

ESTABLISHING MEANINGFUL GOALS

PERFORMANCE MANAGEMENT – EDUCATIONAL SESSION THREE

WEBCHAT WITH ELAINE SCHILLING – 18 MAY 2016

Establishing Meaningful Goals

An overview of setting meaningful goals for performance

Performance Expectations

To perform well, employees need to know what is expected of them. Clear performance expectations:

- Are most commonly defined in goals and standards.
- Are the foundation for communicating about performance during the appraisal year.
- Are the basis for objectively reviewing performance during the appraisal year.
- Enable employees to differentiate between acceptable and unacceptable performance
- Can result in increased job satisfaction as employees can measure their own performance.

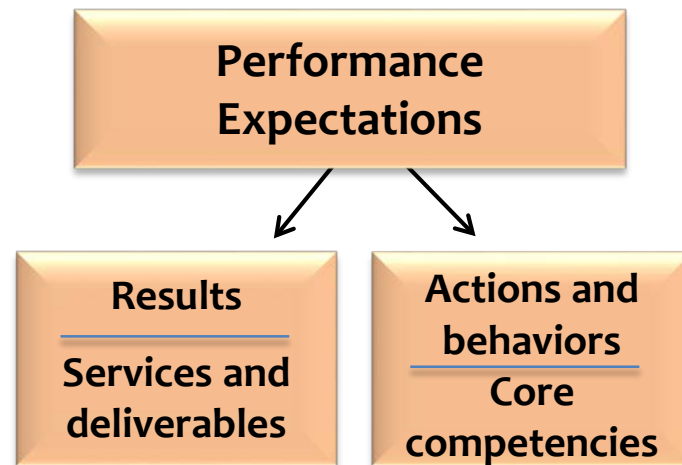
Performance Expectations

- Performance expectations go beyond the job description.
- They are a range of expected job outcomes, including:
 - ▣ What services and deliverables should the job produce?
 - ▣ What effect should the work have on UC Merced?
 - ▣ How are employee expected to interact with clients, colleagues, and supervisors?
 - ▣ What are UC Merced's values that must be demonstrated by employees?
 - ▣ What are the processes, methods, or means the employee is expected to use?

Performance Expectations

Performance expectations fall into two categories:

1. Results - services and deliverables produced by the employee
2. Actions and behaviors – ways/how the employee produces services and goods, *and* the behaviors demonstrated in the process (core competencies)



Performance Expectations



In discussing performance expectations, an employee should understand the following:

- Why their job exists
- Where their job fits into the organization
- How their job's responsibilities link to UCM and department goals



Performance Goals

Performance goals...

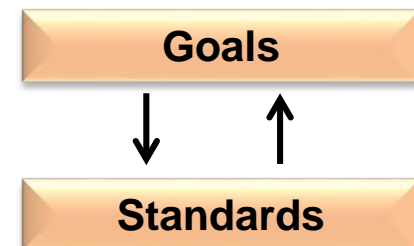
- Express results that an employee is expected to produce during the specified review period.
- Are discussed and agreed upon by supervisor and employee at the beginning of the review period.
- Are not separate from an employee's job, they are part of the job.
- Are “the ends” toward which supervisor and employee direct their efforts and focus resources.
- Could change as UCM's needs/direction change.
- Are updated as needed to reflect current goals.

Performance Goals...

- If they are set collaboratively between supervisor and employee, they elicit commitment and engagement.
- Collaborative goal setting encourages discussions:
 - Discuss short-term goals with an eye toward long term
 - Identify critical issues and possible obstacles
 - Consider resource needs realistically

Performance Goals and Standards

- Performance goals and standards are two of the most common methods of defining expected results.
- Goals are broader than standards. Standards describe how goals will be met.
- Standards identify baselines for measuring performance results.
- From performance goals and standards, supervisors can provide specific feedback about:
 - ▣ **How an employee is meeting expectations, or**
 - ▣ **The gap between expected results and actual performance**



Where do Goals Come From?

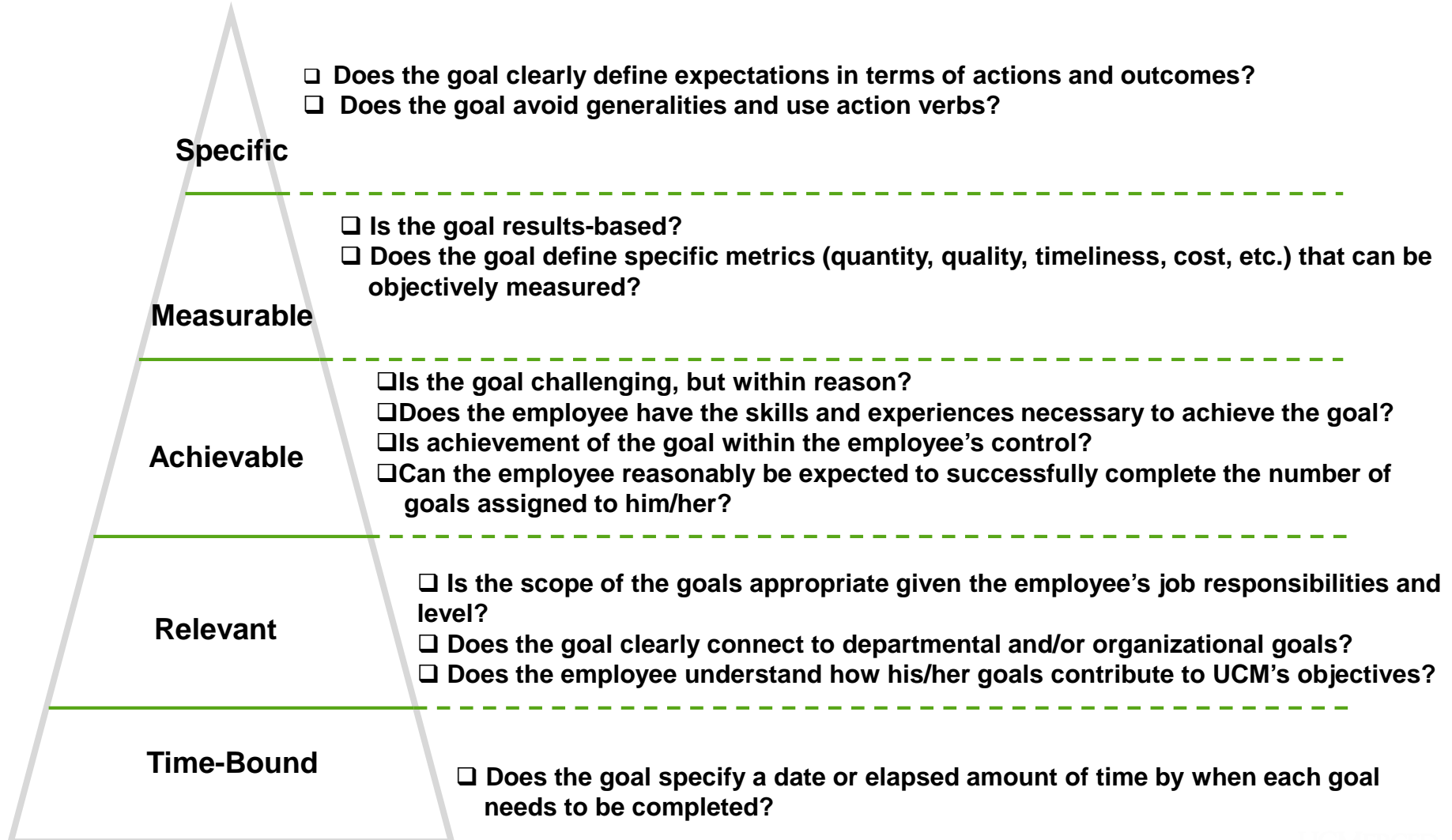
Asking the following questions may help generate ideas:

1. What can this employee do to improve the overall effectiveness of the unit/department?
2. What needs to be done to improve the quality of our service?
3. What changes/adjustments can we make in our processes, operations?
4. Is there anything we can scale back on, and/or eliminate?
5. What are we ready to do now that we could not do last year?
6. What skills, knowledge, processes, products must be updated to meet our clients' needs/expectations?
7. Has the employee suggested program/process changes that will help us meet our goals?

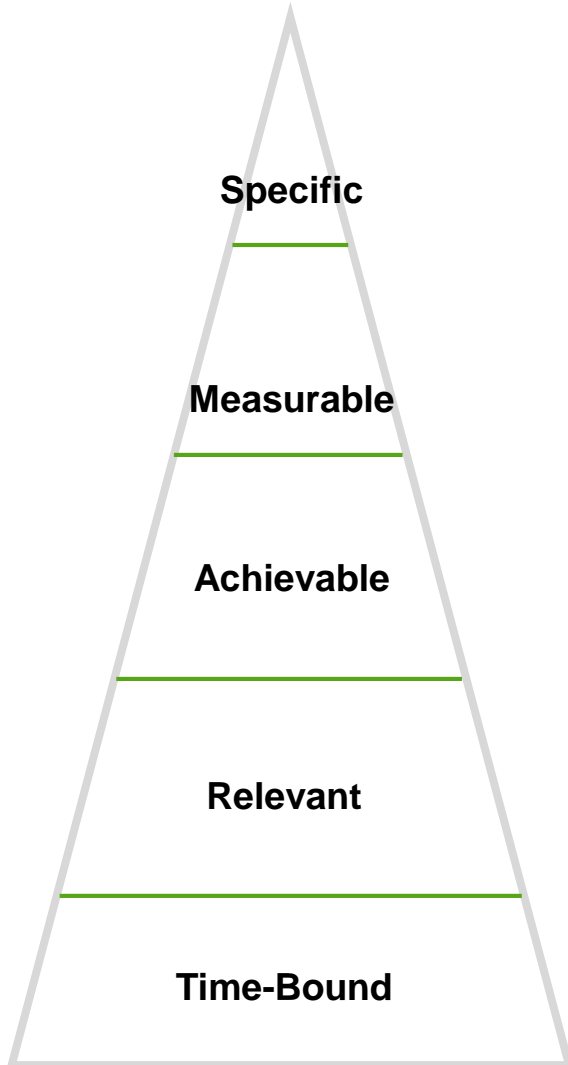
Creating SMART Goals

Source:

Latham, Gary P., and Edwin A. Locke, "Enhancing the Benefits and Overcoming the Pitfalls of Goal Setting," *Organizational Dynamics* (2006).
CLC Human Resources, *Conducting a Goal Setting Discussion*, Arlington, VA: Corporate Executive Board, 2009, CLC4471309PRO.



Basics of Creating SMART Goals



Who: The direct supervisor and employee collaborate to set meaningful goals.

What: The supervisor and employee should discuss what the individual's performance goals are and how they connect to UCM's goals.

Where: The discussion should take place in private, away from disruptions.

When: The supervisor should hold a goal-setting discussion, either at the end of the performance appraisal discussion, or within 1-2 weeks after the performance appraisal.

Why: Setting and committing to goals and standards can engage employee and improve motivation, boosting performance. Both employee and supervisor have the same understanding of the focus for the year, and how performance will be measured.

Expressing Performance Goals

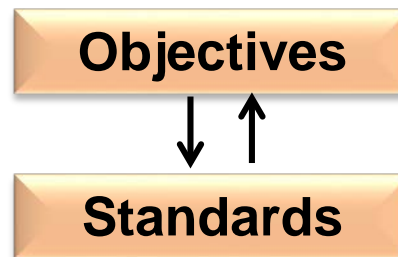
To (action verb) (key result) **by** (date) **at** (cost of, if applicable).

Examples:

1. To implement update of grant tracking system by xxx , on/or below budget.
2. To reduce service complaints within the first quarter of the fiscal year.
3. To conduct three cross training sessions on the new equipment by 12/31/xx.

Performance Standards

- Standards focus on job completion, describe how objectives will be met
- A performance standard should:
 - Be realistic
 - Be exceedable
 - Be expressed in terms of quantity, quality, time, cost, effect, manner of performance, or method of doing
 - Be measurable



Performance Standards

Terms for expressing performance standards:

- ▣ Quantity - how much
- ▣ Quality - how well
- ▣ Timeliness - by when
- ▣ Effective use of resources – utilization of, \$ saved, waste reduced
- ▣ Effects of effort – ultimate effect to be obtained
- ▣ Manner of performance – personal behavior
- ▣ Method of performing assignments – established requirements

Performance Goals with Standards

Examples:

1. To implement the update of the grant tracking system by Sept. 30, 2016, on/or under the budgeted amount. (*timeliness, effective use of resources*)
2. To reduce service complaints by 95% within the first quarter of the fiscal year. (*quality, timeliness*)
3. To conduct three cross trainings on the new equipment, covering all 5 safety factors, and by using department cross training protocol, by 12/31/16. (*quality, method of performing assignments, timeliness*)

Performance Goals without Standards, and With Standards

Examples:

1. Increase outreach to community groups.

Identify 5 new community groups in our user pool and meet with each executive director by 10/7/16. Evaluate efficacy of partnership using department scale, within two weeks of each meeting.

2. Ensure lower accident rate while using xxx machinery.

Develop plan by 5/20/16 to reduce machinery accidents, following department safety plan format; ensure 100% compliance with University safety standards by 7/8/16.

3. Develop and exhibit increased skills in the communication competency.

Complete Individual Development Plan that meets the following criteria: 1) Identify two specific areas for improvement- by 6/30/16. 2) Identify two options for learning / improving the skills – by 6/30/16. 3) Set up one meeting per month for the next six months with supervisor to review progress and practice skills.

Prioritizing Goals

- Prioritizing goals is an essential discussion between supervisor and employee.
- One strategy for prioritizing is the “ABC” approach:
 - A = Vital: If not accomplished, will result in substantial failure
 - B = Important: If not achieved, will still permit acceptable role performance
 - C = Nice-to-do: If necessary, could be postponed or eliminated

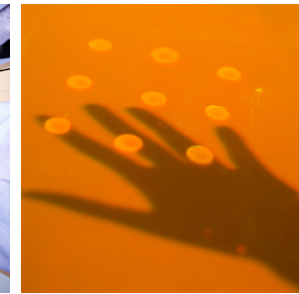
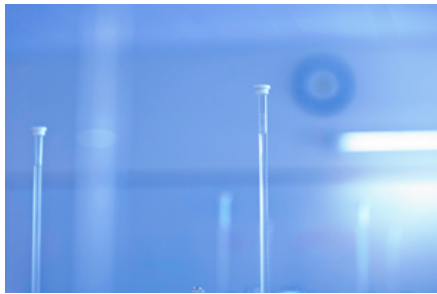
Sample Worksheet

Unit Goal:	
Key Results Area	Priority: A B C
1. Employee Goal and Standards	
2. Employee Goal and Standards	

Goals Checklist

Review and refine your goals:

Employee – Goal	✓
1. Can it be readily understood by those who must implement it?	
2. Does the goal statement include standards? Is it SMART?	
3. Is the goal realistic, attainable, and one that represents a challenge?	
4. Is it related to mission, unit/department goals?	
5. Will the outcome justify the expenditure of time and resources required?	
6. Can accountability for the final outcome be established clearly?	



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