

To: Sally Butts[sbutts@blm.gov]
From: Alexander, Mara
Sent: 2017-10-23T18:58:39-04:00
Importance: Normal
Subject: Mara's FY17 accomplishments
Received: 2017-10-23T18:59:45-04:00
[MLA FY17 Accomplishments.docx](#)
[DI-3100-for-FY-2018 MLA.doc](#)

Hi Salsa-

.)

Attached is the one-page overview of my FY17 accomplishments as well as a draft FY18 EPAP and IDP with EPAP changes highlighted.

I hope the roofing went/is going well.

Best-

Mara

p.s. I didn't respond to Terry from Friends of Cascade-Siskiyou National Monument yet. I thought I'd wait until I learned a bit more from tomorrow's meeting with Maria. I plan on calling her/him tomorrow.

Mara Alexander, Ph.D.
Science Program Lead
National Conservation Lands
Bureau of Land Management
20 M Street SE Washington, DC 20003
malexander@blm.gov
desk: 202-912-7096
cell: 202-738-2522

[Learn how scientific research is guiding management of our National Conservation Lands](#)

Mara Alexander FY17 Accomplishments

- (b)(6) Employee Performance

-
- | Row | Bar Length (approx. % of chart width) |
|-----|---------------------------------------|
| 1 | 40 |
| 2 | 95 |
| 3 | 60 |
| 4 | 90 |
| 5 | 70 |
| 6 | 85 |
| 7 | 95 |
| 8 | 80 |
| 9 | 98 |
| 10 | 92 |
| 11 | 45 |
| 12 | 30 |
| 13 | 65 |
| 14 | 48 |
| 15 | 55 |
| 16 | 98 |
| 17 | 95 |
| 18 | 10 |
| 19 | 90 |
| 20 | 10 |
| 21 | 98 |
| 22 | 10 |
| 23 | 85 |
| 24 | 60 |
| 25 | 90 |
| 26 | 10 |
| 27 | 65 |
| 28 | 75 |
| 29 | 85 |
| 30 | 95 |
| 31 | 30 |
| 32 | 80 |
| 33 | 90 |
| 34 | 95 |
| 35 | 50 |

Department of the Interior
Employee Performance Appraisal Plan

DI-3100
September 2012 (previous edition obsolete)

**U.S. DEPARTMENT OF THE INTERIOR
Employee Performance Appraisal Plan**

Employee Name: Mara Alexander		Title/Series/Grade: Science Program Lead/GS 0401 13	
Duty Station: Washington, DC	Appraisal Period: 2018	From: October 1, 2017	To: September 30, 2018

Part A-1: Notification of Standards: *Signatures certify that Critical elements/standards were discussed. (Part E)*

Employee:	Rating Official:	Reviewing Official (if applicable*):
Date:	Date:	Date:

Part A-2: Employee Input into Development of Standards: *Signatures certify employee involvement was solicited by supervisor:*

Employee:	Date:	Rating Official:	Date:
-----------	-------	------------------	-------

Part A-3: Employee Training: *Signatures certify employee was provided training in Performance Management System.*

Employee:	Date:	Rating Official:	Date:
-----------	-------	------------------	-------

Part A-4: Individual Development Plan: *Signatures certify that employee's Individual development plan was created (Optional)*

Employee:	Date:	Rating Official:	Date:
-----------	-------	------------------	-------

Part B: Progress Review: *Signatures certify that performance was discussed.*

Employee:	Date:	Rating Official:	Date:
-----------	-------	------------------	-------

Part C: Summary Rating Determination: Assign the numerical rating level that accurately reflects the employee's performance for each of the Critical elements (Use only whole numbers: **Exceptional = 5 points; Superior = 4 points, Fully Successful = 3 points, Minimally Successful = 2 points, and Unsatisfactory = 0 points.**) *See reverse for complete instructions.*

Element Number	Numerical Rating
1	
2	
3	
4	
5	
Total:	

Total Numerical Rating _____ ÷ Number of Elements _____ = Numeric Summary Rating _____

Part D: Summary Rating: Use conversion chart to determine rating. Check appropriate box:

Exceptional	4.6 – 5.00 AND No Critical element rated lower than "Superior".
Superior	3.6 – 4.59 AND No Critical element rated lower than "Fully Successful".
Fully Successful	3.0 – 3.59 AND No Critical element rated lower than "Fully Successful".
Minimally Successful	2.0 – 2.99 AND No Critical element rated lower than "Minimally Successful".
Unsatisfactory	One or more Critical elements rated "Unsatisfactory".

Employee:	Rating Official:	Reviewing Official: (if applicable):
Date:	Date:	Date:

Check here if Interim Rating: _____

Performance Award: QSI _____

Cash: \$ _____ or _____ % of pay

Time Off _____

Instructions for Completing the Employee Performance Appraisal Plan

Establishing Critical elements and Performance standards

Critical elements (at least one, but not more than five) must be established for each employee at the start of the performance year. Through these elements, employees are held accountable for work assignments and responsibilities of their position. A Critical element is an assignment or responsibility of such importance that Unsatisfactory performance in that element alone would result in a determination that the employee's overall performance is Unsatisfactory. Please see the Performance Appraisal Handbook for more detailed information.

Performance standards are expressions of the performance threshold(s), requirement(s), or expectation(s) that must be met for each element at a particular level of performance. They must be focused on results and include credible measures. You may use the attached Benchmark Performance standards to describe general parameters of the standards, but must augment those benchmarks with specific, measurable criteria such as quality, quantity, timeliness and/or cost effectiveness, for the "Fully Successful" level for each element. Rating officials are strongly encouraged to develop specific performance standards at additional levels to ensure that the employee has a clear understanding of the levels of performance expected. *At least one, and preferably all, Critical elements must show how the element is linked to strategic goals, such as Government Performance Results Act (GPRRA) or mission related goals of the organization. These goals should be aligned throughout the organization (i.e., show how the strategic goal cascades from the SES down to the lowest non-supervisory levels.) The employee should be able to clearly understand how the results they are held responsible for are linked to the results that those in their supervisory/managerial chain are held responsible for.*

Employee Involvement: Employees must be involved in the development of their performance plans. Part A-2 of this form requires employee and supervisor signatures certifying that employee input into the development of the plan was solicited.

Individual Development Plan: (Optional) The IDP provides a connection between the employee's career interests and needs to the organizational mission and priorities. The employee and the rating official should develop goals together.

Progress Reviews: A progress review is required approximately mid-way through the rating period. Part B should be completed after the progress review. Any written feedback or recommended training can be noted on a separate sheet and attached to the employee performance appraisal plan (EPAP).

Assigning the Summary Rating: A specific rating is required for each Critical element to reflect the level of performance demonstrated by the employee throughout the rating period. Only one numerical rating level is assigned for each Critical element. Before the rating official assigns a summary rating, he/she should consider all interim summary ratings received for the employee during the annual appraisal period. The summary rating is assigned as follows:

- A. Assess how the employee performed relative to the described performance standards.
- B. Document the employee's performance with a narrative that describes the achievements for the Critical elements as compared to the performance standards. A narrative must be written for each Critical element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory, to provide examples of the employee's performance that substantiate and explain how the performance falls within the level assigned. There is a block provided for the narrative for each Critical element.
- C. In Part C of this form, assign one of the numerical rating levels that accurately reflects the employee's performance for each of the Critical elements (Use only whole numbers: Exceptional = 5 points, Superior = 4 points, Fully Successful = 3 points, Minimally Successful = 2 points, and Unsatisfactory = 0 points).
- D. Add up the numerical rating levels to get a total, and then divide the total by the number of Critical elements to get an average. (Elements that are "not rated" because an employee has not had a chance to perform them during the rating year are not assigned any points and should not be used to determine the average rating.)
- E. Assign a summary rating based on the table in Part D of this form. Employee and supervisor sign the form certifying that the rating was discussed. Reviewing Official's signature is required for Exceptional, Minimally Successful and Unsatisfactory ratings.

Note: Whenever an employee is rated "**Unsatisfactory**" on one or more critical elements, the overall rating **must** be "**Unsatisfactory**" (regardless of total points). **The rating official should immediately contact the servicing Human Resources Office.** Whenever an employee is rated "**Minimally Successful**" on one or more Critical elements, the overall rating may not be higher than "**Minimally Successful**" (regardless of total points).

Department of the Interior
Employee Performance Appraisal Plan

DI-3100
September 2012 (previous edition obsolete)

Part E: Critical Elements and Performance Standards: *List each of the employee's Critical elements (at least one, but not more than five) and their corresponding performance standards. If Benchmark standards are used, indicate "Benchmark standards are attached" in the space below, and ensure they are attached to this form. Identify the GPRA/strategic/mission goal that the Critical element supports. At a minimum, measurable criteria must be identified at the Fully Successful level.*

Critical Element 1:

(b)(6) Employee Performance

Performance Standards

Exceptional	In addition to attached Benchmark standards, the following measurable criteria apply. Deadlines are met ahead of schedule. Products are of high quality. Employee requires little to no supervision.
Superior	In addition to attached Benchmark standards, the following measurable criteria apply. All deadlines are met and work is completed at above average quality.
Fully Successful	In addition to attached Benchmark standards, the following measurable criteria apply. At least 95% of the goals and deadlines established are met unless inability to meet the goals is accompanied by sufficient justification regarding circumstances out of incumbent's control. Products are of sufficient quality.
Minimally Successful	Benchmark stands are not met. Employee work products are late more than 20% of the time and/or work products do not meet the quality standards expected of completed work products.
Unsatisfactory	See Benchmark standards attached.

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory.

Rating for Critical Element 1:

☐ Exceptional-5 ☐ Superior-4 ☐ Fully Successful-3 ☐ Minimally Successful-2 ☐ Unsatisfactory-0

Part E: Critical Elements and Performance Standards: List each of the employee's Critical elements (at least one, but not more than five) and their corresponding performance standards. If Benchmark standards are used, indicate "Benchmark standards are attached" in the space below, and ensure they are attached to this form. Identify the GPRA/strategic/mission goal that the Critical element supports. At a minimum, measurable criteria must be identified at the Fully Successful level.

Critical Element 2:	(b)(6) Employee Performance [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]
Performance Standards	
Exceptional	In addition to attached Benchmark standards, the following measurable criteria apply. Deadlines are met ahead of schedule. Products are of high quality. Employee requires little to no supervision.
Superior	In addition to attached Benchmark standards, the following measurable criteria apply. All deadlines are met and work is completed at above average quality.
Fully Successful	In addition to attached Benchmark standards, the following measurable criteria apply. Employee works with others in a professional, skillful, and tactful manner and with few exceptions, maintains positive internal and external working relationships. At least 95% of the goals and deadlines established are met unless inability to meet the goals is accompanied by sufficient justification regarding circumstances out of incumbent's control. Products are of sufficient quality.
Minimally Successful	Benchmark standards are not met. Employee work products are late more than 20% of the time and/or work products do not meet the quality standards expected of completed work products.
Unsatisfactory	See Benchmark standards attached.

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory.

Rating for Critical Element 2:

☐ Exceptional-5 ☐ Superior-4 ☐ Fully Successful-3 ☐ Minimally Successful-2 ☐ Unsatisfactory-0

Part E: Critical Elements and Performance Standards: *List each of the employee's Critical elements (at least one, but not more than five) and their corresponding performance standards. If Benchmark standards are used, indicate "Benchmark standards are attached" in the space below, and ensure they are attached to this form. Identify the GPRA/strategic/mission goal that the Critical element supports. At a minimum, measurable criteria must be identified at the Fully Successful level.*

Critical Element 3:	(b)(6) Employee Performance [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]
Performance Standards	
Exceptional	In addition to attached Benchmark standards, the following measurable criteria apply. Deadlines are met ahead of schedule. Products are of high quality. Employee requires little to no supervision.
Superior	In addition to attached Benchmark standards, the following measurable criteria apply. All deadlines are met and work is completed at above average quality.
Fully Successful	In addition to attached Benchmark standards, the following measurable criteria apply. Employee works with others in a professional, skillful, and tactful manner and with few exceptions, maintains positive internal and external working relationships. At least 95% of the goals and deadlines established are met unless inability to meet the goals is accompanied by sufficient justification regarding circumstances out of incumbent's control. Products are of sufficient quality.
Minimally Successful	Benchmark standards are not met. Employee work products are late more than 20% of the time and/or work products do not meet the quality standards expected of completed work products.
Unsatisfactory	See Benchmark standards attached.

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory.

Rating for Critical Element 3:

☐ Exceptional-5 ☐ Superior-4 ☐ Fully Successful-3 ☐ Minimally Successful-2 ☐ Unsatisfactory-0

Part E: Critical Elements and Performance Standards: List each of the employee's Critical elements (at least one, but not more than five) and their corresponding performance standards. If Benchmark standards are used, indicate "Benchmark standards are attached" in the space below, and ensure they are attached to this form. Identify the GPRA/strategic/mission goal that the Critical element supports. At a minimum, measurable criteria must be identified at the Fully Successful level.

Critical Element 4:	(b)(6) Employee Performance [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]
Performance Standards	
Exceptional	In addition to attached Benchmark standards, the following measurable criteria apply. Deadlines are met ahead of schedule. Products are of high quality. Employee requires little to no supervision.
Superior	In addition to attached Benchmark standards, the following measurable criteria apply. All deadlines are met and work is completed at above average quality.
Fully Successful	In addition to attached Benchmark standards, the following measurable criteria apply. Employee works with others in a professional, skillful, and tactful manner and with few exceptions, maintains positive internal and external working relationships. At least 95% of the goals and deadlines established are met unless inability to meet the goals is accompanied by sufficient justification regarding circumstances out of incumbent's control. Products are of sufficient quality.
Minimally Successful	Benchmark stands are not met. Employee work products are late more than 20% of the time and/or work products do not meet the quality standards expected of completed work products.
Unsatisfactory	See Benchmark standards attached.

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory.

Rating for Critical Element 4:

☐ Exceptional-5 ☐ Superior-4 ☐ Fully Successful-3 ☐ Minimally Successful-2 ☐ Unsatisfactory-0

Part E: Critical Elements and Performance Standards: *List each of the employee's Critical elements (at least one, but not more than five) and their corresponding performance standards. If Benchmark standards are used, indicate "Benchmark standards are attached" in the space below, and ensure they are attached to this form. Identify the GPRA/strategic/mission goal that the Critical element supports. **At a minimum, measurable criteria must be identified at the Fully Successful level.***

Critical Element 5:	GPRA/Strategic Goal: Performance Measure:
Performance Standards	
Exceptional	See Benchmark standards attached.
Superior	See Benchmark standards attached.
Fully Successful	In addition to attached Benchmark standards, the following measurable criteria apply.
Minimally Successful	The Department of the Interior has not developed a benchmark standard for Minimally Successful rating for this performance cycle; however, managers and supervisors must develop a Minimally Successful standard when plans are established for the year and/or if it is determined that an employee has not achieved Fully Successful performance. This may include a specific Benchmark standard in the EPAP itself or a narrative Letter of Expectations attached and made part of the performance standard which must indicate the following information: 1) the employee is on notice that his/her performance is less than Fully Successful; 2) that the employee's performance is Minimally Successful and what constitutes the Minimally Successful performance (written in a forward, not backward manner), such as "your performance is Minimally Successful which means that you have completed certain work products 50% of the time"; 3) that the employee must continue at this level in order to avoid falling to the Unsatisfactory level; and 4) that the expectation is that the employee will get back to the Fully Successful level of performance. Please contact your servicing Human Resource Office for assistance.
Unsatisfactory	See Benchmark standards attached.

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory.

Rating for Critical Element 5:

☐ Exceptional-5 ☐ Superior-4 ☐ Fully Successful-3 ☐ Minimally Successful-2 ☐ Unsatisfactory-0

Department of the Interior
Employee Performance Appraisal Plan

DI-3100
September 2012 (previous edition obsolete)

Privacy Act Notice: Chapter 43 of Title 5, U.S.C., authorizes collection of this information. The primary use of this information is by management and your servicing human resources office to issue and record your performance rating. Additional disclosures of this information may be: To MSPB, Office of Special Counsel, EEOC, the FLRA, or an arbitrator in connection with administrative proceedings; to the Department of Justice or other Federal agency, courts, or party to litigation when the Government is a party to or has an interest in the judicial or administrative proceeding; to a congressional office in response to an inquiry made on behalf of an individual; to the appropriate Federal, State, or local government agency investigating potential violations of civil or criminal law or regulation; and to Federal State, local and professional licensing boards in determining qualifications of individuals seeking to be licensed.

If your agency used the information furnished on this form for purposes other than those indicated above, it may provide you with an additional statement reflecting those purposes.

Refusal to sign: In cases where the employee refuses to sign the EPAP, the supervisor has the authority to implement the performance standards and rating without employee agreement. Supervisor's should identify in the employee's signature block that the "Employee Refused to sign."

Benchmark Employee Performance Standards**Exceptional:**

Employee: The employee demonstrates particularly excellent performance that is of such high quality that organizational goals have been achieved that would not have been otherwise. The employee demonstrates mastery of technical skills and a thorough understanding of the mission of the organization and has a fundamental impact on the completion of program objectives.

The employee exerts a major positive influence on management practices, operating procedures and/or program implementation, which contribute substantially to organizational growth and recognition. The employee plans for the unexpected and uses alternate ways of reaching goals. Difficult assignments are handled intelligently and effectively. The employee has produced an exceptional quantity of work, often ahead of established schedules and with little supervision.

The employee's oral and written communications are exceptionally clear and effective. He/she improves cooperation among participants in the workplace and prevents misunderstandings. Complicated or controversial subjects are presented or explained effectively to a variety of audiences so that desired outcomes are achieved.

Superior:

Employee: The employee demonstrates unusually good performance that exceeds expectations in critical areas and exhibits a sustained support of organizational goals. The employee shows a comprehensive understanding of the objectives of the job and the procedures for meeting them.

Effective planning by the employee improves the quality of management practices, operating procedures, task assignments and/or program activities. The employee develops and/or implements workable and cost-effective approaches to meeting organizational goals.

The employee demonstrates an ability to get the job done well in more than one way while handling difficult and unpredicted problems. The employee produces a high quantity of work, often ahead of established schedules with less than normal supervision.

The employee writes and speaks clearly on difficult subjects to a wide range of audiences and works effectively with others to accomplish organizational objectives.

Fully Successful:

Employee: The employee demonstrates good, sound performance that meets organizational goals. All critical activities are generally completed in a timely manner and supervisor is kept informed of work issues, alterations and status. The employee effectively applies technical skills and organizational knowledge to get the job done. The employee successfully carries out regular duties while also handling any difficult special assignments. The employee plans and performs work according to organizational priorities and schedules. The employee communicates clearly and effectively.

Minimally Successful:

Employee: The Department of the Interior has not developed a Benchmark standard for the Minimally Successful standard for this performance cycle; however, managers and supervisors must develop a Minimally Successful standard when plans are established for the year and/or if it is determined that an employee has not achieved Fully Successful performance. This may include a specific Benchmark standard in the EPAP itself or a narrative Letter of Expectations attached and made part of the performance standard which must indicate the following information: 1) the employee is on notice that his/her performance is less than Fully Successful; 2) that the employee's performance is Minimally Successful and what constitutes the Minimally Successful performance (written in a forward, not backward manner), such as "your performance is Minimally Successful which means that you have completed certain work products 50% of the time"; 3) that the employee must continue at this level in order to avoid falling to the Unsatisfactory level; and 4) that the expectation is that the employee will get back to the Fully Successful level of performance. Please contact your servicing Human Resource Office for assistance.

**Department of the Interior
Employee Performance Appraisal Plan**

**DI-3100
September 2012 (previous edition obsolete)**

Unsatisfactory:

Employee: The employee's performance is unsatisfactory. The quality and quantity of the employee's work are not adequate for the position. Work products do not meet the minimum requirements expected.

The employee demonstrates little or no contribution to organizational goals; failure to meet work objectives; inattention to organizational priorities and administrative requirements; poor work habits resulting in missed deadlines and/or incomplete work products; strained work relationships; failure to respond to client needs; and/or lack of response to supervisor's corrective efforts.

Understanding Performance Management

An Employee's Duties – Your supervisor should provide you with a copy of the position description for your job. Your position description is the official record of your main duties and responsibilities and is used in developing performance appraisal criteria. Take some time to read through your position description. Ask your supervisor about anything that is not clear to you. Your supervisor should review your position description with you at least once a year to ensure that it accurately reflects your main duties and responsibilities. Keep a copy of your position description and refer to it from time to time. You may want to make notes on your copy when your job changes, so that you can discuss the changes with your supervisor.

Employee Performance Appraisal Plan (EPAP) The Employee Performance Appraisal Plan (EPAP) is the form used by the Department to evaluate the work performance of its employees under the 5-level appraisal system. When used effectively, the EPAP is a valuable communication tool for both employee development and organizational accomplishments.

Managers and supervisors are responsible for the following:

1. Complying with provisions of the U.S. Department of the Interior's Performance Appraisal Departmental Manual and Handbook (370 DM 430).
2. Establishing performance elements and performance standards that are linked to organizational goals and position descriptions.
3. Monitoring employee performance, communicating with employees about their performance and resolving performance problems.
4. Approving or reviewing ratings recommended by supervisors or rating officials.

The EPAP has several important goals:

1. Clarifying how the employee's performance requirements link to the strategic mission of their organization;
2. Increasing individual productivity by giving employees the information they need to do their jobs effectively;
3. Improving individual/organizational productivity by promoting communication between employees and supervisors about job-related matters, so that better and more efficient methods of operation can be developed; and,
4. Providing a process to recognize employees for good performance and their contributions to the organization.

Appraisal Period – The appraisal period begins October 1 and ends September 30 of each year, except where specific exceptions have been granted. The minimum period on which an appraisal may be based is 90 calendar days. During the appraisal period, your supervisor may periodically discuss your work with you and let you know how you are doing. In addition, before the end of the appraisal period, the supervisor will conduct one formal progress review with you. This progress review is another opportunity for you and your supervisor to discuss your progress, review your position description, identify any training needs or improvements, or to revise your critical performance elements and performance standards.

Performance Elements and Performance Standards – Your supervisor will explain your duties and responsibilities to you and discuss what is expected of you in order to achieve satisfactory performance. To further define your performance expectations, your supervisor will establish performance elements and performance standards for your job. Employee input into this process is required.

Performance elements tell you what work assignments and responsibilities need to be accomplished during the appraisal period. All employees must have one performance element that is linked to the strategic mission or Government Performance Results Act goals of the organization. Between one and five performance elements can be established for a position. These elements are all considered critical elements. They are of such importance to the position that unsatisfactory performance in one element alone would result in a determination that the employee's overall performance is Unsatisfactory.

Performance standards tell employees how well performance elements must be done by defining achievable rating levels for: Exceptional, Superior, Fully Successful, Minimally Successful, and Unsatisfactory performance. These five rating levels focus on results and include credible measures such as quality, quantity, timeliness, cost effectiveness, etc.

**Department of the Interior
Employee Performance Appraisal Plan**

**DI-3100
September 2012 (previous edition obsolete)**

Your overall performance is evaluated by your supervisor or rating official using these performance standards. A determination that an employee's overall performance is Unsatisfactory could result in remedial action and unsatisfactory performance may be the basis for removal or reduction in grade. Minimally Successful performance may result in the denial of a within-grade increase.

The Rating Process – At the end of the appraisal period, your supervisor will carefully review the performance elements and standards for your position. Based on your actual performance, one of five rating levels may be assigned. The rating will be presented to you during the formal performance discussion between you and your supervisor. The appraisal will be completed with your signature and a copy provided to you. This rating is documented on the EPAP form and is considered as your Rating of Record. Your rating of record is directly linked to your eligibility for certain types of pay increases and awards.

Rewarding Performance – Rewarding performance means recognizing good performance and providing incentives to employees for their work efforts and contributions to the organization. At the end of the appraisal period, your supervisor may consider you for an award based on your performance and rating of record as follows:

- **Exceptional** Eligible for an individual cash award up to 5% of base pay; a Quality Step Increase; Time-Off Award; or other appropriate equivalent recognition.
- **Superior** Eligible for an individual cash award up to 3% of base pay; Time-Off Award, non-monetary award, or other appropriate equivalent recognition.
- **Fully Successful** Not eligible for any performance award, but may receive monetary, non-monetary, Time-off, or other appropriate incentive awards for specific accomplishments throughout the year.
- **Minimally Successful and Unsatisfactory** Ineligible for any performance recognition.

How to get the most out of your Employee Performance Appraisal Plan

1. Ask for Feedback throughout the appraisal period.

How do you know if you are learning how to do your job and meeting your performance expectations? Talk to your supervisor throughout the appraisal period. Your supervisor wants you to succeed and is available to provide guidance to help you learn how to effectively do your job. Communicating regularly with your supervisor gives you the opportunity to understand the job expectations. It also lets your supervisor know what type of assistance or resources you need to perform your work, and it is a good way to get feedback.

Feedback is information that helps you know how you are progressing in learning the duties and responsibilities of your job. Employees who seek feedback from their supervisors learn their jobs more quickly and with fewer wrong turns than employees who shy away from feedback. Employees who seek feedback spend less time redoing work and turn in work with fewer mistakes. As a result, they improve their work performance.

Getting and using feedback is one of the most important keys to learning your job. As you do your work, ask for feedback from your supervisor to see if you are on track. At first you may feel uncomfortable asking for feedback. But, remember that your supervisor wants you to succeed. As you master your job and get to know your supervisor, you will soon feel more comfortable asking for and receiving feedback.

2. Preparation

a. Before your supervisor prepares your appraisal:

1. Prepare a list of key work accomplishments and give it to your supervisor for consideration in preparing your rating.
2. If you have specific issues come prepared to discuss them. Give your supervisor a "heads up" so that they can also prepare to discuss the issues.
3. Write down any key points and questions you may have.

b. During your performance discussion:

1. Don't be shy about asking for clarification, especially about your supervisor's expectations.
2. Refer to your notes, so that you don't overlook any points that are important to you.
3. Tell your supervisor how you feel things are progressing and if you need any additional information or materials.
4. Let your supervisor know what your short/long-term career goals are.
5. Ask for feedback.

If you still have questions about the Employee Performance Appraisal Plan, please consult with your supervisor.

Supervisor's Guide to Developing Individual Development Plans

The Individual Development Plan (IDP) is a valuable performance enhancement tool for any federal employee. The IDP can be of great assistance to those who want to enhance skills and strengths and learn more about matters of interest that are relevant to the performance of the agency. Bureaus/Offices may require the use of an IDP at their discretion. Check with your Human Resources Office for the IDP or other appropriate form to be used by your Bureau/Office for documenting employee development needs.

The following is a brief outline of the definition, steps and goals of an IDP.

Goals: The employee and the rating official develop goals together. The IDP provides a connection between the employee's career interests and needs to the organizational mission and priorities. The most common goals of an IDP are to:

- Learn new skills to improve current job performance
- Maximize current performance in support of organizational requirements
- Increase interest, challenge, and satisfaction in current position
- Obtain knowledge, skills and abilities necessary for career growth

Definition: An IDP identifies a broad spectrum of developmental opportunities for the employee, including on-the-job training, distance learning, formal classroom training, details, shadow assignments and self-development. It addresses the needs of the organization and of the employee beginning with a focus on maximizing employee performance in the current job.

An IDP is a guide to help individuals reach career goals within the context of organizational objectives. It is a developmental action plan to move employees from their current place to where they want to go. It provides the systematic steps to improve and to build on strengths as individuals improve job performance and pursue career goals.

An IDP is a partnership between the employee and the rating official in personal development. Preparing an IDP involves open feedback, clarification and discussion about developmental needs, goals, and plans. Periodic communication between the rating official and the employee is the key to the currency and success of an IDP.

An IDP is not a:

- *Performance appraisal. It is not used to determine pay, awards or other personnel actions based on performance.*
- *Contract for training. Final approval of training opportunities is made based on factors such as timing and budget availability.*
- *Position description. It is not used for clarifying discrepancies in the duties as described.*
- *Guarantee for promotion or for reassignment to another position. While the developmental experiences identified in an IDP may have some training that might qualify the employee for another position or grade, there is no guarantee of advancement.*

Responsibilities: As in all aspects of the employee/supervisor relationship, direct and open communication is the key to the success of an IDP. The following responsibilities address the IDP process specifically.

The **employee** is responsible for:

- Assessing personal skills necessary for performing the current position
- Suggesting developmental experiences which would enhance the skills necessary for performing the current position and for the desired career goals
- Identifying personal career goals
- Understanding what skills are necessary for meeting the career goals
- Participating in open discussions with the rating official concerning the elements of the IDP
- Completing the developmental experiences in the IDP as approved by the rating official
- Alerting the rating official when the IDP needs review and updating

**Department of the Interior
Employee Performance Appraisal Plan**

**DI-3100
September 2012 (previous edition obsolete)**

The **rating official** is responsible for:

- Providing constructive feedback to the employee about skills necessary for performing the current position
- Suggesting and reviewing employee suggestions for developmental experiences which would enhance the skills necessary for performing the current position
- Counseling the employee about career goals
- Identifying developmental experiences which would enhance the skills necessary for performing in the next type of position toward the employee's career goal
- Participating in open discussions with the employee concerning the elements of the IDP, in periodic updates and reviews of the IDP for currency
- Giving final approval to specific developmental experiences
- Monitoring the progress of the employee in completing the developmental experiences agreed upon in the IDP

Department of the Interior
Employee Performance Appraisal Plan

DI-3100
September 2012 (previous edition obsolete)

Individual Development Plan (*Bureaus/Offices may require the use of an IDP at their discretion. Check with your Human Resources Office for the IDP or other appropriate form to be used by your Bureau/Office for the IDP or other appropriate form to be used by your Bureau/Office for documenting employee developmental needs.*)

Individual Development Plan

Plan Performance Year

FY18

Employee's Name	Position Title/Grade	Office Phone	Office Fax	Email Address
Mara Alexander	Science Program Lead GS 13	202-912-7096		malexander@blm.gov
Current Supervisor's Name	Supervisor's Title	Office Phone	Office Fax	Email Address
Sally Butts	Deputy Division Chief	202-912-7170		sbutts@blm.gov

(b)(6) Employee Performance



Notes:	Employee's Signature/Date
	Supervisor's Signature/Date

Instructions for completing the Individual Development Plan

Employee Development and Career Goals the employee and supervisor work together to complete the goals for successful performance in the employee's current position and the employee's short- and long-term career goals on the IDP.

Developmental Objectives describe what the employee needs to do this year to work toward his/her goals. Objectives describe what the employee needs to learn or achieve in order to reach his/her goals.

Determine a method of training and a training time frame determine what type of training or activity is needed to accomplish the employee's developmental goals. It could be on-the-job training, a detail, or a formal training course or a combination of methods. Identify the proposed dates for the training or activity in the "Proposed Dates" column. Enter the actual or estimated cost of the activity in the "Estimated Costs" column. This column can be used in preparing your office's annual budget. Once the training is completed, write the date in the "Date Completed" column.

Methods of Training:

On-the-job training this can include coaching by a skilled individual or details into positions that will give the employee the skills and knowledge needed.

Details temporary assignments to another location and/or position to gain specific knowledge and/or experience.

Courses formal training courses, e.g., from your agency, local universities, commercial vendors.

Satellite Broadcasts/Computer/Web Based Learning a variety of topics available through your agency via satellite broadcasts, software packages, and on-line training.

Discuss the Development Plan with your Employee discuss the IDP with the employee and make any necessary modifications. The supervisor and employee should sign and date the plan. This plan should be completed within 60 days from the beginning of the performance year.

Review and Modifications the plan should be reviewed at each performance review and modified as situations or needs change.