recommended, and include monetary and non-monetary awards. The key theme here is that recognizing and rewarding employees does not only happen at the end of the rating cycle; it should happen throughout the performance cycle. We'll talk more about incentives later today.</p> <p>The program focuses on fostering cultural and attitudinal changes regarding performance management. This effort will require a positive message that change is important—and that all levels of the organization support this need for change. Ensuring DoD has a culture that facilitates employee engagement and high performance requires senior DoD leadership to wholeheartedly embrace, communicate, and model the attributes necessary for a high-performance culture to develop and succeed. Because culture and employee engagement are vital in the creation and sustainment of a high-performing workforce, DoD must begin the change to any proposed performance management program by examining these cultural attributes and engagement themes to determine DoD's performance strengths and weaknesses. Cultural change will take a lot of time and work, and we will begin that journey today in Lesson 2: Engaged Employees and Lesson 4: Continuous Feedback today.</p> <p>Finally, DPMAP implements DoD's automated performance appraisal tool, MyPerformance which is located within the MyBiz application. There will be training available on that tool as your</p>	<p><b>SHOW SLIDE: 17</b></p>

Instructor Notes	Content
<p>Components begin to implement the program.</p> <p><b>ASK</b></p> <p><i>Ask:</i> Are there any questions about these program features?</p>	
<p><b>SAY</b></p> <p>So let's now take a look at the DoD Performance Management Model.</p> <p>The DoD Performance Management Model is comprised of three phases: 1) Planning, 2) Monitoring, and 3) Evaluating. Each phase is addressed briefly in this overview, but will be explained in detail, later in the course.</p> <p><b>Planning Phase</b> - During the Planning Phase, supervisors set performance expectations for the performance appraisal cycle and meet with their employees to ensure mutual understanding of the performance plan.</p> <p><b>Monitoring Phase</b> - The Monitoring Phase is all about providing ongoing, timely, and constructive feedback to employees related to the performance elements and standards in their performance plan.</p> <p><b>Evaluating Phase</b> – The Evaluating Phase is the end of the appraisal cycle, and requires supervisors to rate employee performance against the performance elements and standards in an employee's performance plan and assign a rating of record.</p> <p>Again, each phase will be addressed individually later in the course.</p>	<p><b>SHOW SLIDE: 18</b></p>

Instructor Notes	Content
<p><b>SAY</b></p> <p>Before we take a short break, let’s sum up what we just covered.</p> <p><b>ASK</b></p> <p><i>Ask:</i> How does performance management link to DoD mission and goals?</p> <p><i>Answer:</i> A successful performance management program aligns the work with the DoD’s and organization’s mission and goals. Alignment happens when you understand how you are contributing and how your work helps your organization accomplish its mission, which contributes to the overall success of the DoD. Your organization’s mission, function statement, and other strategic and project planning documents provide the basis and context for the work and its relationship to the greater DoD mission. Establishing the “line of sight” between your work and DoD’s mission and goals is important because it underscores the importance of your duties and how you support the organization.</p> <p><i>Ask:</i> What are the three phases of the performance management process?</p> <p><i>Answer:</i> DPMAP consists of three phases: Planning, Monitoring, and Evaluating, with rewarding and recognizing as an activity consistently applied throughout the performance appraisal cycle.</p> <p><i>Ask:</i> What are the DoD core values?</p> <p><i>Answer:</i> Leadership, professionalism, and technical knowledge through dedication to duty, integrity, ethics, honor, courage, and loyalty.</p> <p><i>Ask:</i> What are the two key performance management roles?</p> <p><i>Answer:</i> Employees and supervisors.</p>	<p><b>SHOW SLIDE: 19</b></p>

Instructor Notes	Content
<p><b>SAY</b></p> <p>You should now be able to:</p> <ul style="list-style-type: none"> <li>• Describe the relationship between performance management and the Department of Defense (DoD) mission and core values</li> <li>• Identify key performance management roles and responsibilities</li> <li>• Recognize significant performance management features</li> <li>• Characterize the DoD performance management model</li> </ul>	
<p><b>SAY</b></p> <p>Before we break, are there any last questions?</p> <p>We're going to take a very short break before we jump into the next lesson.</p> <p><b>Time:</b> Short stretch break only (less than 5 minutes).</p> <p><b>DO</b></p> <p>Collect any Parking Lot questions. If there is time, do a quick review of any burning questions captured during introductions. If you captured a list of burning questions, you should reference the list periodically to see when the questions were addressed. The goal would be to have all burning questions addressed by the end of your training event. Any that remain unaddressed can be referred to an appropriate authority and answered individually.</p>	<p><b>SHOW SLIDE: 20</b></p>

<b>Instructor Notes</b>	<b>Content</b>
You are now ready for Lesson 2: Engaged Employees.	
<p><b>SAY</b></p> <p>Here are some additional resources and learning tools.</p> <p><b>DO</b></p> <p>Give participants a chance to look over the list of resources.</p>	<b>SHOW SLIDE: 21</b>



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