

New Performance Management Training

Kathleen Bowling, Ja Kale Massengale
Employee Experience Manager, Benefits Specialist
Office of Human Resources

SMART GOALS

Understanding and Applying the SMART Goals Framework to Improve Employee Performance Profile

Virginia Department of Human Resource Management (DHRM) has released new criteria for annual evaluations:

- **Performance Cycle:** January 1st to December 31st
- **Performance Ratings:**
 - Unsuccessful
 - Partially Successful
 - Successful
 - Highly Successful
 - Extraordinary
- **Employee Work Profile (EWP) is now an EPP – Employee Performance Profile** which includes a position description, performance objectives, job function competencies, behavioral competencies, development plan, self-evaluations and evaluations.



- Understanding the difference between goals and objectives.
- What is a SMART Goal?
- SMART Goal Examples
- The Employee Performance Profile (EPP)
- Norfolk State University Standards
- Questions



Goals define what should be accomplished.

Objectives define the actions needed to achieve the goal.

Goals

- General
- Intangible
- Broad
- Abstract
- Strategic—long-range direction, set by manager

Objectives

- Specific
- Measurable
- Narrow
- Tactical—short-range, support the accomplishment of goals



SMART Goal Framework- The process of breaking down broad goals into manageable objectives that are easy to track and achieve.

SMART Goals Framework Components

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Timely**

S: Specific

- Define one clear and achievable outcome.
- A specific goal establishes a clear direction and serves as the foundation for success.

Ask These Questions:

- What needs to be accomplished?
- Who is responsible for it?
- What actions are required to achieve it?

Specific Goals Are:
Clear
Focused
Action-oriented
Well-defined

M: Measurable (Benchmarks)

- Track progress using clear and measurable metrics.
- Benchmarks help determine how close you are to achieving your goal and identify when adjustments are needed.
- Goals that are measurable provide tangible evidence of completion.

Ask These Questions:

- How will the manager know when the goal has been achieved?
- What measurements can be used?
- What milestones can be used to track progress towards completion?

A: Achievable

- Goals need to be challenging but attainable.
- Make realistic estimates.
- Full commitment from manager and employee is necessary.

Ask These Questions:

- Can the employee realistically achieve this goal?
- Does the employee have the skills and available resources to reach this goal?

R: Realistic

- Ensure the goal is achievable with the available time, resources, and capabilities.
- Account for current workload of employee.

Ask These Questions:

- Is this goal realistic within the available time and constraints?
- Will achieving this goal support departmental and organizational objectives?
- Will this goal require adjusting priorities or reallocating resources?

Resources: Skills, Funding, Equipment,
Time, Staff

T: Timely

- Ensure the goal has a realistic start and end dates.
- Break bigger goals into smaller objectives when needed.
- Create a sense of urgency and leads to action.

Ask These Questions:

- What are the earliest—yet achievable and realistic—dates for this goal to be started and to be completed?
- Have I included clear deadlines?
- Are there other projects/objectives that must be completed first?
- Are other individuals or objectives reliant on the completion of this goal?



Facilities Operations Assistant

Respond to 100% of assigned work and service requests in accordance with established Standard Operating Procedures (SOPs), while providing professional and customer-focused service to Norfolk State University personnel.

IT Security Administrator

Assess, update, and strengthen information security detection and response capabilities across campus and remote environments daily; to ensure identification and effective response to security threats within 24 hours.

Human Resources Business Partner

By the end of the evaluation cycle, respond to at least 90% of assigned HR inquiries within two business days and resolve or appropriately escalate them within five business days.

Employee Performance Profile (EPP) formerly known as the Employee Work Profile (EWP) is Commonwealth of Virginia's official position/work description combined with the employee's performance plan and evaluation.

Classified employees and supervisors of classified employees are required to complete the (EPP).

Performance Cycle: January 1st through December 31st

Tentative Deadlines:

- **November 16th-** Employee Performance Profiles for all employees are due in Workday.
- **December 1st-** Self Evaluations are launched to the NSU Campus.
- **December 14th-** Employee Self Evaluations are due.
- **January 15th-** All completed evaluations are due.

PART II – Work Description & Performance Plan

15. Organizational Objective:

Increase enrollment at Norfolk State University by attracting, engaging, and converting prospective students through strategic recruitment efforts and strong partnerships with students, the local community, and campus partners.

16. Purpose of Position:

Student Recruiter role is to support Norfolk State University's enrollment goals by identifying, engaging, and recruiting prospective students who are a strong fit for the university.

The Student Recruiter serves as a primary point of contact for prospective students and families, providing timely information, personalized guidance, and a positive introduction to the Norfolk State experience.

17. KSA's and or Competencies required to successfully perform the work (attach Competency Model, if applicable):

- Knowledge of recruitment strategies, outreach methods, and relationship-building practices.
- Strong verbal, written, and interpersonal communication skills.
- Ability to effectively use technology, databases, CRM systems, email, social media, and other recruitment tools.
- Ability to establish rapport with individuals from diverse backgrounds and create a welcoming, student-centered experience.

18. Education, Experience, Licensure, Certification required for entry into position:

- Bachelor's degree from an accredited college or university in Higher Education, Communications, Marketing, Public Relations, Business Administration, or a related field.
- One to three years of experience in student recruitment, admissions, higher education, customer service, community engagement, or a related field.



% of time needed for responsibilities

% Time	19. Core Responsibilities	20. Measures for Core Responsibilities
%	A. Performance Management (for employees who supervise others)	<u>Examples of Measures for Performance Management:</u> • Expectations are clear, well communicated, and relate to the goals and objectives of the department or unit; • Staff receive frequent, constructive feedback, including interim evaluations as appropriate; • Staff have the necessary knowledge, skills, and abilities to accomplish goals; • The requirements of the performance planning and evaluation system are met and evaluations are completed by established deadlines with proper documentation; • Performance issues are addressed and documented as they occur. • Safety issues are reviewed and communicated to assure a safe and healthy workplace and a reduction in work related absences.
10	B. Maintain accuracy and timely completion of recruitment records by entering student interactions, event participation, follow-up activities, and recruitment outcomes into the system.	Conduct monthly reviews of CRM data for completeness, accuracy, and timely documentation.

% 35	C. Establish or strengthen relationships with at least 20 high schools, community organizations, and college-access partners during the recruitment cycle to increase awareness of Norfolk State University and generate additional prospective-student referrals.	Document each partnership through CRM records, meeting/event participation, referral activity, or other verifiable engagement
% 35	D. Conduct at least 50 recruitment activities annually, including high school visits, college fairs, community events, and other outreach initiatives, with an emphasis on reaching diverse and qualified student populations.	Document all recruitment activities, attendance, student interactions, and outcomes in the CRM system.
% 10	E. Contribute to achieving assigned recruitment and enrollment targets by converting qualified prospects to completed applications and supporting their progression through admission and enrollment.	Review prospect-to-application and application-to-enrollment conversion rates at regular intervals throughout the recruitment cycle.
% 10	F. Execute consistent, timely, and personalized outreach to assigned prospective students through phone calls, email, text messaging, social media, virtual engagement, and other approved recruitment channels.	Track all outreach volume and applicant responses in the CRM system, Review monthly to ensure all activity has been logged.

21. Special Assignments	22. Measures for Special Assignments
G. May be required to perform other duties as assigned. May be required to assist the agency or state government generally in the event of an emergency declaration by the Governor.	
H.	
I.	

23. Agency/Departmental Objectives	24. Measures for Agency/Departmental Objectives
J. Recruit and engage with qualified prospective students to support Norfolk State University's enrollment goals by building a strong student pipeline, increasing completed applications, and contributing to the achievement of assigned recruitment and enrollment targets.	Progress will be monitored monthly and assessed at the end of each recruitment/enrollment cycle utilizing CRM entries.
K.	
L.	
M.	

This page is printed separate from the remainder of the Work Description/Performance Plan because it contains confidential employee information.

PART III – Employee Development Plan

25. Personal Learning Goals

26. Learning Steps/Resource Needs

Part IV - Review of Work Description/Performance Plan		
27. Employee's Comments:	Signature:	Date:
	Print Name:	
28. Supervisor's Comments:	Signature:	Date:
	Print Name:	
29. Reviewer's Comments:	Signature:	Date:
	Print Name:	

Norfolk State University's commitment to **integrity and collegiality** begins with clear expectations, meaningful goals, and a culture of accountability. As supervisors, the pace and direction of our teams are shaped by the goals we set and the standards we uphold.

To position employees for success and ensure fair, meaningful performance evaluations, supervisors should provide:

- **Clear Job Descriptions** – Employees should understand their roles and responsibilities.
- **Defined Expectations** – Clearly communicate what successful performance looks like.
- **Constructive Feedback** – Provide timely guidance and opportunities for improvement.
- **Continuous Growth** – Set challenging yet attainable goals that encourage development and forward progress.

When expectations are clear, goals are **SMART**, and feedback is consistent, employees are empowered to succeed—and the organization moves forward together.

