Manager and Employee Training Guide

SFU – Performance Development Program
Developing for the Future
Introduction

Welcome to SFU’s new Performance Development Program.

In this module you will learn:

1. What is a Performance Development Program
2. Why do it and what are the benefits to you, your team, and SFU
3. Traditional practices vs leading practices
4. What is the philosophy behind it
5. Key actions in the cycle
6. Elements of the new program
7. What does success look like
1 What is it?

A continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization.¹

At SFU, we recognize the importance of helping you succeed in your current job and, if interested and ready, in supporting you with your future career plans.

Managing performance is a shared responsibility. It involves you and your manager collaboratively setting performance, development and career goals; monitoring and discussing progress on a regular and continuous basis; receiving coaching, mentoring, support & tools; and recognizing and rewarding success.

A Performance Development Program (PDP) is a key ‘people practice’ that organizations do in order to effectively support their employees. You can think of it as the intersection point between managing performance, leading people and developing talent. Each of these ‘people practices’ is a key responsibility of all leaders.

¹ Herman Aquinis, Business School, University of Colorado Denver
2 Why?

The research on employee engagement shows that providing regular, specific feedback on performance, recognizing and rewarding achievements, and creating clear linkages to higher level goals, are among the biggest drivers of employee engagement. Having a structured program in place helps to achieve these things.

All of us, whether we are wearing a leader’s hat or our own employee hat, have a need to know:

- We fit in.
- We matter and are valued.
- We contribute to the department and organization.
- What is expected of us.
- We are able to use our strengths in the best possible ways.
- We are supported with tools, learning, and opportunities we need to be successful.
- And if we choose, we are supported with tools, learning, and opportunities to go further in our careers.
Organizations that have good performance management and development processes in place report significant benefits for employees, managers, and the overall organization.

**Benefits For the Organization**
- Supports strategic planning and organizational change across the organization.
- Key driver of overall employee engagement – high performers are retained.
- Supports a culture of fairness, consistency, trust, and encouragement.
- Organizational goals are made clearer – people understand how they contribute and add value.
- Increased opportunity for highest level organizational goals to be realized.

**Benefits For the Manager**
- Managers gain insight about their employees.
- Decreased number of grievances and lawsuits, as well as better outcomes.
- Better differentiation between good & poor performers.
- Less absenteeism.
- Supports an increased understanding of their leadership role.
- Less work and stress (long term).
- Increased opportunity for team/department goals to be realized.
- Improved relationship with employees.

**Benefits For the Employee**
- Basic human needs to be valued and recognized are fulfilled.
- Managers communicate performance expectations more clearly.
- Self insight and development are enhanced.
- Tools learning and opportunities for growth are provided.
- Administrative actions are perceived as more fair and appropriate.
- Employees become more competent – overall individual performance increases.
- Improved relationship with manager.
- Managers communicate performance expectations more clearly.
- Self insight and development are enhanced.
- Tools learning and opportunities for growth are provided.
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- Employees become more competent – overall individual performance increases.
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3  Traditional Practices vs Leading Practices

More traditional models of performance management are focused on driving performance to achieve work results with an underlying belief that people do best when competing and the incentive is monetary. More recent research is showing however, that organizational performance is significantly improved when practices are focused on developing people through coaching & mentoring, recognizing individual strengths and the value of teams, and creating cultures of shared responsibility.

**Competitive Assessment (Traditional)**
- Individual
- Rated and ranked
- Comparative
- Focus on assessment
- Once a year - formal
- Tied to compensation
- Performance based on targets set by manager
- Focus on results
- Focus on weaknesses

**Coaching/Development (Leading Practice)**
- Supports team & individual
- Narrative
- Careful selection for fit
- Focus on coaching & mentoring
- Frequent & ongoing - informal
- Separate from compensation
- Shared responsibility & ownership - employee & manager
- Focus on how results get achieved
- Focus on strengths
SFU’s Performance Development Program is built on these foundational principles:

- Focus on the future, less on the past.
- Creating a shared partnership between you and your manager.
- Emphasis on strengths, less on weaknesses.
- Leaders as coaches and mentors.
- Encouraging self-leadership and accountability.
- ‘What’ gets done PLUS ‘how’ it gets done.
- Simple is better.
- It’s about the conversations, not the process.

Goals

1. Increase % of enrollments by 10%.
2. Finish project on time on budget!
3. Improve customer service scores 80 to 90.
4. Implement green initiative by end of year.
5 Key actions in the cycle

1. Higher level goals
2. Key job responsibilities
3. Previous feedback

1. Performance goals
2. Behavioral competencies
3. Dev’t goals (perf. & career)

Employee:
1. Committing
2. Communicating
3. Performing

Manager:
1. Observing & documenting
2. Ongoing feedback & coaching
3. Supporting

1. Past/current performance feeds into new planning phase
2. Formal mid-year & year end review
3. Self assessment
4. Manager’s assessment
5. Multi-source feedback
6 Key elements

✓ Annual cycle from May 1 to April 30.
✓ Includes all employees except faculty and temp assignments less than 6 months.
✓ New employees’ plans prorated to align with annual cycle.
✓ Not tied to compensation.
✓ No ratings or rankings – focus is on a written narrative and ‘meeting’ or ‘not meeting’.
✓ Focus on performance results AND development.
✓ Development plans include current job and future career (if interested and ready). Priority order:
   1. Current job,
   2. Other related job within unit,
   3. Broader career change within SFU.
✓ Expectation of completing the cycle before managers or employees change jobs.
✓ Expectation that your manager will include a PDP goal in their own performance plan aimed at successful staff performance development.
7  Success looks like…

✓ Everyone actively involved and able to grow & develop.
✓ Employees and leaders share accountability for performance and development.
✓ Individual and team performance is increased - goals get accomplished.
✓ Leaders’ efforts are increasingly focused on supporting good performance instead of managing poor performance.
✓ Direct line of sight to the University’s goals - everyone knows how they contribute and add value.
✓ Everyone feels valued, recognized and supported.
Module 1 - Preparing
Preparing

In this module you will learn:

1. How to get started
2. What goes into your plan
1  How to get started

If this is the first time you are participating in a performance management &
development process, or you are a seasoned pro, it will be helpful to review the
introduction to SFU’s new Performance Development Program (PDP) to understand the
value and benefits of the program as well as the major elements and timeframes.

2  What goes into your plan

The following documents will provide useful information to help you develop your own
plan:

- Previous Plans & Feedback
- Department Goals
- Key Job Responsibilities
2.1. **Previous Plans and Feedback**

Previous plans and reviews including informal feedback can identify key skills and competencies that have been successfully demonstrated in the past or where further development is needed. These should be considered in creating your new plans if the nature of the work and skills required are essentially the same.

2.2. **Department Goals**

It is important that individual goals align directly with the department's goals in order for these higher level goals to be achieved. Your manager will need to provide you with the department’s goals identifying where efforts should be focused on in the coming year.

**Examples of high level department goals:**

1. Improve customer service.
2. Develop and implement department branding.
3. Streamline paper flow of recruitment process.
4. Research new funding options.
5. Comply with new provincial research regulations.
6. Reduce operating budget by 10%.
7. Train all staff groups on new purchasing process.
8. Improve communication with faculty groups.
Exercise:
Identify your department goals:

1.
2.
3.
4.
5.
6.
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8.
9.
10.
2.3. Key Job Responsibilities

Develop a list of the 5 – 7 key responsibilities of your job. These are the essential, high level functions of your job and will constitute the majority of the time you spend. They will be both functions that are performed regularly as well as any special projects.

Examples of key job responsibilities:

- Research & develop new collaboration software.
- Provide legal advice to administrative units on Human Rights.
- Develop and maintain annual unit budget.
- Deliver training programs on facilities management to Chairs & Deans.
- Act as key liaison on external issues.
- Answer and respond to incoming inquiries.

Exercise:

Identify your key job responsibilities:

1. 
2. 
3. 
4. 
5. 
6. 
7.
2.4. **Performance Development Program (PDP) forms**

Currently all forms will be sent to you as a Word template following the workshop.

- Part 1 – Performance and Development Plan
- Part 2 – Mid Year Review
- Part 3 – End of Year Review
- Part 4 – Career Plan (optional)
Module 2 - Goal Setting
Goal Setting

In this module you will learn:

1. Why setting goals is important.
2. Steps in the goal setting process.
3. Roles – yours and your manager’s.
4. Types of goals.
5. How to identify appropriate goals.
6. How to cascade higher level goals down to the team and individual level.
7. How to prioritize goals.
9. How to set appropriate measures and targets.
10. How to create development goals.
11. How to finalize your plan.
1 Importance of Setting Goals

It is generally well understood that establishing goals can make the difference between success and failure. Goals can act as a compass to provide direction to a future vision; be motivating in providing an end point to achieving success; and be a focal point to prevent distraction.

Would you tell me, please, which way I ought to go from here?’

‘That depends a good deal on where you want to get to,’ said the Cat.

‘I don’t much care where—’ said Alice.

‘Then it doesn’t matter which way you go,’ said the Cat.

*Illustration by John Tenniel
*Written by Charles Lutwidge Dodgson
2 Goal Setting Process Steps

The most important part of a PDP is the collaboration and shared responsibility between you and your manager and colleagues for performance.

The following is an overview of the suggested steps for developing and confirming your individual performance goals:

1. Manager determines high level dept. goals.

2. Shares with team & brainstorms ideas.

3. One-on-one mtg. with each employee to discuss general direction for the year.

4. Employee prepares their plan.

5. Employee meets one-on-one with manager to confirm plan.


7. Employee & manager sign off on final plan.
3  Roles

Goal setting is a shared responsibility between you and your manager. Your manager has responsibility to provide you with direction on the major goals for the department – you have responsibility to provide input into them, and to determine how best you can support them.

4  Types of Goals

For the purposes of SFU’s PDP we talk about three types of goals:

1. Start with what work needs to be done.
   **Performance goals** are those related specifically to the work.

2. Then determine what skills and abilities do I need to do the work.
   **Development goals** are those related specifically to you.

3. Lastly, decide if and where you might want to go in the future and how might you get there.
   **Career goals** are those that are future focused beyond your current job.
5 Identifying Appropriate Goals

“In the absence of clearly defined goals, we become strangely loyal to performing daily acts of trivia.”
- Author Unknown

Think of performance development goal setting as a way of getting focused on the few key activities that will further your success in your job, support achievement of the team’s and department’s goals, (and ultimately the University’s goals) and enhance your learning and development. It doesn’t mean that you won’t spend time on your regular ongoing day-to-day responsibilities as well, but the prime focus for goal setting should be on larger, more critical goals that will move you and the department forward.

Consider the following questions:

 ✓ Who are my key ‘customers’? Who am I in service to?
 ✓ What do our customers need in order for them to be successful?
 ✓ What are the biggest/most urgent issues facing my department that if solved would have the greatest impact on success?
 ✓ What key programs and services do I need to provide direction on in order for the department to be successful?
 ✓ What standards does the department need to achieve?
 ✓ What improvements do I need to make in effectiveness and efficiency that will have the greatest impact in the department?
 ✓ What data, benchmarks, and industry information do I have/do I need?
6 Cascading Performance Goals

The power and value of goal setting lies in the alignment of smaller goals with the organization’s highest level goals. Ideally everyone should clearly understand how their efforts contribute to the ‘big picture’ and how they fit in to it. It is the sum of everyone’s individual contribution that accomplishes these highest level goals.

Example:

![Diagram showing cascading performance goals]

Organization’s Goal

Departments’ Goals

Individuals’ Goals

Example:

- Organization’s Goal:
  - Leading provider of artificial heart technology in the world by 2020.

- Departments’ Goals:
  - R&D:
    - Research, design, and develop new artificial heart technology.
  - Production:
    - Provide state-of-the-art production facilities that allow for faster production times of new artificial heart technologies.

- Individuals’ Goals:
  - Complete the engineering work for the new production facility.
  - Complete lab prototype of new Alpha 1.
Where Do I Fit?

Understanding how you specifically fit in and contribute to the University’s highest level goals and plans can be challenging especially when there are multiple plans and multiple levels. Having a direct line of sight helps us feel part of the organization’s overarching purpose and reason for being.

Are you able to complete the following sentence?

I contribute to SFU’s goal of ______________________ by 
_________________, _______________________, and 
__________________ so that 
__________________________________________________.
Developing Goals Together

Your leader is ultimately responsible for the process of determining the goals of the department. He or she may choose to work with you individually or bring the team together to collectively brainstorm ideas as to how the department can realistically achieve them.

As employees, your involvement in giving input is vital since you may often have the most relevant and creative ideas given you are frequently closest to the work and, responsible for performing it.

Once the department’s goals are clear and have been shared with everyone, along with what is NOT going forward, you are then able to cascade them down to your own individual plan.

**Exercise:**

Using your department’s goals and your key job responsibilities, brainstorm **ALL the possible ways** in which you can contribute to them. Do not vet them, just simply record them.

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10.
7 Prioritizing Goals

For most people, there is often an over abundance of things to do and a corresponding lack of time to do them in. Deciding where to put your efforts becomes the pivotal question – where do I focus my attention that will have the greatest pay off and add the most value, what do I have to say “no” to, and what can be deferred until another time.

Questions to consider:

1. What will happen if I/we don’t do this – what’s the risk?
2. What will happen if I/we do this – what are the benefits?
3. Does this directly or indirectly affect other work and other people – what are the interdependencies?
4. Is it realistic in terms of timing, required resources e.g. funding?
5. Does it support the higher level goals?
6. What can I/we defer to a later date, or eliminate completely?
7. What can I/we realistically say “no” to?
Methods of Prioritizing

There are various ways of prioritizing goals. Most methods involve either:

- ranking goals in terms of **urgency** (timing) and **importance** (impact)

  or,

- categorizing in terms of ‘**critical**’, ‘**enabling**’ and ‘**nice-to-have**’.

**Urgent and Important Method**

In this method, rate each potential goal using the high, medium, low scale to assess both urgency and importance. Give consideration to the questions above. Keep in mind that often things that are urgent are not necessarily important – **urgency is related to time** and **importance is related to impact**.

Goals are ranked based on highest scores.

**Example:**

<table>
<thead>
<tr>
<th>Potential Goal</th>
<th>Urgent</th>
<th>Important</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop new product</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Address customer comments</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3. Reconfigure office</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4. Update Manual</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Exercise:

<table>
<thead>
<tr>
<th>Potential Goal</th>
<th>Urgent</th>
<th>Important</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
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<td></td>
</tr>
</tbody>
</table>
Categorizing Method

This method places each goal into one of three categories. Critical goals are those that are required to maintain your operations, respond to a crisis, or without achieving these there is significant risk to services, resources, and costs. Enabling goals, while important, are not crucial. They will however, significantly improve how work is achieved in the long term. Nice-to-have goals are just that – ‘nice-to-have’ and are neither urgent nor important. They should only be considered if and when there is a chance they will start to impact key elements of performance.

Example:

<table>
<thead>
<tr>
<th>Critical</th>
<th>Enabling</th>
<th>Nice-to-Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Goal 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal 3</td>
<td></td>
</tr>
<tr>
<td>Goal 4</td>
<td></td>
<td>Goal 5</td>
</tr>
<tr>
<td></td>
<td>Goal 6</td>
<td>Goal 7</td>
</tr>
</tbody>
</table>

Goals in the ‘critical’ category should be included into your plan first, and then, depending on capacity, goals in the ‘enabling’ category. Goals in the ‘nice-to-have’ category should not be considered.
At this point, you may want to have a preliminary conversation with your manager to confirm your draft goals before spending too much time developing the details. The conversation should include not only what goals to include but also which ones you will need to defer.
8 Setting S.M.A.R.T. Goals

Along with choosing appropriate goals, it’s critical to ensure that goals are clear. Knowing exactly what you aim to achieve and by when will make it more likely that both you and your manager will know when you’ve been successful. It will also make it easier for support to be provided as it can be targeted on exactly what you need.

By applying the S.M.A.R.T. criteria, you answer the following questions:

Specific: Is the detail specific enough that others will understand it?

Measurable: Can it be measured? How will I know it’s been achieved?

Achievable: Is it doable? Can I realistically achieve it?

Relevant: Is it worthwhile? Does it align to higher level goals?

Timed: By when?
Specific
Needs to be specific, clear, and unambiguous with sufficient detail to answer the five "W" questions.

ANSWERS THE QUESTION
What differentiates this goal from another?
Who's involved?
Is there sufficient clarity that others will understand it?
Where will it happen?

EXAMPLE
SMART Goal: Decrease the Finance Division's operating budget by 10% by December in the areas of facilities, resources, and supplies.
Not-So-SMART Goal: Decrease the departmental budget.

Measurable
Describe how the goal will be measured using concrete criteria—quantitative and qualitative assessments.

ANSWERS THE QUESTION
How will you know the goal has been achieved?
How much?
How many?

EXAMPLE
SMART Goal: Increase customer satisfaction scores for the HR Dept. from 65 to 90 percentage points by March.
Not-So-SMART Goal: Increase customer satisfaction score for the HR Dept.

Achievable
Need for goals that stretch performance yet are realistic and achievable given time, skills, and resource constraints.

ANSWERS THE QUESTION
How can the goal be accomplished?
Do I have the skills, tools, time, and resources to realistically achieve this goal?

EXAMPLE
SMART Goal: Reduce average wait time of calls from 10 minutes to 6 minutes.
Not-So-SMART Goal: Reduce average wait time of calls from 10 minutes to calls answered immediately.

Relevant
Need for goals that matter and that support and are in alignment with other goals.

ANSWERS THE QUESTION
Is this worthwhile?
How important is this?
How does this align to higher level goals?
Will accomplishing this add value to higher level goals?
Is this more important than other goals in terms of effort and need?

EXAMPLE
SMART Goal: In support of new legislation, complete audit of internal policies on workplace harassment and submit final to Audit committee by December.
Not-So-SMART Goal: Read new policy on workplace harassment and ensure that all staff have access to it.

Timed
Need for goals to be timed with appropriate target date. Supports planning and a sense of urgency, and helps focus efforts.

ANSWERS THE QUESTION
By when?

EXAMPLE
SMART Goal: Hire 20 new programmers into the IT Dept. with experience in web application software by December.
Not-So-SMART Goal: Hire 20 new programmers into the IT Dept. with experience in web application software.
Example No. 1:

Employee Performance Development Plan & Review

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Jane Smith</th>
<th>Position Title:</th>
<th>Manager, Purchasing</th>
<th>Position No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Name:</td>
<td>Jackie Jones</td>
<td>Department:</td>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Period From/To:</td>
<td>May 1st 2013</td>
<td>Employee Group:</td>
<td>Year: 2013</td>
<td></td>
</tr>
</tbody>
</table>

Part 1 – Performance & Development Plan

<table>
<thead>
<tr>
<th>Key Performance Goals</th>
<th>Performance Measures and Targets</th>
</tr>
</thead>
</table>
| 1. Develop and implement a new online purchasing system to improve customers’ experience and reduce number of errors in purchasing. | • Prototype of new system tested by June with 90% customer satisfaction rate.  
• Error rate decreased by 5% in 1st quarter, 10% in 2nd quarter  
• Time-to-purchase decreased from 10 days to 5 days  
• Project costs at or under budget < $30,000  
• System go-live by August – no downtime to customer ordering. |
| 2. Decrease purchase ordering backlog for orders > $25,000. | • 50% decrease in backlog by September (1,200 orders to 600 orders) |
| 3. Implement cross departmental meetings with key Directors to share information on legal requirements and brainstorm ideas to address concerns so that controllable legal challenges are reduced. | • 1/4ly meetings with Directors starting June  
• Controllable legal challenges reduced to 0 by end year on contracts over $75,000 |
| 4. Full compliance with new gov’t purchasing process. | • Hire two new senior buyers with skills in Skybuy technology so that new provincial government process can be adhered to.  
  o 1st candidate on-boarded by June  
  o 2nd candidate selected by June and on-boarded by September  
  o 100% compliant with new gov’t process by December on new orders initiated after September. |
| 5. In partnership with team, develop performance goals for department and individual plans for team members. | • Departmental goals developed by May  
• 100% of staff have individual performance & development plans completed by June 1st. |
Example No. 2:

Employee Performance Development Plan & Review

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Jack Thomas</th>
<th>Position Title:</th>
<th>Administrative Assistant</th>
<th>Position No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Name:</td>
<td>Bill McCall</td>
<td>Department:</td>
<td></td>
<td>Grade:</td>
</tr>
<tr>
<td>Period From/To:</td>
<td>Nov 1 – Oct 31</td>
<td>Employee Group:</td>
<td></td>
<td>Year: 2013</td>
</tr>
</tbody>
</table>

Part 1 – Performance & Development Plan

<table>
<thead>
<tr>
<th>Key Performance Goals</th>
<th>Performance Measures and Targets</th>
</tr>
</thead>
</table>
| 1. Develop and implement a revised filing system in order to provide more efficient access to critical documents and information. | * New filing system in place by September.  
* Reduce time to find documents from 1 hour to 3 minutes.  
* Total costs ≤ $1000. |
| 2. Provide value added services to the Executive Team to support them reaching their goals by identifying each member’s critical needs, what’s working/what’s not, ideas for enhancement, and then developing enhanced processes to improve delivery. | * Meet with each of the 6 Executive team members to determine support needs and current levels of service by July.  
* Develop detailed and prioritized process improvement plan by August. |
| 3. Research, do cost benefit analysis, and purchase more cost effective and efficient department photocopier in order to save printing costs, support green initiatives, increase ease of use by users, and reduce downtime. | * Purchase and have installed new copier by June.  
* Reduce printing costs by 15% (from $12,000 to $8,000 per year).  
* Increase staff satisfaction level from “frustrated” to “satisfied”.  
* Reduce downtime per month to 0 (from twice per month).  
* Reduce total quantity of paper used by 20% (from 6 boxes to 2 boxes) per month. |
| 4. Support department’s team engagement initiative. | * Volunteer and coordinate 2 social events per quarter with a 65% participation rate.  
* Provide managers & directors with list of recognition materials by Nov. |
| 5. Support department members by providing and updating communication materials such as calendar of events, department blog, creating communication templates for managers. | * Create blog site for department by March.  
* Create calendar of events by May.  
* Create communication templates for managers by May. |
| 6. Train and mentor backup assistant to ensure consistent service to Executives and create developmental opportunity for junior assistant. | * Develop online manual of critical procedures by May.  
* Provide training (or refresher) minimum of three days in advance of planned vacations. |
| 7. Reduce number of miscommunications and conflicts with managers by enhancing communication skills: listening first to their concerns, confirming things in writing, checking for understanding. | * Informal feedback discussions with managers by year end indicate improvement in interactions (manager to discuss with other managers). |
9 Measuring and Target Setting

Establishing meaningful and effective measures and targets is a critical element of having good goals – without them there would be no way to know whether your goals have been achieved. They confirm the timeframe, provide goalposts along the way, and allow you to know when you have succeeded. They also help to clarify the expectations and commitment between you and your manager – ‘how much, how well, and by when’.

Example:

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of errors per registration.</td>
<td>Registration errors reduced from 6 to 1</td>
</tr>
<tr>
<td></td>
<td>by year-end.</td>
</tr>
</tbody>
</table>

When determining measures and target, consider the following:

- Establish ‘stretch’ targets but ensure they are actually achievable.
- Use existing data, trends, or benchmarks to help set appropriate targets.
- Collaborate with others (your manager and colleagues) to establish what’s realistic and what you can commit to.
- Break larger goals into smaller action steps to keep motivated and moving forward.
- Use both qualitative and quantitative measures to ensure there is a balance between ‘quality’ and ‘quantity’.
**Some definitions:**

| Measure (Metric) | Refers to a specific element to be measured - ‘what’  
| Example | customer satisfaction of department managers. |
| Target | Refers to the ideal end point - ‘how well’ and ‘by when’  
| Example | 25% increase in overall satisfaction rate. |
| Qualitative | An element that is non-quantitative - can be either subjective or objective.  
| Example | improved team morale. |
| Quantitative | An element that can measured - always objective.  
| Example | 9 out of 10 students score above 80% on final exams. |
| Objective | Consideration of just facts – without bias or opinion  
| Example | 22% of customers favor chocolate. |
| Subjective | Consideration of opinions and feelings  
| Example | increased level of self confidence. |

**Exercise:**

Develop a measure and target for two of your goals:

1. 

2. 
Exercise:

Apply S.M.A.R.T. principles to your goals.

1.

2.

3.

4.

5.

6.

7.
10 Creating Development Goals

What’s the difference between a performance goal and development goal?

A performance goal relates to the job while a development goal is specific to you. Performance goals are what work is to be achieved & development goals are those skills and abilities you (might) need to develop to accomplish the performance goal. Your plan should include both.

Once you have established your performance goals, a good check is to ask yourself:

✓ What skills, knowledge, and abilities are necessary to successfully accomplish this goal.
✓ What skills, knowledge, and abilities do I have already?
✓ What do I need to develop?
✓ What is the best way to develop them?

Apply the S.M.A.R.T. principles to both performance and development goals.

Example:

<table>
<thead>
<tr>
<th>Performance Goal</th>
<th>Development Goal</th>
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<tr>
<td>Complete systems project Phase 1 on budget ($100,000) by Dec. 31.</td>
<td>Develop project management skills by completing external project management course by...</td>
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Ideas for Supporting Development Goals

- Workshops and courses
- Articles and books
- Webinars
- Teleconferences
- Conferences
- Internet research
- Information blogs
- Peer mentoring
- Mentoring from a seasoned practitioner
- Team focus groups
- Industry networking groups
- Roundtables on specific topics
- Skill assessment tools
- Job shadowing
- Acting assignments
- Projects (that use this skill)
- Volunteer assignments (that use this skill)
- Committees
- Boards
- New jobs/assignments
- Teaching others
Exercise:

Identify *development goals* for some of your *performance goals*:

1.

2.

3.

4.

5.
11 Finalizing your plan

A final step in the goal setting process is a discussion with your manager. Together you will confirm:

1. The specific goals you’re committing to.

2. Your performance goals are aligned with the department’s goals.

3. Your performance goals are S.M.A.R.T.

4. Your performance goals have appropriate measures and targets.

5. Your development goals are aligned to your performance goals and are complete.

6. How he/she will specifically support you in achieving these goals.

7. A process and the timing for periodic reviewing (check in meetings between the two of you).

8. Completion of the form - Part 1 - Performance & Development Plan, which is then signed by both of you with a copy to each.
Notes
Module 3 - Performing
Performing

In this module you will learn:

1. What happens when you are back at your desk

2. Success strategies to help you manage your ongoing performance
1 Back at your desk

While establishing good goals is critical, it's the execution of them that will ultimately make or break success. Once back at your desk, it becomes all too easy to lose sight of the goals, and those goal setting meetings with your manager seem like a distant memory. Having some strategies in place up front to address any less-than-supportive old habits, ongoing distractions and interruptions, new incoming work, and dwindling energy & enthusiasm, will help you keep moving forward.
### Exercise:

**How do I currently set daily and weekly priorities?**

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**Supporting Strategies**

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### When am I most focused?

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**Supporting Strategies**

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### When and how I get distracted?

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**Supporting Strategies**

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2 Success Strategies

1. Break goals down into manageable actions – baby steps.

2. Create daily, weekly, monthly ‘to-do’ lists - schedule these into your calendar.

3. Do something towards your goals every day.

4. Review progress on a regular basis - have a regular ‘self’ check-in.

5. Create a system for tracking your ongoing progress – keep a file, jot things down.

6. Celebrate and reward yourself for small successes.

7. Visualize success - create a mental model and image and re-enforce it constantly.

8. Keep your manager informed of your progress.

9. Recognize that things change - re-contract with your manager when needed.

10. Ask for support – seek feedback.

11. Give yourself permission to make mistakes along the way – that’s how we learn.

12. Share your goals with your peers – public commitments can be motivating and gives others the opportunity to support you.

13. Identify obstacles that will get in your way & create strategies for overcoming.
Notes