Staff Goal Setting and Establishing Performance Expectations
A Guide

**Background:**

At the beginning of FY2010, President Friedman communicated a renewed focus and emphasis on measurement and metrics. Pace University managers have identified key metrics for their school or division as a path to ensuring success and sustaining excellence. The goal is to ensure that all staff share accountability for achieving the University’s budgetary and Strategic Plan 2010-2015 goals.

As a result, all full and part-time staff members are expected to have goals and performance expectations for the 2011 fiscal year. These goals will serve as the basis for a mutual definition - between you and your manager - of success.

**Goals and Performance Expectations – Defined:**

A goal is, “a statement that describes an action or task with a measurable end result and timeframe for completion.” Even in those cases where goals may not exist given the nature of your work, clear performance expectations can be developed. Performance expectations are statements of what you are supposed to achieve, how it is to be achieved, and to what extent or how well you must perform.

Performance expectations should be defined for all positions, even for those that are essentially processing functions. You and your manager should be able to identify clear performance expectations that can be achieved and measures that are keys for success for that position. As an example, the speed with which applications are processed and the number of “lost” applications (or other documents) are areas that can be quantified.

**Responsibilities:**

**Individual Staff Member:** As an individual staff member, you will receive an email announcing the start of the FY2011 goal setting process. You will develop and write your goals and performance expectations for the fiscal year which will be reviewed and agreed to by your manager and approved by his or her manager. We encourage you to have a preliminary discussion with your manager so you understand and have clarity about your division or school goals and have an understanding of your manager’s expectations before you write your goals and performance expectations.
**The Manager:** As the manager, you will review, edit, comment on, and agree to the FY2011 goals and performance expectations submitted by your direct report. After you have agreed to the staff member’s goals and expectations, you will submit them to your manager for approval to ensure alignment with your school or division strategy and goals for the year. You are encouraged to share your goals and expectations with your direct report before they begin to write their goals and expectations.

**The Approver:** As the manager’s manager, you will review and approve staff members’ goals and performance expectations to ensure overall school or division goal alignment and to provide your agreement to their goals and performance expectations.

**The “Cascade” Effect:**

Individual goals and performance expectations “cascade” down from the University’s Vision, to the Five-Year Plan, to School/Division goals, to Department goals, and finally to the Individual goals as illustrated in the following graphic:

![Setting Performance Expectations](image)

**What You Need To Do:**

The manager should initiate a discussion of goals and performance expectations with each staff member. The University’s Strategic Plan 2010-2015 should be discussed, as well as the priorities of the school and/or division, in order to obtain a good understanding of direction and priorities. In some
cases, the individual’s goals will be linked to achievement of initiatives in the annual budget and to their division’s activities in support of the upcoming, new strategic plan.

Areas for contribution and specific performance expectations are developed collaboratively between a staff member and his/her manager. While the process is intended to be collaborative, there may be some expectations that are givens and are non-negotiable. The performance expectations need to be clear and entered on the PMDP goal setting form by the individual staff member.

Performance expectations and goals describe the key results the staff member is expected to accomplish during the year. Most employees will have, typically, between five to seven goals.

For the most part, performance expectations and goals will not change over the course of the year, however depending on the needs of the University or your school or division, new goals may be added or existing priorities changed to address the new or unexpected demands. If original goals are not met, due to changing needs, it is important to discuss and note the reasons during the end of the year review period.

Whenever a change is made, an automated email will be sent notifying you or your manager that a change in goals was made.

**Writing SMART Goals:**

We encourage you to write your goals following the SMART model, ensuring that your goals are:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound, with clear due dates

If you write your goals and performance expectations using the following guidelines, your goals will be SMART.
Here are examples of SMART goals, following the above guidelines:

1. For the Fall 2010 academic semester, increase the number of enrolled international undergraduate students by 10% over the Fall 2009 semester. By October 2010, I will develop an advisory committee with representation from each school and the Provost’s office to develop and implement an outreach campaign to identify and communicate with potential international student applicant pools.

2. In collaboration with and assistance from ITS and the Technology Training Manager, develop training material and deliver training to all of the division’s non-manager staff in the use of the Banner student module, reducing input errors by 85% measured by a FY10 month over month comparison. Training will be completed by the end of the third quarter (March 2011.)

3. Develop and implement new budget tracking system and report to ensure accurate monitoring of total monthly and year-to-date expenditures and variances. Consult with Finance and Planning, implement by January 2011. Submit the new tracking system report to the department chair by the second business day of the new month.

Performance goals need to be as specific as possible to ensure clarity and understanding, and to establish a basis for determining how well or to what extent the goal was met. However, success is often more than just achieving the numbers, so performance expectations need to include both quantitative and qualitative elements - the what and the how.

- Quantitative—specific measures, such as dollars, number of days, and the like.
- Qualitative—descriptors that refer to how a goal is accomplished, that is the competencies and behaviors that were exhibited. The more definitive the descriptor, the more useful it is for both the employee and the manager.
The “How”
It has become increasingly important to consider and evaluate how work is accomplished. It is very possible that behavior can significantly enhance or diminish the overall value of an employee’s contribution. By gaining clarity and understanding of how employees go about achieving objectives, expectations for total success can be established.

As an illustration, at year’s end, an individual may achieve all his or her goals for the year, but in doing so, the individual’s behavior toward division colleagues or others they interact with created an environment that was not conducive to teamwork or trust. As a result, employees who needed to work together avoided doing so, decreasing overall effectiveness and contribution. Establishing the expectation of collaboration and building positive working relationships with others in how the employee achieved their goals would have provided needed clarity.

Other Performance Expectations
In contrast to specific performance goals, other performance expectations relate to the ongoing functions and tasks of your position. They encompass many of the activities necessary to successfully perform in the position, and may include such activities as administration or delivery of ongoing programs, routine support of others, and the like. Taken together they are the reason why the job exists, and these expectations must be met in order to fulfill its role in the organization.

These performance expectations and their importance are to be discussed at the performance planning meetings, as goals are being developed. They should be referenced during the year as performance is tracked and again as part of the year-end evaluation and review.

In summary, performance goals and expectations should:

- contribute to results
- support University, division/school, and department goals
- relate to your job
- yield measurable or observable results
- have specific timetables
- be challenging, and
- provide a clear basis for evaluating performance.

Individual Development Plan (IDP) Goals:

Individual development plan goals are professional improvement goals that you and your manager have agreed are needed for you to increase your performance in your current position or prepare for opportunities in the near future. As such, the IDP:

- focuses on what can be done to increase effectiveness
- highlights areas for professional growth, including new skill or knowledge
- looks to strengthen areas of current strength (making the strong, stronger)
Here are two examples for an Individual Development Plan:

<table>
<thead>
<tr>
<th>Area of Opportunity</th>
<th>Improvement/Development Goal</th>
<th>Action Steps to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of MS Excel</td>
<td>Increase utility of Excel by becoming proficient in writing formulas</td>
<td>Participate in PCLC Excel Formula class by 10/15/10</td>
</tr>
<tr>
<td>2. Budget development and monitoring</td>
<td>Learn how to prepare and monitor/track division budget</td>
<td>In FY11-12, assist budget director in monitoring the division’s FY11 budget and preparing the FY12 budget.</td>
</tr>
</tbody>
</table>

*Please remember, the IDP goals are not performance goals, but are based on the competencies your position requires for success.*

**In Closing:**

As noted above, setting good performance and development goals and expectations is a joint effort between you and your manager to align your work with the needs of the University.

At the same time, it is the responsibility of the manager’s manager to review and approve the goals set for their direct report’s staff. This is to ensure alignment with and contribution to the Five-Year plan and the school’s or division’s goals. Further, this review will help ensure clarity of the expectation and adherence to specificity outlined in the SMART guideline.