
EMPLOYEE INPUT – DO’S AND DON’TS

Effective Employee Input

Use this list to help you write more effective employee inputs.

Accomplishments, results, and impact:

Focus on results instead of tasks. Describe the impact on the organization’s mission and goals.

Performance Levels:

Include wording that describes the level at which you (or the employee) performed on each performance element.

Behavioral Factors:

Describe how you (or your employee) exhibited the behaviors associated with the selected measure(s) for the performance element.

Challenges and added value:

Describe how you overcame issues and dealt with special circumstances. Include wording that describes how you added value to your organization.

Key Questions

Effective employee input should answer these key questions:

- What did I achieve?
- How well did I do it?
- How did it help my organization?
- What critical behaviors did I exhibit?
- What special circumstances made my accomplishment even more significant?

Do	DON'T
<ul style="list-style-type: none"> • Set aside uninterrupted time to reflect and write. 	<ul style="list-style-type: none"> • Rush through writing at the last minute.
<ul style="list-style-type: none"> • Review the appropriate performance element and position description before you start writing. 	<ul style="list-style-type: none"> • Write employee input that is unlinked to your performance element.
<ul style="list-style-type: none"> • Review documentation of accomplishments and determine which are the most significant in terms of contribution to mission and organizational goals. 	<ul style="list-style-type: none"> • Rely on your memory to recall all accomplishments within the performance period.
<ul style="list-style-type: none"> • Use active verbs to describe actions and accomplishments. (see <i>Action Verb Tip Sheet</i>) 	<ul style="list-style-type: none"> • List tasks performed.
<ul style="list-style-type: none"> • Be specific and concise. 	<ul style="list-style-type: none"> • Be flowery and wordy.

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Do	DON'T
<ul style="list-style-type: none"> • State the level of performance at the beginning of the narrative, i.e., “I met the expectations established for this performance element” or “The employee exceeded expectations on this performance element.” 	<ul style="list-style-type: none"> • Leave your rating official or pay pool panel members wondering how you felt you (or your employee) performed against the performance elements.
<ul style="list-style-type: none"> • Spell out acronyms and explain terms that may be unfamiliar 	<ul style="list-style-type: none"> • Use acronyms or terms which may not be familiar.
<ul style="list-style-type: none"> • Focus on accomplishments only within the current performance period. 	<ul style="list-style-type: none"> • Cite accomplishments from past performance periods.
<ul style="list-style-type: none"> • Note challenges faced and how they were overcome. 	<ul style="list-style-type: none"> • Assume the rating official/approving official will infer the challenges.
<ul style="list-style-type: none"> • Cite instances where actions or conduct exemplified the behaviors identified the performance element. 	<ul style="list-style-type: none"> • Ignore positive behavioral factors.
<ul style="list-style-type: none"> • Reference the language of the performance element that describe the appropriate behaviors for the occupation and grade; and provide examples of how they were met. 	<ul style="list-style-type: none"> • Copy the exact wording from the performance element.
<ul style="list-style-type: none"> • Describe the individual contributions to team goals. 	<ul style="list-style-type: none"> • Ascribe credit for team accomplishments solely to the individual.
<ul style="list-style-type: none"> • Describe any instances where performance was above “Fully Successful.” 	<ul style="list-style-type: none"> • Attribute high performance without substantiating it.
<ul style="list-style-type: none"> • Provide specifics on measurable or qualitative results and the relation to the organization’s goals. 	<ul style="list-style-type: none"> • Leave the reviewer wondering why the accomplishments were important.
<ul style="list-style-type: none"> • Explain accomplishments in such a way that someone unfamiliar with the work would understand the accomplishments. 	<ul style="list-style-type: none"> • Assume the reviewer is aware of individual accomplishments.
<ul style="list-style-type: none"> • Use spelling and grammar check and re-read writing. 	<ul style="list-style-type: none"> • Assume grammar and spellings do not matter.