

Before you Begin

NOTE: iSuccess uses audio. Ensure that your speakers are turned on or you are wearing headphones.

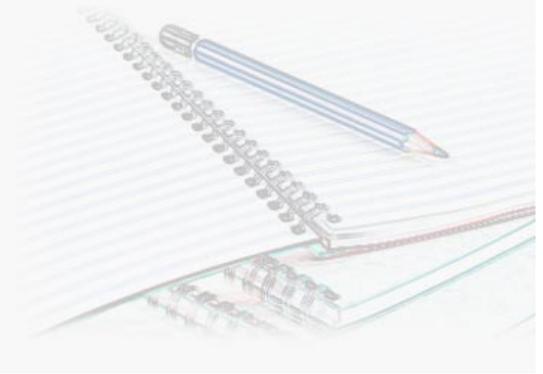
We recommend that you listen to the audio, because it explains in full detail the highly abbreviated information that is presented on the screen. If you do not want audio, select **Sound On/Off** at the top of the screen to turn it off. The audio stays off until you turn it on again (by selecting **Sound On/Off**). If you turn the sound off or do not have an audio feature on your computer, you can view the audio scripts by selecting **Narrator Script** and/or **Coach Script** on each screen. There is also a print version of this course, which includes the audio scripts, that you can access using the **Print** option (top right side of screen). This program has a number of function keys that will be explained later in the program. For the function keys to work, you will need to turn off the pop-up blocker on your internet browser. That process will vary by browser. For Internet Explorer, the option is in the Tools drop-down menu at the top of the internet browser screen.

Select **Next** to continue.



Welcome to *i*SUCCESS_{for DCIPS}

How to Write Performance Objectives and a Self-Report of Accomplishments



Narrator Script:

Welcome to iSuccess (interactive Success). This interactive session will help you create your own SMART performance objectives and a Self-Report of Accomplishments. Through iSuccess you can:

- Learn to write performance objectives that align with your organization's goals and priorities.
- Practice writing your performance objectives using the SMART framework. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound.
- Understand the importance of performance elements.
- Translate your performance objectives and performance elements into a Self-Report of Accomplishments.

iSuccess takes approximately one hour to complete; however, you may go at your own pace. When finished, you can save your work onto your desktop computer for future use.

To support you, iSuccess provides a coach to guide you through the process and three virtual employees to illustrate key concepts.

Select **Next** to start. This button is the right-facing arrow at the lower right corner of your screen.



Narrator Script:

Welcome to About iSuccess. In this lesson, you will learn about the primary features of this program, such as the general screen layout, navigation capability, and keyboard shortcuts.

Getting Started

- If you are unfamiliar with the DCIPS performance management system, we encourage you to take DCIPS 101.
- Have your position information available.

Select **Next** to continue.



Narrator Script:

Before starting iSuccess, you should take DCIPS 101—a web-based course that provides a complete overview of the core DCIPS elements.

Also, you will find it helpful to have your position information, including your work category (e.g., professional), your work level (e.g., full performance), your grade or pay band, and your position description.

iSuccess Features

- Learn and practice screens
- [Coach](#)
- [Virtual employees](#)
- Ability to generate and save performance objectives and Self-Reports of Accomplishments to your computer

iSuccess takes approximately one hour to complete.

Select each link to see where that item appears.



Narrator Script:

iSuccess contains the following features:

- Learn and practice screens present guidelines, questions to consider, and directions for completing activities.
- A coach is available on certain screens to provide tips, questions, key words, suggestions, and other guidance to help you complete the activities. Select the coach icon when you want additional advice.
- Three virtual employees provide examples of how to complete each activity. To see their examples, select the employee icons.
- The Generate Document button at the end of the course creates a file containing your performance objectives, self-report of accomplishments, and other supporting information that you can save on your computer for future use.

Virtual Employee pop-ups:

Meet Kyle Staten

Kyle Staten is an Intelligence Analyst, GG-0132-12. He is in the Professional work category; and is at the Full Performance work level.

Meet Vera Belrose

Vera Belrose is a Security Specialist, GG-0080-09. She is in the Professional work category and is at the Entry/Developmental work level.

Meet Josh Gregor

Josh Gregor is a Budget Analyst with NGA. His job is classified as IA-560-3. He is in the Professional work category and is at the Full Performance work level.

Navigating Through iSuccess



Select the highlighted areas to learn more, then select **Next** to continue.

Narrator Script:

Here, you see the main areas of the iSuccess screen. Select each highlighted area for a description. When you are finished, select **Next** to continue.

Highlighted Areas:

Menu

You can progress through iSuccess by either selecting the **Next** button or by selecting the **Menu** button.

In the course menu, module titles have buttons to their left. Selecting one of these buttons expands the module to show the list of topics in that module. Selecting the module title takes you to the first screen of that module. Topic titles work the same way.

Select the **Menu** button in the main interface outside of this screen capture to see how this looks.

Resources

The **Resources** button opens a separate window with a list of references and training items related to the content of iSuccess.

Print

If you wish to print screens from the course (including audio scripts and virtual employee text for those screens), select the **Print** button. A dialog box appears with options as follows:

Print the entire course - opens a PDF file that includes screen shots of all screens in the course. Audio scripts and virtual employee text (if any) are included for each screen. Once the PDF opens, select **File>Print**. This PDF is also available in the Resources section.

Print text entered in fields - opens a web page with the text you have entered in this session in the fields, listed by screen, which you can then print using **File>Print**. This is provided so that you have a record of what you have done at any time, in case you want to go back to an earlier screen and restart the process from there.

Coach Script

The Coach Script button opens a pop-up window that contains the coach audio script for the current screen only.

If you wish to see the scripts for all screens, select **Print>Print the entire course**. This opens a PDF that contains the screen contents and all audio scripts, which you can view or print.

Narrator Script

The Narrator Script button opens a pop-up window that contains the narrator audio script for the current screen only.

If you wish to see the scripts for all screens, select **Print>Print the entire course**. This opens a PDF that contains the screen contents and all audio scripts, which you can view or print.

Sound On/Off

The Sound On/Off button controls all audio in the course. It mutes the audio for the rest of the course or until you turn it on again. To turn the sound back on, select it.

Replay

The Replay button controls the narrator audio only. This button replays the narrator audio from the beginning. If you select **Replay** while listening to the coach audio or audio attached to a pop-up box, that audio is stopped and the narrator audio starts from the beginning.

If you wish to replay the coach audio (if it is available on that screen), select the coach icon. If the narrator audio is playing, it will stop, and the coach audio will play from the beginning. After the coach audio has finished, you can select **Replay** to hear the main narration again.

Pause/Play

The Pause/Play button controls the narrator audio only. This button pauses and resumes the narrator audio on the current screen only. If you pause the narrator audio to listen to the coach audio or audio attached to a pop-up box, and then select **Play**, that audio is stopped and the narrator audio resumes from where it was paused.

Breadcrumb

The breadcrumb is read-only text that shows which module and topic you are currently viewing.

Progress Bar

The progress bar is a read-only indicator that tells you how much of the course you have viewed. It determines this by looking at your current screen position, relative to the final screen. This bar shows you how far you have progressed through the course, not the module. The screen indicator box between the Back and Next buttons shows where you are within the module.

Prompt

At the lower left of the content area is the prompt. The prompt tells you what you need to do to progress to the next screen. On screens with selectable items, the prompt changes as you interact with the screen, telling you what to do next (if there is a prescribed order).

Back

The Back button takes you to the screen located before the current screen in the sequence of screens for the current module.

If you use the course menu to jump between screens in different modules and topics, you can right-click the screen and select **Back** to go to the previous screen viewed, regardless of the sequence of screens in that module or topic. This is the same as selecting the standard Back button in the browser.

Screen x of y Indicator

This area indicates the sequential number of the screen at your current location in the module (x), and the total number of screens in the module (y).

This indicator shows you how far you have progressed through the *module*, not the *course*. The Progress bar at the top of the screen shows you how far you have progressed through the course.

Next

The Next button takes you to the next screen in the course. If you are at the end of a module or topic, selecting **Next** takes you to the first screen of the next module or topic.

Exit

The Exit button opens a dialog box asking if you want to exit the course. Select **Yes** to exit and close the browser window.

Your location will not be saved when you exit, so you may want to make a note of where you are so that you can navigate to it in your next session.

NOTE: Any text you entered in this WBT cannot be saved within the program and will not be saved when you exit unless you generate and save the file at the end in the final *Generate My Objectives and Self-Assessments* module.

Keyboard Equivalents for Navigation

- ALT and A replays the audio on a screen.
- ALT and B navigates back to the previous screen.
- ALT and N navigates forward to the next screen.
- ALT and M opens the menu.
- ALT and X opens the exit prompt.
- ALT and R opens the resources window.
- ALT and P opens a dialog box with options for printing screens.
- ALT and S opens the narrator script window.
- ALT and C opens the coach script window.
- Tab moves focus to the next field or screen control.

If you forget any of these, you can always find the list in Resources.

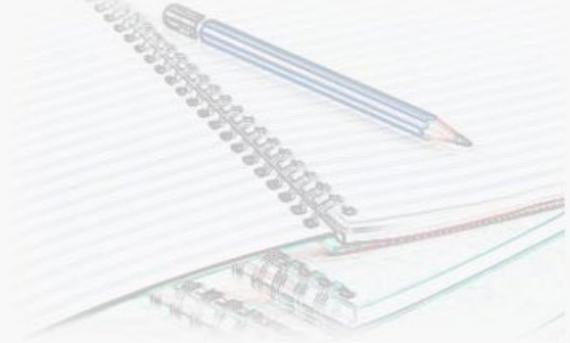


Narrator Script:

In addition to using your mouse, you can use keys to perform some of the same functions.

Introduction

Guidelines for Writing
Performance Objectives



Select **Guidelines for Writing Performance Objectives**, then select **Next** to continue.

Narrator Script:

Welcome to the iSuccess Introduction module. This module introduces you to the purpose of iSuccess. This program will work with you in developing strong performance objectives. Sound, well-written performance objectives and an accurate Self-Report of Accomplishments are crucial to effective performance management. iSuccess helps you to create your own SMART performance objectives with an understanding of performance elements. Also, it reviews how to use your performance objectives, along with your performance elements, to create a Self-Report of Accomplishments that focuses on the results of your efforts and their ultimate tie to the mission.

By selecting **Guidelines for Writing Performance Objectives** on this screen, you will see DoD guidance regarding writing performance objectives. This training is derived from these guidelines.

What is iSuccess?



Narrator Script:

Before starting, here are a few things to consider:

It helps to have the following information ready and available: your position information, including your work category (e.g. professional); your work level (e.g. full performance); your grade or pay band; your position description; and your organization's mission statement, goals, and priorities.

Have handy any guidance from your supervisor or component regarding writing performance objectives. Also, it may be helpful to have a copy of the IC Performance Standards and DoDI 1400.25 v2011 "Performance Management" tables 1 and 2, which outline the General Standards for rating objectives and elements. Both the "IC Performance Standards" and the v2011 General Standards tables are used together to provide a common standard for all components to use when rating objectives and elements. Those can be found in the Resources section of this course.

The draft performance objectives you create in iSuccess are a starting point. You will need to discuss them with your supervisor. Your discussion should also include expectations about performance elements. From this discussion, your supervisor may decide to fine-tune your performance objectives or refocus them based on priorities.

Why Are Effective Performance Objectives Important?

An important part of DCIPS performance management is good performance objectives, which include:

- Describing how your work supports overall departmental and organizational strategic initiatives and goals
- Promoting communication and shared understanding with your supervisor about expectations for your performance
- Providing a useful guide for assessing your progress toward and success at meeting your performance objectives
- Providing a framework for assessing your performance against the standard performance elements
- Providing a basis for evaluating your performance
- Serving as a basis for determining your eligibility for a payout through the pay pool process



Narrator Script:

You may be wondering: "Why bother setting performance objectives in the first place?" DCIPS requires them for several good reasons.

Performance objectives give you a sense of purpose by focusing your efforts on work that is important to your organization's goals and mission.

Meaningful performance objectives promote good communication between you and your supervisor and help you and your supervisor understand what is expected of you and how your performance will be evaluated. They provide a useful guide for assessing your progress and a framework for evaluating your performance against the standard performance elements.

Performance objectives provide a basis for evaluating your performance: the "what" you did through your performance objectives as well as the "how" you accomplished your work through performance elements and for determining your eligibility for a payout through the pay pool process.

Why Performance Objectives are Important



Narrator Script:

Performance objectives, along with the performance elements, drive the performance management process. Any financial outcome of your performance is considered through the pay pool process, which we will briefly discuss later.

Coach Script:

Well-crafted performance objectives ease every step in the performance management process. The more specific they are, the better, and they should always be written at the “successful” level. Here's an example of why:

Imagine that it is at the beginning of the year, and one of your performance objectives is to "create a year-end report on spending within the department."

At the end of the year, you create a high-level, one-page report that summarizes the categories of spending and how much was spent over the past year. You think that you have accomplished the performance objective. Your supervisor, however, is disappointed, having expected a more detailed report with an additional analysis giving a year-by-year comparison in addition to this year's spending.

You receive a low rating for not meeting expectations. You are frustrated because you did not fully realize the standards against which you were being rated.

This situation could have been avoided if you and your supervisor had crafted the performance objective to specify the scope of the report, the expected level of analysis, and the outcome. You and your supervisor should have a shared understanding of what is expected during the evaluation period and what the “successful” level looks like according to established standards.

Why Performance Objectives are Important



Narrator Script

As a part of planning, you and your supervisor discuss and establish expectations for the performance evaluation period. Performance expectations should support and align with the mission and goals of the Defense Intelligence Strategy, the Defense Intelligence Guidance, the National Intelligence Strategy, organizational program, and policy objectives.

Performance objectives capture the performance expectations, documenting the main targets toward which you work during the year. These objectives are not duty or task lists. The performance objectives should be thought of as those “big bucket” items you are expected to perform throughout the performance evaluation period.

As they are an expression of performance expectations, performance objectives are written to be appropriate to your work level. Writing the performance plan is your supervisor’s responsibility, but ideally it is created as the result of a dialogue between your supervisor and you. When writing the objectives, you and your supervisor should review and discuss the performance standards so that there is a clear understanding of what successful performance looks like.

Planning should also include a discussion about the performance elements and behavioral expectations.

You will also create an Individual Development Plan – an IDP. The IDP documents the strategy and priorities of increasing your value to the organization.

Why Performance Objectives are Important



Narrator Script

The develop and monitor phase continues throughout the year. At its heart is regular, meaningful dialogue between you and your supervisor about performance and behavioral expectations issues.

Monitoring includes your supervisor tracking your performance and providing feedback that addresses accomplishments as well as any challenges, such as making changes to performance objectives or providing counseling or learning opportunities for performance deficiencies. If necessary, supervisors can initiate actions to address barriers to successful performance.

Your supervisor has the primary responsibility for providing performance-related feedback, but you share some responsibility. Whenever appropriate, you should identify and communicate successes and difficulties related to your assigned performance expectations relative to your performance objectives and/or performance elements. You should request periodic dialogue and feedback regarding your performance.

While informal feedback should be frequent and meaningful, DCIPS also requires a formal session. Your supervisor uses the mandatory midpoint performance review conversation to acknowledge your achievements in the context of expectations and suggest areas for improvement.

Developing your performance is also part of the midpoint performance review conversation. You will discuss progress against your IDP, or performance plan. This review may be an opportunity to modify the IDP, or performance plan, if changes are needed.

To ensure that you and your supervisor remember important events and accomplishments during the year, it also is useful for both parties to document performance throughout the performance period.

Why Performance Objectives are Important



Narrator Script:

An integral part of the performance management process is your Rating Official's assessment of your accomplishments related to performance objectives and performance elements.

For your part, you complete the required Self-Report of Accomplishments, which documents your performance in the context of your performance objectives and performance elements.

Your rater completes your evaluation for the performance period, using your self-report along with his or her monitoring and observations.

A Reviewing Official checks your Rating Official's recommendation with three considerations in mind: Are the conclusions reasonable? Were the standards applied consistently? Did your rater adhere to policy?

Why Performance Objectives are Important



Narrator Script:

The pay pool process governs the reward phase. Once the performance evaluation of records are provided to the pay pool panels, the performance evaluation period ends and the pay pool process phase of “pay” can begin. The pay pool panel determines performance payouts for all employees in the pay pool based on performance during the performance period. Payout decisions are then communicated to employees by their supervisors. Your component can provide more information on how this information is communicated. Much more specific information on the pay pool process and its interdependent relationships with the performance management process can be learned through the web-based training course “Pay Pools, Performance, and You.” For this course, we focus on writing your performance objectives in the plan phase and your self-report of accomplishments in the rate phase.

What are Performance Objectives and Elements Descriptors?

These items are the standards used across the enterprise to rate performance objectives and elements. Objectives descriptors distinguish between levels of performance. Supervisors apply these descriptors when rating the accomplishment of performance objectives.

[View Objective Descriptors](#)



Volume 2011. Table 1. Performance Objectives and Element Rating Descriptors GENERAL STANDARDS		
PERFORMANCE RATING	OBJECTIVES DESCRIPTORS	ELEMENT DESCRIPTORS
5 - OUTSTANDING	The employee far exceeded expected results on the objective such that organizational goals were achieved that otherwise would not have been. At the summary level, the employee far exceeded expected results on all performance objectives such that organizational goals were achieved that otherwise would not have been. Such exemplary achievements serve as a role model for others.	The employee consistently performed all key behaviors at an exemplary level on the element. At the summary level, the employee consistently performed at an exemplary level on all performance elements. The employee served as a role model for others.
4 - EXCELLENT	The employee surpassed expected results in a substantial manner on the objective. At the summary level, the employee surpassed expected results overall and in a substantial manner on most of the objectives with an average rating within the "Exceptional" range.	The employee demonstrated mastery-level performance of the key behaviors on the element. At the summary level, the employee demonstrated mastery-level performance on most key elements with an average rating within the "Exceptional" range.
3 - SUCCESSFUL	The employee achieved expected results on the assigned objective. At the summary level, the employee achieved expected or higher results overall and on most assigned objectives with an average rating within the "Successful" range.	The employee fully demonstrated effective, capable performance of key behaviors for the performance element. At the summary level, the employee demonstrated effective, capable performance or higher on key behaviors on most performance elements with an average rating within the "Successful".
2 - MINIMALLY SUCCESSFUL	The employee only partially achieved expected results on the performance objective.	The employee's performance requires improvement on one or more of the key behaviors for the objective.

Select the coach icon to learn more.

Narrator Script:

While performance objectives describe what should be accomplished, objectives descriptors help to establish a consistent level of evaluating performance across the intelligence community. They are guidelines that provide a consistent measuring stick for the DCIPS community.

Coach Script:

To see how performance objective descriptors are used to evaluate your performance, let's look at a very general example. Your performance objective was to create a year-end departmental spending report of no more than five pages, which details both current year and year-over-year spending and recommends how to address shortfalls.

At the end of the year, you create a five-page report that details, by category, spending for the past fiscal year and compares it to the previous year's spending. You also made recommendations on how shortfalls should be addressed in the coming year. So, you have accomplished your performance objective. However, how should your performance be rated?

Since you achieved the expected results and produced a high-quality, technically sound document, according to the objectives descriptors, your performance would deserve a successful rating. If you accomplished your performance objective AND your recommendations for future years included innovative and actionable recommendations on how to more effectively manage or allocate resources without reducing services, this performance could be considered as having a greater impact on mission that "surpassed expected results in a substantial manner" and earn an "excellent" rating.

What are Performance Elements?



Select the coach icon to learn more.

Narrator Script:

Performance elements are a standard set of behaviors for all DCIPS positions and are further defined by work behaviors and standard descriptors for the different work levels and work categories. The final two behaviors differ slightly for employees and managers/supervisors due to the work expected of the two categories.

Performance objectives describe “what” you are expected to accomplish. Performance elements are the important work behaviors associated with “how” you accomplish your work. Just as the objectives descriptors help to evaluate your accomplishment of an objective, performance elements have performance standards to help determine how you accomplished your work. As mentioned earlier, the two standards can be found in the Resources section.

Coach Script:

An example of using performance elements may be helpful. Your supervisor evaluates your overall performance behavior for each of the six elements. For example, everyone has communication as one of his or her performance elements. In preparing your evaluation, your supervisor will use the communication performance standard for your work category and work level. He or she will use that performance standard to determine the rating for your communication performance element considering how you communicated throughout the performance period in support of accomplishing your work.

Your supervisor would use the applicable performance standards to assign ratings for each of the remaining five performance elements. The ratings for your performance objectives are averaged, as are the ratings for your performance elements. After the averages have been determined, the performance objective average is weighted 60 percent, and the performance elements average is weighted 40 percent, to derive your final evaluation of record. This process is described more fully in the DCIPS 101 course.

Performance Objective Reminders

- Performance objectives are not daily job tasks, and they go beyond position descriptions.
- Performance objectives should be relevant to the organization's mission and goals.
- Performance objectives are written to the successful level of performance and are commensurate with your work level.
- Best practice is to create three to six performance objectives, but DCIPS permits as few as one.
- The established standards for evaluating performance objectives and performance elements can be found in the Resources section.
- Performance elements involve desired work behaviors—how you accomplish your work and how you accomplish your objectives—and apply to all aspects of the job.
- SMART is an effective framework for creating well-written performance objectives: Specific, Measurable, Achievable, Relevant, and Time-bound.



Objectives = What + How

Narrator Script:

Let's summarize some key concepts about performance objectives:

- Performance objectives differ from daily job tasks and activities. Performance objectives focus on outcomes and results. They describe future situations.
- Performance objectives must be relevant to your organization's goals or priorities.
- Performance objectives are written at the successful level of performance and are commensurate with your work level.
- As a general guideline, use three to six performance objectives to outline the “big bucket” items you are expected to perform throughout the performance evaluation period.
- Performance standards (or benchmarks) are referred to as performance descriptors that identify standards for the five levels of performance. Performance descriptors for performance elements are tied to an employee's work category and work level.
- Performance objectives should be written in the SMART framework. We'll discuss that framework a little later in this course.

Getting Started: Thinking About Your Work



Getting Started: Thinking About Your Work

Narrator Script:

Welcome to the Getting Started module. In this module, we will practice breaking down your work into subsets, as a starting point for writing performance objectives.

Grouping your work into categories (or big buckets) of associated tasks and activities is the first step in the process of writing good performance objectives. These categories serve as the basis for your performance objectives, since they focus on the "large buckets of work" you are expected to accomplish. Grouping your work into categories, or "buckets," can be challenging.

Identifying Work Responsibilities

- Think about the work you will do for the upcoming year: List all of your responsibilities.
- Group your responsibilities into three to six major categories.
- Enter three to six categories for your work in the fields below.



<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



- Not specific tasks
- Major areas

Select the coach and virtual employees icons and follow the directions on the screen.

Narrator Script:

The first step in writing performance objectives is to think about your job. What do you expect to produce, or accomplish, during the next evaluation period? List your responsibilities that support the mission or goal of your organization.

Include all work to which you will add value.

When finished, group these responsibilities into three to six categories. These categories will be the major areas where you will invest your time, energy, and talent—the foundation for your performance objectives.

In the boxes on this screen, enter descriptions of the major categories.. You can copy and paste text from other documents into these fields, if desired.

In describing these categories, do not worry about writing full sentences; rather, focus on organizing your activities into “What you do” categories.

On the first line of each field, enter a brief name for that category.

Coach pop-up:

This approach might help to clarify your thoughts. You can use your computer or even a piece of paper. We'll use paper here:

- Draw a three-column table with titles as shown below.
- List all your projected accomplishments in the first column.
- Review and revise your list to focus on the things you do most often. This is brainstorming. You can add and delete at any time.
- Use the second column to group the responsibilities listed in the first column into three to six major clusters.
- Assign each cluster a name in the third column.

Example:

Duties, Tasks, and Activities	Clusters	Major Work Categories
<input type="checkbox"/> [duty/task/activity 1] <input type="checkbox"/> [duty/task/activity 2] <input type="checkbox"/> [duty/task/activity 3] <input type="checkbox"/> [duty/task/activity 4] <input type="checkbox"/> [duty/task/activity 5] <input type="checkbox"/> [duty/task/activity 6] <input type="checkbox"/> [duty/task/activity 7] <input type="checkbox"/> [duty/task/activity 8] <input type="checkbox"/> [duty/task/activity 9] <input type="checkbox"/> [duty/task/activity 10] <input type="checkbox"/> [duty/task/activity 11] <input type="checkbox"/> [duty/task/activity 12] <input type="checkbox"/> [duty/task/activity 13] <input type="checkbox"/> [duty/task/activity 14]	<input type="checkbox"/> [duty/task/activity 3] <input type="checkbox"/> [duty/task/activity 6] <input type="checkbox"/> [duty/task/activity 13] <input type="checkbox"/> [duty/task/activity 14] <input type="checkbox"/> [duty/task/activity 4] <input type="checkbox"/> [duty/task/activity 8] <input type="checkbox"/> [duty/task/activity 11] <input type="checkbox"/> [duty/task/activity 2] <input type="checkbox"/> [duty/task/activity 9]	[cluster name] [cluster name] [cluster name]
	<input type="checkbox"/> [duty/task/activity 10] <input type="checkbox"/> [duty/task/activity 12] <input type="checkbox"/> [duty/task/activity 7] <input type="checkbox"/> [duty/task/activity 1]	[cluster name] [cluster name]

Virtual Employee pop-ups:

Kyle Staten's Categories of Work

Kyle has broken his job into three major job categories:

1. Investigates critical intelligence issues and trends for assigned subject area
2. Produces intelligence products, e.g., forecasts and capabilities assessments
3. Responds to quick-reaction tasks to provide technical and analytical information (project work)

Vera Belrose's Categories of Work

Vera has broken her job into three major job categories:

1. Conducts security inspections and provides reports
2. Develops procedures for physical security requirements
3. Communicates with serviced organizations to bolster security preparedness

Josh Gregor's Categories of Work

Josh has broken his job into three major job categories:

1. Conducts budget formulation (out years)
2. Performs budget administration (current year)
3. Serves as team leader for subordinate analysts and technician

Translating Your Categories into Desired Results

For each category, describe what you expect to achieve.
Add to or edit the text, as appropriate.



<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



To help identify your achievements in each of your major categories, ask yourself these questions:

- "What is important for me to accomplish in this area in the next performance year?"
- "What is the impact of my accomplishment or why is the accomplishment important?"
- "What would a finished work product for this category look like?"

Select the coach and virtual employee icons, and follow the directions on the screen.

Narrator Script:

Now that you have identified your categories, what are you are trying to achieve in each? Does each category contribute to your organization's mission?

How would you show that you have successfully accomplished the work? For example, if one of your categories is "approving travel requests," your successful accomplishment might be "timely processing of all approved travel requests within guidelines published in the organizational travel policy."

Use the fields on this screen to enter accomplishments for each of your categories. Again, do not get bogged down with writing complete sentences. There are additional opportunities to fine-tune your performance objectives as you proceed.

Make sure these accomplishments aren't individual task lists, but larger overarching categories of job duties and responsibilities that you've organized. Also, make sure you have the outcome of your major categories or the "so what" effect to what you'll accomplish for the evaluation performance period.

VE pop-ups:

Kyle Staten's Desired Results

1. Data gathering and analysis is robust. Info gaps are discovered and reported. Data collection methods are aggressive, current, forward looking. Appropriate parties are well informed.
2. Products meet the custom needs; challenge past assumptions; are based on the most current methodology.
3. Short-fuse projects are handled competently and on time within the scope set by the customer.

Vera Belrose's Desired Results

1. Inspections will be thorough and follow the inspection requirements of Policy #100. Reports will be well written, comprehensive, and useful to the reader.
2. Protocols and procedures will be accurate and complete, reflecting the higher command requirements, and will assure customer security is protected.
3. Serviced organizations will be well informed as a result of proactive communications.

Josh Gregor's Desired Results

1. Assigned program budget requests (for out-year funding) are determined and submitted in a timely and accurate manner and there is no break in funding.
2. Serviced commanders are kept well informed on the status of their current year budget execution and ways in which they can reduce spending. Program ceilings are in place and monitored effectively.
3. Team members competently analyze their budget areas of responsibility and submit accurate, timely reports.

Writing Effective Performance Objectives

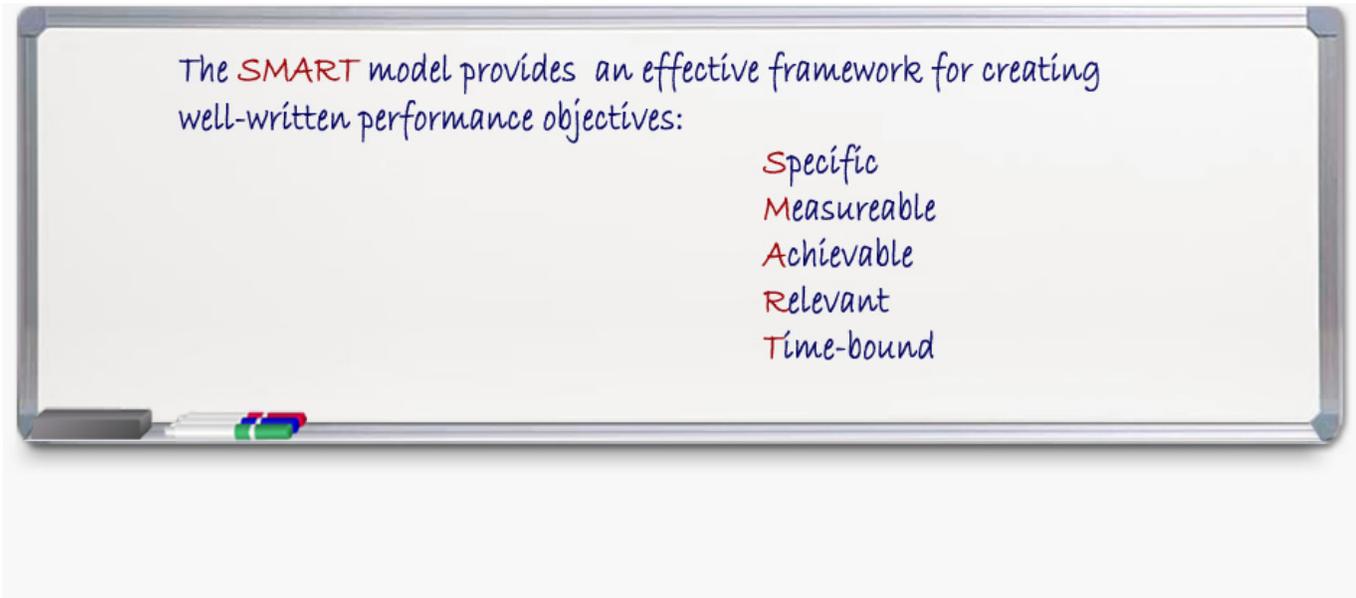


Narrator Script:

Welcome to the Writing Effective Performance Objectives module. This module helps you write appropriate and effective performance objectives using the SMART framework. SMART provides a standard for determining the quality and appropriateness of performance objectives.

Incorporating the components of SMART into your performance objectives helps ensure your job performance is documented against mission requirements. The SMART components will also help support the evaluation of your accomplishments.

What Is SMART?



Narrator Script:

You just identified the main categories of work that encompass your job and have translated those work categories into tangible outcomes.

With fine-tuning, your outcome statements will become the performance objectives that you and your supervisor will use to monitor and assess your performance.

SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Don't forget: the coach can give you additional tips to consider, and the virtual employees will show you what they have done at each step along the way.

Keep in mind that "measurable" in this model pertains to impact and results. We'll cover more information on this topic later.

As an option, begin with "M" - Measurement

- Look for verifiable measures to include with your objectives.

In the space below, edit your objectives to make them **M**asurable.



<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



Select the coach and virtual employee icons, and follow the directions on the screen.

Narrator Script:

Although the acronym is S-M-A-R-T, you do not have to proceed in that order. An alternative method is to start with the letter M: deciding how to measure your accomplishment.

Measurable means that there is an observable or verifiable way to assess and record the behavior, action, and quality that indicates or describes a successful outcome and should focus on impact and results.

- Measurable is probably the most difficult element to incorporate into a performance objective. Many people believe their work cannot be measured, but it can.
- Look for the main, measurable elements (or mission outcomes) in your work. Seek guidance from your Rating Official about ways you can measure your work.

Many jobs in the Intelligence Community are knowledge-based and do not lend themselves to using strict counting measurements to indicate success. In those cases, focus on the outcomes that will drive mission accomplishment. Avoid forcing the use of numbers when they don't make sense.

Keep in mind that measurable equals impact and results.

Consider basing quality standards on existing Standard Operating Policies (SOPs) or regulations. If you do, be sure to identify the applicable SOP or regulation. It's not necessary to identify every measure that applies to each performance objective. Reference only those that help answer "How will I know if I accomplished my performance objectives?" Or, "How will I be able to measure the impact of my accomplishment?" Keep in mind that the quality measurement may be expressed as a narrative statement such as "Customer responses indicated the product met their needs."

Your performance objective should describe an acceptable measure of completeness. Let's think about an example. If your performance objective is currently "analyze and prioritize incoming message traffic and write, edit and release summary reports," you do not have a way to measure success or mission impact. However, if we rewrite this example to state "independently analyzes and prioritizes message traffic and issues comprehensive summary reports that meet customer requirements, as determined by customer" then we have a way to assess success. We also see that the objective has focused on the mission impact, i.e., help customers with their information collection needs and add value and essential results to the mission.

If you can use quantifiable measures such as percentages, that method of measurement is acceptable. Just remember, your result should be meaningful. Don't use numbers or percentages if they don't make sense and if they don't clearly convey what is needed. In general, don't count just for the sake of counting.

It is important to remember that your performance objectives should be written to reflect "successful" performance commensurate with your work level. To view the performance objectives descriptor, select **View Objective Descriptor**.

As you write your performance objectives, keep in mind that at the end of the performance evaluation period, your performance elements will be evaluated along with the performance objectives. It might be helpful to look ahead and anticipate how you will be able to address performance elements as well as your accomplishments on the individual performance objectives.

Coach Script:

Any of these sentences can help you measure the impact and results by which your performance objective will be evaluated. These sentences might make it easier for you to describe your performance objective. Simply fill in the blanks with your specific information.

Remember: Even though objectives describe, in general terms, what successful performance results and impact looks like, you and your supervisor must address the specific measurements that determine successful performance for each performance objective.

Make sure that your measures, that is, your expected results and impact, are reasonable. Use metrics only when practical and meaningful and when they clearly reveal success and mission impact. More often you will use quality measurements. Having a clear understanding of expectations removes surprises when you get to the evaluation process.

Coach pop-up:

Simply fill in the blanks with your specific information:

These performance objectives will be measured in terms of _____, _____, and _____.

or

Performance objective will be measured consistent with _____.

or

"I can tell if this 'quality' result was accomplished when I see or know that...."

or

Metrics that will be used to evaluate this performance objective include _____.

Virtual Employee pop-ups:

How Kyle Staten Addressed "M"

1. Obj #1: Data gathering and analysis is robust. Information gaps are discovered and reported. Data collection methods are aggressive, current, forward looking. Appropriate parties are well informed.
2. Obj #2: Products meet the customer needs, challenge past assumptions, and are based on the most current methodology.
3. Obj #3: Short-fuse projects are handled competently and on time within the scope set by the customer.

How Vera Belrose Addressed "M"

1. Obj #1: Inspections comply with Policy #100. Reports are completed in correct final form and reflect a thorough inspection.
2. Obj #2: Procedures comply with higher command requirements and are correctly and appropriately interpreted for the operational level.
3. Obj #3: Serviced organizations are well informed on policy, security requirements, and issues.

How Josh Gregor Addressed "M"

1. Obj #1: Budget formulations for out years are established in concert with commanders' and directors' known and expected requirements. Department guidance is followed in budget submissions. Budget submissions will be well supported so that continuity of mission operations, including mission growth, in the coming years is assured.
2. Obj #2: Monitors current year budget administration, including all commitments, obligations, and disbursements. Budget analysis is thorough and compliant with all regulatory requirements. Commanders are well informed, enabling them to manage their mission with financial certainty. Bills are paid on time.
3. Obj #3: Advice and assistance to team members is timely, valid, and reliable. Workload within the team is distributed in a balanced and equitable manner based on skill sets. Work processes are improved through team collaboration throughout the year. Proactively assists junior team members in building skill strength.

Include “A” - Achievable

Ensure that your performance objectives are achievable:

- Is it appropriate for your experience, skill, work level and position?
- Do they consider the available resources, personnel, and time?
- Are they within your control to complete? Do not include work or goals over which you have no control.



Enter words in the fields below to address accomplishing the work at the "successful" level.

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



Select the coach and virtual employee icons and follow the directions on the screen.

Narrator Script:

Now you need to determine if your performance objectives are achievable. Ask yourself: Are they realistic? Are they within your control? Are they appropriate for your experience, skill, and work level? Are they appropriate to your position? Is there flexibility in case something goes wrong? For example, a measurement of 100 percent leaves no room to exceed expectations. Or, a single mistake over the year might mean failure. Alternatively, is a percentage of failure acceptable? If not, reconsider the measure.

Revise your measurements so they are achievable and appropriate to the work. Listen to the coach or take a look at the virtual employees for some ideas on language to use.

Coach Script:

Here are some examples of performance objectives with achievable measurements included:

Objective with quality measure: Produce a current intelligence analysis for counter-anti-terrorism leaders and coalition partners. Products should meet the Intelligence Community Directive #203 standards and be in accordance with the request received, as determined by supervisor review.

Objective with time measure: Counter-intelligence products will be produced within 48 hours of request.

These examples show two different ways that measurements can be added to an objective. The choice depends on what is important to accomplishing the objective.

Coach pop-up:

- Can you achieve the objective with the available resources and personnel and within the given time?
- Is the work in the performance objective within your control to complete?
- Is this performance objective appropriate for this work level?
- Is the performance objective written at Level 3 (Successful)?

VE pop-ups:

How Kyle Staten Addressed "A"

1. Obj #1: Data gathering and analysis is robust within the assigned area of expertise. Data collection methods include the customary as well as newly emerging methods. Focus includes expanding the current body of knowledge as well as discovering gaps in existing body of knowledge. Information is shared with all parties who will be affected by the collected information.
2. Obj #2: Products will be tailored to the customer needs in consultation with the customers. Reports will show thorough analysis of existing body of information as well as exploration of new material and challenges to previous assumptions. Hypotheses and methods of testing will be coordinated with customers and will be based on sound scientific principles of validity testing.
3. Obj #3: Short-fuse projects will be conducted in compliance with the terms set with the customer. All projects will reflect an understanding of the customer's needs, competent analysis, reporting, and communications.

How Vera Belrose Addressed "A"

1. Obj #1: Throughout the rating cycle, works with mentor/senior analysts to conduct inspections in compliance with Policy #100. Reports are reviewed by higher-level specialists and through minimal coaching, are completed in correct final form, and reflect that a thorough inspection was conducted.
2. Obj #2: Drafts procedures for operational level that comply fully with higher command requirements. Senior analyst will assist in clarifying the command requirements and fine-tuning the procedures, as needed. Drafts should not require more than one or two rewrites after senior analyst review.
3. Obj #3: Serviced organizations are well informed on policy and security requirements and issues. Training classes will be observed by senior specialist, to assist in improving class delivery. Newsletters and other written publications will be reviewed by senior analyst before being finalized.

How Josh Gregor Addressed "A"

1. Obj #1: Works independently; final products are reviewed by comptroller before submission to higher headquarters.
2. Obj #2: Uses existing technology to analyze budget administration. Final products are submitted directly to serviced commander's budget representatives.
3. Obj #3: Team members are formally trained.

Include “R” - Relevant

Part 1: How Does Your Work Help the Organization?

- What are your organization's goals and priorities?
- Enter your organization's missions or goals below.



If you don't know your organization's goals and priorities:

- Check your organization's website or
- Speak with your supervisor and ask for a copy of your organization's mission and functions statements.

Select the virtual employee icons and follow the directions on the screen.

Narrator Script:

Your performance objectives and those of your supervisor and organization should all focus on the same target. A straight "line of sight" should be discerned from the work you do and your objectives, all the way to the organization's objectives. Relevant means that your performance objectives connect to organizational goals.

DCIPS performance objectives derive from the Defense Intelligence Strategy, the National Intelligence Strategy (NIS), and the mission objectives of your organization and work unit.

Your organization's mission and function statement—and other strategic and project planning documents—provide the context for the work you do and its relationship to the greater DoD mission. Periodically reviewing these documents can help you ensure your alignment to mission success.

What are your organization's goals and priorities? Type or paste them in the box provided.

As you write your performance objectives, remember that performance elements will also be assessed at the end of the performance evaluation period. Keep that in mind, so that you will be able to cover those aspects when you write your self-report at the close of the performance evaluation period.

Virtual Employee pop-ups:

Kyle Staton

Kyle is an intelligence analyst who is responsible for producing finished scientific and technical intelligence products. His products include forecasts and overall capabilities assessments for a difficult intelligence subject that represents a substantive area of the organization's overall intelligence mission.

Vera Belrose

Vera works in a Security Operations Division at Base ABC. Her division is concerned with the physical protection of sensitive or classified information, personnel, facilities, installations, and processes against criminal, terrorist, or hostile intelligence activities. Her division provides security operational services to her base commander and directors and to a number of tenant organizations on the base. Vera is in a developmental assignment and will be eligible for non-competitive promotion to GG-11 after meeting her training and development goals. Overall assignments in her position are substantially the same as the GG-11 position, but with closer supervision and assignments that prepare her to gain the knowledge and skills needed to be promoted to the full performance level of GG-11.

Josh Gregor

Josh is the budget analyst/team leader over the OMA Division within his organization. He reports to a comptroller (military officer) who has broad, overall budget responsibilities. Josh leads a team of three analysts and one technician, all of whom work exclusively with specific OMA budgets. His organization provides services to the base commander as well as several tenant organizations.

Make it “R” – Relevant

Part 2: Editing Your Outcomes for Relevancy to Your Organization's Goals



- For each objective, what tells reviewers the relevance to your organization's goals?
- To help reviewers see the relevance of your objectives to the organization's goals, review the goals again and address how your activities will help accomplish them.

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Select the coach and virtual employee icons and follow the directions on the screen.

Narrator Script:

Take a moment to review your own outcomes and work priorities. Are they relevant to your organization's goals? Do they support mission accomplishment? If they aren't relevant, or if they could be better aligned, edit your statements in the fields provided.

For example, if your performance objective outcome is "prepare 98% of logistics supply orders in compliance with the department regulations within one day of receipt of requisition" you could link this to the organizational goal of "Increasing the volume of requisitions filed on time" by saying, "This supports our organization's goal of increasing the volume of requisitions filed on time by 15 percent by the end of the year."

In some cases, you may be able to link your work to the agency level goals or those of the intelligence community at large. The important thing to remember is to show your connection to mission accomplishment.

Listen to the coach or take a look at the virtual employees for some ideas on how to link your outcomes to your organization's goals

Coach pop-up:

Here's how to link the performance objective to your organization's goals:

- Start with a sentence or a phrase that repeats the specific mission. Begin with the words "To help my organization...," and then add the specific organizational goal and finish with your performance objective outcome.

For example, "To help my organization stay within fiscal bounds" or "To help my organization respond quickly to customer requests..."

Virtual Employee pop-ups:

How Kyle Staten Addressed "R"

1. Obj #1: To help my organization build a body of highly reliable scientific and technical information.....
2. Obj #2: To help my organization provide cutting-edge S&T Intel products....
3. Obj #3: To provide quick-reaction service to our customers,

How Vera Belrose Addressed "R"

1. Obj #1: To discover and address security vulnerabilities, in compliance with the HQ Directive policy #100...
2. Obj #2: To stay current with higher command security regulations, operational regulations will....
3. Obj #3: To help serviced organizations stay well informed.....

How Josh Gregor Addressed "R"

1. Obj #1: To meet the mission strategic goal to ensure sound financial basis for coming budget years.....
2. Obj #2: To keep serviced commanders and directors on track in managing their current-year budgets and informed on ways to reduce costs.....
3. Obj #3: To maintain a high-functioning team that requires no intervention by the comptroller.....

Add "S" - Specific

- Do your performance objectives describe an observable action, behavior, or achievement?
- Edit your objectives to make them more **Specific**.



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<input type="text"/>	<input type="text"/>



- Be specific about the results, not the activities

Select the coach and virtual employee icons and follow the directions on the screen.

Narrator Script:

Similar to measurable, "specific" makes you envision the final outcome of your work. By including exactly what is expected of you and the impact your success will have on the mission, you and your supervisor gain a shared understanding about what is to be achieved.

For example, if your task/activity is "type all correspondence effectively," a specific result could be, "format all correspondence to comply with the department style guide for formatting, grammar, and usage as determined by managerial review."

Take a look at your performance objectives and, if necessary, determine what a clearer, more specific description of what your results will look like.

Identifying the specific accomplishment also means pinpointing your role. What actions, behaviors, or achievements are your responsibility? Carefully choose terms to accurately describe your role in group projects. The description of your role should not replace the result in the performance objective; it should only provide additional detail.

Coach Script:

Specificity is often threaded throughout a performance objective. If thinking of "specific" gives you trouble, consider thinking of this guideline as "specific result." What does the outcome look like? Consider "why is this specific impact important?" Specific differs from measurable in that measurable is concerned with assessing observable or verifiable outcomes. Specific focuses on providing enough detail to prevent misunderstandings about what the end product will look like.

For example, if your performance objective is to update a policy manual, it is not enough to say that the result is to have an updated policy manual. You would ask yourself these types of questions:

- Which manual?
- What do we mean by update?
- How much of the manual will be updated? and
- Updates should be current as of when?

Virtual Employee pop-ups:

How Kyle Staten Addressed "S"

1. Obj #1: In support of the organization's mission to provide scientific and technical information, data gathering and analysis is robust and can withstand challenge within the assigned area of expertise. Data collection methods include the customary as well as newly-emerging scientific and technical methods. Focus includes expanding the current body of knowledge as well as discovering gaps in existing body of knowledge. Information is shared with all parties who will be affected by the collected information. Products are accepted as technically sound and high value by superiors and subject matter experts working in the field.
2. Obj #2: To provide supported organizations with steady, ongoing, reliable information, products will be tailored to the supported organizations in consultation with the customers. Reports will show thorough analysis of existing body of information as well as exploration of new material and challenges to previous assumptions. Hypotheses and methods of testing will be coordinated with customers and will be based on sound scientific principles of validity testing. Work will result in products that are reported to be reliable, helpful, and useful to the end users.
3. Obj #3: To be of high value to urgent, short-fuse customer requirements or one-time projects will be conducted in compliance with the terms set with the customer. All projects will reflect an understanding of the customer's needs, competent analysis, reporting, and communications. Finished products will be accepted by the customer on first submission, unless customer requirements have changed.

How Vera Belrose Addressed "S"

1. Obj #1. To discover and address security vulnerabilities, in compliance with the HQ Directive policy #100, all inspections will be conducted following the requirements contained in the policy. Inspections will include (as stipulated in Policy #100): creation of a thorough pre-inspection document that complies with the policy; formal coordinating with inspection site; actual conduct of inspection with completed check sheets; reports issued to inspected party and higher command. Pre-inspection, inspection, and reports will comply with the requirements of policy #100; will show a good understanding of the security requirements contained in the policy, and will require minimal change by senior analysts. Senior analysts will assist in planning work, executing the inspections and reviewing inspection reports.

2. Obj #2: Assists operational level organizations stay current with higher command security regulations by preparing operational regulations. Draft procedures will be reviewed by senior analyst before finalization. First drafts will capture the key points of higher-level regulations and will show conformance with those higher-command requirements. Senior analyst will assist in clarifying the command requirements and fine-tuning the procedures, as needed. Drafts should not require more than one or two rewrites after senior analyst review.
3. Obj #3: To help serviced organizations stay well informed, formal training will be conducted as required by higher command policy. 100% of all serviced organizations will be trained. Training classes will be observed by senior specialist to assist in improving class delivery. The evaluations of the training classes will show that training objectives were met. Security newsletters and other written publications will be well written and informative and will show the latest information from higher-level commands. Written publications will be reviewed by senior analyst before being finalized and should require only one rewrite per document.

How Josh Gregor Addressed "S"

1. Obj #1. Working independently, budget formulations are established in concert with commanders' and directors' requirements for the coming years. Department guidance is followed in budget submissions. Budgets will be created for five out years, with valid and reliable supporting documentation for each submission. Budgets should rarely be returned from the comptroller for lack of sufficient support. Budget submissions will be well-supported so that continuity of mission operations, including mission growth in the coming years, is assured.
2. Obj #2: To keep serviced commanders and directors on track in managing their current-year budgets and informed on ways to reduce costs, individual organization budgets (including all commitments, obligations, and disbursements) are thoroughly tracked using department automation tracking systems. Budget analysis reflects a sound understanding of the serviced organizations' missions and anticipated spending requirements as well as knowledge of fiscal reporting systems. Cost reduction proposals are realistic and result in potential savings of 5 to 10% of total budget, if adopted. Budget analysis is compliant with all regulatory requirements. Commanders are well informed, enabling them to manage their mission with financial certainty. All bills are paid in sufficient time that no interest is accrued.
3. Obj #3: To maintain a high functioning team that requires no intervention by the comptroller, advice and assistance to team members is timely, valid, and reliable. Products submitted by the team are correct and comply with governing regulations. Individual budget analyses rarely need to be reworked as a result of errors found by the team leader. Workload within the team is distributed in a balanced and equitable manner based on skill sets. Work processes are improved through team collaboration throughout the year. Proactively assists junior team members in building skill strength.

Finish it with “T” - Time-bound

- Specify when you will accomplish your result.
- Modify your objectives to make them **T**ime-bound.





- Avoid relative descriptions of time such as "in six months" or "by next Friday".

Select the coach and virtual employee icons and follow the directions on the screen.

Narrator Script:

When identifying time frames, only consider work you can accomplish within the performance period. If you're working on a multi-year project, consider what parts are reasonable to accomplish within the performance evaluation period and include this in your time frame. Depending on your work, you may want to include milestones throughout the year.

If your work is ongoing but specific progress or accomplishments can be completed during the performance period, consider specifying the time as "by the end of the performance cycle."

When you have determined the performance time frame for your performance objective, revise your performance objectives by adding an accurate description exactly how they are time bound.

If you select the virtual employee icons on this screen, you will see their complete performance objective with all of the S-M-A-R-T components combined. Each component will be identified within the objective.

Coach Script:

When feasible, avoid using relative descriptions of time (for example, "in six months"). Specific time frames such as by a certain date (June 30 or August 31) are more precise.

You can use a variety of sentence structures to help you insert a time frame into your performance objectives.

By the way, if you know at the beginning of the year that a significant portion of your assignments are frequently last minute or driven by external requests, you can still create performance objectives that are SMART. A performance objective for such work may be phrased as "Throughout the performance year and in support of organizational goals, action items are completed within the time frame agreed to at the time of assignment and in accordance with quality standards described by the supervisor."

Coach pop-up:

You can use a variety of sentence structures to help you insert a time frame into your performance objectives. Simply fill in the blanks in these sentences:

The objective should be achieved / attained no later than _____.

or

The anticipated completion date is _____.

or

Milestones for completing this objective are _____, _____ and _____. or

By _____, or Throughout the performance period, _____.

Virtual Employee pop-ups:

How Kyle Staten Addressed "T"

1. Obj #1: In support of the organization's mission to provide scientific and technical information to field users (R), data gathering and analysis is robust and can withstand challenge within the assigned area of expertise (M). Data collection methods include the customary as well as newly-emerging scientific and technical methods (S)(A). Focus includes expanding the current body of knowledge as well as discovering gaps in existing body of knowledge (S). Products are accepted as technically sound and high value by superiors and subject matter experts (M). Work is ongoing throughout the evaluation period (T). Specific time frames may be established with the supervisor as demand from the field dictates (T).
2. Obj #2: To provide supported organizations with steady, ongoing, reliable information (R), products will be tailored to the supported organizations in consultation with the customers (A)(M). Consultation will be held routinely to make sure the on-going analyses (T) are supporting their requirements (S). Reports will show thorough analysis of existing body of information as well as exploration of new material and challenges to previous assumptions (S). Hypotheses and methods of testing will be coordinated with customers (R) (A) and will be based on sound scientific principles (M) of validity testing. Work will result in products that are reported to be reliable, helpful, and useful to the end users (M).
3. Obj #3: To be of high value to customers (R), urgent, short-fuse requirements or one-time projects will be conducted in compliance with the terms set with the customer (S) (M). Meetings will be held with customers (A) on one-time projects within two workdays (T) after receipt of the request. All completed projects will reflect an understanding of the customer's needs, competent analysis, reporting, and communications (M). Finished products will be submitted on schedule (T) negotiated with the customer and will be found acceptable to the customer on first submission (M) unless customer requirements have changed.

How Vera Belrose Addressed "T"

1. Obj #1: To discover and address security vulnerabilities (R), in compliance with the HQ Directive policy #100, (M) all inspections will be conducted following the requirements contained in the policy (S). Each serviced organization will be inspected annually (T). Pre-inspection, inspection, and reports will comply with the requirements of policy #100 (M); will show a good understanding of the security requirements contained in the policy (M); and will require minimal change by senior analysts (M). Pre-inspection plans will be completed NLT 30 days before the start of inspection (T); inspections will be completed within time negotiated with the serviced organization (T); inspection reports will be submitted NLT 10 days after close of inspection (T). Senior analysts will assist in planning work, executing the inspections, and reviewing inspection reports. (A)
2. Obj #2: Assists operational level organizations stay current with higher-command security regulations (R) by preparing operational regulations (S). Draft procedures will be submitted to senior analyst for review within the prescribed time frame established with the senior analyst (T) (A). First drafts will capture the key points of higher-level regulations and will conform with those higher-command requirements (M). Senior analyst will assist in clarifying the command requirements and fine-tuning the procedures, as needed (A). Drafts should not require more than one or two rewrites after senior analyst review. (M)
3. Obj #3: To help serviced organizations stay well informed (R), formal training will be conducted on annually (T) as required by higher-command policy (S)(M). 100% of all serviced organizations will be trained (M). Training classes will be observed by senior specialist to assist in improving class delivery (A). The evaluations of the training classes will show that training objectives were met (M). Security newsletters and other written publications will be well written and informative and will show the latest information from higher-level commands (M). Security newsletters will be published at least quarterly (T); other publications will be published on a timeline established with supervisor or senior analyst (T). Written publications will be reviewed by senior analyst (A) before being finalized and should require only one rewrite per document (M).

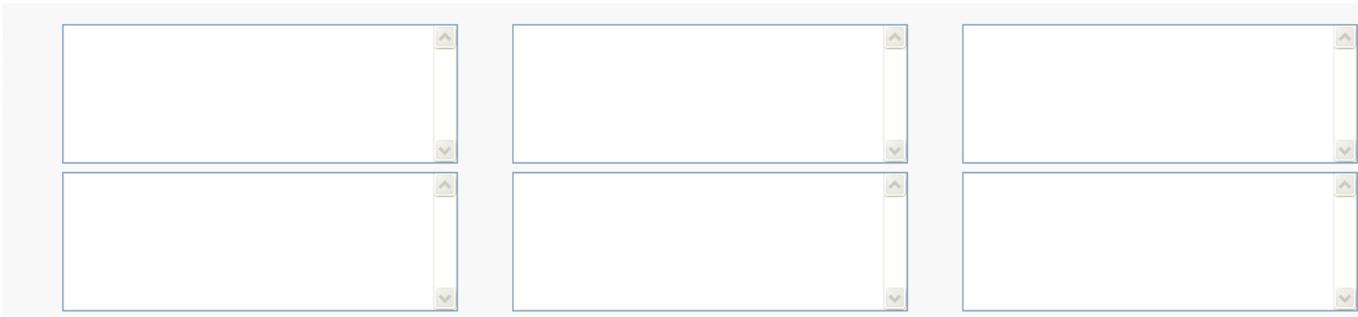
How Josh Gregor Addressed "T"

1. Obj #1: Budget formulations are established based on commanders' and directors' requirements for the coming years (A) (S). Department guidance is followed in budget submissions (M). Timelines will be established by higher headquarters each year; all timelines will be met (T). No timeline extensions will be requested due to lack of planning or preparation (M). Budgets will be created for five out years, with valid and reliable supporting documentation for each submission (M). Budgets should rarely be returned from the comptroller for lack of sufficient support (M). Budget submissions will be well supported so that continuity of mission operations, including mission growth, in the coming years is assured (R). This objective supports the mission strategic goal to ensure sound financial basis for coming budget years (R).
2. Obj #2: To keep serviced commanders and directors on track in managing their current year budgets (R), individual organization budgets (including all commitments, obligations and disbursements) are thoroughly tracked (S) (M) using department automation tracking systems (A). Budget status reports are submitted to serviced commanders and directors within ten days after close of the fiscal quarter (T). Each quarter (T), meetings will be held with commanders and directors to share budget information and cost reduction proposals and to gather information for future analyses (S). Cost reduction proposals are realistic and result in potential savings of 5 to 10% of total budget, if adopted (M). Budget analysis reflects a sound understanding of the serviced organizations' missions (R) and anticipated spending requirements as well as knowledge of fiscal reporting systems. Budget analysis is compliant with all regulatory requirements (M). Commanders are well informed, enabling them to manage their mission with financial certainty and to cut costs where appropriate (R). All bills are paid in sufficient time that no interest is accrued (M).

3. Obj #3: To maintain a high functioning team (R) that requires no intervention by the comptroller, advice and assistance to team members is timely, valid, and reliable (S) (M). Products submitted by the team are correct and compliant with governing regulations (M). Individual budget analyses are submitted by team members on pre-established time frames (T) and rarely need to be reworked (M) as a result of errors found by the team leader. Workload within the team is distributed in a balanced and equitable manner based on skill sets (A). Process improvement meetings (S) are held quarterly within the team (T).

Taking a Final Look

- Can you see the link between your performance objectives and your organization’s mission and goals?
- Are your performance objectives focused on three to six priorities (categories)?
- Are your performance objectives focused on results?
- Are your performance objectives appropriate for your work level?
- Have your performance objectives incorporated the SMART criteria?



- Discuss your performance objectives with your supervisor.

Remember: These performance objectives are just the starting point. You and your supervisor still need to talk about them and reach a shared understanding. You might need to adjust your performance objectives as a result of the discussion.

Select the coach icon and follow the directions on the screen.

Narrator Script:

Before you finish, do a final check of your performance objectives by answering the following questions:

- Can you identify how your performance objectives align with your organization’s mission and goals?
- Are your performance objectives focused on results?
- Are your performance objectives focused on the three to six major categories or priorities that make up your job?
- Are your performance objectives appropriate for your work level? That is, if you are in the Full Performance work level, are your objectives written at that level?
- Have you addressed all of the SMART criteria for each performance objective?

If the answer to any of these questions is no, revise your performance objectives in the fields on this screen. Remember that these draft performance objectives are the starting point for your discussion with your supervisor to finalize your performance plan. Your input is key.

As you meet with your supervisor to review your performance objectives, expect some fine-tuning. The purpose of this exchange is to make sure you and your supervisor are on the same page so that you can proceed through the year with the same frame of reference.

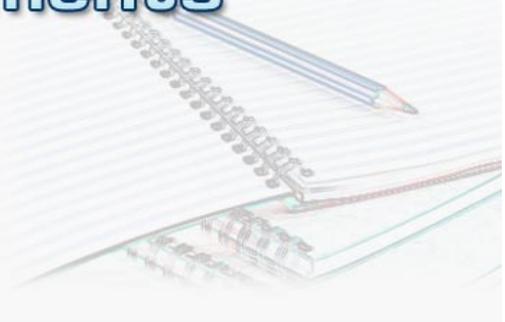
Coach Script:

Your Rating Official, typically your supervisor, must ensure that your performance objectives serve your organization's goals and are appropriate for your position. Therefore, your supervisor and you need to discuss your draft performance objectives.

Your supervisor may adjust your performance objectives to be more specific and may discuss with you other aspects of your organization that you may not have considered.

Just remember, performance objectives cannot be used in your performance evaluation unless they have been in place for 90 days. Finalizing your performance objectives helps ensure that your supervisor and you have a shared understanding about what is expected of you.

Writing a Self-Report of Accomplishments



Narrator Script:

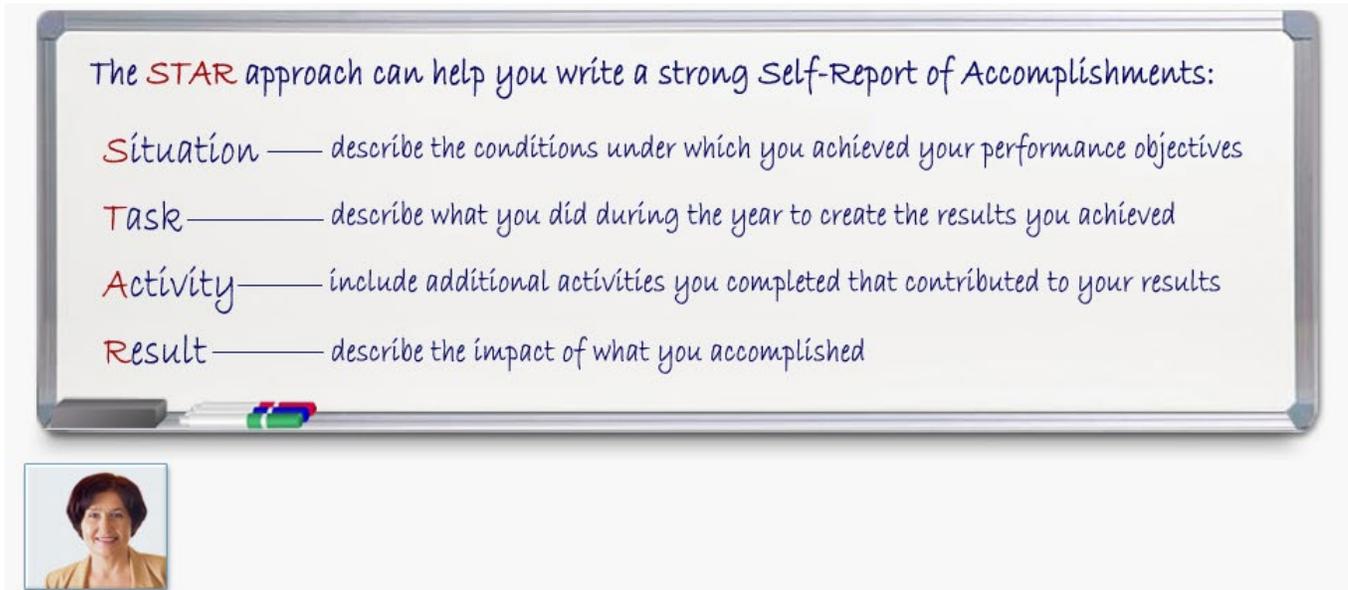
Welcome to the Writing a Self-Report of Accomplishments module. In this lesson, you will cover self-assessments that you will normally write near the end of the performance period.

An important input to the DCIPS performance management system is your own Self-Report of Accomplishments. Who could be more informed about what you did in your job than you?

This Self-Report of Accomplishments is a primary reference for your Rating Official, who will use your self-report, along with his or her own observations in preparing your performance evaluation. It is your chance to tell your Rating Official what you did and how well you did it. It is critical that you present a complete and accurate picture of your accomplishments over the performance period.

To help you write your Self-Report of Accomplishments, this module introduces, and allows you to practice with, the STAR approach.

The STAR Approach



The **STAR** approach can help you write a strong Self-Report of Accomplishments:

- Situation** — describe the conditions under which you achieved your performance objectives
- Task** — describe what you did during the year to create the results you achieved
- Activity** — include additional activities you completed that contributed to your results
- Result** — describe the impact of what you accomplished



Select the coach icon and then select **Next**.

Narrator Script:

Performance objectives describe a future state—what you are expected to achieve. A Self-Report of Accomplishments focuses on what you have achieved.

Under DCIPS, you have the opportunity to provide your Self-Report of Accomplishments as part of the midpoint review and end-of-year performance evaluation. To help you get some practice, we suggest that you try to write a Self-Report of Accomplishments in iSuccess. Because you know your work better than anyone else, you must write your Self-Report of Accomplishments. This activity is your chance to highlight your accomplishments and point out how they contributed to the achievement of your organization's goals.

When you need to explain the significance of your contributions, the STAR approach is one that can help:

- S stands for Situation: Describe the conditions under which you achieved your performance objectives. If you had short timelines or changing demands and you were still able to complete your work satisfactorily, point that out.
- T stands for Task: Describe what you did during the year to create the results you achieved.
- A stands for Activity: Include any additional activities you completed that contributed to your results.
- And R stands for Result: Describe the importance of your accomplishments and how they affected the results. Be specific. Don't leave it to others to presume your contribution. If you saved money, if you saved time, if you prevented waste, if you think you exceeded the expectations for the objective, say so and explain how.

Coach Script:

A key to writing effective performance objectives is to start with the end in mind. When a well-written performance objective is successfully accomplished, it translates easily into a well-written Self-Report of Accomplishments. Therefore, thinking about your Self-Report of Accomplishments at the beginning of the process can help you sharpen your performance objectives and make writing this report easier.

Projecting What Success Looks Like

- Write a Self-Report of Accomplishments for each of your performance objectives in the fields below.



<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



Select the coach and virtual employee icons and follow the directions on the screen.

Narrator Script:

A good way to check your progress towards meeting your performance objectives is to visualize a description of your accomplishments throughout the performance period. Keep your envisioned writeup handy. Add to it as the year progresses to give yourself an idea of how your performance measures up and to identify how you might enhance your performance against the performance objectives and performance elements. Include your performance elements in your visualized description of your performance.

In the space provided, write your Self-Report of Accomplishments for each of the performance objectives you created. If you want to see your performance objectives, select the link in the text on the screen. If you need to view the performance objectives descriptors, select **Resources**.

Coach pop-up:

Remember to do the following when writing a Self-Report of Accomplishments:

- Highlight your most significant achievements for the performance period.
- Include language from the objectives descriptor in your description of your accomplishments against the performance objectives. You will find the objectives descriptors in the Resources section.
- Connect what you did to how it contributed to the achievement of your organization's mission and goals. Show results and impact of your performance.

Virtual Employee pop-ups:

How Kyle Staten Applied STAR to a Self-Report

1. During the performance period, I provided scientific and technical information to 125 field units. I collected this information using conventional methods developed over the last decade. I also developed a field of new sources for information that added to the value of the information I provided. In addition, I developed a scientific strategy to confirm the validity of the new source information. That strategy has been exported throughout the Intelligence Community (IC). When needed, I engaged and collaborated with other intelligence professions in the IC to ensure accuracy of my products. The quality of my work was accepted by the management team and by peer review. As a result of my work, field units were able to expand their body of knowledge in ways that could not have been otherwise possible. This assisted them in making timely, well-informed decisions about their operations.
2. I helped 50 field units close information gaps by researching and discovering information they should consider that went beyond their original request. In all 50 cases, the response to my broadened approach was overwhelmingly positive. In March of this year, I received two commander's awards for the value of the information I provided to their units. In all cases, the information I provided was found to be reliable and valid. No reports were rejected because they lacked relevancy or sufficiency.
3. Throughout the performance period, I routinely and often received short-fuse projects for serviced customers. Most short-fuse projects entailed verifying information through scientific methods. In each case, I communicated closely with the customer and negotiated both the outcomes of the projects and the time frames with the customers. In all projects, I used the most up-to-date scientific analysis methods, and my results were confirmed through replication. All projects were completed on time with positive feedback received from the units requesting the projects. My work enabled the customers to meet their intelligence verification needs with minimal disruption to their work flow.

How Vera Belrose Applied STAR to a Self-Report

1. I conducted five security inspections, with oversight by the senior analyst. My senior analyst and the inspected commander's executive staffs reviewed the results of my inspections. All parties found that I followed the spirit and intent of HQ Directive policy #100 in executing my inspections. My pre-inspection plans were consistently completed earlier than 30 days before the start of the inspection; my post-inspection reports were always written within the allotted ten days after the close of the inspection. My inspections helped organizations find and correct weaknesses in their security operations.
2. I reviewed the local security operations regulation and drafted a proposed update to the regulation. My proposal included new information I pulled from recently released higher HQ regulations. After the senior analyst review, I revised my first draft. It was accepted on the second review. The new security regulation has been approved and is now being used in the field. My work will help serviced organizations stay current with the latest security requirements.
3. I conducted 25 annual security awareness briefings, as required by higher headquarters. 100 percent of the serviced organizations received the training. My senior analyst observed the first five sessions and found that I could handle the rest without oversight. My course evaluations were always at or above the midpoint for training content and delivery. Also, I wrote one newsletter each quarter. My written publications are rarely returned for editing by the senior analyst. My work has helped keep the serviced population well informed.

How Josh Gregor Applied STAR to a Self-Report

1. During the rating cycle, I was responsible for preparing budget requests for the next five years on behalf of the base commander and five tenant commanders. To be sure my budget requests had the best chance of approval, I collected forecast information by interviewing the commanders and their key staffs. Together, we explored mission change and growth demands that will influence the forecasts. Working with the commanders, I prepared original budgets, presented briefings to them regarding the budget proposals, and received approval on all budgets after the first briefing. No changes were made to any of my budget forecasts as a result of failure to account for current or emerging fiscal demands. All six of the budget forecasts were prepared, approved, and submitted to higher HQ within the prescribed time frames. By submitting thorough, on-time budget predictions for the coming years, the serviced organizations will receive sufficient funding, subject to availability of funds, to ensure continuity of operations for the coming years.
2. My responsibilities include budget execution oversight. To help organizations stay within their execution ceilings, I prepared quarterly budget status reports. Each of these reports was completed earlier than the ten-day deadline after close of the quarter and contained detailed analysis of all Elements of Spending. I established rapport with the key serviced organizations and visited them to deliver the budget reports. These efforts kept the lines of communication open, so I could anticipate any emerging problems. I was able to recommend to two major serviced organizations (X and Y) ways in which they can reduce their spending through budget control, by up to 10 percent. I recommended budget savings up to five percent for the remaining four major organizations. All bills were paid on time and no interest was accrued due to late payment.
3. In leading my team this year, I put in place a process improvement program. This program resulted in recommendations (which were adopted) to streamline our internal automated tracking system and ways in which we can increase our visibility and communications with our customers. All members of my team have IDPs in place and are on track to complete them this year. The work of the senior analysts is consistently high, with very positive feedback from their customers. Our technician is a strong team member who provides reliable and valid feeder reports to the senior analysts. Keeping this team strong and high performing assists the comptroller with the overall management of the organization.

Guidelines for Writing a Self-Report of Accomplishments

- Restate your understanding of your performance objectives.
- Highlight your most significant achievements for the appraisal period.
- Connect what you did with why it matters to your organization.
- Note challenges you faced and how you fared.
- Address each performance objective individually in your Self-Report of Accomplishments.



Narrator Script:

When writing your Self-Report of Accomplishments, the following guidelines may help:

- Highlight your most significant achievements for the performance period. To begin, you may want to list every achievement, small or large. But remember, a Self-Report of Accomplishments is not a report of daily work activities. Instead, stick with what you believe mattered most. Consider impact and results and specific things supporting your performance objective.
- Connect what you did with the importance to your organization's mission. Highlight how your organization has benefited from your contribution by describing tangible benefits, such as cost savings to the organization or a solution that enables employees to perform better.
- Be sure to highlight specific instances in which your actions and accomplishments made a positive difference in the outcome of a performance objective.
- Overcoming challenges is an important part of your overall performance. Note challenges you faced and how you fared.
- For the purpose of checking your performance objectives and for subsequent comprehension, it helps to address each objective. Even when you write the full Self-Report of Accomplishments, you should make sure to discuss every performance objective and its related accomplishments.

Comparing Accomplishments to Objectives

- Compare [your Self-Report of Accomplishments](#) against the standards for performance objectives and performance elements at your appropriate work category and work level. You will find the IC Performance Standards and the DoDI 1400.25 Volume 2011, Performance Management, in the Resources section.
- Compare how you described your accomplishments against your performance objectives.
- Is your accomplishment more specific than the performance objective? If so, revise your performance objectives to be more specific (performance objectives can only be changed if there is at least 90 days left in the performance evaluation period.)



- Be specific and concise.

Select the coach icon and follow the directions on the screen.

Narrator Script:

Use this screen to compare your accomplishments to your performance objectives, considering the guidelines we just discussed.

Do you need to make your performance objectives more specific? If so, use these fields to revise your performance objectives.

Coach Script:

A key to writing a good Self-Report of Accomplishments is to describe the main points in a brief manner. Although you might be tempted to write a multi-page description, your Self-Report of Accomplishments will be more effective if it is specific, concise, and focused on outcome.

Addressing the Performance Elements

Accountability for Results <input type="text"/>	Communication <input type="text"/>	Critical Thinking <input type="text"/>
Engagement and Collaboration <input type="text"/>	Personal Leadership and Integrity/ Leadership & Integrity <input type="text"/>	Technical Expertise/ Managerial Proficiency <input type="text"/>
Performance Standards for Performance Elements		



- Be specific and concise and use STAR when appropriate.

Select the coach icon and follow the directions on the screen.

Narrator Script:

You now have a draft Self-Report of Accomplishments that addresses your expected performance relating to your performance objectives and incorporates your performance elements.

Accomplishments related to your performance objectives comprise 60% of your eventual annual performance rating. The other 40% of your rating comes from your six performance elements. A self-report should address how you incorporated each of the performance elements throughout the performance period.

Performance elements pertain to your entire job, not just the specific performance objectives. Very often you will incorporate your performance element accomplishments directly into the performance objective accomplishments. For the purpose of this activity, they are listed separately.

Some organizations have the flexibility to write their performance elements within the performance objectives input instead of writing them separately. Check with your component-specific guidance to ensure you are writing them correctly.

Coach Script:

The key to effectively addressing how you applied performance elements to your performance objectives is to consider each performance element individually. Think of ways that you used each to increase the effectiveness of your overall performance.

As an example, let's consider communication. You'll want to use the performance standards for communication that apply to your work category and level as a guide.

Generate My Performance Objectives and Self-Report of Accomplishments

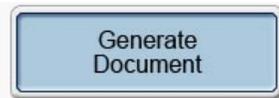
To generate the document containing your performance objectives, Self-Report of Accomplishments, and other information:

- Select **Generate Document**.
- Select **Copy to Clipboard** in the new document window if you want to save the contents to a file and work with it later.
OR
Select **Print** if you want a printed copy.

If you select **Copy to Clipboard**, follow these steps to save the file:

- Open a new Microsoft Word document by launching Word and choosing **File>New...**
- Select **Edit>Paste**.
- Select **File>Save**.

If pasting text from the saved document into a web-based application, check the pasted text for special characters that may not have pasted correctly.



Select **Generate Document** to create the performance objectives information file.

Narrator Script:

You are now ready to create a separate document with your performance objectives, Self-Report of Accomplishments, and any other information you have entered. Follow the directions on the screen to either save it to a file or to print it.

NOTE: When pasting text from a Word document into fields in external systems, certain characters may not display properly. They usually appear as an empty box. To address this problem, check the text in the field after you have pasted it and retype any characters that do not display properly.

After you have created your document, please take a moment to complete the evaluation and print your certificate on the next screen. Follow these steps only after you have generated the file and have either printed or copied and pasted the information from it. Remember, this information will be lost unless you follow these steps.

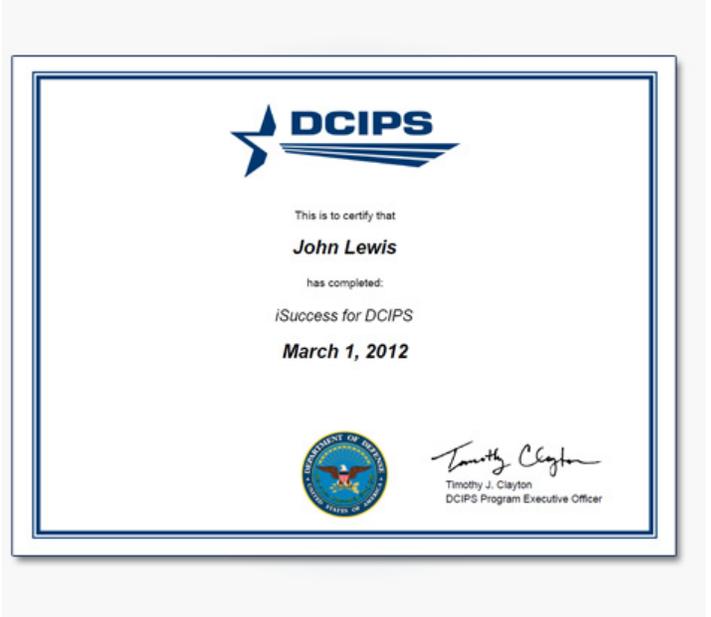
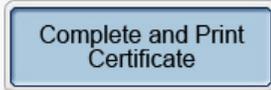
Course Certificate

You have finished iSuccess.

For more information on any of the topics discussed, see the DCIPS training website at <http://dcips.dtic.mil/training.html> or contact your organization's HR training POC.

Use the button below to complete and print your certificate. Contact your HR organization for instructions regarding where to send your certificate.

Select **Exit** ("x" at the top right corner of your screen) after you have printed your certificate.



Select **Open Course Certificate** to complete the certificate.