

Performance Management: Year-end Assessments



HSPH Prevue 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 Assessments: 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



Ongoing

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

Spring

- Identify other reviewers for feedback
- Complete Self-Evaluation
- 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, 2017 – Goals Due HMS/SPH; **October 31, 2017** – 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).
- **Summary and Exception Form** users – Staff and managers capture goals in an electronic format that can be updated and referred to for the Assessment Phase in the Spring.

December 2017 – February 2018 – 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, 2018 – SPH and HMS Performance Assessments completed

June 30, 2018 – HSDM Performance Assessments completed

- Timing will vary for some departments.

ePerformance Forms Review

Standard Form

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

Summary Form

- ❖ *Planning/Goal Setting Form*
- Goals Summary (Manager Evaluation)
- Competencies Feedback (Manager Evaluation)
- Feedback Summary 360/Upward (*Optional*)
- Self-Evaluation (*Optional*)
- Manager's Overall Summary and Rating

Exception Form

- ❖ *Planning/Goal Setting Form*
- Feedback Summary 360/Upward (*Optional*)
- Self-Evaluation (*Optional*)
- Manager's Overall Summary and Rating

Year-End Process

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

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

Why Set Goals?

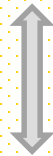
- Focus **effort and efficient use of resources** to accomplish more
- Serve as **communication tool** to convey what needs to get done
- Enhance **mutual understanding** and buy-in
- Increase the likelihood desired **results** will be achieved
- **Challenge** and stretch ourselves to be *even* better
- **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?

Development Goals

Key Questions

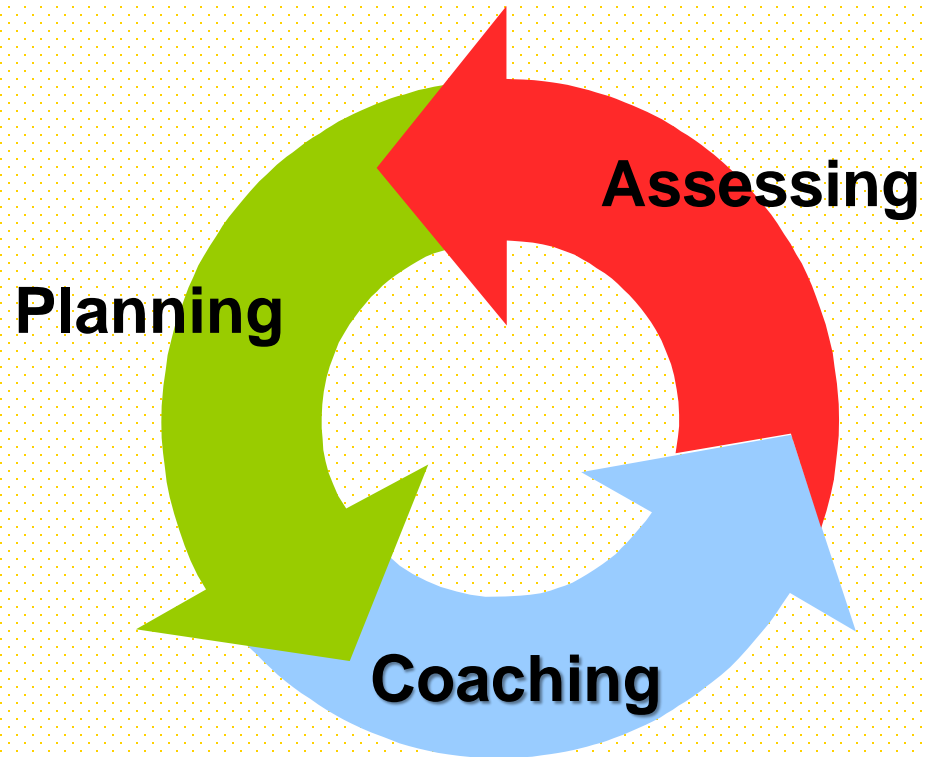
- What are the key skills and knowledge I need to develop to **meet expectations** in my current role? In my future role?
- What are the key skills and knowledge I need to develop to be **even more effective** in my current role? In my future role?
- What important skills and knowledge can I develop 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 |

Coaching Phase Reminder



Manager as Coach

Clarity:

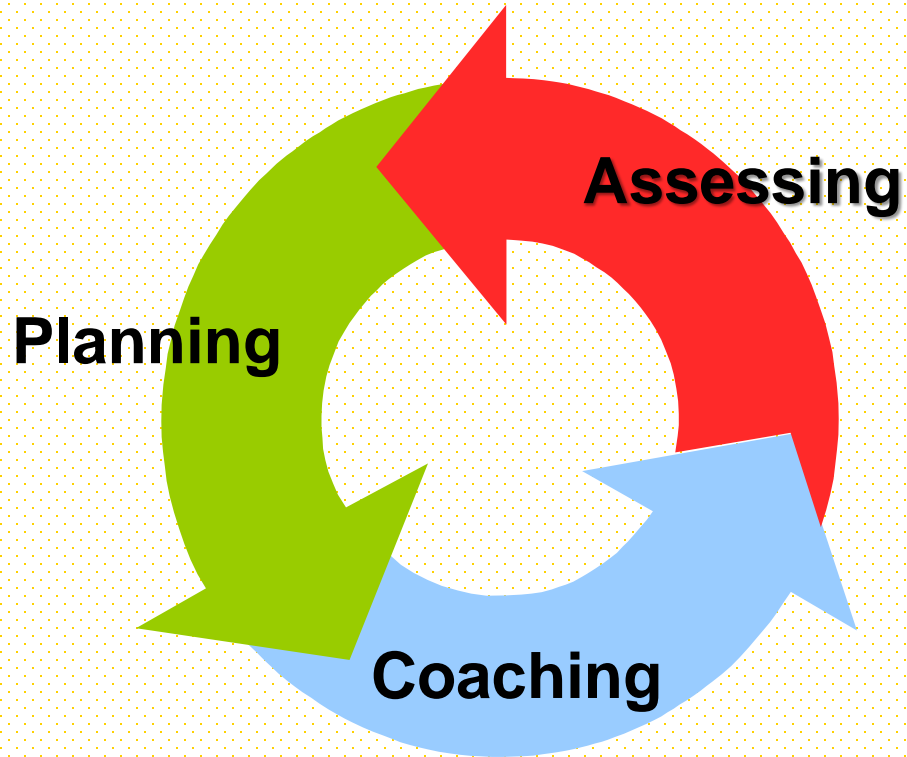
- Set high standards
- Hold people accountable
- Stretch people; push comfort zones
- Be honest and direct
- Address performance issues when they occur

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



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**



Practical Feedback

For Each Goal:

What did I do/observe?

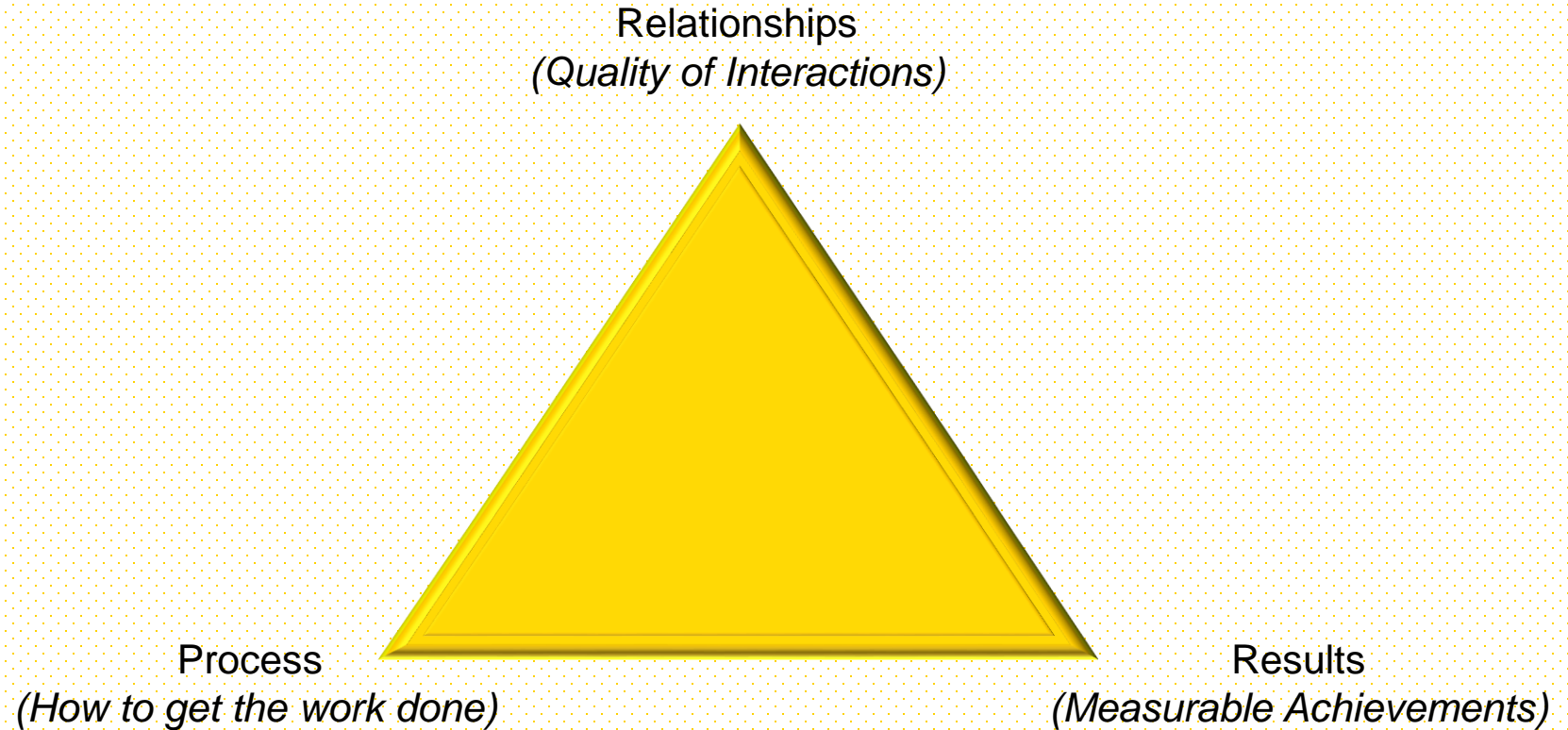
How did it go?

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?



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 |

Ratings

5 – Leading Performance

4 – Strong Performance

3 – Solid Performance

2 – Building Performance

1 – Not Meeting Expectations

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 Jose Martinez, 2-1492 | Judith Vance, 2-2625 Mary Anderson, 2-2366 William Budding, 2-5913 |
| <i>ePerformance</i> | | |
| Trina Weekes, 2-4368 | Jennifer G. Ryan, 2-3501 | |

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.