



PHASE I
PERFORMANCE
PLANNING

ePerformance Manager Guide
2009

Module Objectives

At the end of this module, you will:

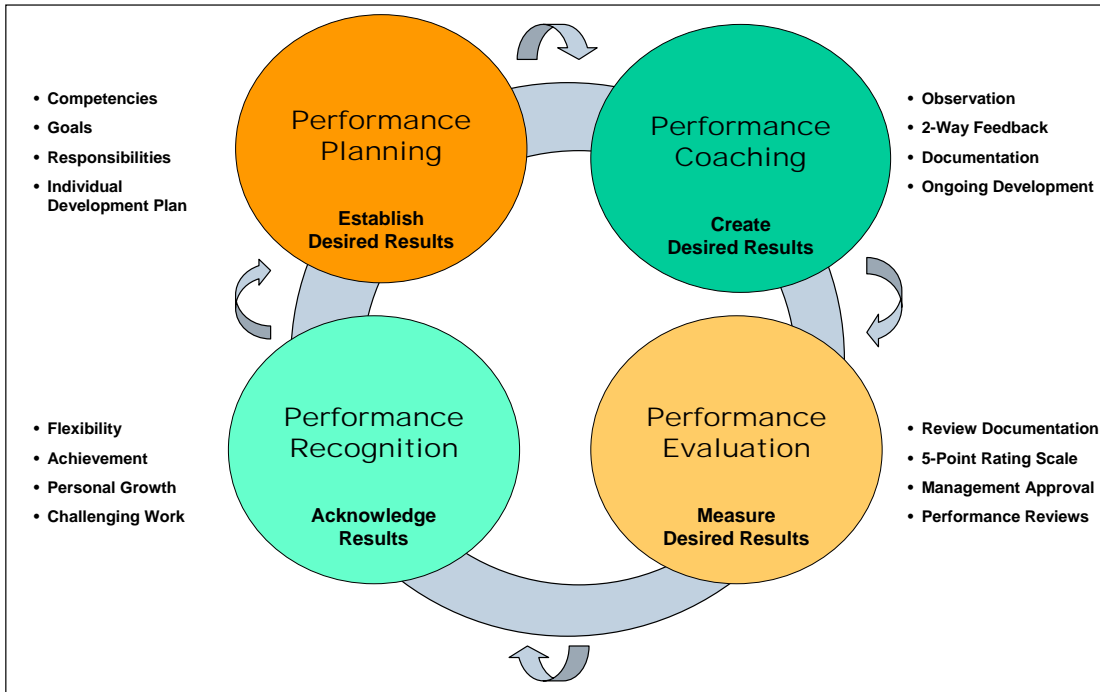
- Understand the role of planning in effectively managing performance.
- Review the four (4) phases of performance management and establish planning as the foundation of the process.
- Preview the role of expectations and become familiar with collaborating on WHAT will be accomplished and HOW it will be accomplished.
- Know the importance of cascading goals in accomplishing business outcomes.
- Understand weighting, competencies and the 5-Point Rating Scale.
- Create a SMART goal.

Phase I: Performance Planning

- The manager and the employee collaborate to establish desired performance results.
- A performance plan is created to identify competencies, align individual goals with State and Agency business objectives and establish job responsibilities.
- The performance plan is reviewed during the interim and annual review periods.
- Additionally, an Individual Development Plan (IDP) is created as a coaching tool to be used throughout the year.
- The IDP identifies the employee strengths, development opportunities and activities to reach desired results.



Performance Management 4-Phase Model





Overview

The purpose of performance planning is for the manager and the employee to collaborate and develop a performance plan for the employee for the upcoming year. This consists of setting goals and performance expectations that drive performance and align individual objectives with the State and the Agency's mission, vision, and strategic goals.

Planning identifies key performance expectations – this is “*what*” will be accomplished in the upcoming year. It also contains competencies which are attributes and behaviors that need to be demonstrated in order to achieve results – this is the “*how*” performance will be accomplished.

The performance planning process also includes an **Individual Development Plan (IDP)** which is used to help develop an employee in the current position or to broaden skills sets to develop for future positions or roles in the Agency or state.

While many factors play a part in successful employee performance, *planning*, as well as effective manager-employee communication, is critical to success.

Planning is the key phase of performance management.



Performance Planning Overview

- Planning is the **key phase** of performance management
- **Collaborative** process between manager and employee
- **Establishes performance expectations** to include competencies, goals, and responsibilities
- A **performance plan** is developed for the employee in their current and 'next level' positions



The Performance Plan

The development of the performance plan should be a collaborative effort between the employee and the manager. It establishes WHAT gets accomplished and HOW it gets accomplished.

A performance plan details the goals, competencies, and responsibilities (performance expectations) upon which the employee will be evaluated during the review period. It describes performance expectations for a particular position and should be tailored to fit the *employee* in the position.

The performance plan contains:

- **State and Agency strategic goals and objectives that cascade down to the employee**
- **Competencies that the employee is required to successfully perform**
- **Projects, tasks and other activities for the job or position**
- **Responsibilities that are critical for success in the job or position**

Some additional highlights include:

- The performance plan should be prepared for an employee no later than 45 days from the date the employee is hired, transferred, promoted, or demoted
- The plan is used throughout the year and the employee is evaluated at the end of the year
- Additionally, all employees will have an individual development plan that outlines the developmental goals, projects, and activities aimed to further develop the employee

The Performance Plan

Guidelines for Weighting

- **Section 1: Statewide Core Competencies:** the minimum weight given to this section is 25%. A manager may not give it less weight than 25% but can give it a higher weight.
- **Section 2: Individual Goals/Competencies:** A manager may give this a weight ranging from 0% to 75% of the performance evaluation **(the default in the system is 50%)**.
- **Section 3: Job Responsibilities:** A manager may give this a weighting ranging from 0% to 75% of the performance evaluation **(the default in the system is 25%)**.
- **Section 4: Individual Development Plan:** Not weighted.

Section Weighting

The performance plan has 3 sections that are rated at the end of the performance period:

- 1) Statewide Core Competencies
- 2) Individual Goals/Competencies
- 3) Job Responsibilities

Each section is given a weight that assesses the relative importance of each section as it relates to overall performance. Guidelines for assigning weights may be agency specific or manager specific. **The total weighting for the sections should total 100%.**

Agency Specific Guidelines

Different agencies may handle the determination of weights differently. Some agencies may have set weightings for each section for all employees communicated by HR. Other agencies may leave it to an individual manager's discretion. If in doubt, contact your HR office.

Examples of Weighting

The weighting is ...

...determined up front in the performance planning phase by the agency

...based on the importance of the section

...communicated to the employee so that there are no surprises at the end of the review period

The total weighting for the sections should total 100%.



Performance Planning Examples of Weighting

Example #1: Sections 1-3 are evaluated

Section 1: Statewide Core Competencies	25%	
Section 2: Individual Goals/Competencies	60%	
Section 3: Job Responsibilities	<u>15%</u>	
	Total	100%

Example #2: Sections 1-2 are evaluated

Section 1: Statewide Core Competencies	30%	
Section 2: Individual Goals/Competencies	70%	
Section 3: Job Responsibilities	<u>Not rated</u>	
	Total	100%



Overview of Behavioral Competencies

- Observable and measurable
- Relate to the core purpose and values of an organization
- Focus on the person in the position
- Contribute to improved employee performance
- Contribute to individual success within an organization
- Can apply to all (or most) jobs in an organization or be specific to a job family, career level, or position

Behavioral competencies contribute to successful performance management by:

- Providing consistency in performance expectations and measurement
- Identifying which behaviors most impact performance and success
- Using individual development plans to target gaps and identify development opportunities
- Distinguishing exceptional performers that contribute to organizational success
- Providing feedback to individuals to move them toward exemplary performance
- Driving organizational performance

As of 7/1/08, Georgia State Government began using a new behavioral competency framework; the framework uses competencies and behavioral indicators that define what each employee needs to do to be successful and contribute to the State of Georgia's mission, vision, and values. In total, there are 18 competencies: 5 statewide core competencies (required of all state employees), 2 leadership competencies (required of all managers with direct reports) and 11 additional competencies.

Section 1 – Statewide Core Competencies

Section 1 of the Employee Performance Plan focuses on competencies that are required of all State employees and managers.

- The Statewide Core Competencies are preloaded into Section 1 and cannot be deleted.
- The Leadership Competencies are prepopulated in Section 1 for most managerial positions. However, for some jobs, they may not automatically prepopulate. If they do not automatically prepopulate, then the manager should add them into Section 2 of the plan.
- **The minimum weighting that can be assigned to Section 1 is 25%.**

Statewide Core Competencies (required of all State employees):

- **Customer Service:** Understands that all employees have customers, internal and external, that they provide services and information that honors all of the State's commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable service.
- **Teamwork and Cooperation:** Cooperates with others to accomplish common goals; works with employees within and across his/her department to achieve shared goals; treats others with dignity and respect and maintains a friendly demeanor; values the contributions of others.
- **Results Orientation:** Consistently delivers required business results; sets and achieves achievable, yet aggressive goals; consistently complies with quality standards and meets deadlines; maintains focus on Agency and State goals.
- **Accountability:** Accepts full responsibility for self and contribution as a team member; displays honesty and truthfulness; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals; demonstrates a commitment to delivering on his/her public duty and presenting oneself as a credible representative of the Agency and State to maintain the public's trust.
- **Judgment and Decision Making:** Analyzes problems by evaluating available information and resources; develops effective, viable solutions to problems which can help drive the effectiveness of the department and/or State of Georgia.

Leadership Competencies (required of all managers with direct report employees)

- **Talent Management:** Clearly establishes and communicates goals and accountabilities; monitors and evaluates performance; provides effective feedback and coaching; identifies development needs and helps employees address them to achieve optimal performance and gain valuable skills that will translate into strong performance in future roles.
- **Transformers of Government:** Develops innovative approaches to address problems and drive continuous improvement in State programs and processes; drives effective and smooth change initiatives across the State by communicating, confirming understanding, and actively working with stakeholders to overcome resistance.



Performance Planning Section 1 – Statewide Core Competencies

Core Competencies (all employees)	Leadership Competencies (managers with direct reports)
<p>Customer Service</p> <p>Teamwork and Cooperation</p> <p>Results Orientation</p> <p>Accountability</p> <p>Judgment and Decision Making</p>	<p>Talent Management</p> <p>Transformers of Government</p>



Overview of Goals

Section 2 of the Performance plan focuses on “WHAT” the employee will accomplish (individual goals) and “HOW” performance will be accomplished.

Goals are measurable outcomes or results. Goals are written so that the employee can see how his or her performance results are related to the State and/or Agency goals.

Goals are the heart of a good performance plan. They identify:

- The result of the behavior being measured
- The measurement criteria
- The level of performance being described

Sources of Goals

- **State and Agency Goals:** These are goals that are aligned with the vision, mission, and goals of the State and the Agency. The goals are “cascaded” throughout the Agency and translated to be relevant to each level of the Agency.
- **Individual Goals.** Individual goals come from responsibilities specific to a position. These are goals for a specific individual that are not part of the official job description; sources can include special projects or activities that are assigned to the individual. Individual goals should be aligned to department and agency goals.
- **Job Responsibilities.** Goals can be written based upon specific job responsibilities that are the most important to the requirements of the position and the individual. This involves translating the job responsibility into a measurable goal.
- **Competencies.** Competencies describe “HOW” goals are accomplished – they are necessary in order to achieve a goal. Sometimes demonstration of the competency is in and of itself a goal. In this situation, specific performance expectations can be developed into a measurable goal. For example, for a call center, customer service is a top priority. By developing performance expectations that describe what exactly is expected in measurable terms to meet customer service goals.



Performance Planning Overview of Goals

Goals are measurable outcomes or results that identify:

- The result of the behavior being measured
- The measurement criteria
- The level of performance being described



Section 2: *Individual Goals/Competencies*

The goal of the State and the Agency is to ensure Agency level goals are successfully accomplished.

The purpose of cascading goals is to:

- Link individual performance goals and achievements to the success of the Agency
- Goals are cascaded throughout the enterprise and translated to become relevant to each level of the organization
 - State goals are cascaded down to the Agency goals
 - Agency goals cascade down to the specific Division goals
 - Division goals translate to Department/Branch/Work Team goals
 - Department/Branch/Work Team goals are translated into Individual goals

Optimum Number of Goals

It is recommended that the performance plan have a maximum number of 5 goals (total) for Sections 1 through 3.

Example of a State Goal

“Georgia will have the best customer service of any state in the nation.”

Customer Service Competency Definition

Understands that all State employees have external and internal customers that they provide services and information to; honors all of the State’s commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable service.



Performance Planning Example of a State Goal

Governor's Customer Service Goal

"Georgia will have the best customer service of any state in the nation."

FASTER. FRIENDLIER. EASIER.





Section 2: Developing Aligned/Cascading Goals

Step One: Identify Aligned Goal(s)

1. Review the State's strategic objectives, mission, vision, and goals, including wildly important goals (WIGS). When reviewing, look to see if there are some natural linkages to the employee's overall job.
2. Review your Agency's strategic objectives, mission, vision, and goals, including wildly important goals (WIGS). When reviewing, look to see if there are some natural linkages to the employee's overall job.
3. Complete this process with the department's goals and objectives. If a direct linkage is found, then you may be able to develop goals for the employee based upon the department and/or the Agency's goals and objectives. For some jobs there is a more direct link to one goal while others may link to multiple goals and objectives.
4. For some agencies and positions, you may need to look at the work team or unit's goals and objectives. If it is difficult to link to the division goals, break it down further.

Step Two: Identify Desired Job Results

A typical job has many assigned tasks and duties. Some are more important than others. When performance plans are written based upon a task or activity list, we often find ourselves with vague and hard to measure expectations. Focusing on desired results instead of specific tasks makes measurable expectations clearer and more meaningful. All goals are written and measured at the “**successful performer**” level.

Step Three: Measure Success

Successful performance can be measured by how things got accomplished and when they were accomplished.

Step Four: Monitor Progress

Identify a feedback or reporting process that will provide you with the information you need to evaluate the employee's performance. For each method that you identify, you will determine who should be responsible for compiling, reporting, analyzing, or reporting results.



Performance Planning
Section 2: Developing Aligned/Cascading Goals

- Step 1: Identify Aligned Goals**
- Step 2: Identify Desired Job Results**
- Step 3: Measure Success**
- Step 4: Monitor Progress**

All goals are written and measured at the “successful performer” level.



Section 2: 5-Point Rating Scale

- The 5-point rating scale has been adopted in order to help better distinguish levels of performance among employees.
- The rated sections of the performance plan will use the same 5-point rating scale when performance is evaluated at the end of the review period.
- The 5-point rating scale will apply to all Statewide core competencies, individual goals and competencies, and job responsibilities
- At the end of the review period, the manager will evaluate the employee's performance on all competencies, goals and job responsibilities.

Section 2: Successful Performer in Customer Service

- While the 5-point rating scale is not used until there is a formal review, it is highly recommended that the manager explain the behavioral competencies expected at the beginning of the year.
- The employee will be in a better position to reach the performance expectations if they know **up front** what the performance expectations are to be a **successful performer** as well as strive to be an **exceptional performer**.

The handout found in Appendix A: Successful Performance in Customer Service provides the performance expectations (i.e., behavioral competencies) that are required to be a successful performer.



Performance Planning Section 2: Successful Performer in Customer Service

Helpful

- Willingly provides assistance and useful information to meet customer needs; takes appropriate actions to provide accurate information to customers; assumes ownership of customer issues and takes appropriate steps to correct problems.

Courteous

- Greets customers promptly and respectfully face-to-face or over the phone; listens attentively to verify understanding of customers needs; quickly establishes and maintains positive relationships with customers; takes an interest in customers and understands their needs; shows respect by remaining patient, calm and polite in all situations.

Accessible

- Is easy for the customer to contact in person or over the phone; responds promptly and courteously to customer requests and issues; ensures that customer wait times are reasonable; makes helpful information about services or their agency available to the customer.

Responsive

- Seeks out, confirms and understands customer needs and/or problems then responds to customer thoughts and concerns; answers questions as completely as possible; honors commitments to provide needed services and information and resolve customer issues in a timely manner.

Knowledgeable

- Seeks to be trained and informed in order to clearly understand the customers' needs, problems and issues; answers questions in an easy to understand way or identifies a resource that can help the customer; meets customer needs by acting professionally and applying a good working knowledge of available services and information.



Section 2: Writing SMART Goals

Successful performance is achieved by using the SMART goal format.

Specific
Measurable
Achievable
Relevant
Timely

	<i>Description</i>	<i>Examples</i>
Specific	Specific goals have a greater chance of being accomplished than general goals. An employee needs to know how a goal is going to be achieved, why, what actions must be performed in order to achieve the goal and how the goal contributes to Agency/state goals.	<ul style="list-style-type: none"> • What do you need to accomplish? • Why is this goal important? • What is the purpose of accomplishing this goal?
Measurable	Goals should clearly identify the outcome. When the employee knows what the outcome is or what the finished project looks like, they will know if they have achieved the goal. Measuring progress helps an employee stay on track, reach target dates, and provides confirmation that a goal has been achieved. Short, intermediate and long-term milestones (e.g., one month, one quarter, and one year) should be used to track an employee's progress.	<ul style="list-style-type: none"> • How much? How many? • When will I know it is complete?
Achievable	Ensuring that a goal is achievable benefits the department, and boosts the morale and confidence of employees and managers. Goals should be challenging and written at the "successful performer" level.	How the goal will be accomplished?
Relevant	Goals should take into account an employee's position and his/her duties in an Agency. In addition, the employee needs to understand how the goal links to the Agency goals, and ultimately to those of the State.	What is to be performed?
Timely	Goals should have a mission complete date. If there is no time limit established to accomplish the goal then there is no sense of urgency to complete the goal.	When will it be accomplished?



Performance Planning Section 2: Writing SMART Goals

- **Specific** - Precise, Definite, Clear, Understandable:
- **Measurable** - Standard, Assessment, Exact:
- **Achievable** - Reachable, Feasible:
- **Relevant** – Scope, Linkage:
- **Time-bound** - Time frame, Ending point, Finish:



Example of a SMART Goal

The manager is encouraged to use the SMART Goal format for creating and reviewing performance expectations. After the goals are established with the employee, use the SMART Goal format to review each goal to ensure they are specific, measurable, achievable, relevant, and timely.

Questions	Answers
Is the goal Specific ?	Yes, it answers WHAT is to be accomplished (on average, perform 12 engine tune-ups per month on state-owned vehicles)
Is the goal Measurable ?	Yes, it answers HOW and WHEN progress is to be measured (quarterly review of vehicle maintenance log).
Is the goal Achievable ?	Yes, it answers HOW it is to be accomplished (following the steps in the Technical Manual 001, Engine Tune-ups).
Is the goal Relevant ?	Yes, it answers the WHAT is to be performed in the position of Mechanic (perform engine tune-ups on state-owned vehicles).
Is the goal Timely ?	Yes, it answers the specific WHEN for achieving this goal (Review of progress on 3/31/10).

Exercise



Partner Exercise

Choose a partner, review the Successful Performer competencies for Customer Service and write a SMART goal.



Section 3: Job Responsibilities

Job responsibilities from the state job description are automatically populated into the performance management document. The purpose of this is to help the manager identify those areas that are most important to the employee's success in the position.

Job responsibilities can, and should, be deleted from the performance plan as needed. There is an option available that allows you to delete all job responsibilities. You are also able to add responsibilities in this section, including free form items.

It is recommended that responsibilities be translated into SMART goals so that they are measurable.

Goals can be written based upon specific job responsibilities that are the most important to the requirements of the position and the individual.

- Responsibilities are not goals. In general terms, they identify activities or tasks that, if done correctly, lead to successful completion of the responsibility
- When converting responsibilities to goals, the manager should identify the end result or behavior that should result by writing SMART goals



Performance Planning Section 3: Job Responsibilities

- Automatically populated into the performance document; based on new state job description
- Helps the manager to identify those areas that are most important to the employee's success
- Can be deleted from the performance plan, if you elect to focus more on goals and/or core competencies than job responsibilities
- Should be translated into SMART goals



Section 4: Individual Development Plan (IDP)

An Individual Development Plan (IDP) is an action plan created by the employee and the manager to identify goals, activities, projects, classes, assignments, and other activities that further contribute to the development of the employee.

Individual Development Plans focus on several areas:

- **Development in current role**
 - This can apply to employees who are new in the job and need developmental activities to help them become a fully successful performer (activities to help with the learning curve for a new job).
 - Employees who are deficient in their current role (not functioning at the level they need to be in order to be fully successful in their job) and need additional developmental activities to help move them towards improved and/or successful performance.

- **Expand skill set and knowledge areas**
 - Employees who are fully successful in their current position who could benefit from some special assignments and activities to expand their skill set and move them towards exceptional performance in their current job.

- **Prepare for future roles**
 - Developmental activities and goals that will develop an employee for future career opportunities in the Agency or the state. This can include activities such as training in new areas, stretch assignments, special projects, and inter- and intra-Agency teams.

Section 4: Create the IDP

It is recommended that a development plan be written for all employees, especially those employees who:

- **Possess a talent or a strength** that, if developed, would be beneficial to both the Agency and the employee
- **Need extensive help** in meeting expectations before a rating period
- Are rated as an **“Unsuccessful Performer”** in a competency, goal or responsibility
- **Need to develop new skills** in order for the Agency **to meet a change initiative**



Performance Planning Section 4: Create the IDP

- **Step 1: Discuss and determine the employee's development needs**

- **Step 2: Identify and agree on the employee's development goals**

- **Step 3: Collaborate and develop the IDP**

- **Step 4: Implement, monitor, track and update the IDP**



Example of IDP Activities

Development Activities	Description
On-the-Job Experiences	New employee: Learning on the job through trial and error without intervention from others either until problems occur or the employee asks for assistance. Current employees: On-the-job experiences to learn a new skill set. For example, working with another experienced employee on how to handle help desk calls.
Special Projects	Requires the employee to learn about a particular subject; may involve researching a problem or issue or developing a solution or recommendation for dealing with a special problem or issue.
Rotation Program	Short-term movement among jobs for a few minutes to a few months; employee goes from one job to another; broadens the individual's skills and experiences. Rotate employees over time to other organizations; build bridges between organizations; develops the individual, strengthens ties with external groups and furnishes the individual with knowledge and skills of value to the work group. An example is working for an organization to which your organization provides a service or product.
Field Trips	A journey taken as a learning experience or fact finding; exposes the employee to other sites in the organization to stimulate new insights and creativity; allows employee to view how others accomplish similar work.
E-learning	Various forms of computer-based training have recently grown in popularity and convenience. Training through CD-ROM, office intranet, or the world wide web is sometimes a good alternative to the more expensive forms of training. Webinars and webcasts are often free and can be found across many disciplines.
Alternatives to Classroom Training	Correspondence courses; job aids (simplified tools or instructions given to employees); decision aids (situation-specific instructions on what to do when certain circumstances exist); written text; videotapes; self-paced instructional material.
Inter- and Intra-Agency Teams	Cross-functional teams that work on a specific project or goals. Provides a chance to learn about other areas in the organization/state and to develop team and leadership skills.
Professional Conferences	Various programs that range from product exhibits to lectures on state-of-the-art services, equipment, and issues; used to update skills and knowledge; used to evoke new insights or perspectives or work approaches.
Classroom Training	New skills may be practiced in the safe learning environment of a classroom; techniques and applications are discussed with peers; course participants may analyze real or hypothetical situations as to what to do and how to do it; trained instructors with expertise in adult learning principles.
Informal Mentoring	A buddy program that pairs an experienced worker and an employee of lesser experience; the experienced employee takes the other employee under his or her wing; persons are likely to be equal in organizational status; individualized learning characterized by "doing as I say or do."
Coaching	Systematically developing the skills and abilities of the employee by using actual work tasks to train the employee. Individual may have no or limited skills in the area. Approach may be used to enhance a top-performing employee.
Formal Mentoring	A sponsorship program that directly pairs a more experienced employee and a less experienced employee as chosen by the manager. Organizations provide training to experienced employees on how to coach and train the lesser experienced employee; to protect them, offer them challenging work and offer advice and provide opinions. Includes individualized learning; when the less experienced employee may ask the experienced employee to explain why tasks were done a certain way.



Performance Planning Example of IDP Activities

- To enhance project management skills by completing GTA's Project Management training by June 2010
- To further develop public speaking skills by joining Toastmasters International
- To continue professional development by participating in SPA's mentorship program





Partner Exercise

Review your SMART goal for Customer Service, refer to the Development Activities chart and write 2 to 3 activities that will assist the employee to reach the goal.



Roles in the System Process

HR	<ul style="list-style-type: none"> • HR establishes Agency specific criteria and guidelines (e.g., which sections to use, what the weighting will look like). • HR creates template documents. • The manager initiates the process by identifying goals and performance expectations that he or she feels are the most important drivers for success in the upcoming review period.
Employee	The employee identifies expectations and development objectives and activities that he or she would like to work on. The employee sends those to his or her manager for review.
Manager	The manager develops proposed goals and performance expectations for the upcoming year, using the goals of the Agency/division, responsibilities for the job, and input from the employee. The manager also identifies areas and objectives that he or she feels should be in the employee's IDP. Once complete, the manager and the employee can meet to discuss and collaborate on the plan. After this meeting, the manager makes any changes and sends to his or her manager for review. Depending upon your specific Agency guidelines, the manager's manager may need to approve the plan prior to the plan moving forward.
Manager's Manager	The manager's manager reviews the plan and accepts or requires some changes.
Manager	<p>After the performance plan has been reviewed by the manager's manager, but <u>before</u> the final meeting with the employee for the planning discussion, the manager should give a copy of the draft of the performance plan to the employee and ask him or her to:</p> <ul style="list-style-type: none"> • Review the competencies, goals, and job responsibilities, along with all associated performance expectations. • Write down any comments or questions about any part of the performance plan. • Identify any known barriers to meeting established performance expectations or any information or assistance that will be needed from others in order to meet expectations.
The Manager's Manager Role	<p>Once the performance plan is complete and before making the proposed responsibilities and goals final with the employee the manager may send the plan to his or her manager for review and input.</p> <p>First, the manager's manager ensures that the responsibilities and goals proposed for the employee are in alignment with the overall goals of the work unit and the agency.</p> <p>Second, the manager's manager ensured that the performance plan requirements are comparable for employees in similar positions within the larger organizational structure. It is entirely appropriate for changes to be made in the performance plan before the manager meets with the employee to discuss the final performance plan.</p>
Formal Meeting	<ul style="list-style-type: none"> • The manager and employee have a formal performance planning meeting. If agreement is reached at this meeting, then acceptance of the plan can be acknowledged • Thoroughly discuss the performance expectations for each section of the performance plan. • Identify and explain the actions and behaviors necessary to meet the expectations. The employee needs to know what successful performance looks like. The manager should also give examples of actions and behaviors that could lead to a rating of exceptional performer. • Review the method of tracking, monitoring, or observing that will be used for each performance expectation. This lets the employee know what is expected and enables the manager to evaluate performance based on these expectations.

