Performance Management: Year-round Approach

Office of Human Resources

HARVARD
LONGWOOD CAMPUS
Session Agenda

Introductions

Session Objective

Performance Cycle, Timeline, and Process

Components of Effective Performance Management

Tools

Process Reminder

Resources
Apply the tips and techniques from this discussion to create a productive year-end assessment conversation about performance.
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
- Employee has an option to add comments
HLC Performance Management Cycle Timeline

**September 30, 2018** – Goals Due HMS/SPH; **October 31, 2018** – Goals Due HSDM

- **E-performance Form** for HSM/HSDM – Staff and managers enter this information directly into PeopleSoft (Self-Service or Manager Self-Service>Performance Management>My Current or Team Current Documents).
- **Exception Form** for HSPH – Staff and managers capture goals in an electronic format that can be updated and referred to for the Assessment Phase in the Spring.

**December 2018 – February 2019** – 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, 2019** – SPH and HMS Performance Assessments completed
**June 30, 2019** – HSDM Performance Assessments completed

- Timing will vary for some departments.
Assessment Completion Timeline

1. Complete Self-Evaluation and provide to manager *(by end of April for HMS/SPH, end of May for HSDM)*
2. 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)*
3. Manager and Direct Reports meet to discuss Assessment and rating *(by end of May for HMS/SPH, end of June for HSDM)*
4. 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/](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
• **Engage** others and make work more meaningful
• Foster **alignment** within groups and among co-workers regarding goals
• Clarify **how** work is accomplished – the behaviors we use to achieve goals
# SMART Goals

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

- Planning
- Assessing
- Coaching
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
Direction, Connection, Reflection
New Approach

To implement a new approach to performance management at Harvard that furthers connections between organizational and individual success, for senior leaders, managers, and employees, through a culture that supports performance, development and meaningful connections.
Assessing Phase Process

Assessing

Planning

Coaching
Setting the Stage for Meaningful Conversations

• Mindset / Relationship
• Listening Skills
• Asking Open-ended Questions
Listening Skills

1) Create the Right Environment: Set aside physical distractions to get totally focused on the other person.

Speaker: “Can we talk about a challenging situation that I am having?”
Listener: “This is a good time. I’ll silence my phone and close the door to give you 100% of my focus.”

2) Listen Until You No Longer Exist: Let go of your own thoughts and distractions; remain totally focused, open, and curious to the other person’s point of view.

Bracketing: Imagine putting aside your nagging thoughts or the debate in your mind – keep it out of your head and away from the dialogue.

Body Language: Lean forward, establish & maintain eye contact, comfortable posture.
3) **Paraphrase:** Validate the speaker’s message by rephrasing, using your own words to confirm his/her meanings. Use reflective language.

   “As I hear it, you...”
   “I’m picking up that you...”
   “It sounds like you...”

4) **Perception Check:** Check out your belief(s) about what the speaker feels or thinks – unspoken assumptions, conclusions, feelings.

   “It would appear that you place a high value on...”
   “So, your feeling now is that...”
   “You seem to have a sense of...”
Seeking Feedback from Others

Relationships
(Quality of Interactions)

Process
(How to get the work done)

Results
(Measurable Achievements)
## Overall Performance Ratings

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<tr>
<th>Rating</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Exceptional Impact</td>
<td>Contributions have significant and consistently exceptional impact and value to the department and/or the organization. Makes unique, often one-time achievements that measurably advance progress towards organizational goals and/or result in major improvements. Easily recognized as a role model by high-performing peers. Viewed as an excellent resource to provide expertise, guidance, advice, mentorship, or support to others. Demonstrates a range of high-level capabilities and actively takes on higher levels of responsibility.</td>
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<tr>
<td>Full/Consistent Impact</td>
<td>Consistently demonstrates meaningful impact through accomplishments and contributions. This level of impact is reflective of a fully qualified, competent and experienced individual in this role. Viewed as someone who gets the job done and effectively prioritizes work and produces strong results. Contributes positively to the overall objectives of the department and/or the larger organization. Achieves valuable accomplishments in several important areas of the job and/or on assigned projects.</td>
</tr>
<tr>
<td>Learning/Building</td>
<td>Needs to gain proficiency and/or productivity in the position to achieve consistent impact. May achieve some, but not all, goals. Stronger or additional knowledge, skills and abilities need to be demonstrated for consistent success in the role. This rating is recommended for use when an employee is still coming up-to-speed with their job responsibilities based on limited tenure in the role.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>The quality of performance is below expectations for the role. Knowledge, skills, abilities and/or productivity have not been demonstrated at the appropriate levels.</td>
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Exception Form in PeopleSoft FY19

Employees can complete the optional Peer Review and optional Self-Evaluation sections directly within the Annual Review in PeopleSoft under My Performance.

When the manager first opens the form under Team Performance, they will see this:
The status of this evaluation is In Progress. Once you complete your evaluation, please click Share With Employee to make it available for review. If available, comments from the employee’s self-evaluation and/or other reviewers’ evaluations will appear below. Please save work often by clicking the Save button. Need help completing your employee’s assessment? Click here.

Manager Comments
Employee Comments
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Attachments
No Attachments have been added to this document

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ePerformance Tools

http://hlc.harvard.edu/home/performance-management/
## Resources

### Harvard Longwood Campus HR

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<th>SPH</th>
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<th>HSDM</th>
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### ePerformance (PeopleSoft)

| Trina Weekes, 2-4368 Sarah Minkin, 2-7241 | Jennifer G. Ryan, 2-3501 | Mary Anderson, 2-2366 |
Additional Resources

Employee Assistance Program: 877-327-4278

Melissa Brodrick, Ombudsperson
Harvard Medical School
Harvard School of Dental Medicine
Harvard T.H. Chan School of Public Health
164 Longwood Avenue Boston, MA 02115
617 432-4040 (Ombuds)
617-432-4041 (Office)
617-432-0586 (Confidential Fax)
melissa_brodrick@hms.harvard.edu
http://www.hms.harvard.edu/ombuds/