

**LSU Health**  
NEW ORLEANS

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)

# Current Evaluations

- 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



# Who is Responsible for What?

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>

# 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



# Teamwork and Collaboration

“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



UNCLASSIFIED POSITION DESCRIPTION

### Position Details

Position Number:	00020838	Functional Position Title:	Department Coordinator			
System Job Code:	245	System Job Title:	Coordinator of Non Academic Area			
Department Number:	NO1492000	Department Name:	Medicine			
College/Division:	Medicine					
Reports to Position Number:	00019868	Reports To Functional Position Title:	Department Head			
No. of Direct Reports to this Position:	0	No. of Indirect Reports to this Position:	0	Salary Grade:	For HR Use	FLSA Status: For HR Use

### 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."

# Institutional Competencies

## 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?*

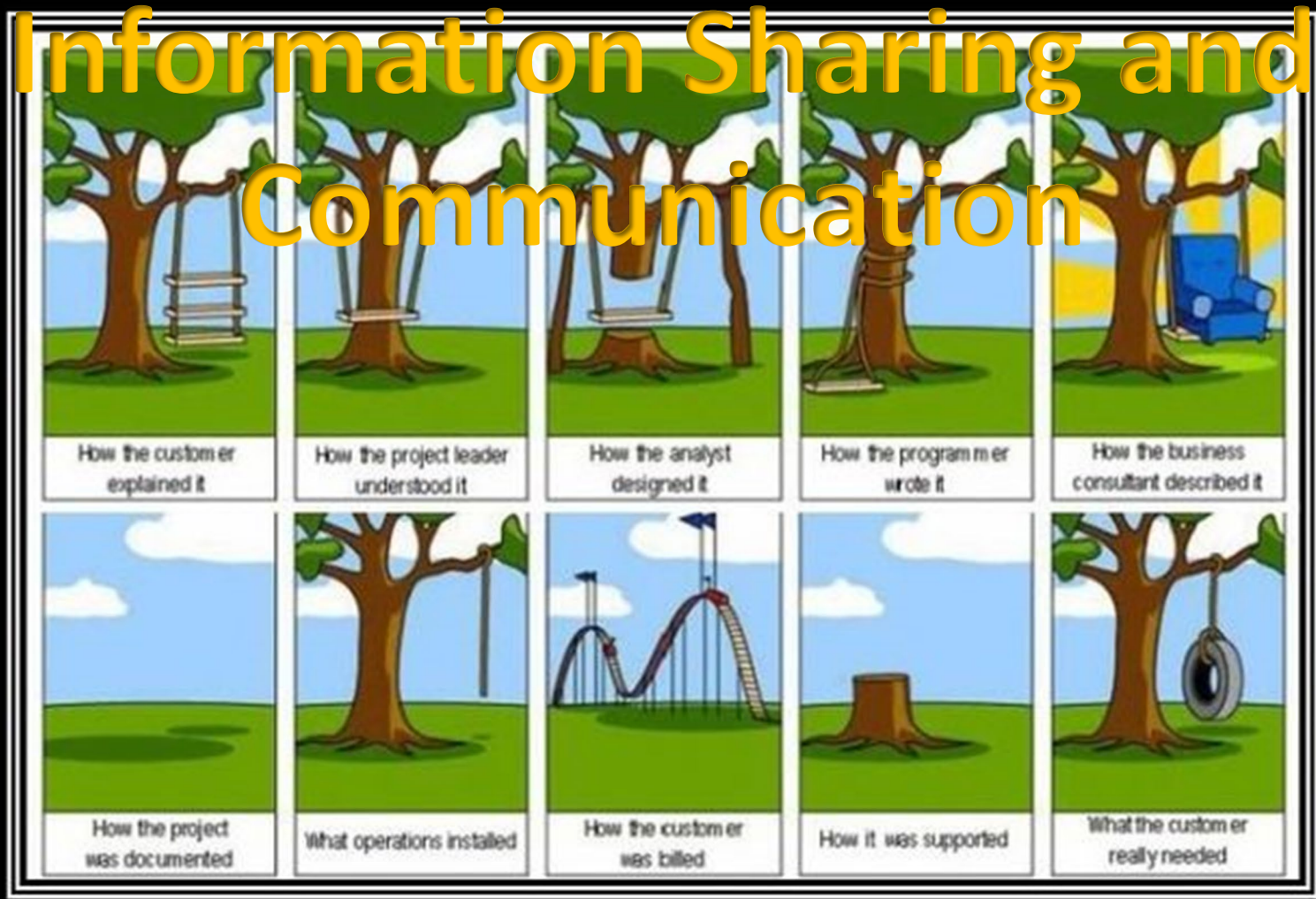
10% Interface with departments within the Health Sciences Center and School on all appropriate administrative matters as directed. Interface with external agencies, companies and organizations as required for program and department development. Assist in maintaining and updating the information on the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



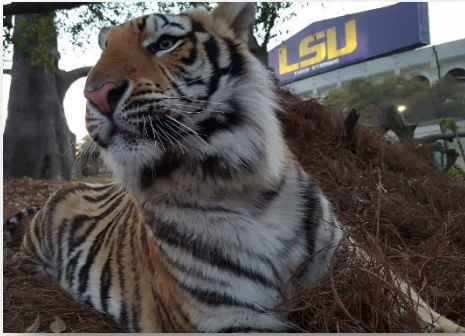
# COMMUNICATION

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.



## Institutional Competencies

### 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.

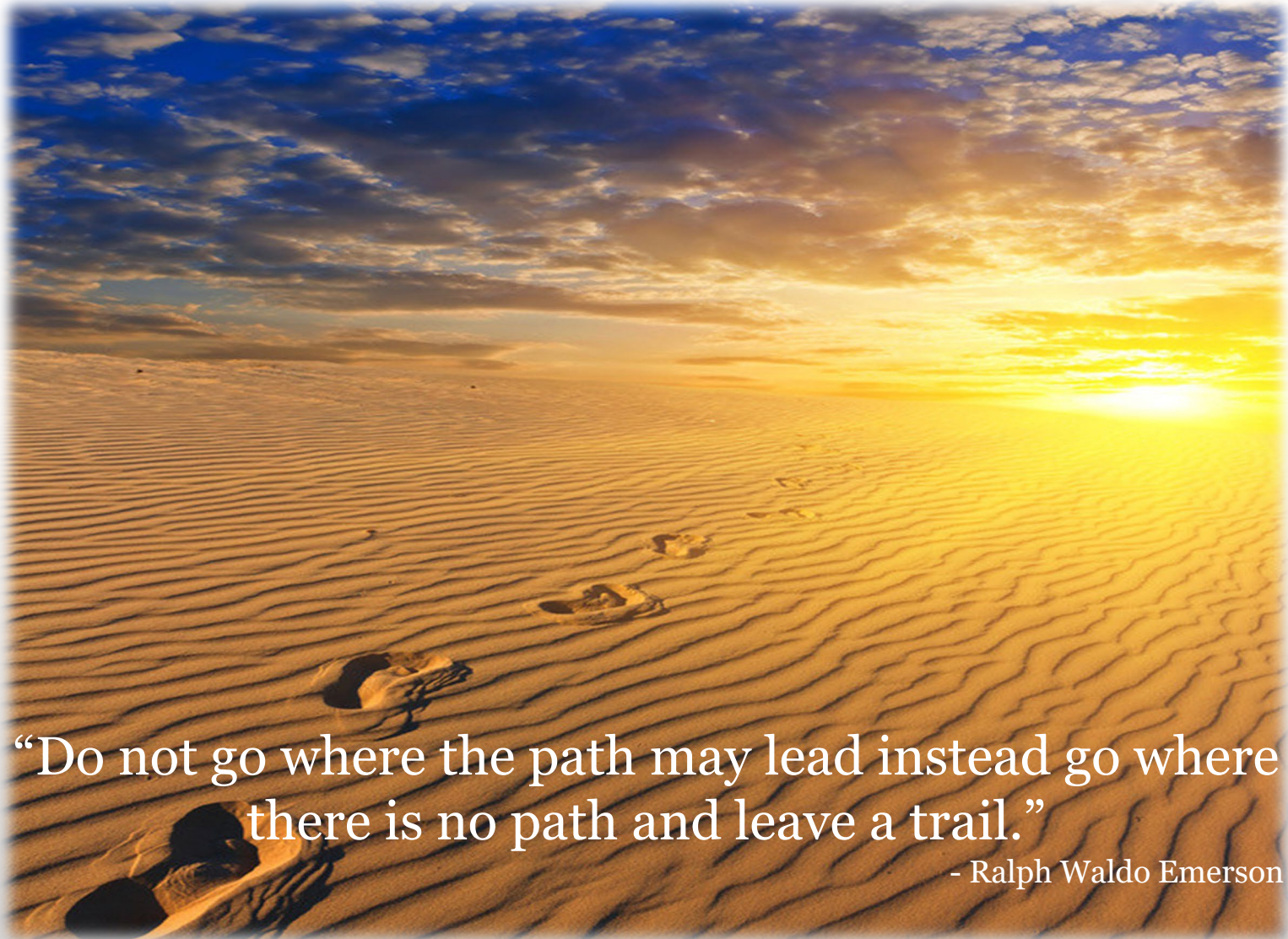


# Service to Our Stakeholders

- ✓ 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.



# Professionalism and Respect



“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.

Business > Business Skills

## What is diversity and inclusion?

From: Diversity and Inclusion in a Global Enterprise



LinkedIn

▶ ⏪ ⏩ 🔊 00:11 / 02:27

CC ⚙️ ↗️

# Competency Models

Diversity and Inclusion			
Not Effective	Needs Development	Consistently Effective	Highly Effective
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.	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.	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. Never checks own views against the views of others.	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.	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. Rarely 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. Promotes the talents and contributions of all individuals constantly.
Fails to foster a culture of trust and respect for others by behaving in a fair and ethical manner toward all.	Somewhat fosters a culture of trust and respect for others by behaving in a fair and ethical manner toward all.	Fosters a culture of trust and respect for others by behaving in a fair and ethical manner toward all.	Always foster a culture of trust and respect for others by behaving in a fair and ethical manner toward all.
Never strives to eliminate barriers to diversity; nor ensures that new barriers to diversity are not built.	Rarely strives to eliminate barriers to diversity. 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

“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			
Not Effective	Needs Development	Consistently Effective	Highly Effective
Does not provide regular, consistent or meaningful information to others. Consistently requires prompting and follow-up.	Rarely 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 all matters.
Does not listen carefully. Does not ensure message is understood. Frequently interrupts others unnecessarily.	Rarely 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 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. Rarely 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 enhance understanding. Consistently 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.	Rarely tailors communication style to individuals or groups formally or informally.	Mostly tailors communication style to individuals or groups formally or informally.	Constantly tailors communication style to individuals or groups formally or informally.
Does not interact with others using diplomacy and tact. Interactions are often negative.	Rarely interacts with others using diplomacy and tact. Interactions are not always positive.	Mostly interacts with others using diplomacy and tact. Interactions are always positive.	Always interacts with others using diplomacy and tact. Encourages positive interactions.

# Goal Setting

- 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.



# S

## Specific

- Describe clear and detailed actions.
- Answer the 5 W's. Use S-Action verbs.
- Can have multiple steps, sub-goals.

# M

## Measurable

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

# A

## Achievable

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

# R

## Relevant

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

# T

## 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

## Specific

- Describe clear and detailed actions.
- Answer the 5 W's. Use S-Action verbs.
- Can have multiple steps, sub-goals.

# S-Action Verbs

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

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.

# Examples

## 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.

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 own 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>

## Worksheet

### 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.

<b>INITIAL GOAL</b>	Write the goal you have in mind
<b>S</b>	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
<b>M</b>	How can you measure progress and know if you've successfully met your goal?
<b>A</b>	Do you have the skills required to achieve the 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?
<b>R</b>	Why am I setting this goal now? Is it aligned with overall objectives?
<b>T</b>	What's the deadline and is it realistic?
<b>SMART GOAL</b>	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

Talent Development Plan

Professional Development Plan

Individual Development Plan

# Drafting a Professional Development Plan



# Goal: Obtain Masters of Education

Details to Achieve	Resources to Use	Timeframes
Inform supervisor, ask for any suggestions or concerns	One-on-One Meeting	January 2017
Research the details of tuition exemption for staff members	Supervisor, HR Talent Development team, LSUHSC website and LSU website	February 2017
Register and sit for the GRE	Colleagues, study guides, testing scenarios for practice	May 2017
Register for semester start date, place dates on calendar, get supplies and books needed	LSU registrar's office, Amazon, Outlook calendar and phone calendar	August 2017
Document progress towards degree and graduate	PMP Progress Notes, Feedback one-on-one meetings with supervisor, colleagues and projects that may lend themselves to my school work	January 2019





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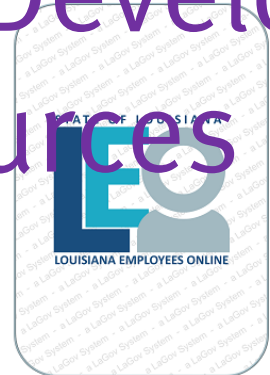


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# How to Start Your Development Plan



# Development Plan

## 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.

Envision	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.
<b>Ideal</b>	
Skills	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?
<b>Gap</b>	
Identify	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 can I join?
<b>Activities</b>	
Develop	What kind of experiences might I need? Who can help me? What will I ask of them? 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?
<b>Actions</b>	
Hold	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?
<b>Accountable</b>	
Professional Development	Review what you have written, and draft an initial professional development plan including all the information the answers to the questions above have revealed.
<b>PLAN</b>	

### 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.





**LSU** Health  

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**NEW ORLEANS**

## The Talent Development Team

**THANK YOU!**

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**Grow With Us**

**The Talent Development Team**

**LSU Health**  
NEW ORLEANS  
Office of Human Resource Management