

Welcome to our virtual waiting room!

While you wait for the session to start, please take time to:

1. Mute yourself – audio and video
 - **1** in the picture
2. Visit the chat window
 - **2** in the picture
3. Check your name- update if incorrect
 - **3** in the picture
 - We are using these names to track attendance

BlueJeans Participant Screen

1. Camera mute, Audio Mute, Share your screen and Leave meeting
2. People roster, Chat, Apps and Settings
3. People roster detail

Who's talking

Hide menu

View People

1

2

3

Click to see only who's talking (also shown by blue mic highlight)

Click pencil to change your name. Mute/unmute your camera or microphone.
Note: only moderators (marked by a ★ next to the name) can also mute & unmute other participants

Click name to see call details and connection stats. Moderator has ability to drop them from meeting

Moderators only can Mute & Unmute All participants at once

Copy meeting link, & share with others

Hide Video Thumbnails

Switch Video and Content Frames

Your self view, with quality bar and mic status

Send Meeting link to others

Click pencil to change your name

RAISE HAND

Mute All

Unmute All

https://penmedicine.bluejeans.com/951910659



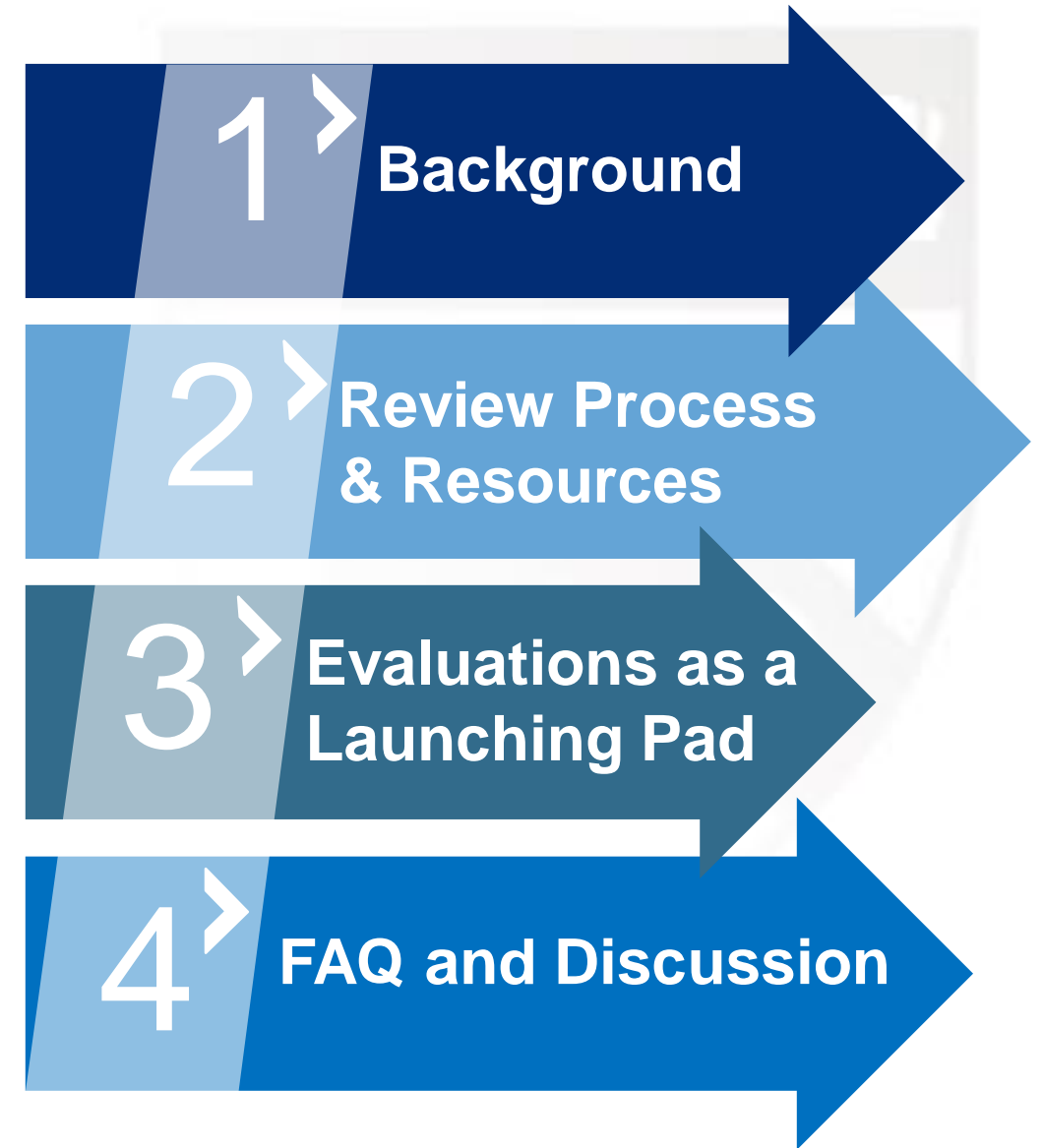
Penn Medicine



-  Pathway
-  Job Aid
-  Tool
-  Class
-  eLearning
-  Microlearning
-  Template

Leading Others:

How to find forms, tools and resources to make the evaluation process easier and more meaningful



A link to the slides will be emailed at the end of the week

Strong performance requires a clear understanding of expectations and progress



Feedback is the key to understanding



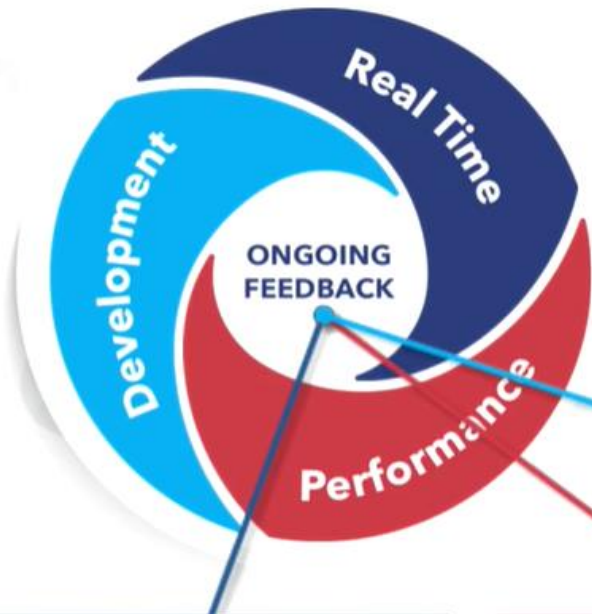
Goals



**Current
Performance**



Feedback Rich Environment



Feedback Rich Environment:

- Positive feedback
- Constructive feedback

Those you manage

Peers

Supervisor

Both positive and constructive feedback **increase employee engagement**

Engagement is related to outcomes and **patient experience**.



["I want to promote a more feedback rich environment within my team"](#)



[Giving Feedback](#)

[Giving Real Time Feedback](#)

[Giving Performance Feedback](#)

[Giving Feedback for Development](#)

[Giving Feedback Manager Huddle Sheet](#)

[Soliciting Feedback](#)

[Receiving Feedback](#)

[Penn Medicine Rubric All Levels](#)

[Understanding the Rubric Manager Huddle Sheet](#)



[Tools and Resources for Building a Feedback Rich Environment](#)



[30 Minute Coach: Penn Medicine Behavioral Competency Model](#)



[Creating a Feedback Rich Environment Using the Penn Medicine Rubric](#)



Feedback Rich Environment



Focus


Improving effectiveness in the current job


Purpose

Provide positive reinforcement for skills that contribute to performance or correct habits and behaviors to address a performance gap

Nature


Formal

 ["I want to promote a more feedback rich environment within my team"](#)

 [Giving Feedback](#)
[Giving Real Time Feedback](#)
[Giving Performance Feedback](#)
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Why Performance Reviews?

Annual Performance Review



["I want to make the performance review process even more productive for my employees"](#)



Why Performance Reviews?

I want to make the performance review process even more productive for my employees

0% COMPLETE

- Recognize how behavioral competencies improve the perform...
- Identify the appropriate performance review form
- Prepare yourself to host a productive performance review ...**
- Launch the performance review process with your employees
- Champion the growth and development of your employees
- Keep the momentum going
- Explore additional performance management and feedback re...

Prepare yourself to host a productive performance review conversation

Familiarize yourself with the form and process by using the following resources:

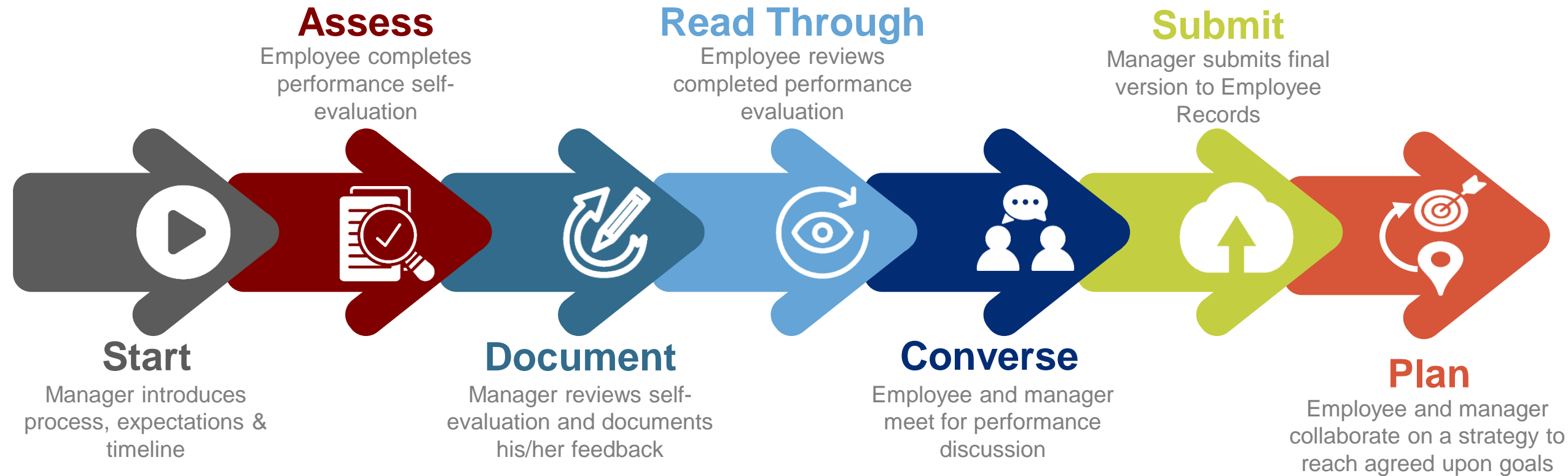
- Review the following job aids, [Giving Performance Feedback](#) and [Using Competencies During Performance Reviews](#), to better understand your role as a manager in the performance review process



["I want to make the performance review process even more productive for my employees"](#)



Performance Appraisal Process



Introduce the topic, process and form during a staff huddle or team meeting

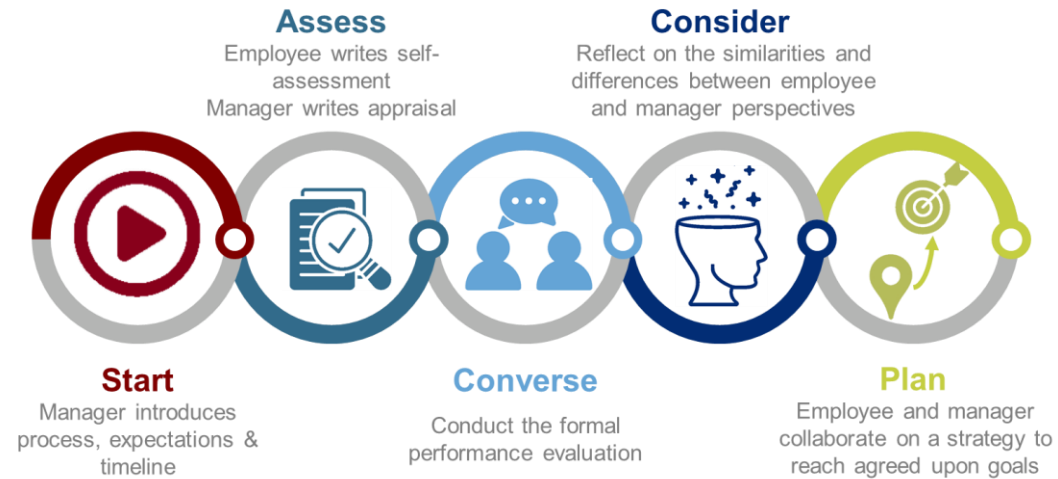


Manager Huddle Sheet: Preparing for a Performance Review

Performance management is a continuous process to engage and support those you manage to perform at their highest level. The annual performance review is an opportunity to summarize the prior year's accomplishments and to plan for continued success in the year ahead and beyond. It is a two-way process designed to engage and support you to function at your highest level. For more information about the performance review process, review [Having productive performance reviews](#) action plan.

- As a team or individually, have your staff watch the microlearning "[Using Competencies During Performance Reviews](#)" located on the [PMA Talent Development website](#).
- At your next meeting or huddle, distribute the job aid: "[Preparing for a Performance Review Discussion](#)" located on the PMA Talent Development [website for Individual Contributors](#) and the performance review form you plan to use for the performance review process. Download the form from the [HR Manager site](#) or use the [Penn Medicine Behavioral Competency Self-Evaluation stand-alone document](#) if you use another version of the form.
- Review the performance review form, identifying and discussing the included behavioral competencies. Explain what is new this year and timeline for your team.
- Discuss the job aid and ask questions like:
 - *How can we use this tool to make the performance review discussions even more effective?*
 - *Tell me about the most productive performance review discussion you ever had.*
 - *What will you do differently this year to prepare for your performance review?*
- Have your employees use "[Preparing for a Performance Review Discussion](#)" to complete their performance review form.
- Complete your portion of the performance review form and meet privately with each individual to discuss his/her performance for the year. Consider having them review "[Tips for Receiving Feedback](#)" prior to the your conversation.
- Once this process is complete, at the next staff meeting or huddle, ask questions like:
 - *What did you think of the performance review process? What would you change?*
 - *How did you prepare for your performance review discussion? Was the conversation helpful?*
 - *Was there anything in the conversation that surprised you?*
 - *What can I do to support you to continue to be successful?*
- Continue to provide on-going feedback.

Performance Process from the Employee's Perspective



Set Expectations

- ❖ Thoughtfully complete the self-evaluation by the due date
- ❖ Pick a few competencies as "talented" and at least one "needs development"
- ❖ Draft goals for FY21
- ❖ Read through manager evaluation prior to performance discussion
- ❖ Keep an open mind

SAMPLE



Performance Review Forms FY21



Penn Medicine Name: _____ Date: _____

Part A: Performance Results - Leadership Evaluation
Self Evaluation and Manager Feedback

Provide narrative on the key accomplishments/performance results of the employee being reviewed. What results were achieved? E.g. What worked well? Where are there opportunities for improvement? What would you do differently?

CLINICAL: Ensures seamless department operations and the delivery of high quality and efficient care to patients and th families, including outstanding patient experience, timely access to care, and clinical quality.

Employee: _____

Manager: _____

RESEARCH: Oversees administration and financial integrity of research and translational efforts.

Employee: _____

Manager: _____

Page 2 of 10

- ### 3 Versions
- Manager, non-exempt and professional
 - Performance Result
 - Self Reflection
 - Manager Evaluation

PART D | MANAGER EVALUATION

Consistently Exceeds Standards
 Occasionally Exceeds Standards
 Consistently Meets Standards
 Occasionally Does Not Meet Standards
 Consistently Does Not Meet Standards

Instructions: Nurse Manager completes this section based on their review of the clinical nurse's self-appraisal and peer review. The final reportable score is the score determined by the nurse manager.

	SELF-EVALUATION	MANAGER EVALUATION
Continuous Quality Improvement	0	-
Evidence-Based Practice & Research	0	-
Leadership	0	-
Person & Family Centered Care	0	-
Professionalism	0	-
Safety	0	-
Teamwork	0	-
Technology/Informatics	0	0.00
EVALUATION SCORE	0.34	0.00

Evidence Grid supports current level:

If no, explain why: _____

Potential for Advancement: I, the Nurse Manager, recommend that this employee consider application to advance:

Overall Summary: _____

Employee's Signature _____ Date _____

Nurse Manager's/Director's Signature _____ Date _____

- Goals from prior year
- Professional Practices (KSA)
- Examples from Practice
- Peer Review
- Self Reflection
- Manager Evaluation

- [Giving performance feedback](#)
[Using competencies during performance reviews](#)
[Preparing for performance evaluation manager huddle sheet](#)
- [Managing at Penn Medicine](#)
[Focus on Performance Management](#)
- [Giving Feedback with the ADAPT Model](#)
[Lead Strong: Top tips for meaningful performance reviews during challenging times](#)
- [Using Competencies During Performance Reviews](#)

Performance Review Forms FY21



Part C: Goals for the Upcoming Year
Define individual goals below for discussion for the upcoming Fiscal Year.

Part D: Career and Development Goals for the Upcoming Year
Define career aspirations and professional development goals for the upcoming year.

CAREER GOAL:
- Are you well placed and excited to continue growing in current role?
- Would you like to be considered for a new role in the next 12 months? Please specify.
- Where would you like to be in 2-5 years? Please specify.

PROFESSIONAL DEVELOPMENT GOALS:
What are your 1-2 development goals for the year ahead? Questions to consider:
- Where are your opportunities for continued development in your current role?
- Where are your opportunities for development in preparation to the role in which you aspire?
- How can you leverage the work of the coming year to help you continue to develop?
- What are the stretch assignments, classroom/online training, mentoring or sources for real time feedback that might assist your learning?

DEVELOPMENTAL GOAL #1:

DEVELOPMENTAL GOAL #2:

Page 9 of 10

- Performance goals for year ahead
- (Optional):**
- Aspirational career goal
- Professional development goals

PART E GOALS FOR NEXT PERFORMANCE PERIOD
Minimum of 1 Professional Development Goal and 1 Organizational Goal (mutually agreed upon with Nurse Manager)

Professional Development Goal:

Professional Development Goal:

Organizational Goal:

Organizational Goal:

- Professional and organizational goals

Performance Review Forms FY21



Name:

Date:

Part B: Assessment of Behavioral Competencies

Assess the degree to which you/your employee demonstrate(s) the Level 4 Penn Medicine Behavioral Competencies using the Level 4 rubric. Hover over the competency name and the "Needs Development," "Skilled," and "Talented" check boxes for the definition of each and rate yourself/your employee as appropriate. Check only one box per competency.

Level 1 Competencies	Employee Self-Evaluation					Manager Evaluation of Employee				
	Needs Development	Approaching Skilled	skilled	Approaching Talented	Talented	Needs Development	Approaching Skilled	skilled	Approaching Talented	Talented
Instills Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient/Customer Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking and Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 2 Competencies	Needs Development	Approaching Skilled	skilled	Approaching Talented	Talented	Needs Development	Approaching Skilled	skilled	Approaching Talented	Talented
Manages Conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tech Savvy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages Ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being Resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nimble Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Savvy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Both Include:

- Penn Medicine Competencies
- Self and manager assessment

Collaborates: Building partnerships and working collaboratively with others to meet shared objectives.

Needs Development	Skilled	Talented
<ul style="list-style-type: none"> • Overlooks opportunities to work collaboratively with others • Values own interests above others • Shuts down lines of communication across groups • Prefers to work alone and be accountable for individual contributions 	<ul style="list-style-type: none"> • Works collaboratively with others across the organization to achieve shared objectives • Represents own interests while being fair to others and their areas • Partners with others to get the work done • Gains support of others 	<ul style="list-style-type: none"> • Models collaboration across the organization • Facilitates an open dialogue with a wide variety of contributors and stakeholders • Balances own interests with others • Promotes high visibility of shared contributions to goals

SECTION 3: Organizational Behavioral Competencies

Background: Behavioral competencies outline essential behaviors staff must exhibit to maximize performance with respect to nursing practice.
Instructions: Review each competency and assess how skilled you believe you are with respect to each. Do you need improvement; are you skilled; or are you talented based on descriptions provided. Click the top radio buttons under each category designated SELF.

Being Resilient: Rebounding from setbacks and adversity when facing difficult situations.

<p>SELF <input type="radio"/> Needs Development</p> <ul style="list-style-type: none"> ■ Gets easily rattled in high-pressure situations ■ Exhibits low energy and motivation during times of stress and worry ■ Acts defensively when faced with criticism and roadblocks ■ Takes too long to recover from setbacks 	<p>MANAGER <input type="radio"/> Skilled</p> <ul style="list-style-type: none"> ■ Is confident under pressure ■ Handles and manages crises effectively ■ Maintains a positive attitude despite adversity ■ Bounces back from setbacks ■ Grows from hardships and negative experiences 	<p><input type="radio"/> Talented</p> <ul style="list-style-type: none"> ■ Stays focused and composed in stressful situations ■ Maintains a positive attitude and forward-thinking approach despite troubling circumstances or setbacks ■ Takes constructive action to navigate difficulties or obstacles ■ Is viewed as a source of confidence in high-stress situations
--	--	--

Collaborates: Building partnerships and working collaboratively with others to meet shared objectives.

<p>SELF <input type="radio"/> Needs Development</p> <ul style="list-style-type: none"> ■ Overlooks opportunities to work collaboratively with others ■ Values own interests above others 	<p>MANAGER <input type="radio"/> Skilled</p> <ul style="list-style-type: none"> ■ Works collaboratively with others across the organization to achieve shared objectives 	<p><input type="radio"/> Talented</p> <ul style="list-style-type: none"> ■ Models collaboration across the organization ■ Facilitates an open dialogue with a wide of contributors and stakeholders as own interests with others as high visibility of shared contributions to goals
--	---	---

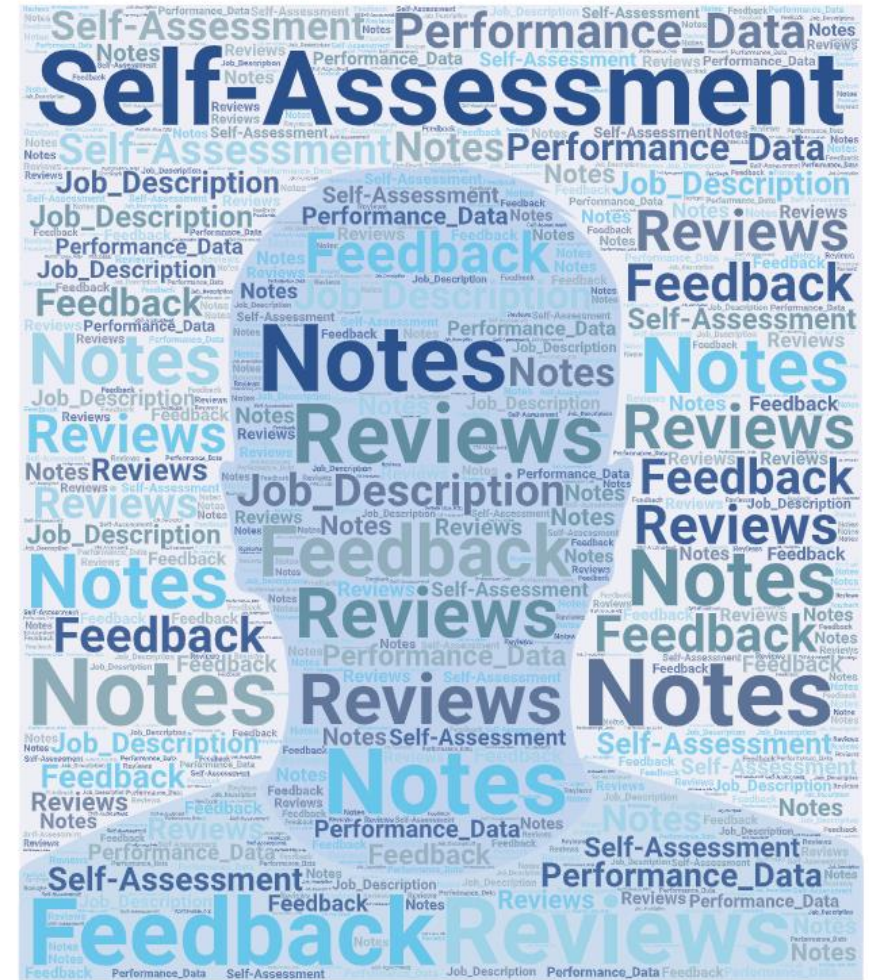


Preparing to Write

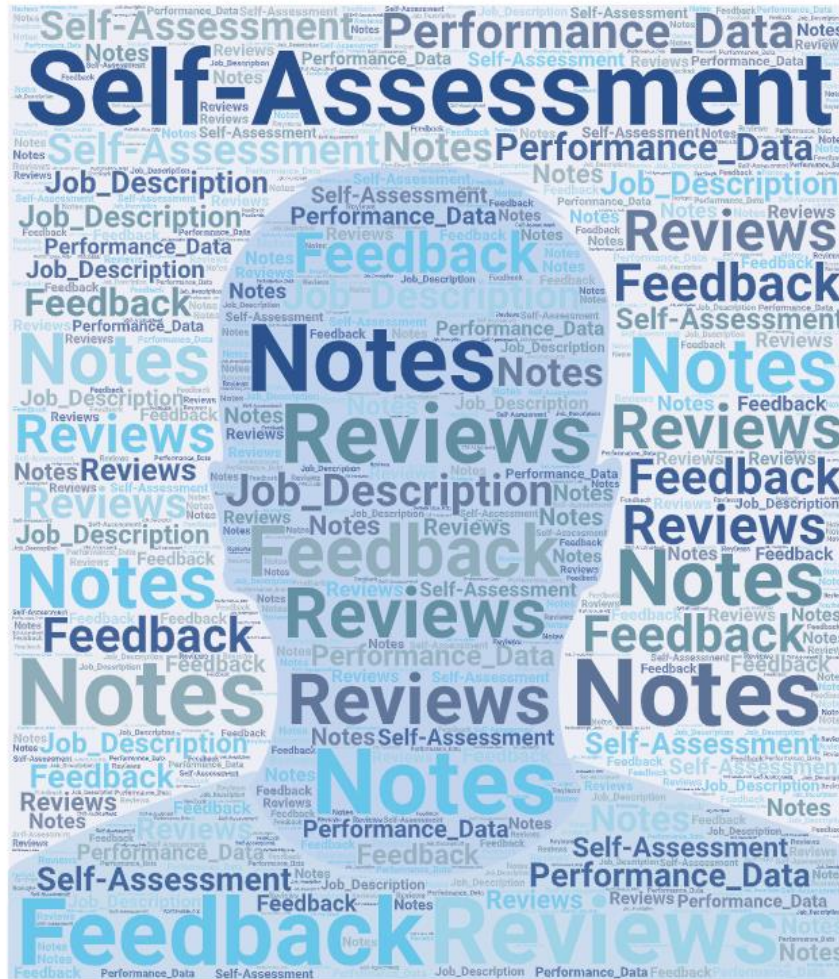


Review documents and conversations

- Job description
- Previous performance reviews
- Employee Self-Assessment
- Notes accumulated during the year
- Feedback from other sources
- Performance Data



Preparing to Write



Identify:

- Accomplishments
- Progress on goals
- Areas of exceptional performance, growth or where development is needed
- Additional responsibilities taken on
- Contributions to special projects
- Challenges encountered
- Demonstrated behaviors that are talented or needs development





Writing the Evaluation

Identify:

- Accomplishments
- Progress on goals
- Areas of exceptional performance, growth or where development is needed
- Additional responsibilities taken on
- Contributions to special projects
- Challenges encountered
- Demonstrated behaviors that are talented or needs development

Document:

- Use clear, concise language to describe:
 - Performance vs. expectations
 - Key contributions
 - Strengths and development opportunities
 - SMART goals for the coming year
- Cite specific examples
- Provide actionable feedback
- Celebrate successes and position shortfalls as an opportunity for learning and adjustment

Focus:

- Highlight accomplishments, strengths, obstacles, and areas for development
- Consider achievement towards goals and what might be needed moving forward
- Determine the most important messages to convey
- Note self-assessment and evaluation discrepancies
- Prepare for employee reactions

Performance Evaluation Conversation Tips



- ▶ Approach your evaluations with flexibility, empathy and compassion
- ▶ Recognize and appreciate employees who are engaged and working hard
- ▶ Come prepared with notes and questions
- ▶ Demonstrate your engagement
- ▶ Use time to build personal connection
- ▶ Reflect before you react
- ▶ Ask questions and get clarifications

If virtual. . .

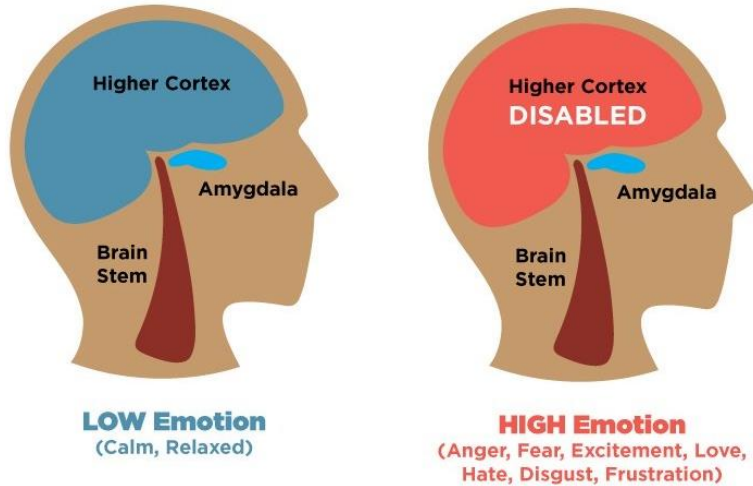
- ▶ Test technology in advance
- ▶ Minimize background distractions



What if your employee seems like this during a review discussion?



Amygdala Hijack



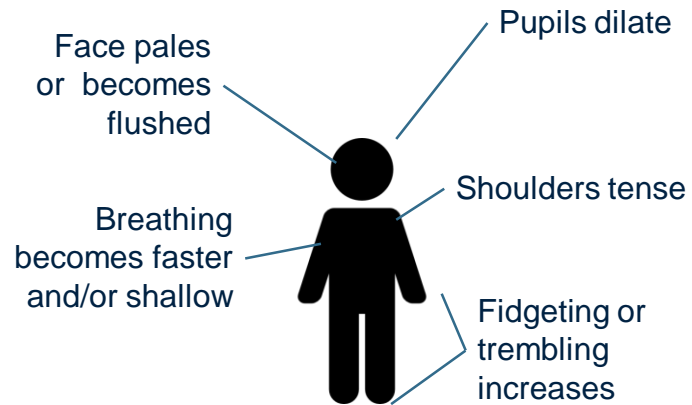
Amygdala can cut off access to our “rational brain”

We react first, think later





Visible Signs



Halt the Amygdala Hijack

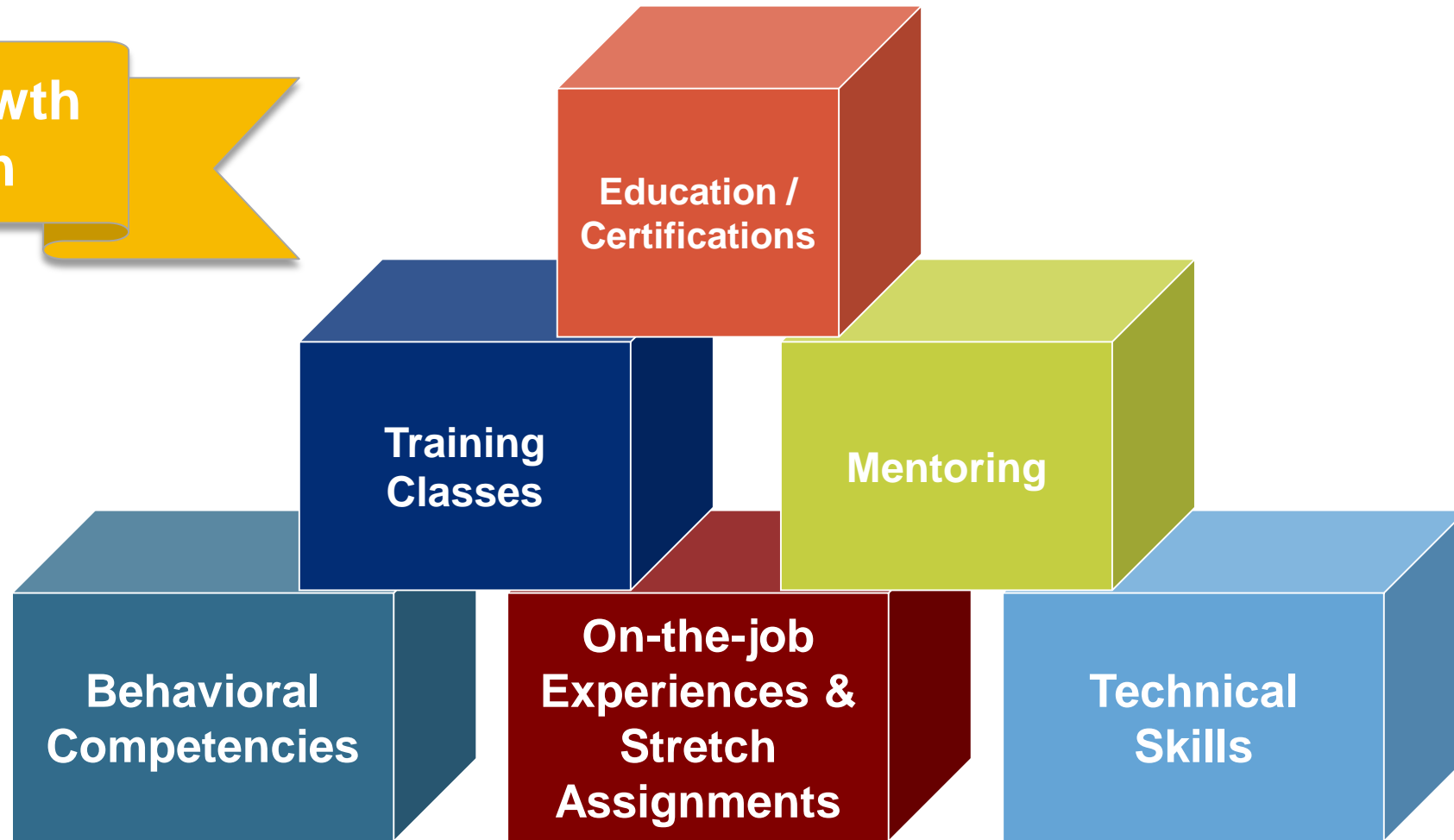
- Mirror emotion with empathy
- Clarify cause of emotion
- Address cause calmly
- Avoid commands
- Take a break



How can you help your employee get from to ?



A Growth Plan



How can you help your employee get from to ?



My Development Plan

Competency Chosen: Patient/Customer Focus

Step 1: Enter your manager's full name.

Step 2: Select a competency you would like to develop. You can pick one competency per plan. [View Competency Model](#)

Step 3: Tell us about your development goals.

Step 4: How would you assess yourself?

Step 5: Choose development activities and action steps.

Reminder: Select at least two on-the-job development activities and one formal training with feedback from others

Activity Type

On-the-Job Development
 Formal Training
 PMA Tools
 Create My Own

On-the-Job Development Ideas

Spend time with your clients or patients. Identify areas where a simple change ...

Spend time with your clients or patients. Identify areas where a simple change might improve their overall experience. Share your observations, suggestions and present them to your manager.

Feedback Source

My Manager

Timeframe for Completion

90 days

*Please enter a specific date if possible

Describe your action steps

1. I will be intentional when spending time with my patients.
2. I will look for areas we could improve the patient experience.
3. Once I identify an area that could be improved, I will build a plan with suggestions for improvements
4. I will present my plan to my manager and ask for feedback

Previous

Add a New Activity

Submit My Plan

My Development Plan

Step 1: Enter your manager's full name.

Step 2: Select a competency you would like to develop. You can pick one competency per plan. [View Competency Model](#)

Reminder: Validate selections with your manager. **Note:** Hovering over a competency will show definition.

Level 1

- | | | |
|---|---|---|
| <input type="radio"/> Ensures Accountability | <input checked="" type="radio"/> Patient/Customer Focus | <input type="radio"/> Demonstrates Self-Awareness |
| <input type="radio"/> Communicates Effectively | <input type="radio"/> Collaborates | <input type="radio"/> Instills Trust |
| <input type="radio"/> Critical Thinking and Problem Solving | | |

Building strong patient/customer relationships and delivering customer/patient centric solutions.

Level 2

- | | | |
|---|---------------------------------------|--|
| <input type="radio"/> Manages Conflict | <input type="radio"/> Tech Savvy | <input type="radio"/> Self-Development |
| <input type="radio"/> Manages Ambiguity | <input type="radio"/> Being Resilient | <input type="radio"/> Nimble Learning |
| <input type="radio"/> Interpersonal Savvy | | |

Level 3

- | | | |
|---------------------------------|--|---|
| <input type="radio"/> Persuades | <input type="radio"/> Builds Network | <input type="radio"/> Balances Stakeholders |
| <input type="radio"/> Courage | <input type="radio"/> Decision Quality | |

Level 4

- | | | |
|--|---|---|
| <input type="radio"/> Drives Engagement | <input type="radio"/> Optimizes Work Processes | <input type="radio"/> Develops Talent |
| <input type="radio"/> Plans and Aligns | <input type="radio"/> Directs Work | <input type="radio"/> Attracts Top Talent |
| <input type="radio"/> Builds Effective Teams | <input type="radio"/> Business and Financial Acumen | <input type="radio"/> Manages Innovation and Change |

Level 5

- | | | |
|--|---|---|
| <input type="radio"/> Organizational Savvy | <input type="radio"/> Drives Vision and Purpose | <input type="radio"/> Strategic Mindset |
|--|---|---|

Previous

Continue to Step 3

Step 3: Tell us about your development goals.

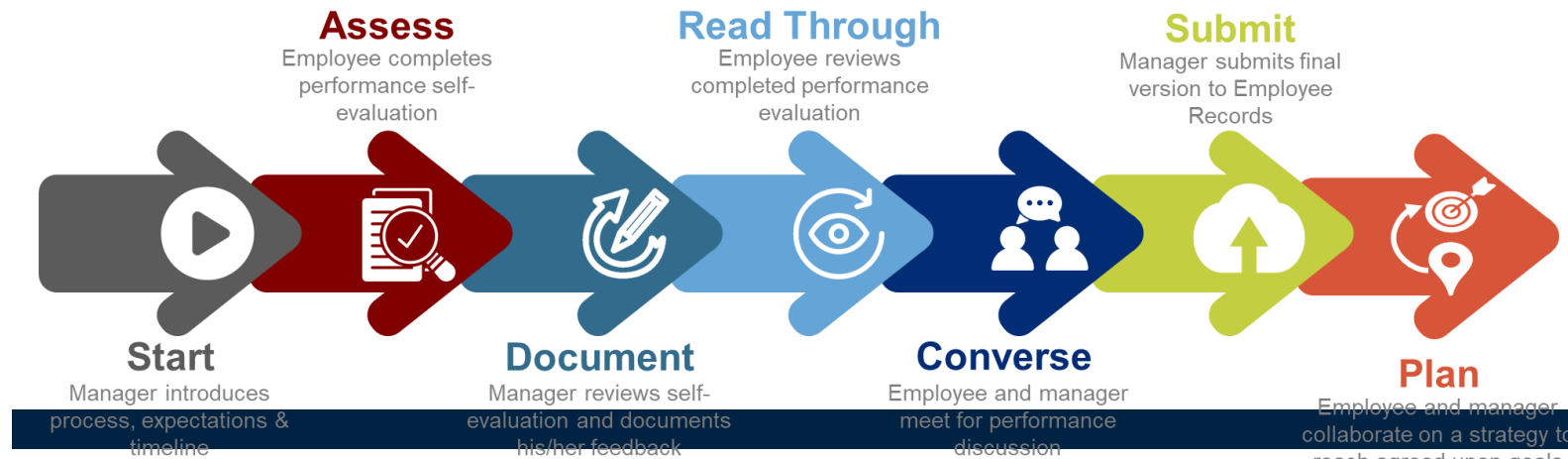
Questions?

- ▶ I have an employee who is ready for further development but there isn't a position open in my department, what can I do?
- ▶ I have an employee who is disengaged or underperforming, are there resources to help?
- ▶ The process seems very intense; are there any shortcuts?
- ▶ I disagree with my employee. How should I handle the discrepancy in our assessments?

- ▶ ["I have a high potential employee or faculty member ready for further development"](#)
- ▶ ["I want to have more development feedback conversations with those I manage"](#)
- ▶ ["I have an employee who is underperforming or is disengaged"](#)



Feedback is the key to understanding



Questions? Comments?

Penn Medicine Resources

- ▶ [PennCOBALT](#) a tool for the Penn Community that uses targeted assessments to direct you to the right level of coping support.
- ▶ [Lead Strong](#) Live discussions and curated resources for Penn Medicine employees around leading yourself and your team during adversity.
- ▶ [WELLfocused](#) a program dedicated to making living a healthy lifestyle easier, by providing tools, resources, educational campaigns and health-related challenges to help improve overall well-being
- ▶ [Penn Medicine Academy:](#)
 - Pathway:
 - ["I want to promote a more feedback rich environment within my team"](#)
 - Job Aids:
 - [Giving performance feedback](#)
 - [Using competencies during performance reviews](#)
 - [Preparing for performance evaluation manager huddle sheet](#)
 - Classes
 - [Tools and Resources for Building a Feedback Rich Environment](#)
 - [Giving Feedback with the ADAPT Model](#)
 - [30 Minute Coach: Penn Medicine Behavioral Competency Model](#)
 - Lead Strong: [Top tips for meaningful performance reviews during challenging times](#)

Articles

- ▶ [13 Employee Performance Review Tips That Actually Improve Performance \(quantumworkplace.com\)](#)
- ▶ [10 Tips for Effective Employee Performance Reviews \(thebalancecareers.com\)](#)
- ▶ [Give Performance Reviews That Actually Inspire Employees \(gallup.com\)](#)
- ▶ [A First-Time Manager's Guide to Performance Reviews | The Muse](#)

LinkedIn Learning

- ▶ [Effective virtual performance reviews and feedback](#)
- ▶ [Mastering the art of feedback](#)
- ▶ [The 5 Conversations that Delivery Accountability and Performance](#)
- ▶ [Daniel Pink on Motivation](#)



SMART Goals



Be thoughtful and **specific** about what you want to focus on.

Pick a goal that is **measurable** so you can continually monitor your progress.

Set yourself up for success by choosing something that is **achievable**.

Be **realistic** when choosing your goal. Think about how it will affect your day-to-day life.

Be aggressive and realistic when setting your end **time** or date. Knowing there's an end in sight will help you focus and push yourself.

Directions to find, save and open appraisal forms

1 Go to the [Human Resources site](#) on the intranet.

The screenshot shows the Penn Medicine Intranet page for Human Resources. A red circle with the number '1' is placed over the 'Human Resources' link in the navigation bar. A red circle with the number '2' is placed over the 'Manager Forms' link in the navigation bar. A red box highlights the 'Manager Forms' link, with an arrow pointing to it from the number '2'. The page content includes a welcome message, a list of HR team members, and various quick links.

Penn Medicine Intranet

UPHS Human Resources

Home | Careers | Disability Management | Learning & Professional Development | **Manager Forms** | Orientation & Regulatory Requirements

Your Location:

At Penn Medicine, we recognize that our reputation for excellence is earned through the commitment of our employees to quality care and service. Human Resources is dedicated to serving the people who bring hope to patients, discover breakthroughs in medical science, and support this organization that means so much to so many.

Your HR Team is here to provide information or assistance with benefits, employee policies, compensation, disability management, staffing issues, or other HR-related issues.

Meet Your HR Team

Click on the entity or function below to meet your HR team!

- + [Clinical Care Associates \(CCA\)](#)
- + [Clinical Practices of the University of Pennsylvania \(CPUP\)](#)
- + [Corporate \(CORP\)](#)
- + [Hospital of the University of Pennsylvania \(HUP\)](#)
- + [Penn Home Care & Hospice Services \(HCHS\)](#)
- + [Pennsylvania Hospital \(PAH\)](#)
- + [Penn Presbyterian Medical Center \(PPMC\)](#)
- + [Chester County Hospital \(CCH\)](#)

Meet Your Recruitment Teams

- + [Professional, Administrative and Technical Recruitment](#)
- + [Nursing and Clinical Talent Acquisition/Recruitment](#)

Can't find what you're looking for?
[Click here for help.](#)

Quick Links

- [Employee Assistance Program](#)
- [HR Policies](#)
- [Employee Self Service](#)
- [PennforPeople](#)
- [Income or Employment Verification](#)
- [Success Share FAQs](#)

HR COVID-19 Resources

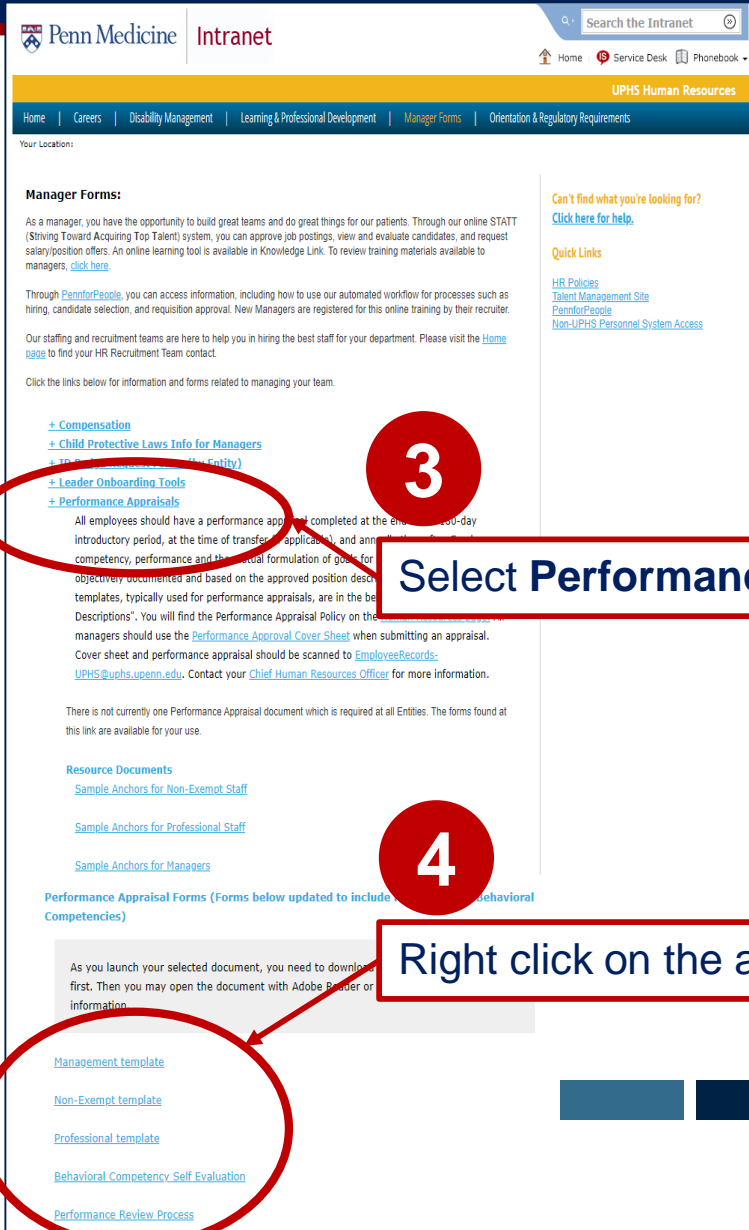
- [Travel Guidelines](#)
- [UPHS HR COVID-19 Guidelines](#)
- [UPHS HR COVID-19 FAQs](#)

Visit the [COVID-19 site](#) for links to all the latest resources.

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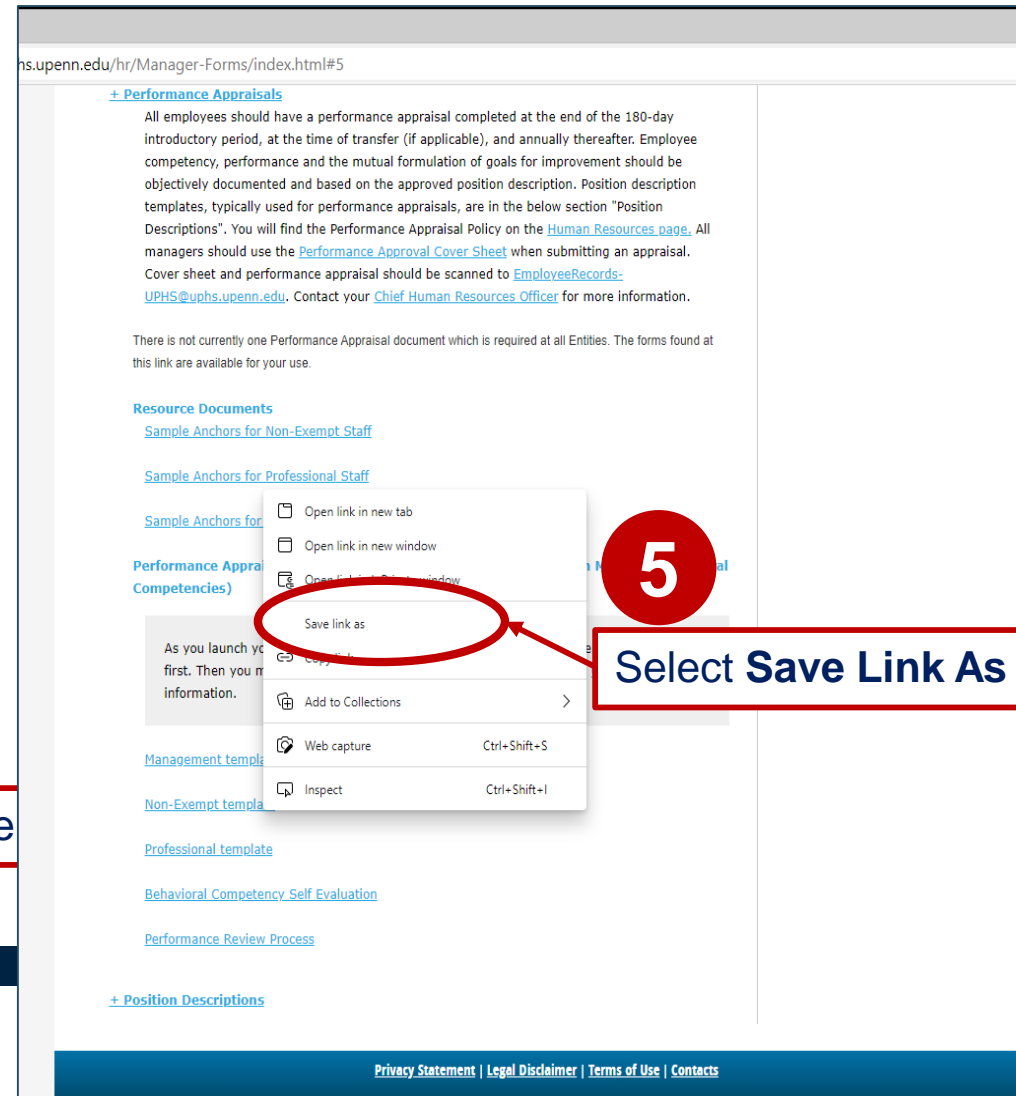
Directions to find, save and open appraisal forms



The screenshot shows the Penn Medicine Intranet page for Manager Forms. The navigation bar includes 'Home', 'Careers', 'Disability Management', 'Learning & Professional Development', 'Manager Forms', and 'Orientation & Regulatory Requirements'. The main content area is titled 'Manager Forms' and contains several sections: 'Compensation', 'Child Protective Laws Info for Managers', 'Leader Onboarding Tools', and 'Performance Appraisals'. The 'Performance Appraisals' section is circled in red and labeled with a red circle containing the number '3'. Below this section, there is a list of links: 'Management template', 'Non-Exempt template', 'Professional template', 'Behavioral Competency Self Evaluation', and 'Performance Review Process'. The 'Management template' link is circled in red and labeled with a red circle containing the number '4'. A red box with the text 'Select Performance Appraisals' is positioned over the 'Performance Appraisals' section. Another red box with the text 'Right click on the appropriate template' is positioned over the 'Management template' link.

Select Performance Appraisals

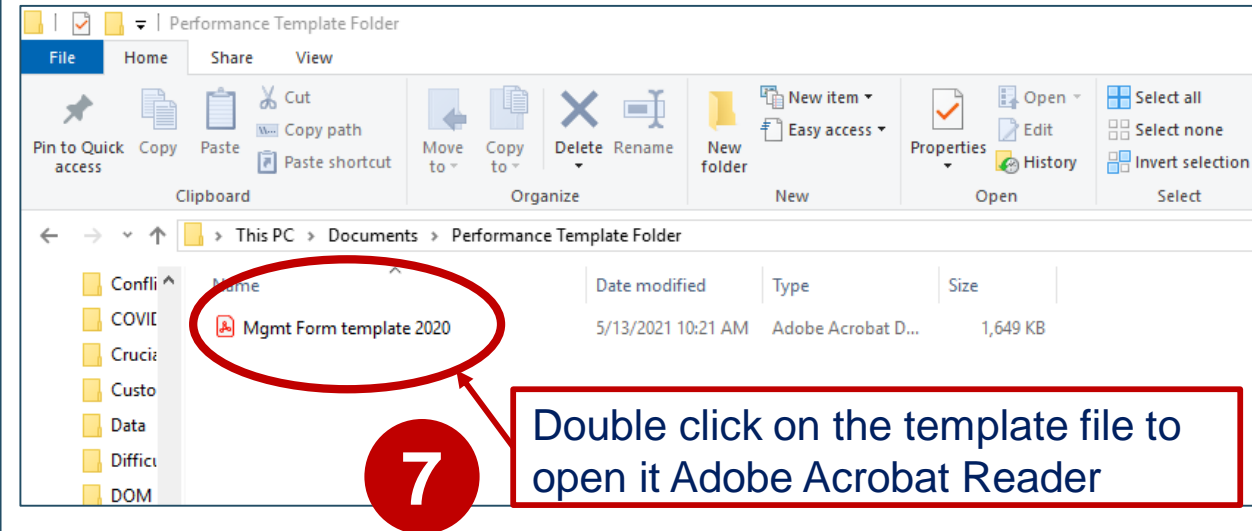
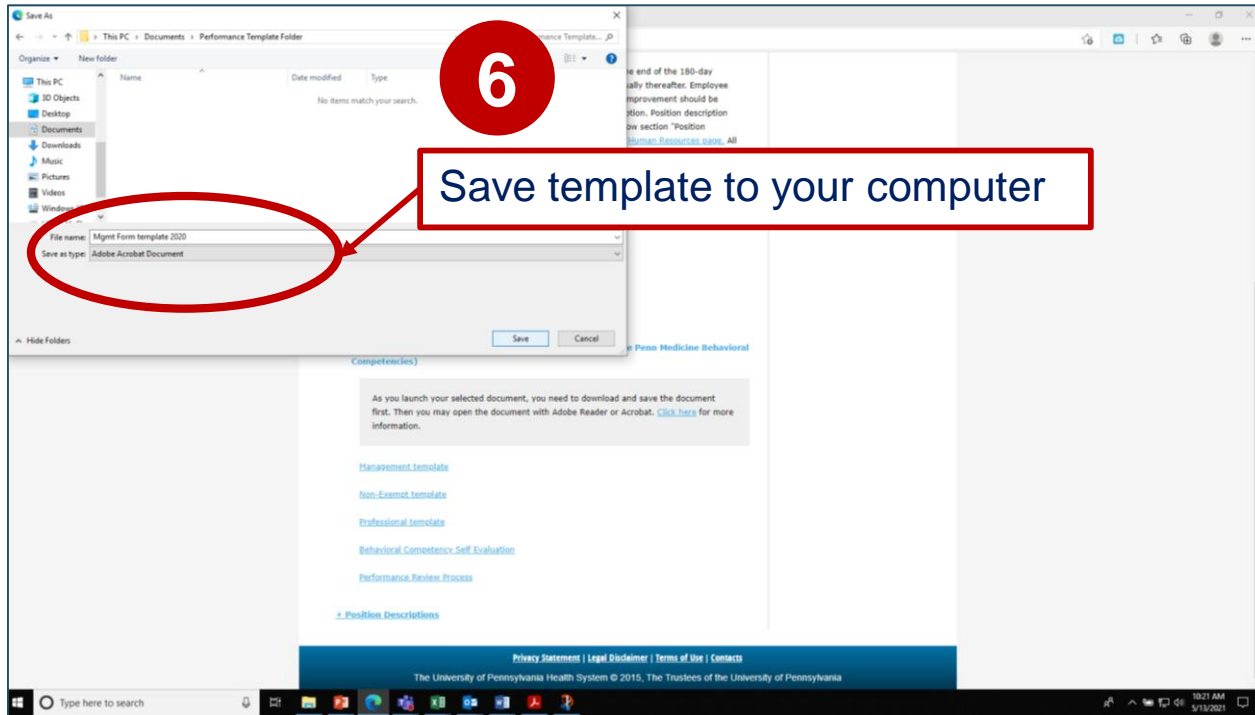
Right click on the appropriate template



The screenshot shows the Penn Medicine Intranet page for Performance Appraisals. The page title is 'Performance Appraisals'. The main content area contains a paragraph of text about performance appraisals, followed by a section titled 'Resource Documents' which includes links for 'Sample Anchors for Non-Exempt Staff', 'Sample Anchors for Professional Staff', and 'Sample Anchors for Management Competencies'. A right-click context menu is open over the 'Sample Anchors for Management Competencies' link, and the 'Save link as' option is circled in red and labeled with a red circle containing the number '5'. A red box with the text 'Select Save Link As' is positioned over the 'Save link as' option. The page footer includes links for 'Privacy Statement', 'Legal Disclaimer', 'Terms of Use', and 'Contacts'.

Select Save Link As

Directions to find, save and open appraisal forms



Don't know which template to use? Ask your manager or HR Business Partner