Aligning Performance for Success

*Focusing and guiding others in accomplishing work objectives.*

**Key Actions**

- **Sets performance goals**—Collaboratively works with direct reports to set meaningful performance objectives; sets specific performance goals and identifies measures for evaluating goal achievement.

- **Establishes approach**—Collaboratively works with direct reports to identify the behaviors, knowledge, and skills required to achieve goals; identifies specific behaviors, knowledge, and skill areas for focus and evaluation.

- **Creates a learning environment**—As necessary, helps secure resources required to support development efforts; ensures that opportunities for development are available; offers to help individuals overcome obstacles to learning.

- **Collaboratively establishes development plans**—Collaboratively identifies observation or coaching opportunities, training, workshops, seminars, etc., that will help the individual achieve important goals.

- **Tracks performance**—Implements a system or uses techniques to track performance against goals and to track the acquisition and use of appropriate behaviors, knowledge, and skills.

- **Evaluates performance**—Holds regular formal discussions with each direct report to discuss progress toward goals and review performance; evaluates each goal, behavior, knowledge, and skill area.

**Questions**

1. Tell me about a recent performance review that you conducted with a direct report. Describe what happened before, during, and after the review.

2. Tell me about a time when you worked with a direct report to identify opportunities for development. What process did you use?

3. Tell me about a recent change in your organization’s business plan. Did this change affect performance expectations for your direct reports? What did you do?

4. Describe the technique/system you use to track the progress of your direct reports in acquiring and applying new behaviors, knowledge, and skills.

5. Give me an example of how you’ve involved direct reports in identifying performance goals and expectations. What was your role? What was the other person’s role?

6. Describe what you’ve done to help others overcome obstacles to learning and development.
7. Give me an example of a time when you established performance standards with a direct report. Describe the process you used.

8. Can you give me an example of when you provided feedback and assistance to another person about substandard performance? What did you do? How did you do that? What happened next?

9. Tell me about a time when a direct report disagreed with the performance goals that you set for him or her. What did you do?

10. Describe what you’ve done to link organizational objectives to your direct reports’ objectives.

11. Some people set unrealistic goals for themselves. Tell me about one of your direct reports who did this. What did you do?

12. Communicating poor performance ratings can be difficult. Describe how you’ve handled a situation like this with a direct report.

13. What have you done to ensure that direct reports have adequate resources and opportunities to work on improving performance?

14. We all know that it’s difficult to make time in a busy schedule to provide developmental feedback to high performers. Tell me about your highest performer. How frequently have you met to discuss this person’s performance?

15. Give me an example of a project/task/assignment you gave to a direct report to help him or her develop a specific skill.

**Questions for people with little work experience**

16. As a teaching assistant, tell me how you identified the behaviors, knowledge, and skills a student needs to achieve goals.

17. As a teaching assistant, tell me how you’ve evaluated and reviewed performance objectives with students.