PERFORMANCE MANAGEMENT

Planning & Goal Setting

To whom much is given, much is expected.

Leadership Development Series

Summer 2011
Areas We Will Cover Today

1. Discuss our collective lessons and learnings from the 2011 goal setting process.

2. Share individual experiences in monitoring and coaching for progress during the year.

3. Understand the value and keys to setting a direction or plan for your staff.

4. Deepen our understanding of and practice with SMART goals.

5. Learn suggested techniques for setting and evaluating personal goals (skills and competency-related goals)

6. Overview the revised Performance Management & Development (PM&D) tool for 2012.
Performance Management Is...

A Management Process

A Five-Step Process

University Goals
Plan
Review
Decide
Development
University Results

Discuss University/Dept. Goals
Consider Career Objectives
Develop “SMART” Goals
Set Interim Milestones
Ensure Mutual Clarity
What We Have Learned

Looking back on your experience with the 2011 Performance Planning and Goal Setting process, identify the types of challenges you encountered, and, the things you learned or did that helped you complete the process effectively.

Your answers might involve, but should not be limited to, any of the following topics:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
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<tr>
<td>Applying a specific aspect of SMART (which one?)</td>
<td>Defining goals at the Good, Solid Performance level</td>
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<tr>
<td>Setting “personal” goals</td>
<td>Establishing milestones</td>
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<td>Soliciting/using staff input</td>
<td>Reaching agreement with staff</td>
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<tr>
<td>Deciding how many goals to set</td>
<td>Monitoring &amp; discussing progress</td>
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While your solutions don’t have to correspond to your challenges, you must have as many solutions as you do challenges.
Performance Management Is...

A Management Process

University Goals

Plan

Review

Decide

Development

University Results

A Five-Step Process

Ongoing Feedback & Coaching

Delegate & Assign

Conduct Progress Updates

 Identify & Address Obstacles

Training & Development
Monitoring and Coaching for Progress

In your groups, discuss what steps or actions you took during the year to help you monitor your staff’s progress against their goals, and adjust (if applicable) accordingly. What worked for you and what didn’t? What will you do differently in 2012?

- How did you use the Progress Update & Discussion tool?
- How have you used the last three questions on the tool regarding career planning?
- Did you build milestones into your staff’s SMART goals?
- Did you use an Exceptions File?
- How much did you use CSWS?
- What other method(s) did you use to monitor and discuss staff progress throughout the year?
Working With SMART Goals

SAMPLE GOALS

1. Increase department revenue, decrease costs, improve efficiency ... by X%.

2. Complete projects A, B, C & D on time and on budget.

3. Improve the service culture or mindset we display towards other departments.

4. Increase the amount of collaboration and teaming within our department.

   Goal 1: Develop and submit by September 6, 2011, a written plan that will save energy in Smithsonian Hall.

   At a minimum, plan will include the following:

   • A specific design of the project
   • List of all materials and costs
   • The current KWH of electric used
   • Estimated amount of KWH savings involved with the complete project.
   • Written plan to be available for review by Monday, February 14, 2011.
   • Meet with department manager by March 31, 2011 to review feasibility of my plan and see how it fits into our current or projected budget.
   • If approved, begin project on April 4, 2011
   • On June 6, 2011, review project status and discuss any problems or results.
   • By September 6, 2011, submit a written report showing project results: materials used, total cost, total hours involved, and Electric KWH savings expected over the next 12 months.
Working With SMART Goals

Your group will be assigned one of the departmental goals below. Work with your group to translate the departmental goal into one or more individual performance goal(s).

A. Improve the service culture or customer-service mindset that we display towards other departments.

B. Increase the amount of collaboration and teaming that exists within our department.
Collaborative Goal Setting

1. Solicit their input on how their jobs impact or contribute to each department goal.
   - Let them describe how that impact/contribution might be measured and/or observed.
   - Ask what they feel their position can be accountable for relative to each goal.
   - Ask what they want to work on in the coming year regarding their skill set, performance level or contribution to the organization.

2. Have them describe (in measurable/observable terms) the current state; and set an improvement goal for future state.

3. Work with them to set milestones if applicable.

4. Have them propose the respective weights of each goal; accept their weights, or explain your differing views

5. Once set, have them think about ways to demonstrate higher levels of achievement (i.e., exceeding Good, Solid Performance)

It’s OK if you have to help them or do it for them at any step. The key is to
   - invite their input,
   - force them to think, and
   - use some of their input.
Setting and Evaluating Organizational Goals

Performance (Results) Levels for Organizational Goals

5 = Distinguished Performance: the individual consistently or significantly exceeded the expected results or outcomes for this goal (or for their role)

4 = Superior Performance: the individual has exceeded the expected results or outcomes for this goal (or for their role)

3 = Good Solid Performance: the individual has successfully met the expected results or outcomes for this goal (or for their role)

2 = Needs Development: the individual has met some aspects or expectations of this goal (or their role), but did not meet all of them or did not meet them consistently

1 = Unsatisfactory Performance: the individual did not sufficiently meet the expected results or outcomes for this goal (or their role)

Supervisors must clearly define goals at the Good, Solid Performance level; and generally discuss how the staff might exceed your expectations for that goal.

It is the staff’s responsibility to explain and support any areas where they feel they exceeded Good, Solid Performance.
There are two dimensions of growth when it comes to skill or competency development.

- Demonstrating more of the representative behaviors
- Expanding the way a person demonstrates them
Setting and Evaluating Personal Goals

ACTION ORIENTED

- Displays initiative; doesn’t wait to be told or asked to do something
- Comfortable acting in the absence of clear guidance or instructions
- Doesn’t get bogged down in planning or analysis; has a penchant for taking action
- Gets involved – tends to participate more than observe or oversee something
- Identifies and addresses roadblocks or obstacles that impede progress of a project or task

Goals can be set around one or more representative behaviors, or around the competency as a whole.

Many organizations seek to first get the performer to meet expectations on all of the representative behaviors over time.

Once that’s achieved, they next focus on expanding the performer’s demonstration of the entire competency.
Setting and Evaluating Personal Goals

5 = Distinguished Performance: Consistently demonstrates a high level of this competency or skill in their everyday tasks and assignments. Actively serves as coach, mentor, informal leader or instructor in helping others develop this competency or skill. Holds self and colleagues to the highest of standards for this competency or skill.

4 = Superior Performance: Generally demonstrates a high level of this competency or skill in their everyday tasks and assignments. Often serves as a role model by actively encouraging others to support and grow in this competency or skill. Is often sought out by others as an expert or authority in applying this competency or skill on the job.

3 = Good Solid Performance: Demonstrates an appropriate level of this competency or skill in their everyday tasks and assignments. When asked, can be counted on to assist others in learning or applying this competency or skill. Is alert for, and takes advantage of, new opportunities to apply or demonstrate this competency or skill.

2 = Needs Development: Demonstrates an understanding of what this competency or skill means and how it applies to their role. Takes steps to learn or apply this competency or skill to their everyday tasks and assignments. Actively seeks manager’s guidance and counsel on ways to improve this competency or skill.

1 = Unsatisfactory Performance: Is still learning what this competency or skill means and how it applies to their role. Does not yet sufficiently apply the competency or skill in their tasks and assignments. Still has substantial room for growth in this competency or skill.
Other Personal Goal Considerations

- Competencies take time to develop, and it may take an individual multiple years to demonstrate Good, Solid Performance in all five behavioral examples.

- Not all five behavioral examples might be applicable in a given job or department.

- It’s possible that Good, Solid Performance is as high as one needs to achieve in a given job. Once that level is achieved, that competency is no longer a goal unless their performance subsequently slips.

- If a supervisor can site multiple examples or situations where the performer did not demonstrate the behavior, then the performer has not demonstrated Good, Solid Performance.

- As one grows from Good, Solid Performance to Superior Performance and then to Distinguished Performance, the amount of support required from the supervisor typically increases.
Revised PM&D Tool for 2012

- Two different tools — one for Supervisory and Professional Staff; and one for PPS and Support Staff.

- Organizational and Personal goals now set in the same area — not separate sections on the tool.

- Maximum of eight (8) combined Organizational and Personal goals is still applicable.

- Requirement that no goal can be less than 10% weight is still applicable.

- The requirement that everyone has at least one Organizational and one Personal goal is still applicable.

- PPS and Support Staff tool now has a section to identify 3—5 job description-related goals (50%); in addition to the Organizational and Personal goal section (50%).
## Appendix—Quantifying Performance

### Measurable

**Quantity of Work**
- Number of accounts managed
- Number of units produced
- Number of items processed
- Number of calls taken
- Number of appointments documented

**Quality of Work**
- Number of complaints received
- Percentage of scheduling without error
- Percentage of rework
- Number of specifications met

**Cost Management**
- Money spent
- Percentage within budget guidelines
- Money spent on overtime hours

**Time Management**
- Number of hours to complete
- Number of deadlines met
- Number of clients seen on time

### Observable

Observation skills are key in judging performance. Agreed upon standards are also crucial to this process.

**Example**
To evaluate a person’s meeting performance, observe the following indicators:
- *Agendas are sent to participants prior to meetings.*
- *Agendas are maintained during meetings.*
- *Appropriate participants are invited to meetings.*
- *Meetings start and finish on time.*
- *Meeting objectives are accomplished.*
## Appendix—Action Words

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