

# Performance Management Program

## Foundations Workshop *Participant Guide*

Spring 2019

## *What is Professional Development?*



## ***A Performance Assessment is...***

A formal record of a supervisor's evaluation of the quality of an employee's work over a defined performance period

## ***A Performance Assessment achieves...***

- Expectations and results questions answered
- Supervisors and LSUHSC making informed decisions
- Transparency and communication

## ***The Performance Assessment Cycle is...***

- A Calendar year
- When a Supervisor and employee work together
- Performed using an online system

# Performance Cycle



Cycle Timeframe	Employee	Supervisor
Start of Year	<ul style="list-style-type: none"> <li>• Co-create Goals</li> <li>• Co-create Development Plan</li> <li>• Attend Goal Setting Meeting</li> <li>• Certify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct Goal Setting Meeting</li> <li>• Review Competencies</li> <li>• Co-create and input Goals</li> <li>• Co-create and input Development Plan</li> </ul>
During the Year	<ul style="list-style-type: none"> <li>• Work towards Goals and Development Plan</li> <li>• Demonstrate Competencies</li> <li>• Attend 1:1</li> <li>• Enter Progress Notes</li> <li>• Follow-up with supervisor on progress and resources needed</li> </ul>	<ul style="list-style-type: none"> <li>• Coach and support Goals and Development Plan</li> <li>• Conduct monthly 1:1</li> <li>• Enter Progress Notes</li> <li>• Provide feedback and support</li> </ul>
End of Year	<ul style="list-style-type: none"> <li>• Complete Self-Assessment</li> <li>• Report progress on Goals and Development Plan</li> <li>• Attend Evaluation Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Rate the employee on Competencies</li> <li>• Provide feedback on Goals and Development Plan</li> <li>• Conduct Evaluation Meeting</li> </ul>

# Institutional Competencies



**Teamwork and Collaboration**

**Information Sharing and  
Communication**



**Service to Our Stakeholders**

**Quality of Work and  
Innovation**



**Professionalism and Respect**

**Diversity and Inclusion**



**Leadership and Relationship  
Management**

## Teamwork and Collaboration

- Works harmoniously with others to get results.
- Appreciates and leverages the skills and contributions of all employees.
- Responds positively to instructions and procedures.
- Identifies opportunities and takes action to build collaborative relationships within the institution while maintaining focus on achieving business goals.

*How can you demonstrate teamwork and collaboration?*



## Information Sharing and Communication

- Willingness to share knowledge, experience, time and talents with others.
- Disseminates needed information to others in a timely manner.
- Practices active listening to understand and learn from what others say.
- Presents ideas effectively to an individual or group, formally or informally.
- Communicates clearly, tactfully, and in a concise manner both verbally and in writing including email, voicemail and in meetings.

*How can you demonstrate information sharing and communication?*



## Service to Our Stakeholders

- Demonstrates care of work-related commitments, gives extra effort when needed, can be counted on to do what is expected, reports on time, as scheduled and ensures duties are covered when absent.
- Provides exceptional and responsive customer service to stakeholders.
- Ensures responsiveness to the needs of others.
- Resolves issues and assists others in a timely, friendly and effective manner.
- Makes choices based on sound professional judgment that produces the best possible outcomes for all constituents.

*How can you demonstrate service to your stakeholders?*



## Quality of Work and Innovation

- Uses experience and training to achieve results, produces work that is thorough, detailed, accurate, on time and contributes to overall success.
- Assumes ownership of problems and uses creative, cost-saving solutions.
- Thinks creatively and expansively to develop new ideas.
- Views situation from multiple perspectives to target several opportunities for a resolution.
- Analyzes a situation by gathering and organizing information. Assesses cause and effect relationships and recommends potential solutions.

*How can you demonstrate quality of work and innovation?*



## Professionalism and Respect

- Interacts with others in a way that inspires trust, confidence, and integrity.
- Maintains professional boundaries in dealings with patients, students, and colleagues.
- Acts with integrity and carries out duties in accordance with the highest ethical standards.
- Performs job duties in accordance with university policies and procedures, professional standards and relevant laws, regulations and practices.

*How can you demonstrate professionalism and respect?*



## Diversity and Inclusion

- Models inclusive excellence through specific actions that support the university's diversity goals.
- Fosters an environment in which people who are diverse can work together cooperatively and effectively in achieving organizational goals.
- Expresses a positive and inclusive work attitude towards all.
- Recognizes diversity as a critical higher education issue.

*How can you demonstrate diversity and inclusion?*



## Leadership and Relationship Management

- Provides guidance, feedback, development plans and opportunities to help employees diversify skills and strengthen knowledge.
- Influences others toward the achievement of the university's goals.
- Uses appropriate interpersonal skills to reduce tension, resolve conflicts and diffuse disagreements.
- Manages staff performance and takes corrective actions as required.
- Acts with integrity and carries out duties in accordance with the highest ethical standards.
- Mobilizes team(s), builds momentum and encourages participants while focusing on the success of the ultimate goal.

*How can you demonstrate leadership and relationship management?*



# Performance Measurements

## Highly Effective

- Outstanding performance that results in extraordinary and exceptional accomplishments
- Exceeds all performance goals and made significant contributions to LSUHSC Institutional Competencies
- Anticipates and takes on additional duties beyond core job duties and responsibilities
- Consistently goes the extra mile

## Consistently Effective

- Consistent performance that satisfies all job requirements
- Meets all performance goals and contributes to LSUHSC Institutional Competencies
- An individual who is consistently reliable to get the job

## Needs Development

- Inconsistent performance that sometimes meets job requirements
- Does not meet all performance goals and makes a limited contribution to LSUHSC Institutional Competencies
- An individual with the potential to be effective with development

## Not Effective

- Performance does not meet job requirements
- Does not meet all performance goals and does not contribute to LSUHSC Institutional Competencies
- An individual with the potential to be effective with significant development

# Competency Model Charts

Information Sharing and Communication			
Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not provide regular, consistent or meaningful information to others. Consistently requires prompting and follow-up.	Sometimes provides regular, consistent or meaningful information to others. Requires prompting and follow-up.	Provides regular, consistent or meaningful information to others. Ensures appropriate individuals are informed about important matters.	Proactively gives regular, consistent or meaningful information to others. Ensures appropriate individuals are informed about important and relevant matters.
Does not listen carefully. Does not ensure message is understood. Frequently interrupts others unnecessarily.	Occasionally listens carefully to others. Seldom ensures message is understood. Unnecessarily interrupts others.	Consistently listens carefully to others. Asks questions for clarification. Ensures message is understood.	Actively listens with care and interest to others. Asks questions for clarification. Ensures message is understood.
Does not consistently communicate in a clear, concise and/or timely manner. Does not use proper grammar, spelling and tone. Consistently difficult to understand. Does not convey message using appropriate method of communication (email, phone or in-person).	Usually does not communicate in a clear, concise and timely manner. Uses improper grammar, spelling and tone. Often difficult to understand. At times conveys message using appropriate method of communication (email, phone or in-person).	Consistently communicates in a clear, concise and timely manner using proper grammar, spelling and tone. Conveys message using appropriate method of communication (email, phone or in-person).	Always communicates in a clear, concise and timely manner using proper grammar, spelling and tone to enhance understanding. Always conveys message using the most appropriate method of communication (email, phone or in-person).
Does not tailor communication style to individuals or groups formally or informally.	Sometimes tailors communication style to individuals or groups formally or informally.	Mostly tailors communication style to individuals or groups formally or informally.	Always tailors communication style to individuals or groups formally or informally.
Does not interact with others using diplomacy and tact. Interactions are often negative.	On occasion interacts with others using diplomacy and tact. Interactions are not always positive.	Mostly interactions with others using diplomacy and tact. Interactions are consistently positive.	Always interacts with others using diplomacy and tact. Encourages positive interactions.

## Teamwork and Collaboration

Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not maintain working relationships with co-workers, leaders and/or the stakeholders.	Maintains some working relationships with co-workers, leaders and/or the stakeholders.	Often maintains positive working relationships with co-workers, leaders and the stakeholders.	Continuously maintains positive working relationships with co-workers, leaders and the stakeholders.
Does not work as a facilitator and coach. Never builds cross-functional relationships or a shared sense of control. Fails to work across departmental boundaries. Always displays turf issues. Blames others unjustifiably for process issues.	Sometimes works as a facilitator and coach. Every so often builds cross-functional relationships and a shared sense of control. Occasionally works across departmental boundaries. Displays turf issues sometimes. Does not identify or solve cross-departmental process issues.	Often works as a facilitator and coach. Frequently builds cross-functional relationships and a shared sense of control. Regularly works across departmental boundaries. Does not display turf issues. Identifies opportunities for cross-department process solutions.	Always works as a facilitator and coach. Continually builds cross-functional relationships and a shared sense of control. Never fails to work across departmental boundaries. Never displays turf issues. Seeks to solve cross-departmental process issues after identification.
Does not exhibit brainstorming techniques that successfully collaborate with others in a team environment. Not likely to build internal and external partnerships to better accomplish goals. Fails to build team spirit and promote employees' accomplishments to others inside and outside the workgroup.	Sometimes exhibits brainstorming techniques that successfully collaborate with others in a team environment. Occasionally builds internal and external partnerships to better accomplish goals. Usually does not build team spirit or promote employees' accomplishments to others inside and outside the workgroup.	Consistently exhibits brainstorming techniques that successfully collaborate with others in a team environment. Almost always builds internal and external partnerships to better accomplish goals. Often builds team spirit and promotes employees' accomplishments to others inside and outside the workgroup.	Always exhibits brainstorming techniques that successfully collaborate with others in a team environment. Always builds internal and external partnerships to better accomplish goals. Never fails to build team spirit and promote employees' accomplishments to others inside and outside the workgroup.
Does not display a willingness to share knowledge, experience, time or talents with others.	At times displays a willingness to share knowledge, experience, time or talents with others.	Mostly displays a willingness to share knowledge, experience, time or talents with others.	Always displays a willingness to share knowledge, experience, time or talents with others.
Fails to build loyalty and commitment from a team.	Seldom attempts to build loyalty and commitment from a team.	Works towards building loyalty and commitment from a team.	Always builds loyalty and commitment from a team.

## Quality of Work and Innovation

Not Effective	Needs Development	Consistently Effective	Highly Effective
Mismanages workload often. Does not demonstrate ability to prioritize assignments. Misses routine deadlines. Cannot handle multiple tasks.	Sometimes manages workload. Occasionally demonstrates ability to prioritize assignments. Misses some deadlines. Somewhat handles multiple tasks effectively.	Manages workload effectively. Demonstrates ability to prioritize. Rarely misses a deadline and can handle multiple tasks.	Always manages workload effectively. Effectively handles multiple tasks with prioritization. Never misses a deadline.
Does not use work time effectively. Excessively talks, takes multiple personal phone calls and/or internet surfs. Does not keep appointments on time. Disrupts and distracts others.	Occasionally uses work time effectively. Sometimes talks excessively, takes multiple personal phone calls and/or internet surfs. Somewhat keeps appointments on time.	Uses work time effectively. Avoids excessive talking, multiple personal phone calls and internet surfing. Keeps appointments on time.	Always uses work time effectively. Always avoids excessive talking, multiple personal phone calls and internet surfing. Never is late for an appointment.
Does not Identify opportunities to reduce costs, improve service and/or increase productivity. Never anticipates the school's, department's and/or University's future needs and does not respond with needed changes.	Sometimes identifies opportunities to reduce costs, improve service and/or increase productivity. Somewhat anticipates the school's, department's and/or University's future needs and sometimes responds with needed changes.	Identifies opportunities to reduce costs, improve service and increase productivity. Anticipates the school's, department's and University's future needs and responds with needed changes.	Always Identifies opportunities to reduce costs, improve service and increase productivity. Always anticipates the school's, department's and University's future needs and always responds with needed changes.
Discourages innovation and technology. Rarely challenges conventional thinking. Never actively seeks new knowledge. Never comes up with creative solutions.	Sometimes discourages innovation and technology. Occasionally challenges conventional thinking. Somewhat seeks new knowledge. Sometimes comes up with creative solutions.	Encourages innovation and technology. Challenges conventional thinking. Actively seeks new knowledge. Initiates creative solutions to problems.	Always encourages innovation and technology. Constantly challenges conventional thinking. Actively seeks new knowledge at all times. Initiates creative solutions to problems.
Rarely sees projects and/or tasks through to completion. Does not commit fully to the job.	Somewhat sees projects and/or tasks through to completion. Rarely commits fully to the job.	Sees projects and tasks through to completion. Commits fully to the job.	Always sees projects and tasks through to completion. Always commits fully to the job.

## Service to Stakeholders

Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not provide exceptional and/or responsive customer service to internal and/or external customers. Seldom resolves issues.	Occasionally provides exceptional and/or responsive customer service to internal and/or external customers. Resolves issues with frequent prompting.	Mostly provides exceptional and responsive customer service to internal and external customers that lead to issue resolution. Sometimes refers issues outside of scope to appropriate person.	Always provides exceptional and responsive customer service to internal and external customers. Usually resolves issues with follow-up. Refers issues outside of scope to appropriate person.
Does not assist those we serve in a friendly, effective and/or timely manner. Service is usually forced and/or negative.	Sometimes assists those we serve in a friendly, effective and/or timely manner. Occasionally service is forced and/or negative.	Consistently assists those we serve in a friendly, effective and timely manner. Service is positive and openly offered.	Constantly serves everyone in a friendly, effective and timely manner. Service is always positive and openly offered.
Does not direct resources and activities toward work that directly contributes to the institution's mission, competencies and/or strategic goals. Rarely responds to the University's evolving needs even after frequent prompting. Does not balance the needs of the school, department and/or the University.	Sometimes directs resources and activities toward work that directly contributes to the institution's mission, competencies and/or strategic goals. Responds to the University's evolving needs after frequent prompting. At times balances the needs of the school, department and/or the University.	Mostly directs resources and activities toward work that directly contributes to the institution's mission, competencies and strategic goals. Effectively responds to the University's evolving needs. Balances the needs of the school, department and/or the University.	Always directs resources and activities toward work that directly contributes to the institution's mission, competencies and strategic goals. Effectively responds to the University's evolving needs known and unknown. Successfully balances the needs of the school, department and/or the University.
Infrequently takes ownership of problems. Frequently finger points. Makes stakeholders feel insignificant and an interruption.	Somewhat takes ownership of problems. Sometimes finger points. Sometimes makes the stakeholder feel insignificant and an interruption.	Frequently takes ownership of problems. Does not finger point and never makes stakeholders feel insignificant or an interruption.	Persistently assumes ownership of problems. Never finger points. Always makes stakeholders feel significant and taken care of.
Represents the University in a negative manner to stakeholders.	Sometimes represents the University in a positive manner to stakeholders.	Represents the University in a positive manner to stakeholders.	Always represents the University in a positive manner to stakeholders.

## Professionalism and Respect

Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not build constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Is dishonest, shows bias and/or manipulates others.	Sometimes builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Somewhat honest, shows bias and manipulates others on occasion.	Builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Is honest, does not show bias or manipulation of others.	Always builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect. Is always honest, unbiased and never has ulterior motives.
Does not handle own emotions. Fails to demonstrate resilience, open mindedness and self-awareness.	Occasionally handles own emotions. Sometimes demonstrates resilience, open mindedness and self-awareness.	Handles own emotions. Demonstrates resilience, open mindedness and self-awareness.	Displays emotional intelligence at all times. Always demonstrates resilience, open mindedness and self-awareness.
Does not maintain personal appearance that is neat, clean and appropriate. Gossips often. Creates conflict with people and issues. Fails to move towards agreement and solutions.	Occasionally maintains personal appearance that is neat, clean and appropriate. Gossips occasionally. Sometimes steers conflict away from people and issues and towards agreement and solutions.	Maintains personal appearance that is neat, clean and appropriate. Does not gossip. Steers conflict away from people and issues and towards agreement and solutions.	Personal appearance is always neat, clean and appropriate. Never gossips. Never fails to steer conflict away from people and issues and towards agreement and solutions.
Fails to understand and comply with laws and regulations. Does not follow guidelines for compliance. Does not perform job duties in accordance with University policy.	Somewhat understands and complies with laws and regulations. Sometimes follows guidelines for compliance and performs job duties in accordance with University policy.	Understands and complies with laws and regulations. Follows guidelines for compliance. Performs job duties in accordance with University policy.	Understands and always complies with laws and regulations. Follows guidelines for compliance and performs job duties in accordance with University policy at all times.
Does not maintain confidentiality. Commits actions that are inappropriate and violate the Code of Conduct.	On occasion maintains confidentiality and commits actions that are inappropriate; violates the Code of Conduct.	Maintains confidentiality. Actions are appropriate and in accord with the Code of Conduct.	Maintains strict confidentiality. Actions are always appropriate and in accord with the Code of Conduct.

## Diversity and Inclusion

Not Effective	Needs Development	Consistently Effective	Highly Effective
Fails to see the value of cultural, ethnic, gender and other individual differences in people. Does not create an environment of learning about, valuing, encouraging and supporting differences.	Occasionally sees the value of cultural, ethnic, gender and other individual differences in people. Sometimes creates an environment of learning about, valuing, encouraging and supporting differences.	Sees the value of cultural, ethnic, gender and other individual differences in people. Creates an environment of learning about, valuing, encouraging and supporting differences.	Always sees the value of cultural, ethnic, gender and other individual differences in people. Creates an environment of learning about, valuing, encouraging and supporting differences at all times.
Does not seek different points-of-view nor leverages diverse perspectives in group processes and decision-making. Fails to check own views against the views of others.	Infrequently seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Sometimes checks own views against the views of others.	Seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others.	Continually seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others all the time.
Does not support fair treatments and opportunity for all. Rarely listens to and objectively considers the ideas/input of others; or respects the talents and contributions of all individuals.	Somewhat supports fair treatments and opportunity for all. On occasion listens to and objectively considers the ideas/input of others. Sometimes respects the talents and contributions of all individuals.	Supports fair treatments and opportunity for all. Listens to and objectively considers the ideas/input of others. Respects the talents and contributions of all individuals.	Always supports fair treatment and opportunity for all. Listens to and objectively considers the ideas/input of others at all times. Always respects and promotes the talents and contributions of all individuals.
Fails to foster a culture of trust and respect for others by behaving in an unfair and unethical manner.	Somewhat fosters a culture of trust and respect for others by behaving in a fair and ethical manner.	Fosters a culture of trust and respect for others by behaving in a fair and ethical manner.	Always fosters a culture of trust and respect for others by behaving in an impartial and ethical manner toward all.
Does not strive to eliminate barriers to diversity. Does not ensure that new barriers to diversity are built.	At times strives to eliminate barriers to diversity and sometimes ensures that new barriers to diversity are not built.	Strives to eliminate barriers to diversity. Ensures that new barriers to diversity are not built.	Consistently strives to eliminate barriers to diversity. Ensures that new barriers to diversity are never built.

## Leadership and Relationship Management

Not Effective	Needs Development	Consistently Effective	Highly Effective
Rarely coaches others. Selectively provides resources, incentives, feedback, praise and/or recognition. May show bias to some employees.	Somewhat coaches others regardless of performance level. Sometimes provides resources, incentives, feedback, praise and recognition.	Coaches others regardless of performance level. Provides resources, incentives, feedback, praise and recognition.	Always coaches others regardless of performance level. Provides resources, incentives, feedback, praise and recognition consistently and fairly.
Does not help others identify key goals. Does not use their talents to achieve those goals. Rarely sees others' potential and strengths and does not formulate development plans.	Sometimes helps others identify key goals. Somewhat leverages their talents to achieve those goals. Sees others' potential and strengths and formulates development plans occasionally.	Helps others identify key goals and leverages their talents to achieve those goals. Sees others' potential and strengths and formulates development plans.	Never fails to help others identify key goals and leverages their talents to achieve those goals. Always sees others' potential and strengths and formulates development plans continually.
Fails to observe behaviors that contribute to or detract from success. When identifying performance strengths and weaknesses, feedback is inaccurate, vague and judgmental.	Inconsistently observes behaviors that contribute to or detract from success. Sometimes highlights performance strengths and weaknesses with feedback that is inaccurate, vague and judgmental.	Observes behaviors that contribute to or detract from success. Highlights performance strengths and weaknesses by giving factual, specific, non-judgmental feedback.	Constantly observes behaviors that contribute to or detract from success. Highlights performance strengths and weaknesses by giving factual, specific, non-judgmental feedback on a regular basis.
Relationships with direct reports are not built thus coaching and development efforts are received negatively. Does not model success behaviors, a solid work ethic or constant self-improvement.	On occasion builds relationships with direct reports so that coaching efforts are received in a positive, developmental manner. Sometimes models success behaviors, a solid work ethic and constant self-improvement.	Builds relationships with direct reports so that coaching efforts are received in a positive, developmental manner. Models success behaviors, a solid work ethic and constant self-improvement.	Always builds relationships with direct reports so that coaching efforts are received in a positive, developmental manner. Models success behaviors, a solid work ethic and constant self-improvement at all times.
Does not conduct performance planning and appraisals timely, or update job descriptions. Fails to participate in 1:1 meetings.	Sometimes does performance planning, appraisals and job description updates. Misses 1:1 meetings or is unprepared.	Conducts performance planning and appraisals timely. Updates job descriptions. Conducts and is prepared for 1:1 conversations.	Always conducts timely performance planning, appraisals and job description updates. Always conducts and is prepared for 1:1 meetings.



### *What are SMART Goals?*

- Statements of the important results you are working to accomplish
- Fosters clear and mutual understanding of what constitutes expected levels of performance and successful professional development

### *SMART goals are...*

- Meant to address major job responsibilities
- Intended to focus attention and resources on what is most important
- Increasing something, making something, improving something, reducing something or developing someone

**S**

**SPECIFIC**

Describe **clear** and **detailed** actions.

- **What** do I want to accomplish?
- **Why** is this goal important?
- **Who** is involved?
- **Where** is it located?
- **Which** resources or limits are involved?

Use **S-Action verbs**.

Focus on major job **responsibilities**.

Can have **multiple** steps, sub-goals.

**M**

**MEASURABLE**

Describe how you will **judge** or **measure** accomplishment.

- **How** will I know when it is achieved?
- What **data** will measure the goal?
- **How much**?
- **How well**?

Use metrics or data targets; **qualitative** or **quantitative** measures.

**A**

**ACHIEVABLE**

Ensure your goal is **realistic** and **attainable**.

**Creates stretch**, yet possible to accomplish and rational.

- **How** can I accomplish?
- Is the goal realistic based on **financial** and **time** constraints?
- Does anyone else have **power over** the goal?

Ask supervisor for feedback.

**R**

**RELEVANT**

Ensure the goal **matters to you**, **aligns** with your job functions and organization's needs.

- Does this seem **worthwhile**?
- Does this match other **efforts** and **needs**?
- Am I the **right person**?
- What **competency** does it support?
- **Does it align** with your school, dept., division?

**T**

**TIME-BOUND**

Assign your goal a **target date**, or **deadline**.

**Be specific** on date or timeframe.

- What's the **time for achieving**?
- Are there **milestone dates**?
- What can I do **six months** from now?
- What can I do **six weeks** from now?
- What can I do **today**?

## *Goal Sources*

- Organization’s mission, strategic plan or code of conduct
- School, division or department plans, strategies or values
- Job description and/or critical job responsibilities
- Goals from previous review period
- Comments and suggestions from previous feedback meetings
- Your supervisors’ objectives
- Discussions with colleagues, managers or stakeholders

## *S-Action Verbs*

Oversee	Update	Write
Coordinate	Upgrade	Process
Supervise	Develop	Provide
Manage	Create	Maintain
Plan	Implement	Reconcile
Support	Evaluate	Direct
Transition	Produce	Administer

## *Steps to Create a SMART Goal*

1. Think about your job and the broad areas or “buckets” of responsibility.
2. Too many goals are not good. Aim for 3-5 areas to focus on.
3. Develop a goal statement for each bucket.
4. To get the scope right, focus on end results, not tasks.
5. Goals should be ongoing job responsibilities, new projects, assignments, priorities or initiatives.
6. Goals shouldn’t be too easy, but stretch you to achieve.

# Sample Goals

The following are samples of an employee's individual goals. Each goal description incorporates most elements of the SMART goal model. Your individual goals do not have to follow the exact format of the following examples. You are encouraged to develop and write individual goals based on the needs of your department, school or division and your specific job role.

Sample 1	Strategic Plan Implementation
Description	<p>Determine at least one element of the campus-wide strategic plan to which your role can contribute and support in order to help the university achieve its overall strategic goals.</p> <ul style="list-style-type: none"> <li>• Determine the goal(s) you directly support and be prepared to discuss by second talent conversation.</li> <li>• Make consistent efforts to incorporate relevant elements of the strategic plan in your projects and programs this cycle.</li> <li>• Prepare to present and discuss your efforts, successes, and challenges regarding your contributions to the strategic plan at final talent conversation.</li> </ul>
Sample 2	Performance Management Program (PMP) Participation
Description	<p>Become familiar with the campus's new PMP in order to be more engaged in your development and performance.</p> <ul style="list-style-type: none"> <li>• Attend at least two PMP workshops this cycle.</li> <li>• Schedule three development conversations with my supervisor for 2019 performance cycle.</li> <li>• Assist in the completion of my Performance Plan by June 2019.</li> <li>• Document at least two Progress Notes each quarter to share with my supervisor.</li> </ul>
Sample 3	Leadership Skills
Description	<p>Develop my supervisory skills by spending one day per month participating in a leadership activity.</p> <ul style="list-style-type: none"> <li>• Choose two managers from different divisions or schools to shadow that I feel are great leaders.</li> <li>• Choose two leadership courses on EDx or LinkedIn Learning to complete.</li> <li>• Deliver a write-up at the end of the leadership activity to discuss with my supervisor during my development one-on-one meeting.</li> </ul>

# S.M.A.R.T. GOALS WORKSHEET

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions. Begin with any goal you have in mind, then put it to the S.M.A.R.T. exercise.

<b>INITIAL GOAL</b>	Write down the goal you have in mind:
<b>S</b> <b>SPECIFIC</b>	What do you want to accomplish? Who needs to be involved? Why is this goal important? Where is this happening? Which resources or limits are involved?
<b>M</b> <b>MEASURABLE</b>	How can you measure progress and know if you've successfully met your goal?
<b>A</b> <b>ACHIEVABLE</b>	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? What resources do you need?
<b>R</b> <b>RELEVANT</b>	Why am I setting this goal now? Is it aligned with overall objectives? Does it serve the university?
<b>T</b> <b>TIME-BOUND</b>	What's the deadline and is it realistic? (Include milestone dates if applicable)
<b>SMART GOAL</b>	Review what you have written, and craft a new goal statement including all information revealed through answering the S.M.A.R.T. questions.



## Think about...

What skills do you want that you do not currently possess?

What actions are needed to develop the skill or talent desired?

What resources will help you develop or achieve your professional aspirations?

Where are you now and where do you want to go?

What organizations can you join?

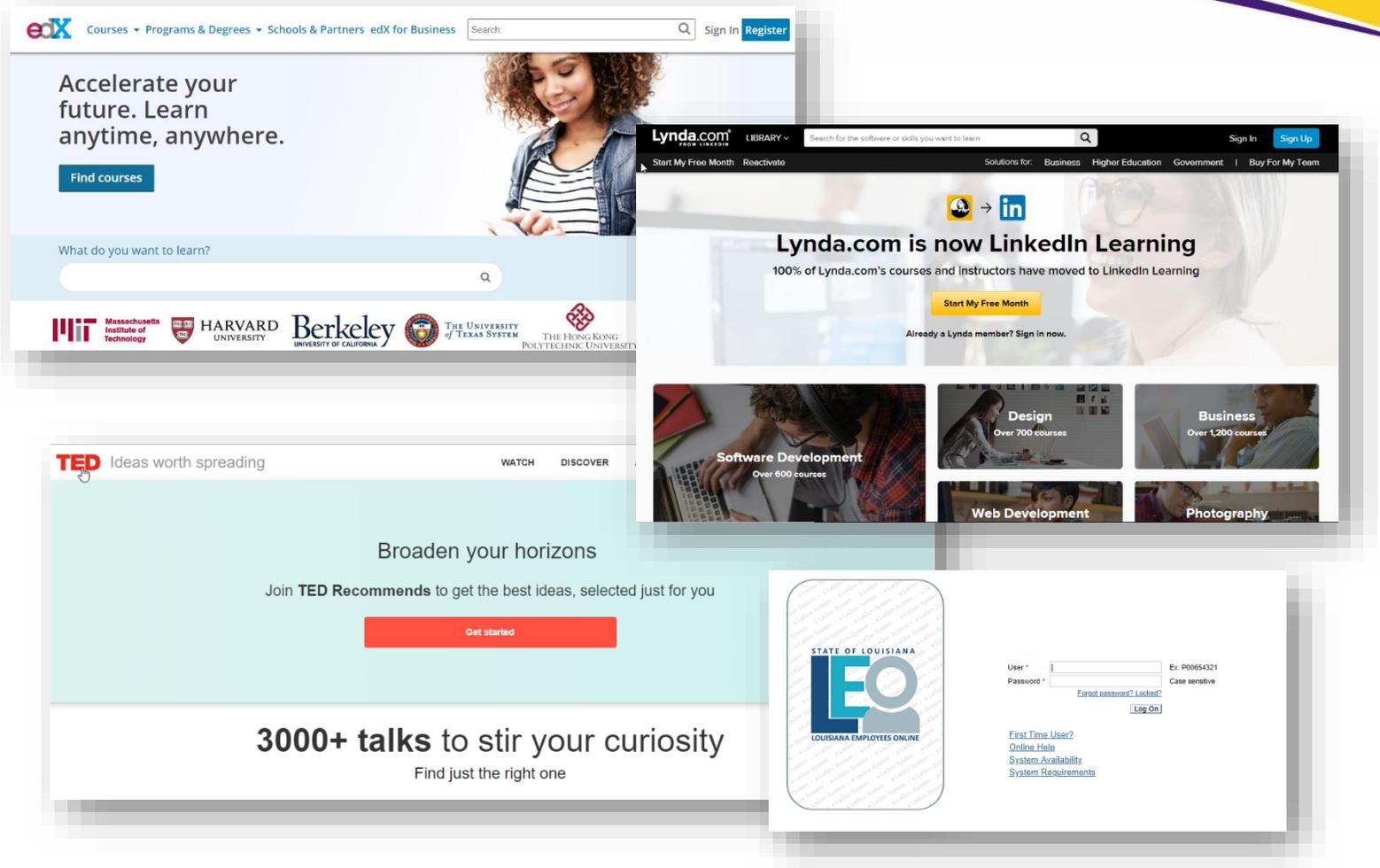
Who can you meet with that can assist you?

What do you need to be reading?

What training do you need that improves or stretches you?

What tasks would you shift to make room for your development?

# Professional Resources



- Professional journals
- Conference presentation opportunities
- Conference scholarship programs
- Book clubs
- Volunteer opportunities
- Informal mentorships
- Job shadowing
- Colleagues
- Professional Network
- NACUBO
- Talent Development Team



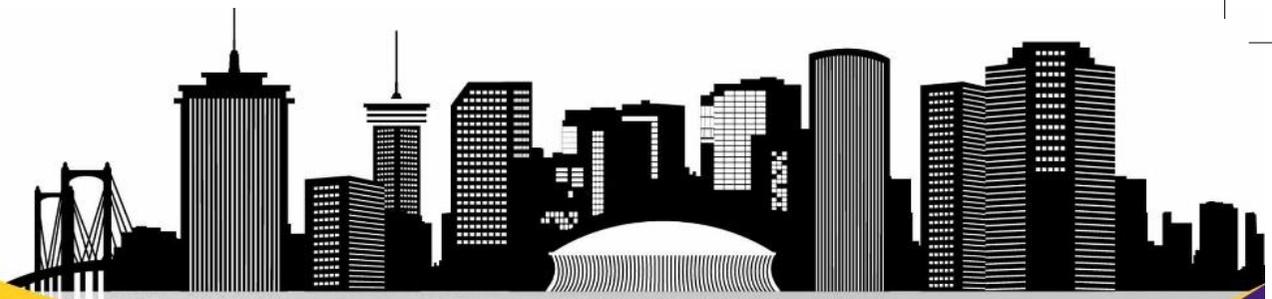
# Development PLAN WORKSHEET

Using the development plan questions below, draft an initial professional development plan. Present this for discussion at your performance planning meeting with your supervisor. Remember this is a rough draft, so try and brainstorm. Your supervisor and professional network can provide you feedback needed to make a final product development plan.

<p>Envision</p> <p><b>Ideal</b></p>	<p>Envision the ideal. Where do you want to be? What do you not know how to do? Assess your knowledge in four areas: Technical Skills, Social Skills, Aptitudes and Attitudes.</p>
<p>Skills</p> <p><b>Gap</b></p>	<p>What is your current skill level or aptitude? What is your desired skill level? What obstacles are you facing? What key resources do you need? What steps will you take to bridge the gap?</p>
<p>Identify</p> <p><b>Activities</b></p>	<p>What sources will you learn from? What programs or classes would you like to take? Who would you like to be mentored by? What other sources of support will you need? What will you read? What professional associations can you join?</p>
<p>Develop</p> <p><b>Actions</b></p>	<p>What kind of experiences might you need? Who can help you? What will you ask of them? What has worked for you in the past? What have you seen others do that might work for you? What are you willing to try?</p>
<p>Hold</p> <p><b>Accountable</b></p>	<p>What do you see as evidence of your learning? Who do you need to share this evidence with? How will you share it with these people?</p>
<p>Professional Development</p> <p><b>PLAN</b></p>	<p>Review what you have written, and draft an initial professional development plan including all the information the answers to the questions above have revealed.</p>

## *Want to know more?*

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