

Goal Setting and Performance Development Guidebook



**SMITH
COLLEGE**

Performance Year 2021-2022

Goal Setting and Performance Development

Add Value to Smith and to Its Employees

INTRODUCTION

Goal setting and performance development structure the way we do our work. No matter what division we're part of, the position we hold, or the expertise we contribute, the Goal Setting and Performance Development programs provide guidelines for our success.

These two programs link Smith's strategies and goals to employees' individual jobs. They work together to:

- Provide structure and tools to support communication between managers and staff to ensure that employees have a clear understanding of the connection between their contributions and the mission, vision, and values of the college.
- Encourage development of the skills and behaviors (competencies) necessary for success in our changing work environment.
- Provide a framework for written documentation of goal setting and achievement and a time for formal feedback on job performance.





Roles and Responsibilities

The success of Smith's Goal Setting and Performance Development programs is dependent on the involvement, collaboration, and ownership of division leaders, managers, employees, and Human Resources. Each plays an important role.

Division leaders *support the Goal Setting and Performance Development programs by:*

- Communicating college/division mission and goals
- Identifying resources for employee development
- Managing the compensation process in consultation with Human Resources
- Monitoring the application of the Performance Development program within the division

Managers *implement the Goal Setting and Performance Development programs in collaboration with employees by:*

- Establishing performance expectations and goals
- Identifying development needs using Smith's Competencies
- Coaching employees to achieve performance expectations
- Preparing Performance Review documents and conducting Performance Review meetings
- Administering our Compensation Program in a fair manner that recognizes contributions to organizational goals

Employees *collaborate with managers by:*

- Contributing to performance expectations and goals
- Demonstrating the desire and flexibility to develop the skills and competencies necessary for success in the position
- Requesting coaching to keep goals on track and to achieve expected performance
- Providing input to the Performance Review process

Human Resources *supports division leadership, managers, and employees by:*

- Providing the tools, training, and guidelines for effective administration of performance development and pay programs
- Consulting with managers and employees on the program processes or individual issues
- Monitoring market trends and providing managers with information to aid in the administration of compensation
- Ensuring that pay decisions are fair and equitable

Competencies

Competencies are observable and applied knowledge, skills, and behaviors that are critical for achieving an organization's mission, vision, and values. At Smith, competencies lie at the heart of goal setting and performance development and are the link between the two programs. The Smith Competencies reflect the values and vision of the college. They outline behaviors that are important for individual success today and anticipate what will be required for the college's success in the years to come.

What Are the Smith Competencies?

Service Excellence Present a positive and helpful attitude to all internal and external customers. Address needs and concerns in a timely and accurate manner. Deliver on service commitments, meet established or agreed upon deadlines, and maintain supportive relationships with customers*.

Communication and Interpersonal Skills Express thoughts in a clear and concise manner both written and verbally. Build and maintain productive work relationships. Collaborate to achieve common goals, and listen and communicate in a way that respects and supports others. Understand the impact of your behavior and actions on individuals and groups.

Professional Conduct Uphold college policies and procedures. Be respectful and honest, and demonstrate appropriate discretion when dealing with confidential information. Admit mistakes and take accountability for actions. Project a positive and professional image.

Problem Solving and Decision Making Make sound decisions and solve problems involving varied levels of complexity and ambiguity. Understand the impact of decisions on customers.

* The term "customer" refers to any individual or group who the employee communicates with as a part of their employment at Smith College.

Competencies Continued:

Technical Skills Use technology or tools effectively to complete tasks. Stay current with technical upgrades to improve work processes and tasks.

Cultural Competency** Understand, appreciate, and interact effectively with people of different cultural and socioeconomic backgrounds than one's own. Understand the impact of your behavior and actions on individuals and groups. Contribute to an inclusive campus environment.

Leadership (for those who supervise)

Leading Self: Set a positive example, and be honest, trustworthy, courteous, and approachable

Leading Others: Inspire commitment, encourage and support collaboration and teamwork, provide feedback and positive reinforcement to employees, offer developmental opportunities, and promote a bias-free work environment

Leading Results: Help others achieve success, offer direction, drive organizational change, provide vision, and promote and ensure alignment with department/college mission and vision.

** Smith College encourages the employee to participate in events, programs, and training that expand knowledge, challenge assumptions, and develops skills and an awareness of our own culture influences.



How do the Competencies Relate to an Employee's Job?

Competencies are:

- Included in the Annual Performance Review to reflect both the ongoing skills and the behaviors for the position as outlined in the job description.
- Used as a basis for understanding the skills and characteristics needed for supervisory positions for those who would like to move to a higher level.
- A component of ongoing communications between managers and staff as goals are set; progress in performance is considered throughout the year.
- Evaluated during the Annual Performance Review as managers and staff discuss accomplishments for the year.

ANNUAL PERFORMANCE DEVELOPMENT PROGRAM

Overview

Ongoing performance-based communication is the key to Smith's Performance Development Program. In addition, the college encourages managers to meet with each employee individually at least three times a year.

In its annual cycle, the program has four major components. A manager meets formally with each employee three times during the year. Of course, ongoing feedback, discussion, and coaching take place as well. Communication and collaboration ensure success for the individual, for the department, and for the college.



Goal Setting July–September

The manager and the employee collaborate to set goals that will support their department's priorities.

Mid-cycle Review November– January

Midway through the cycle, the manager and the employee meet to discuss progress. The manager is expected to provide formal feedback about performance to each employee.

Performance Review April–May

The manager prepares a written review and meets with each employee to discuss it.

Merit-Pay Communication June

Decisions about merit pay are based on the year's performance. The manager communicates to each employee the salary for the upcoming year.

Ongoing Coaching

The manager is expected to provide ongoing, performance-based feedback and coaching to every employee. Each employee is expected to participate fully in these discussions.

Goal Setting

Goal Setting: July through September

Together, the *manager* and the *employee* outline the employee's goals for the year, in alignment with those of the college/division/department. *For examples of goals and formatting, see Appendices B and C.*

Preparing for Goal Setting

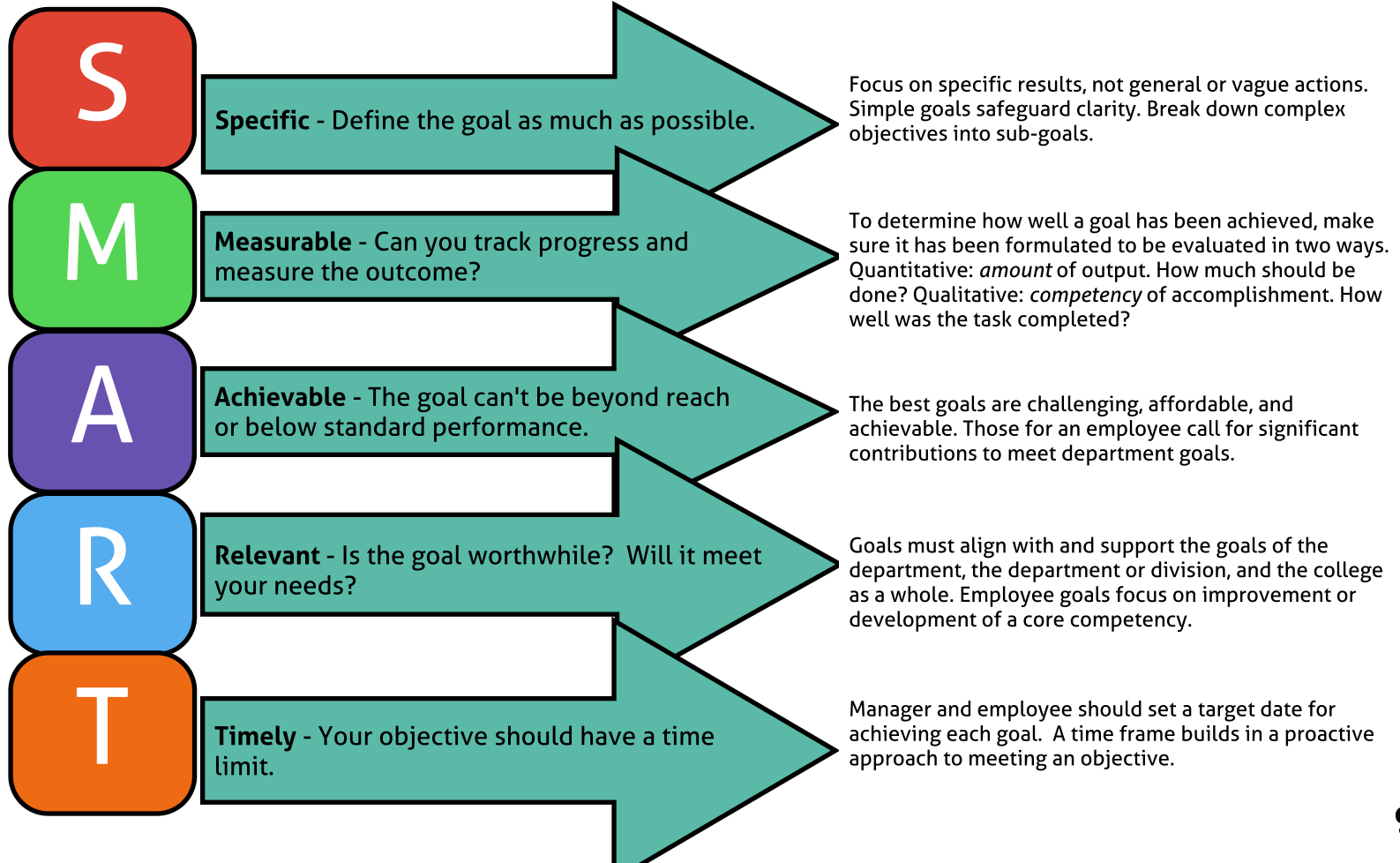
Before they develop goals, both the manager and the employee:

- Review Smith College's mission, vision, values, and goals.
- Discuss the missions and goals of the division and department.
- Review the employee's job description and discuss ongoing responsibilities and any changes in them.
- Identify individual goals that relate to the department goals. Consider the need for development of one or more of the Smith Competencies. Development could relate to an area for improvement or a new skill resulting from organizational change, a different assignment, or an update in technology.



Written Goals

Both the manager and the employee take part in putting the goals into written form. This is accomplished using **SMART** criteria. This technique ensures that goals are clear and measureable.





MID-CYCLE REVIEW: NOVEMBER THROUGH JANUARY

The Office of Human Resources strongly supports, when feasible, a review partway through the cycle. The Mid-Cycle Review provides an opportunity for manager and employee to assess ongoing activities and progress in accomplishing agreed-upon goals. During this review, the manager and the employee discuss:

- Accomplishments to date
- Goals that still need to be met
- Changes or shifts, if appropriate, in college, division, or department priorities that require adding or changing goals
- Obstacles that seem to be preventing the employee from meeting expectations about a goal
- Progress on development of the Smith College Competencies

For an example of a format for discussion, see Appendix D. The manager and employer may use it to track progress throughout the course of the performance-year cycle.

Annual Performance Review: April through May

The Annual Performance Review is the final component of the Performance Development Cycle. It presents a time for manager and employee to reflect on the employee's accomplishments for the year.

Writing the Performance Review

To write an assessment that accurately describes the employee's contributions for the year, the manager:

- Reviews the employee's job description and SMART goals.
- Refreshes memory with notes from the Mid-Cycle Review and other information accumulated throughout the year.
- Suggests that the employee provide an Employee Self-Evaluation summarizing accomplishments for the year. *For a sample form, see Appendix F.*

The manager uses the information he or she has accumulated to:

- Write the Performance Review, using the official form.
- Assign a performance rating.
- Consider how to communicate the contents at the Annual Performance Review meeting.

Conducting the Performance Review

After the manager has completed the previous step, she or he conducts the Annual Performance Review. At this one-on-one meeting with the employee, the manager:

- Provides the employee with a copy of the written Annual Performance Review.
- Discusses each section, giving examples as appropriate.
- Provides helpful feedback.
- Obtains agreement on next steps and dates, if necessary.
- Concludes the review by signing the form. The employee signs the form to indicate that the review has taken place. Each retains a copy for his or her files.
- The manager sends a copy of the Annual Performance Review to the department head to signify that the Annual Performance Review has been completed. The department head forwards a copy of the Annual Performance Review to Human Resources.





Ongoing Coaching

The core of the Goal Setting and Performance Development Program is *ongoing, open communication*. To foster success, the manager helps an employee meet established performance expectations by:

- Observing and supporting progress.
- Communicating at regularly scheduled meetings.
- Routinely discussing progress toward competency development, as well as during a Mid-Cycle Review.
- Engaging in problem solving to identify and discuss challenges that are preventing the employee from achieving goals.
- Suggesting ways to modify or improve the employee's approach.

Either the manager or the employee can initiate these update meetings.

A close-up, low-angle shot of a dark blue wrought-iron gate. The gate features ornate scrollwork and a central plaque that reads "SMITH COLLEGE 1875" in white, serif capital letters. The background shows a clear blue sky and green foliage.

SMITH
COLLEGE
1875

Office of Human
Resources

