

Performance Management: Planning & Goal Setting



MSPH Kravis Building



Office of Human Resources



Session Agenda

Introductions

Session Objective

Performance Cycle, Timeline, and Process

Components of Effective Performance Management

- **Clear Goals**
- **Ongoing Discussion**
- Year-end Assessment: Written Document and Discussion

Tools

Process Reminder

Resources

Session Objective

Apply the tips and techniques from this discussion to create a productive year-end performance conversation.



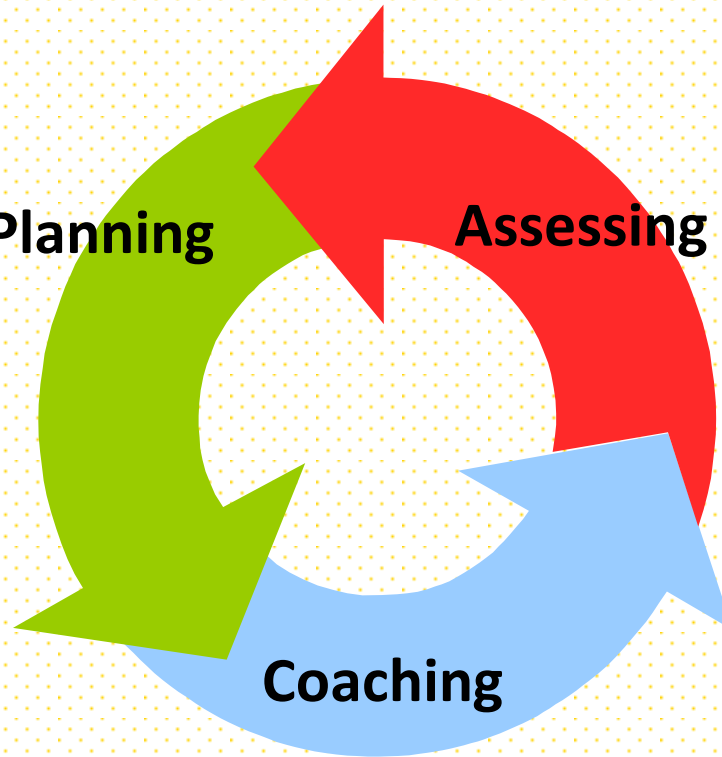
HLC Performance Management Cycle

Summer/Fall



- HR creates document and sends kick-off message to community
- Planning Phase/Goal setting for the year ahead (SMART Goals); draft performance and development goals
- Review/revise/finalize with Manager
- Managers (as applicable)
 - Link individual goals to those of team/dept/org
 - Convey impact of performance to pay

Planning



Ongoing

- Practical Feedback (formal and informal)
- Course correct/continue

Spring

- Complete Self-Evaluation
- Identify other reviewers for feedback
- Manager agrees/amends and seeks feedback from others (Individual/Multi-Rater/ Upward)
- Manager completes overall assessment
- Employee and manager discuss and finalize
- Managers (as applicable)
 - Convey final rating
 - Convey pay impact
- Manager marks document Complete in the system

HLC Performance Management Cycle

September 30, 2016 – Goals Due HMS/SPH; **October 31, 2016** – Goals Due HSDM

- **Standard Form** users – Staff and managers enter this information directly into PeopleSoft (Self-Service or Manager Self-Service>Performance Management>My Current or Team Current Documents). ****Self-evaluation documents will be available April 5, 2017.***
- **Summary and Exception Form** users – Staff and managers capture FY17 goals in an electronic format that can be updated and referred to for the Assessment Phase in the spring of 2017. ****ePerformance documents will be available April 5, 2017.***

December 2016 – February 2017 – Informal Interim Check-in Discussions completed

- This is a useful way to discuss and implement any adjustments to goal content and/or goal dates.

May 31, 2017 – SPH and HMS Performance Assessments completed

June 30, 2017 – HSDM Performance Assessments completed

- Timing will vary for some departments.

ePerformance Forms Review

Standard Form

- Goals
- Competencies
- 360/Upward Feedback
- Self-Evaluation
- Manager's Overall Summary and Rating

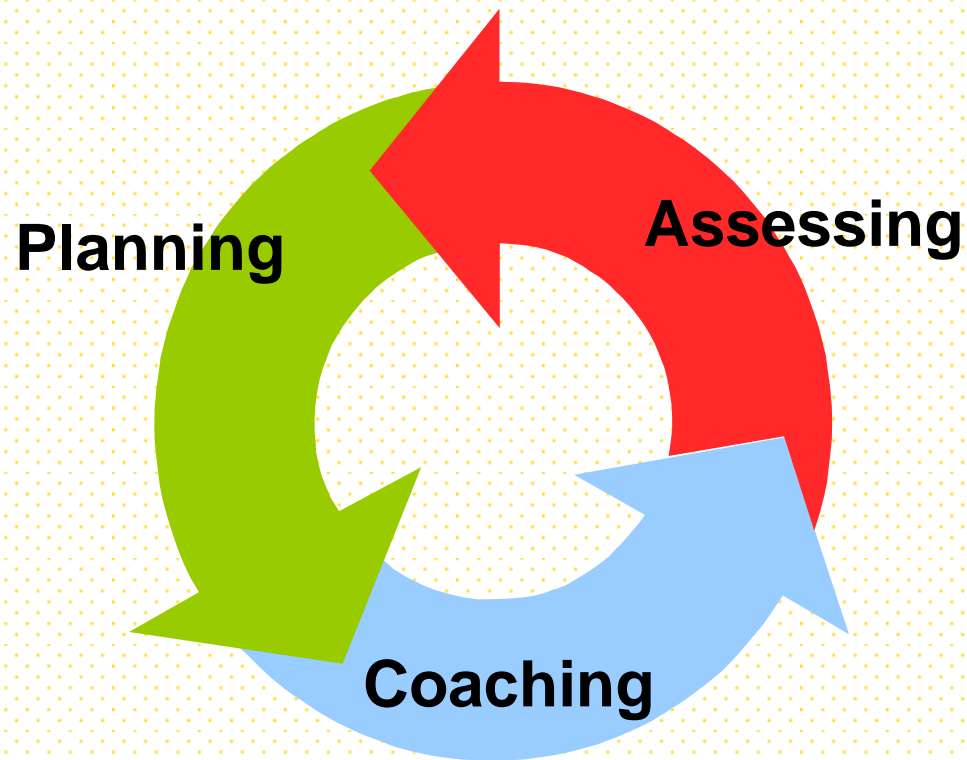
Summary Form

- Goal Summary
- Competencies
- Feedback Summary (with Optional 360/Upward Feedback)
- Optional Self-Evaluation
- Manager's Overall Summary and Rating

Exception Form

- Optional 360/Upward Feedback
- Optional Self-Evaluation
- Manager's Overall Summary and Rating

Planning Phase



Why Set Goals?

- Focus **effort and efficient use of resources** to accomplish more
- Serve as **communication tool** to convey what needs to get done
- Enhance **mutual understanding** and buy-in
- Increase the likelihood desired **results** will be achieved
- **Challenge** and stretch ourselves to be *even* better
- **Engage** others and make work more meaningful
- Foster **alignment** within groups and among co-workers regarding goals
- Identify resources and **collaboration** needed to accomplish work
- Clarify **how** work is accomplished – the behaviors we use to achieve goals



Performance Goals vs. Development Goals

Job Performance Goals

Focus on what needs to be accomplished during the year including specific tasks, projects, or outcomes.



Professional Development Goals

Focus on how the work will get done; acquiring skills, competencies, and knowledge needed to perform the current job or prepare for expanded responsibilities.

SMART Goals

S	Specific What is the outcome expected?	Clearly state the outcome what is to be accomplished.
M	Measurable How will goal achievement be evaluated?	Provide the metrics to indicate level of completion.
A	Attainable What will it take to achieve the goal?	Discuss indicators, activities and resources that will contribute to successful performance.
R	Results-oriented Does the goal focus on the right results?	Describe the desired changes, improvements or output.
T	Time-defined By when is the goal to be achieved?	Identify the target dates and milestones for completion.

Guidelines for Writing Measurable Goals

Measurable Goals = Evidence of Forward Motion/Progress

- To **increase** something (funding, engagement, effectiveness)
- To **provide** something (research, service, analysis)
- To **improve** something (efficiency, transparency, communication, relationships)
- To **decrease** something (expenses, inefficiency, costs)
- To **save** something (time, resources, energy)

If a Goal Cannot Be Measured, then Describe Clearly What Successful Completion of the Goal Looks Like:

- What is the **current** state and what is the **desired** state?
- How will it be **evaluated**?
- What specific **results** and behaviors will indicate success?
- How do you intend to evaluate **performance** against this goal?

Sample Job Performance Goals

Individual Contributor – Finance

Upcoming Year's Job Performance Goals
Improve the monthly financial reports that are delivered to our stakeholders e.g., add comments to fields that make the data easier to understand – Ongoing
Create a tracking system that will identify deficits and discrepancies in our accounts – March
Generate financial reports and documents to support portfolio spending – Ongoing
Assist with grant proposals by collecting data, proofreading and delivering the proposal according to deadlines - Ongoing
Prepare payroll documentation for the department when necessary including new hires, additional payments, and personal data change forms - Ongoing

Development Goals

Key Questions

- What are the key skills and knowledge I need to develop to **meet expectations** in my current role? In my future role?
- What are the key skills and knowledge I need to develop to be **even more effective** in my current role? In my future role?
- What important skills and knowledge can I develop to help address future **needs or challenges for our group**?
- What important skills and knowledge can I develop to help me accomplish my **career goals**?
- What would make work even more **satisfying** for me?



Development Goals

<i>“Learn by Doing”</i>	<i>“Learn by Training”</i>	<i>“Learn with Others”</i>
Jobs Projects Assignments	Courses Seminars Distance Learning	Feedback Mentors Colleagues Coaches
Experienced-Based Learning	Education-Based Learning	Relationship-Based Learning

Sample Development Goals

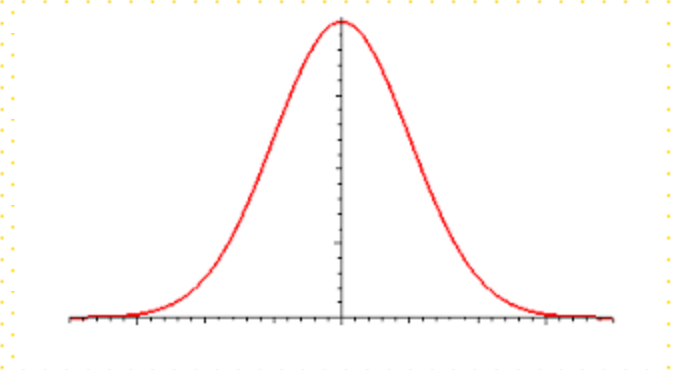
Development Goals and Action Plans

Discuss and identify a few specific development goals, and list activities that will foster learning. Consider different approaches to learning: on-the-job assignments, mentoring / peer coaching, and training or coursework.

Goal	Activity
Increase editorial skills and knowledge of Harvard's accounting systems.	Attend two CWD trainings: "Proofing and Editing" and "Chart of Accounts Training" – March
Explore interests in a future financial management role. Identify stretch tasks to expand skills and test abilities in a broader job role.	Work closely with the Associate Director of Finance to learn more about her role and determine what might come off her workload to serve as a development opportunity – Ongoing, with formal check-ins at calendar year-end and in April
Strengthen teamwork and collaboration skills.	Seek feedback from supervisor and fellow team members to design the new tracking system - October

Ratings

- 5 – Leading Performance
- 4 – Strong Performance
- 3 – Solid Performance
- 2 – Building Performance
- 1 – Not Meeting Expectations



Planning Phase Process

By September 30th – SPH and HMS

By October 31st –HSDM

1. Identify 2-5 Performance Goals
2. Identify 1 or 2 Professional Development Goals
3. Identify Relevant Competencies to Demonstrate and/or Develop
4. Finalize by:
 - Marking the document **Complete** in **ePerformance** (PeopleSoft)
 - OR,
 - Completing and saving the electronic version (available using the link below)

*****Note:** *Performance Management resources, tools, and information can be accessed anytime at <http://hlc.harvard.edu/home/performance-management/>.*

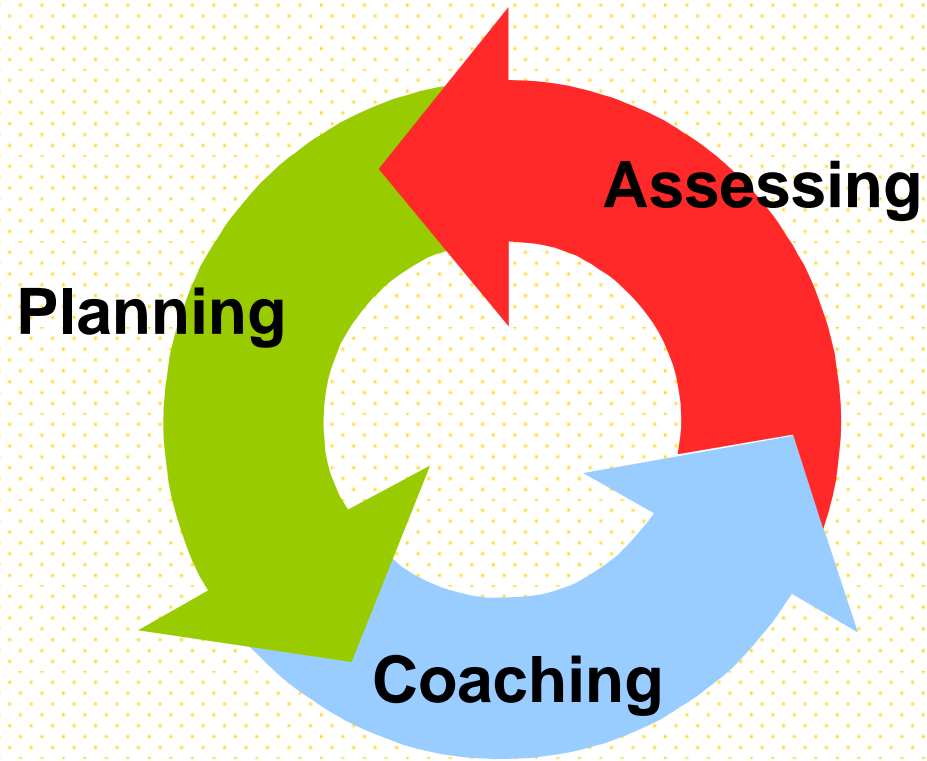
ePerformance Tools

<http://hlc.harvard.edu/home/performance-management/>

Resources

Harvard Longwood Campus HR		
SPH	HMS	HSDM
Elissa Brennan, 2-6443 Ben Celado, 2-4579 Maressa Patts, 2-6441 Linda Picard, 2-2719	Simone Leary, 2-1226 Nadgie Moten, 2-1286 Diane Ramirez-Riley, 2-2040 Ryan Thibodeau, 2-3074 Kate Yaeger, 2-1450	Kevin Dolan, 2-2625 Christine Narsjo, 2-5913
ePerformance		
Trina Weekes, 2-4368	Jennifer G. Ryan, 2-3501	
Linda Miklas 2-7674		

Coaching Phase



Manager as Coach

Clarity:

- Set high standards
- Hold people accountable
- Stretch people; push comfort zones
- Be honest and direct
- Address performance issues when they occur

Collective Effort:

- Reward and recognize good work/progress
- Help others learn and grow
- Be encouraging, empathetic, supportive, patient
- Treat mistakes / setbacks as learning opportunities
- Look for potential; foster healthy attitudes



Practical Feedback

For Each Goal:

What did I do/observe?

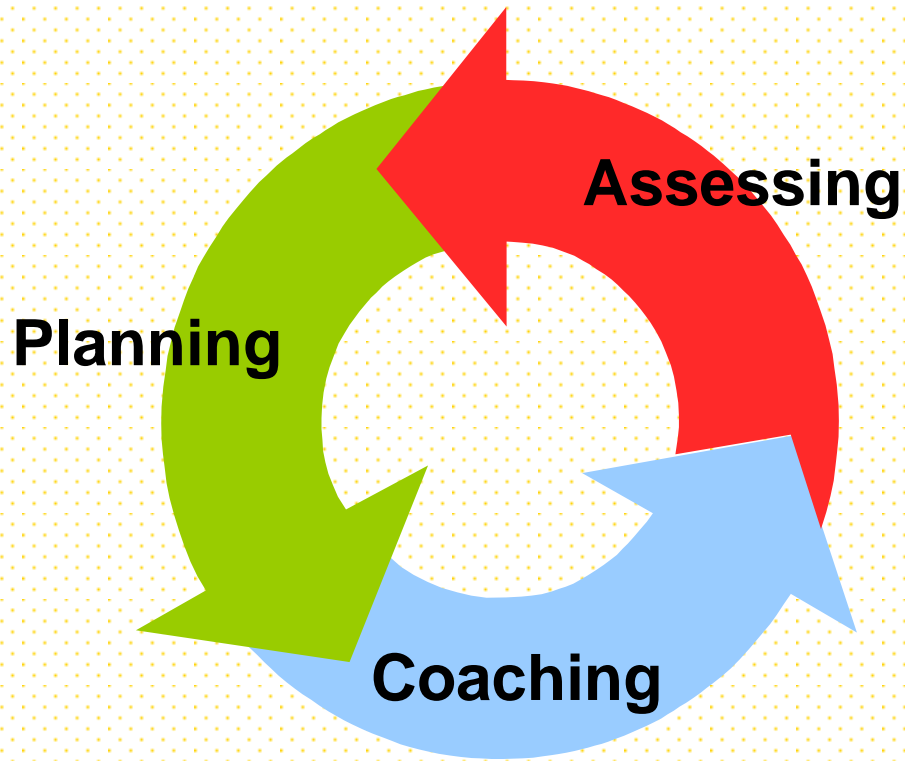
How did it go?

What did I learn?/What will you do the same or differently next time?

How did the results of this goal impact the team, department, organization?



Assessing Phase



Performance Discussion Tips

- **Treat the Discussion with the Importance It Deserves**

- Schedule in advance
- Reserve adequate time
- Prepare for the meeting
- No interruptions

- **Create An Open, Comfortable Environment**

- Your aim is a two-way discussion
- Ask questions and listen
- Remember to balance challenge with support – courage with compassion

- **Be Specific and Focus on Behavior, Not Personality**

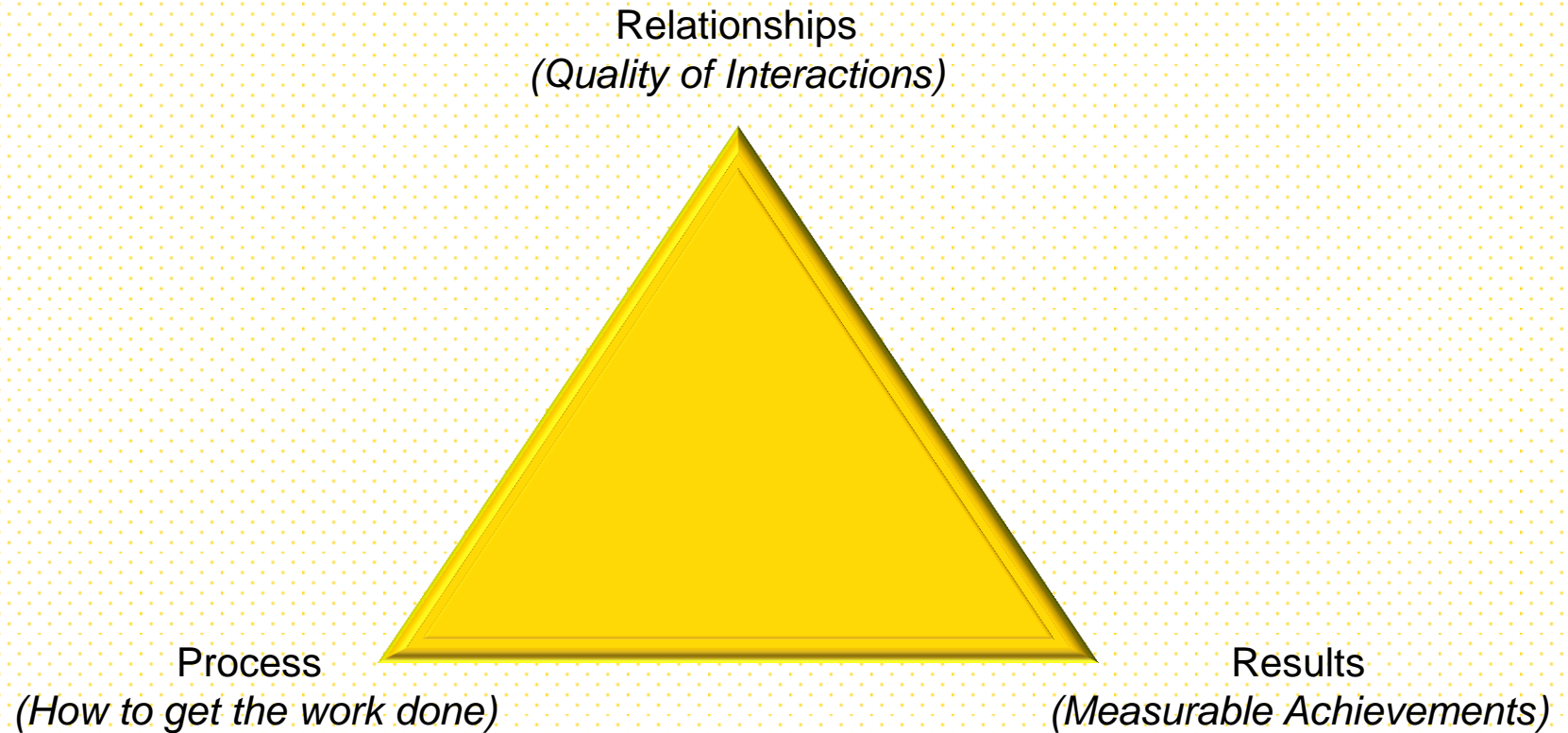
- Identify specific behaviors to do: *more / less / differently*
- Refer only to observable facts, actual examples
- Describe the impact of the behavior on you, on others, on the department

- **Keep Confidentiality When Gathering and Communicating Feedback**

- **Be Curious, Ask Questions, and Listen to Understand**



Seeking Feedback from Others

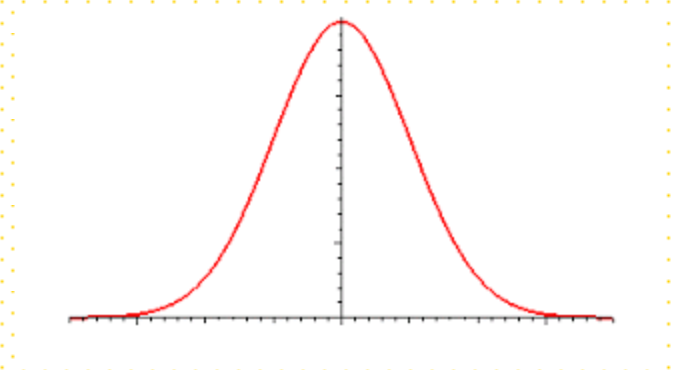


Assessment Tendencies

Positive Tendency	Tendency to give all staff positive assessments overall and rate all employees toward the upper end of the scale or higher than deserved
Strictness Tendency	Tendency to be overly demanding and critical and rating lower than is deserved
Central Tendency	Playing it safe by giving employees the same type and content of assessment, and by rating in the middle of the scale
Halo Effect	A general impression of overall performance not specific, individual performance, and assigning the same rating to each skill/competency
Similar to Me	Giving higher ratings to employees with certain attributes similar to yours (e.g., values, habits, etc.)
Recency Effect	Taking a snap shot instead of the long view over the entire assessment period and rating only on recent events
Past Performance Effect	Being influenced by past performance rather than performance within the current cycle
Contrast Effect	Direct comparison and rating of staff member to others at same or higher levels, rather than performance on goals

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Year-End Process

1. Complete Self-Evaluation (*April 5th to Mid-May*)
2. Provide completed Self-Evaluation to manager (*April 5th to Mid-May*)
3. Manager completes Overall Rating and Assessment, incorporating Self-Evaluation information, as well as any feedback gathered (*Early to Mid-May/June*)
4. Manager and Direct Report meet to discuss Assessment, Rating, and Pay (*by End of May/June*)
5. Form is marked **Complete** in **ePerformance**
 - By May 31st for SPH and HMS
 - By June 30th for HSDM

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<i>ePerformance</i>		
Trina Weekes, 2-4368	Jennifer G. Ryan, 2-3501	
Linda Miklas 2-7674		

Readings

Books

- Drucker, Peter. *Managing Oneself*. Harvard Business Press, 2008.
- Rath, Tom. *Strengthsfinder 2.0*. Gallup Press, 2007.
- Buckingham, Marcus. *Go Put Your Strengths to Work*. Free Press, 2007.
- Goldsmith, Marshall. *What Got You Here Won't Get You There: How Successful People Become More Successful*. Hyperion, 2007.
- Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations*. Penguin Putnam, 1999.
- Stone, Douglas and Sheila Heen. *Thanks for the Feedback*. Penguin Group, 2014.

Article

- Amabile, Teresa and Steven J. Kramer. *Inner Work Life: Understanding the Subtext of Business Performance*. Harvard Business Review, May 2007.