Performance Management Program (PMP) Foundations
• Workshop is 8:30am -12:30pm today
• Two 10-minute breaks
• Breakroom and bathroom locations
• Emergency exit procedures
• Learning resources: participant guide, job description & performance checklist
• Ask questions, be engaged and have fun!
AGENDA

- Performance Management
- Institutional Competencies
- Performance Measurements
- Goal Setting
- Professional Development Plan
- Demonstration of the Performance Management Program (PMP)
• Chancellor is evaluated on performance
  • PM-75
• Faculty members are evaluated on performance
  • PM-35 and Faculty Handbook
• Classified employees are evaluated on performance
  • Performance Evaluation System (PES)
Benefits of Evaluation

- Aligns performance with the business needs and university culture.
- Clarifies the employees’ contributions to the institutional mission, strategic direction and goals.
- Assesses the quality of university talent.
- Increases employee awareness of performance.
- Enables development, mentoring and career progression.
- Supports decisions on pay and personnel actions; legally defensible.
What If...

- You could hold easy and frequent development conversations without sacrificing everything else that must get done?
- Employees assumed greater responsibility for their careers?
- It was possible for development to be integrated into the work that already needs to get done?
Why is it important?

- Most significant driver of employee engagement
- Increases productivity, loyalty, commitment, quality, efficiency, innovation, profitability, results, employee morale and retention
- No one can achieve significant results alone
What is Professional Development?

Growing
What is a Performance Assessment?

A formal record of a supervisor’s evaluation of the quality of an employee’s work over a defined performance period.
Performance Assessments achieve...

- Expectations and results questions answered
- Supervisors and LSUHSC making informed decisions
- Transparency and communication
Performance Management Yearly Cycle

1. Goals and Objectives Set
   - Start of Year
   - January - March

2. Coaching and Feedback Provided
   - During Year
   - January - December

3. Supervisor Evaluates Employee
   - End of Year
   - January - March

4. Employee Self-Assesses
   - End of Year
   - November - December
# Who is Responsible for What?

<table>
<thead>
<tr>
<th>Cycle Timeframe</th>
<th>Employee</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Year</td>
<td>• Co-create Goals</td>
<td>• Conduct Goal Setting Meeting</td>
</tr>
<tr>
<td></td>
<td>• Co-create Development Plan</td>
<td>• Review Competencies</td>
</tr>
<tr>
<td></td>
<td>• Attend Goal Setting Meeting</td>
<td>• Co-create and input Goals</td>
</tr>
<tr>
<td></td>
<td>• Certify understanding</td>
<td>• Co-create and input Development Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work towards Goals and Development Plan</td>
<td>• Coach and support Goals and Development Plan</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate Competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attend 1:1</td>
<td>• Conduct monthly 1:1</td>
</tr>
<tr>
<td></td>
<td>• Enter Progress Notes</td>
<td>• Enter Progress Notes</td>
</tr>
<tr>
<td></td>
<td>• Follow-up with supervisor on progress and resources needed</td>
<td>• Provide feedback and support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Year</td>
<td>• Complete Self-Assessment</td>
<td>• Rate the employee on Competencies</td>
</tr>
<tr>
<td></td>
<td>• Report progress on Goals and Development Plan</td>
<td>• Provide feedback on Goals and Development Plan</td>
</tr>
<tr>
<td></td>
<td>• Attend Evaluation Meeting</td>
<td>• Conduct Evaluation Meeting</td>
</tr>
</tbody>
</table>

Who is Responsible for What?

- **Start of Year**
  - Employee:
    - Co-create Goals
    - Co-create Development Plan
    - Attend Goal Setting Meeting
    - Certify understanding
  - Supervisor:
    - Conduct Goal Setting Meeting
    - Review Competencies
    - Co-create and input Goals
    - Co-create and input Development Plan

- **During the Year**
  - Employee:
    - Work towards Goals and Development Plan
    - Demonstrate Competencies
    - Attend 1:1
    - Enter Progress Notes
    - Follow-up with supervisor on progress and resources needed
  - Supervisor:
    - Coach and support Goals and Development Plan
    - Conduct monthly 1:1
    - Enter Progress Notes
    - Provide feedback and support

- **End of Year**
  - Employee:
    - Complete Self-Assessment
    - Report progress on Goals and Development Plan
    - Attend Evaluation Meeting
  - Supervisor:
    - Rate the employee on Competencies
    - Provide feedback on Goals and Development Plan
    - Conduct Evaluation Meeting
Performance Assessment

- Institutional Competencies
- Individual Goals
- Professional Development Plan
Institutional Competencies

- Teamwork and Collaboration
- Information Sharing and Communication
- Service to Stakeholders
- Quality of Work and Innovation
- Professionalism and Respect
- Diversity and Inclusion
- Leadership and Relationship Management

Supervisors Only
"Individually, we are but one drop. Together, we are an ocean."

- Ryunosuke Satoro
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.
Employee: Mike Tiger
Position: Department Coordinator

Position Details

<table>
<thead>
<tr>
<th>Position Number</th>
<th>Functional Position Title</th>
<th>Department Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0013638]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System Job Title</th>
<th>Department Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Non Academic Area</td>
<td>Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of Direct Reports to Position Number</th>
<th>Reports To Functional Position Title</th>
<th>Department Head</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[0013638]</td>
<td></td>
</tr>
</tbody>
</table>

Position Summary

Provide two or three sentences summarizing the major purpose of the position. In other words, “Why does the position exist?”

Under the general direction of the Head of the Department of Medicine, the incumbent in this position provides high level administrative support including managing the head and the department’s calendar. The incumbent will prepare correspondence, reports and documents at the direction of the head of the department.

Duties and Responsibilities

Essential Duties: These are the basic job duties that an employee must be able to perform, with or without reasonable accommodation(s). Briefly describe a maximum of 10 duties and the approximate percentage of time performing each. The percentage of time for each duty should be at least 5% and no greater than 40%. The total percentage of time must equal 100% and must include 5% allocated as “Other duties as assigned.”
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?*

10% Interface with departments within the Health Sciences Center and School on all appropriate administrative matters as directed. Interface with external agencies, companies and organizations as required for program and department development. Assist in maintaining and updating the information on the department website.

40% Provide administrative support for the Department Head including but not limited to: preparation and management of correspondence initiated by Head; maintain calendar and schedule meetings. Meetings can include seminars, speaking engagements, dinners, faculty and student interviews and other events presided over by the Head.

15% Coordinate travel for Head and other sponsored dignitaries including preparation of prior approval and reimbursement requests. Prepare reimbursement requests for Head for reimbursement for sponsored activities and departmental purchases.
Information Sharing and Communication

COMMUNICATION
sometimes people really should talk more
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 responding to e-mail, voicemail and in meetings.
Information Sharing and Communication

- Willingness to share knowledge, experience time and talent 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 meetings.

**How can you demonstrate information sharing and communication?**

10% Preparation of grants, manuscripts, slide presentations and reports. Maintain all records as they relate to solicitation and departmental development.

40% Provide administrative support for the Department Head including but not limited to: preparation and management of correspondence initiated by Head; maintain calendar and schedule meetings. Meetings can include seminars, speaking engagements, dinners, faculty and student interviews and other events presided over by the Head.
Service to Our Stakeholders

“If I cannot do great things, I can do small things in a great way.”

- Martin Luther King, Jr.
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; ensures duties are covered when absent.

✓ Provides exceptional and responsive service to stakeholders.

✓ Ensures responsiveness to the needs of others.

✓ Resolves issues and assists in a timely, friendly and effective manner.

✓ Makes choices based on sound professional judgment that produces the best possible outcomes for all constituents.
Quality of Work and Innovation

“Do not go where the path may lead instead go where there is no path and leave a trail.”

- Ralph Waldo Emerson
**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.
“Show respect to people even when they don’t deserve it. Respect is a reflection of your character, not theirs.”

Anonymous
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 in accordance with relevant laws, regulations, and practices.
Diversity and Inclusion

“Strength lies in differences, not similarities.”
- Stephen Covey
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.
What is diversity and inclusion?
From: Diversity and Inclusion in a Global Enterprise
# Competency Models

## Diversity and Inclusion

<table>
<thead>
<tr>
<th></th>
<th>Not Effective</th>
<th>Needs Development</th>
<th>Consistently Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and Ethnic</td>
<td>Never sees 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.</td>
<td>Rarely 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.</td>
<td>Sees the value of cultural, ethnic, gender and other individual differences in people. Creates an environment of learning about, valuing, encouraging and supporting differences.</td>
<td>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.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Does not seek different points-of-view nor leverages diverse perspectives in group processes and decision-making. Never checks own views against the views of others.</td>
<td>Infrequently seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Hardly ever checks own views against the views of others.</td>
<td>Seeks different points-of-view and leverages diverse perspectives in group processes and decision-making. Considers the ideas/input of others.</td>
<td>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.</td>
</tr>
<tr>
<td>Fair Treatment</td>
<td>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.</td>
<td>Somewhat supports fair treatments and opportunity for all. Rarely listens to and objectively considers the ideas/input of others. Sometimes respects the talents and contributions of all individuals.</td>
<td>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.</td>
<td>Always supports fair treatment and opportunity for all. Listens to and objectively considers the ideas/input of others at all times. Promotes the talents and contributions of all individuals constantly.</td>
</tr>
<tr>
<td>Trust and Respect</td>
<td>Fails to foster a culture of trust and respect for others by behaving in a fair and ethical manner toward all.</td>
<td>Somewhat fosters a culture of trust and respect for others by behaving in a fair and ethical manner toward all.</td>
<td>Fosters a culture of trust and respect for others by behaving in a fair and ethical manner toward all.</td>
<td>Always foster a culture of trust and respect for others by behaving in a fair and ethical manner toward all.</td>
</tr>
<tr>
<td>Barriers to Diversity</td>
<td>Never strives to eliminate barriers to diversity; nor ensures that new barriers to diversity are not built.</td>
<td>Rarely strives to eliminate barriers to diversity. Ensures that new barriers to diversity are not built.</td>
<td>Strives to eliminate barriers to diversity. Ensures that new barriers to diversity are not built.</td>
<td>Consistently strives to eliminate barriers to diversity. Ensures that new barriers to diversity are never built.</td>
</tr>
</tbody>
</table>
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

- John Quincy Adams
Leadership and Relationship Management

✓ Provides guidance, feedback and 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 goals.
Performance Measurements
Performance Measurements

- Highly Effective
- Consistently Effective
- Needs Development
- Not Effective

* Employees are only rated on Competencies
## Competency Models

### Information Sharing and Communication

<table>
<thead>
<tr>
<th></th>
<th>Not Effective</th>
<th>Needs Development</th>
<th>Consistently Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not provide regular, consistent or meaningful information to others. Consistently requires prompting and follow-up.</td>
<td>Rarely provides regular, consistent or meaningful information to others. Requires prompting and follow-up.</td>
<td>Provides regular, consistent or meaningful information to others. Ensures appropriate individuals are informed about important matters.</td>
<td>Proactively gives regular, consistent or meaningful information to others. Ensures appropriate individuals are informed about all matters.</td>
<td></td>
</tr>
<tr>
<td>Does not listen carefully. Does not ensure message is understood. Frequently interrupts others unnecessarily.</td>
<td>Rarely listens carefully to others. Seldom ensures message is understood. Unnecessarily interrupts others.</td>
<td>Consistently listens carefully to others. Asks questions for clarification. Ensures message is understood.</td>
<td>Actively listens with care and interest to others. Asks questions for clarification. Ensures message is understood.</td>
<td></td>
</tr>
<tr>
<td>Does not consistently communicate in a clear, concise and 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).</td>
<td>Usually does not communicate in a clear, concise and timely manner. Uses improper grammar, spelling and tone. Often difficult to understand. Rarely conveys message using appropriate method of communication (email, phone or in-person).</td>
<td>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).</td>
<td>Always communicates in a clear, concise and timely manner using proper grammar, spelling and tone enhance understanding. Consistently conveys message using the most appropriate method of communication (email, phone or in-person).</td>
<td></td>
</tr>
<tr>
<td>Does not tailor communication style to individuals or groups formally or informally.</td>
<td>Rarely tailors communication style to individuals or groups formally or informally.</td>
<td>Mostly tailors communication style to individuals or groups formally or informally.</td>
<td>Constantly tailors communication style to individuals or groups formally or informally.</td>
<td></td>
</tr>
<tr>
<td>Does not interact with others using diplomacy and tact. Interactions are often negative.</td>
<td>Rarely interacts with others using diplomacy and tact. Interactions are not always positive.</td>
<td>Mostly interacts with others using diplomacy and tact. Interactions are always positive.</td>
<td>Always interacts with others using diplomacy and tact. Encourages positive interactions.</td>
<td></td>
</tr>
</tbody>
</table>
Goal Setting
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.
• Meant to address major job responsibilities.
• Intended to focus attention and resources on what is important.
• Common goals are: increasing something, making something, improving something, reducing something or developing someone.
**Specific**
- Describe clear and detailed actions.
- Answer the 5 W’s. Use S-Action verbs.
- Can have multiple steps, sub-goals.

**Measurable**
- Describe how you will judge or measure accomplishment.
- What data will measure the goal? How much? How well?

**Achievable**
- Creates stretch, yet attainable goal.
- Possible to accomplish, realistic.
- Is the goal doable? Do you have desire, skills and resources?

**Relevant**
- Ensure the goal matters to you, aligns with your job and organization need.
- How does the goal align? Why is the result important?

**Time-bound**
- State when you will get it done.
- Be specific on date or timeframe.
- What’s the time for achieving? Are there milestone dates?
To increase my graphic design skills

To develop my graphic design skills with Adobe Illustrator by designing a new HR logo that receives positive feedback from the department by December 13, 2019.
Goal Sources

- Organization’s mission, vision or code of conduct
- School, division or department plans, strategies or values
- Job description and/or critical job responsibilities
- Goals from previous feedback
- Comments and suggestions from previous feedback meetings
- Your supervisor’s objectives
- Discussions with colleagues, senior managers or stakeholders
S-Action Verbs

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

Specific
- Describe clear and detailed actions.
- Answer the 5 W’s. Use S-Action verbs.
- Can have multiple steps, sub-goals.
1. Think about your job and the broad areas or “buckets” of responsibility.

2. Develop a goal statement for each bucket.

3. To get the scope right, focus on end results not tasks.

4. Goals should be ongoing job responsibilities, new projects, assignments, priorities or initiatives.

5. Too many goals is not good.

6. Goals shouldn’t be too easy, but stretch you to achieve.
## Sample Goals

The following are samples of what an employee’s individual goals may look like. 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.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Strategic Plan Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>- Determine the goal(s) you directly support and be prepared to discuss by second talent conversation</td>
</tr>
<tr>
<td></td>
<td>- Make consistent efforts to incorporate relevant elements of the strategic plan in your projects and programs this cycle</td>
</tr>
<tr>
<td></td>
<td>- Prepare to present and discuss your efforts, successes, and challenges regarding your contributions to the strategic plan at final talent conversation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample</th>
<th>Performance Management Program (PMP) Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Become familiar with the campus’s new PMP in order to be more engaged in your own development and performance.</td>
</tr>
<tr>
<td></td>
<td>- Attend at least two PMP Workshops this cycle.</td>
</tr>
<tr>
<td></td>
<td>- Schedule three development conversations with my supervisor for 2019 performance cycle.</td>
</tr>
<tr>
<td></td>
<td>- Assist in the completion of my Performance Plan by June 2019.</td>
</tr>
<tr>
<td></td>
<td>- Document at least two Progress Notes each quarter to share with my supervisor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample</th>
<th>Leadership Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Develop my supervisory skills by spending one day per month participating in a leadership activity.</td>
</tr>
</tbody>
</table>
**SMART Goals Worksheet**

Creating SMART Goals are designed to help you identify what you want to achieve, is realistic, and determine a deadline. When writing SMART Goals use precise language, but include relevant information. These are designed to help you succeed, so be thorough when answering the questions.

<table>
<thead>
<tr>
<th>INITIAL GOAL</th>
<th>Write the goal you have in mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>What do you want to accomplish? Who needs to be included? When do you want to do that? Why is this a goal?</td>
</tr>
<tr>
<td>SPECIFIC</td>
<td>How can you measure progress and know if you've successfully met your goal?</td>
</tr>
<tr>
<td>MEASURABLE</td>
<td>Do you have the skills required to achieve this goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?</td>
</tr>
<tr>
<td>ACHIEVABLE</td>
<td>Why am I setting this goal now? Is it aligned with overall objectives?</td>
</tr>
<tr>
<td>RELEVANT</td>
<td>What’s the deadline and is it realistic?</td>
</tr>
<tr>
<td>TIME-BOUND</td>
<td>Review what you have written, and draft a new goal statement based on what the answers to the questions above have revealed</td>
</tr>
<tr>
<td>SMART GOAL</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**

- **S (Specific)**: Be clear and precise about what you want to achieve.
- **M (Measurable)**: Establish clear criteria for measuring progress.
- **A (Achievable)**: Ensure the goal is realistically attainable with current resources.
- **R (Relevant)**: Align the goal with larger objectives.
- **T (Time-bound)**: Set a deadline for achievement.

By following these steps, you can create goals that are not only clear and focused but also achievable within a specific timeframe.
Drafting a Professional Development Plan

1. Envision the ideal you
2. Identify the gaps
3. Identify activities
4. Draft an action plan
5. Hold Accountable

Repeat the cycle to refine and enhance your professional development plan.
## Goal: Obtain Masters of Education

<table>
<thead>
<tr>
<th>Details to Achieve</th>
<th>Resources to Use</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform supervisor, ask for any suggestions or concerns</td>
<td>One-on-One Meeting</td>
<td>January 2017</td>
</tr>
<tr>
<td>Research the details of tuition exemption for staff members</td>
<td>Supervisor, HR Talent Development team, LSUHSC website and LSU website</td>
<td>February 2017</td>
</tr>
<tr>
<td>Register and sit for the GRE</td>
<td>Colleagues, study guides, testing scenarios for practice</td>
<td>May 2017</td>
</tr>
<tr>
<td>Register for semester start date, place dates on calendar, get supplies and books needed</td>
<td>LSU registrar’s office, Amazon, Outlook calendar and phone calendar</td>
<td>August 2017</td>
</tr>
<tr>
<td>Document progress towards degree and graduate</td>
<td>PMP Progress Notes, Feedback one-on-one meetings with supervisor, colleagues and projects that may lend themselves to my school work</td>
<td>January 2019</td>
</tr>
</tbody>
</table>
Low Cost to No Cost Professional Development Resources
How to Start Your Development Plan
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 draft development plan.

<table>
<thead>
<tr>
<th>Envision</th>
<th>Envision the Ideal. Where do you want to be? What do you not know how to do? Assess your knowledge in your areas. Technical Skills, Social Skills, Attitudes and Attitudes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideal</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>What is your current reality? What is your desired reality? What obstacles are there? What key resources do you need? What steps will you take to bridge the gap?</td>
</tr>
<tr>
<td>Gap</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>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 need? What can I join?</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Develop</td>
<td>What kind of experiences might I need? Who can help me? What will I seek out? What has worked for me in the past? What have I seen others do that might work for me? What am I willing to try?</td>
</tr>
<tr>
<td>Actions</td>
<td></td>
</tr>
<tr>
<td>Hold</td>
<td>What do I see as evidence of my learning? Who do I need to share this evidence with? How will I share it with these people?</td>
</tr>
<tr>
<td>Accountable</td>
<td></td>
</tr>
<tr>
<td>Professional Development PLAN</td>
<td>Review what you have written, and draft an initial professional development plan including all the information the answers to the questions above have revealed.</td>
</tr>
</tbody>
</table>
Performance Checklist

Employees

By following this checklist, you will complete all performance tasks for the first cycle in the Performance Management Program (PMP).

☐ Attend the Performance Management Foundations workshop offered in April through June 2019.

☐ Co-create three to five SMART goals with your supervisor.

☐ Draft an initial Professional Development Plan.

☐ By June 30, 2019, present my goals and plan to my supervisor at our one-on-one meeting for discussion.

☐ By June 30, 2019, acknowledge in the PMP that I met with my supervisor to review the Institutional Competencies, Individual Goals and Development Plan.

☐ Keep my goals and plan handy for discussion with my supervisor.

☐ Document progress towards goals and plan in Progress Notes each month.

☐ Document modeling of Institutional Competencies in Progress Notes each month.

☐ Attend the Performance Management Assessment workshop in November or December 2019.

☐ By January 2, 2020, complete a self-assessment in the PMP.

☐ By March 31, 2020, acknowledge discussion and receipt of performance rating from your supervisor in the PMP.

☐ By March 31, 2020, begin these steps again to start the new performance cycle.
THANK YOU!

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