



# Human Resources Training

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## Performance Management Training Module 2:

## Managing Employee Performance

March 2010

# Objectives

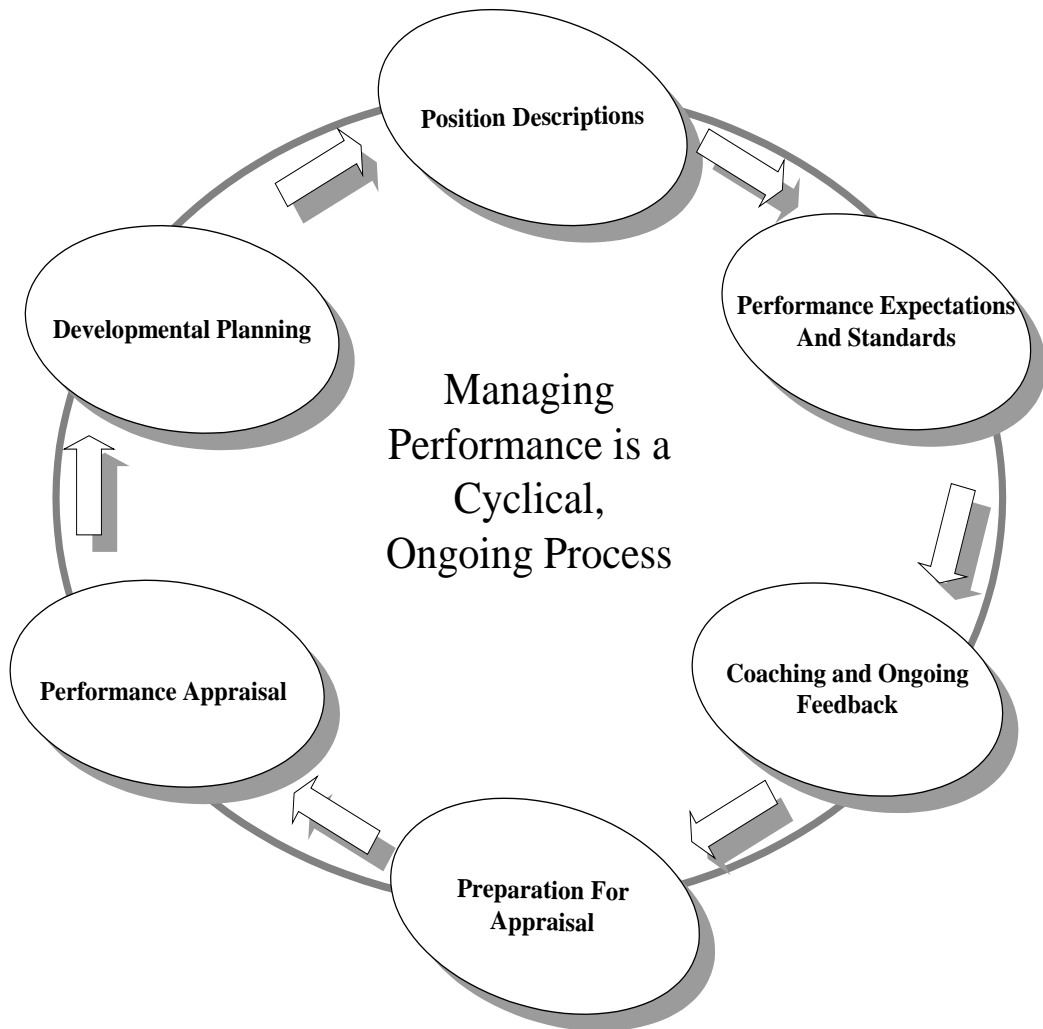
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By the end of this module participants will be able to:

- Describe the elements of a successful performance management system.
- Write workplace and performance expectations, utilizing a variety of tools.
- Utilize the reinforcing and redirecting feedback model.
- Describe the elements of an effective performance appraisal.
- Work with employees to define job training and career development goals.

# Performance Management Cycle

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# Expectations Of You As A Leader

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- Ask for performance
- Clearly articulate expectations
- Acknowledge/reinforce the good
- Model behaviors you expect (Walk the talk)
- Refuse/redirect the bad
- Do annual performance reviews (No surprises)
- Assist with job/career goals

# Expectations

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## **Workplace Expectations**

are shared with all employees and are directed towards acceptable behavior and conduct in the workplace.

## **Performance Expectations**

are used to evaluate an employee's performance.

These are written specifically for the employee based on their current workload, projects and position description.

# Workplace Expectations

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Workplace Expectations  
are:

- Shared with all your employees
- Typically captured and distributed in writing
- Are directed towards behavior and conduct in the workplace

# Writing Workplace Expectations

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## Tools to use when creating Workplace Expectations:

- WOU Mission and Values
- WOU policies and procedures
- OUS policies and procedures
- Unit Guidelines and Desk Manuals
- Employee Handbook
- Position Descriptions
- Supervisory Directives
- Current Union Contract

# What Do Employees Expect of Managers?

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*A study asked hundreds of employees about the qualities they most respect in a manager. Here are the ones identified as the most important:*

1. Keeps up-to-date on situations that affect future prospects.
2. Maintains a positive attitude.
3. Has sound oral and written communications skills.
4. Explains actions and decisions that affect employees.
5. Doesn't play favorites.
6. Delegates authority and creates depth in management by allowing employees to do some of his or her job.

*Source: Joseph T. Straub. The Rookie Manager. American Management Association, 2000.*



# Workplace Expectations

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Remember:

- Actively listen
- Lead by example
- Recognize staff for meeting or exceeding
- Hold staff accountable
- Regularly communicate your expectations
- Be mindful of your method of communicating your expectations

# Performance Expectations

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Performance Expectations are:

- A shared understanding of performance standards
- The basis for evaluating employee performance
- Based on the current workload
- Written specifically for the job and based on the position description

# Performance Expectations

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**Without** clear expectations, employees...

- waste effort
- waste time doing unneeded work
- worry about not knowing if they are doing the right things

**With** clear expectations, employees...

- understand why they are doing their work
- understand what exactly they should be doing
- understand the relative importance of different parts of their jobs

# Writing Performance Expectations

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Helpful steps are:

1. Make a list of the Essential Functions of the job.
2. Determine how the Essential Function should be measured.
3. Define how the employee would “meet expectations”.

# Performance Expectations - Step 1

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Make a list of the  
Essential Functions of the  
job.

- List the Essential  
Functions identified on  
the employee's  
Position Description

# Performance Expectations - Step 2

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Determine how the Essential Function should be measured.

- *Manner of Performance*  
– this will be specific for each Essential Function
- Specify how you expect it to be done and what will be tracked

# Performance Expectations - Step 3

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Define how the employee would “meet expectations”.

- Specify what the employee will do to meet the specific performance required.

# Performance Expectations

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## **Example:**

**Essential function:** Deliver training to University staff.

**Measured by:** Manner of Performance – class evaluations, course audits, self-appraisal

## **Meets expectations:**

- Starts/ends training sessions on time.
- Addresses and engages all learning styles.
- Has necessary equipment and material to deliver program.



# Performance Expectations

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## Written Performance Expectations:

- Establish performance standards
- Let supervisors compare employee performance to mutually understood standards
- Let supervisors measure the gap between expected and actual employee performance
- Minimize ambiguity in providing feedback regarding performance
- Exist whether or not they are discussed or put in writing

# Performance

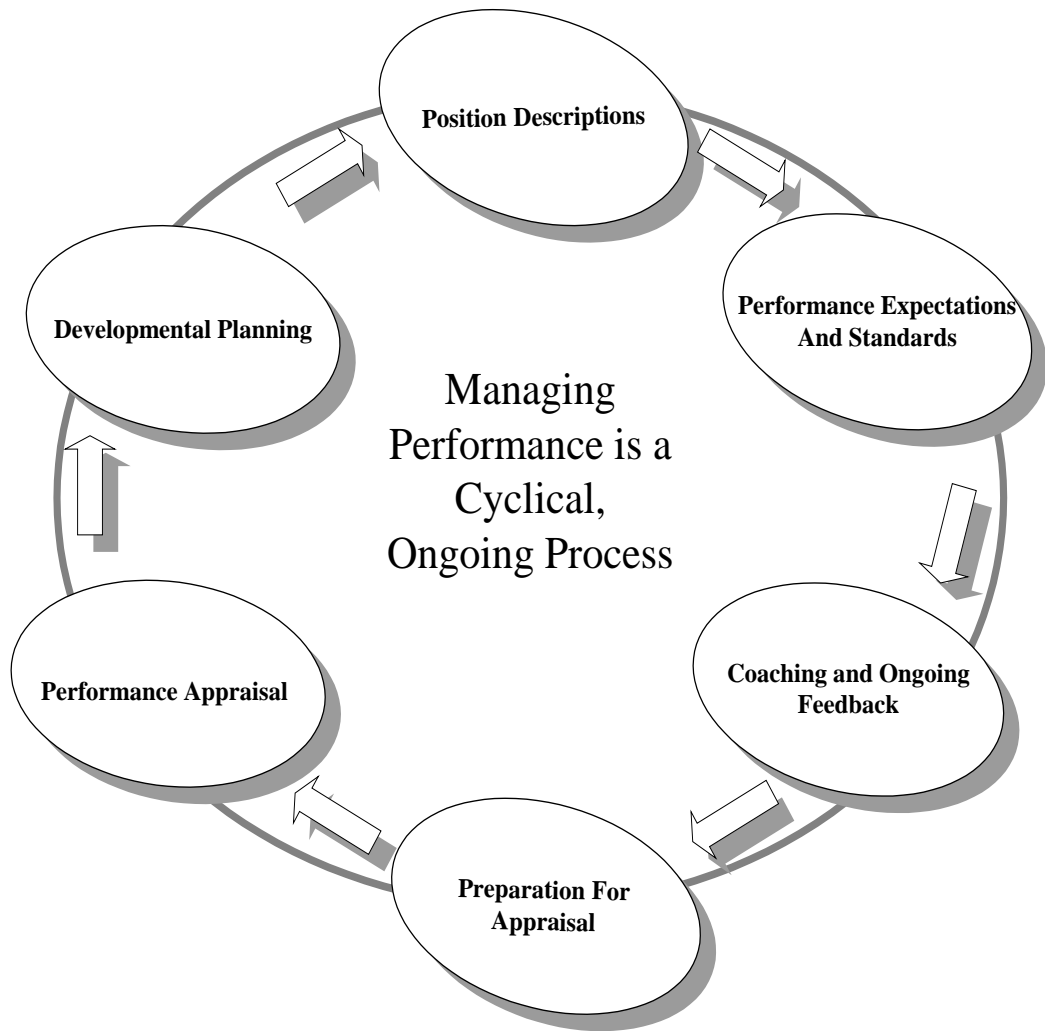
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*When performance  
is measured,  
  
performance  
improves.*

*- Thomas S. Monson*

# Performance Management Cycle

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# Performance

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*When performance is measured, performance improves.*

*When performance is measured and reported back, the rate of improvement accelerates.*

*- Thomas S. Monson*

# Coaching and Feedback

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## Feedback must...

- Be focused on facts, not attitude
- Be detailed
- Be accurate
- Be future oriented
- Be supportive
- Be timely
- Be continual

# Coaching and Feedback

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Coaching and Feedback can help to:

- Improve performance;
- Maintain standard performance;
- Encourage employees to exceed performance standards; and
- Assist employees in developing new skills.

# Two Types of Feedback

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1. **Reinforcing feedback** is used to tell employees what they are doing right.
2. **Redirecting feedback** highlights a gap between expected performance and actual performance.

# Reinforcing Feedback

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## A Four Step Process:

1. **Intention** – be clear acknowledging behavior you want to see continue.
2. **Description** – specifically describe the action or communication you are reinforcing.
3. **Effect of Behavior** – tell the employee how their behavior contributes positively to the workplace.
4. **Appreciation** – tell the employee you appreciate their behavior and its positive impact.



# Redirecting Feedback

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## A Seven Step Process:

1. **Intention** – be clear in purposefully redirecting the behavior you want to see changed.
2. **Description** – specifically describe the actions or communication you are redirecting.
3. **Effect of Behavior** – tell the employee how their behavior negatively affects to the workplace.
4. **Ask the “Big Picture” Question** – “Was there something that prevented you from/caused you to \_\_\_\_\_?”

# Redirecting Feedback

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## A Seven Step Process: (continued)

5. **Expectation** – tell the employee what you want to see/hear them do in the future.
6. **Ask the second “Big Picture” Question** – “Is there anything that is going to get in your way of being able to make this happen?”
7. **Appreciation** – tell the employee you appreciate their listening to you and you look forward to seeing the new behavior and its positive impact.

# Redirecting Feedback

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Encountering the 3 R's:

- Reluctance
- Resentment
- Resistance

# Feedback Tips

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*People who are **unmotivated to listen**:*  
Respond by 'contracting' on how to engage in feedback. Two-way agreement involves both parties.

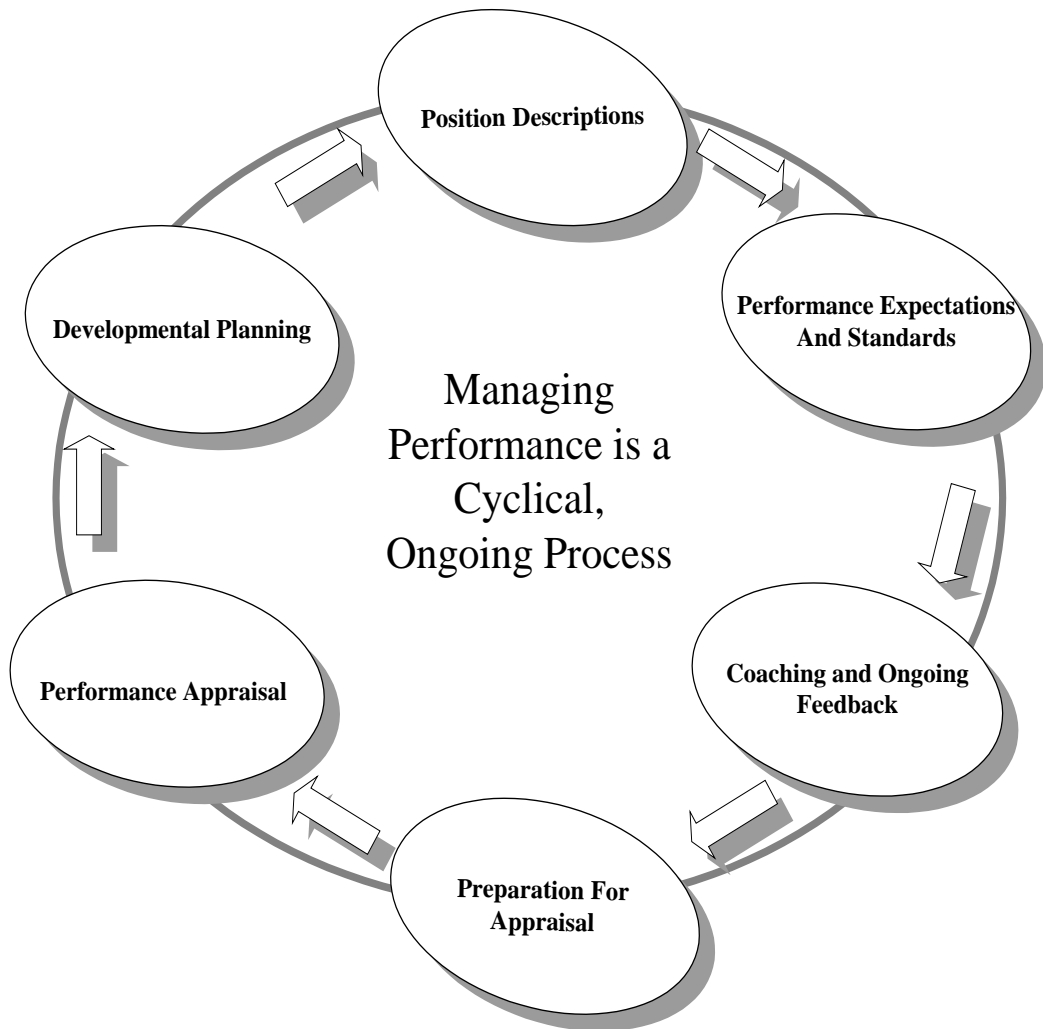
*People who are **uncommitted to action**:*  
Respond by linking the feedback to the goals of the organization.

*People who are **angry or upset**:*  
Respond by showing empathy; acknowledge the emotion; give permission; give space and time; proceed gradually; partial acknowledgement, if appropriate.

*People who **disagree** with you:*  
Respond by giving facts, examples and evidence. Explain the consequences if they disagree there is a problem.

# Performance Management Cycle

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# Performance Appraisals

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## Why do them?

- Sets a value for the work performed.
- Provides historical documentation reflecting job performance.
- Supports corrective actions, training, merit increases.
- Identifies goals and objectives accomplished.
- Formally closes a review period.

# Performance Appraisals

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**SEIU Contract:** Article 54, Section 2, "Position Descriptions and **Performance Evaluations**":

"Every employee shall receive a performance evaluation annually by the employee's eligibility date. The employee's performance shall be evaluated by the immediate supervisor. The supervisor shall discuss the performance evaluation with the employee."

"Recognizing the value of a participatory performance evaluation process, supervisors are encouraged to provide an opportunity for employees to provide input to the annual evaluation prior to the supervisor completing the evaluation."

# Performance Appraisals

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## Condition of Employment Policy

- **Unclassified, 12-Month Appointments**
- **Unclassified, Academic (9-Month) Professional Appointments**

## Evaluation

Performance of assigned duties by administrators or administrative staff shall be subject to evaluation by the appropriate vice president and/or relevant supervisor, and performance shall be considered in decisions relating to compensation, retention or termination, or a decision not to reappoint.



# Performance Appraisals

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## **Before you write the Performance Appraisal you should:**

- Get information from previous supervisors if you were not the only supervisor for the entire appraisal period.
- Get input from the employee prior to writing the appraisal about their accomplishments, barriers and goals.
- Gather your own information about the employee, both positive areas and areas which need improvement.
- Note the accomplishments, and barriers that you have observed for the employee.
- Note progress on any goals or objectives you might have for them.

# Performance Appraisals

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## When writing the Performance Appraisal:

- Organize the information you have.
- Identify the categories you want to evaluate.
- State information in objective terms.
- Include positive performance and areas of improvement.
- Address any discipline the employee received during the review period.
- Avoid reference or inference to any disability.
- Avoid any reference to absences due to medical, Workers' Comp, or FMLA/OFLA leave.
- Avoid making subjective observations.
- Avoid using generalities and clichés.
- When completed, best practice is to discuss the appraisal with your supervisor before you meet with the employee; they will sign it as the "Reviewer".

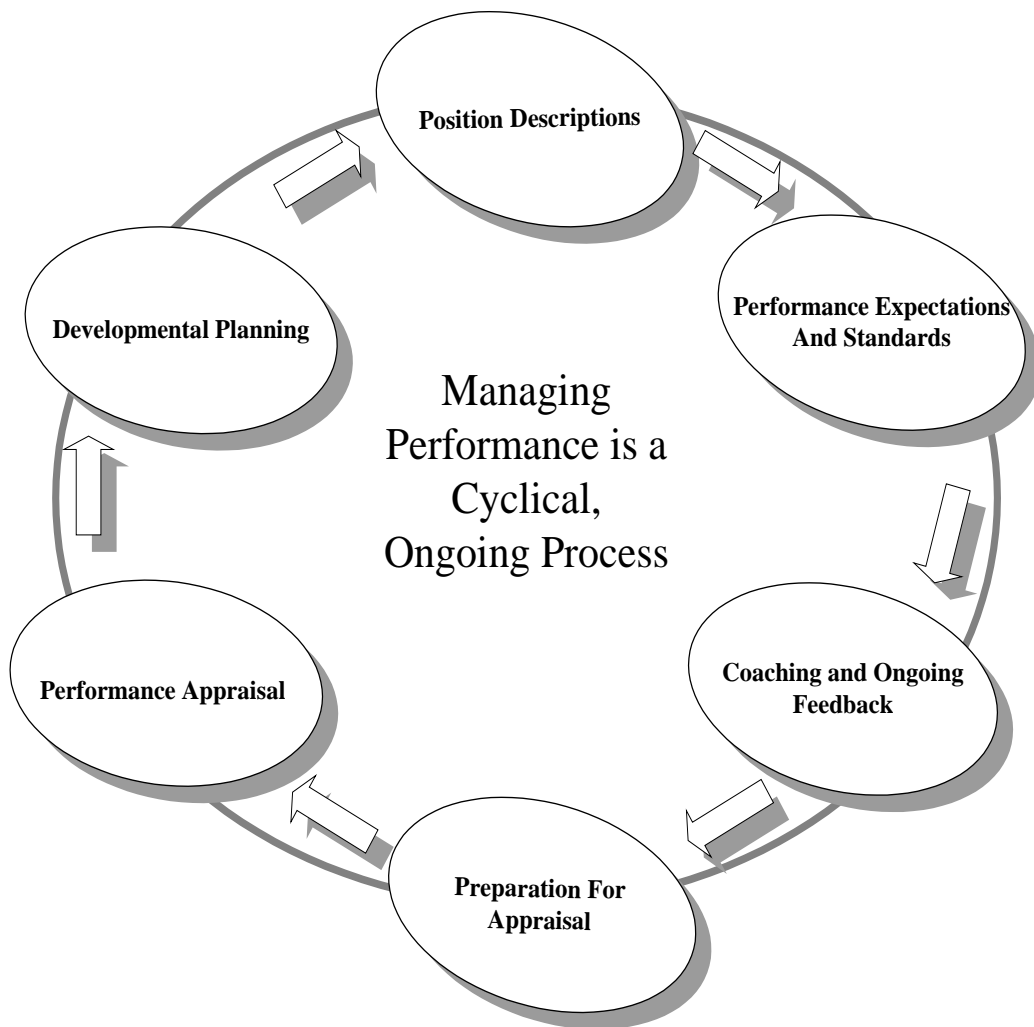
# Performance Appraisal Best Practices

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- Ask employee to complete a self appraisal.
- Write in 1<sup>st</sup> person.
- Address issues/discipline and include improvements or improvements still needed. The purpose and intent is to facilitate success.
- Only address behavior or work related issues that occurred during the review period and have been covered with the employee.
- Keep information in a supervisor drop file throughout the year.
- Do appraisals for all staff, not just one or two employees.

# Performance Management Cycle

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# Performance Appraisals

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## Conducting the Performance Appraisal meeting:

- Schedule a meeting with the employee to discuss the appraisal. (A union steward is NOT included.)
- Present a copy of the performance appraisal to the employee and go over it together.
- Answer any questions they may have.
- Sign the appraisal and have the employee sign it; give the employee a signed copy.
- Send the signed appraisal to HR to be signed by the Appointing Authority and a copy place in the employee's official Personnel File.

# Performance Appraisals

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**If the employee disagrees** with the Performance Appraisal:

- Do not make agreements to change their Performance Appraisal.
- By Contract, the employee may provide written comments within 60 days which will be placed with their appraisal in their Personnel File.

**If the employee refuses to sign** the Performance Appraisal:

- Write on the signature line, "Employee refused to sign."
- You sign and date the appraisal.
- Have a second manager sign and date the appraisal.

# Making the Performance Appraisal Complete

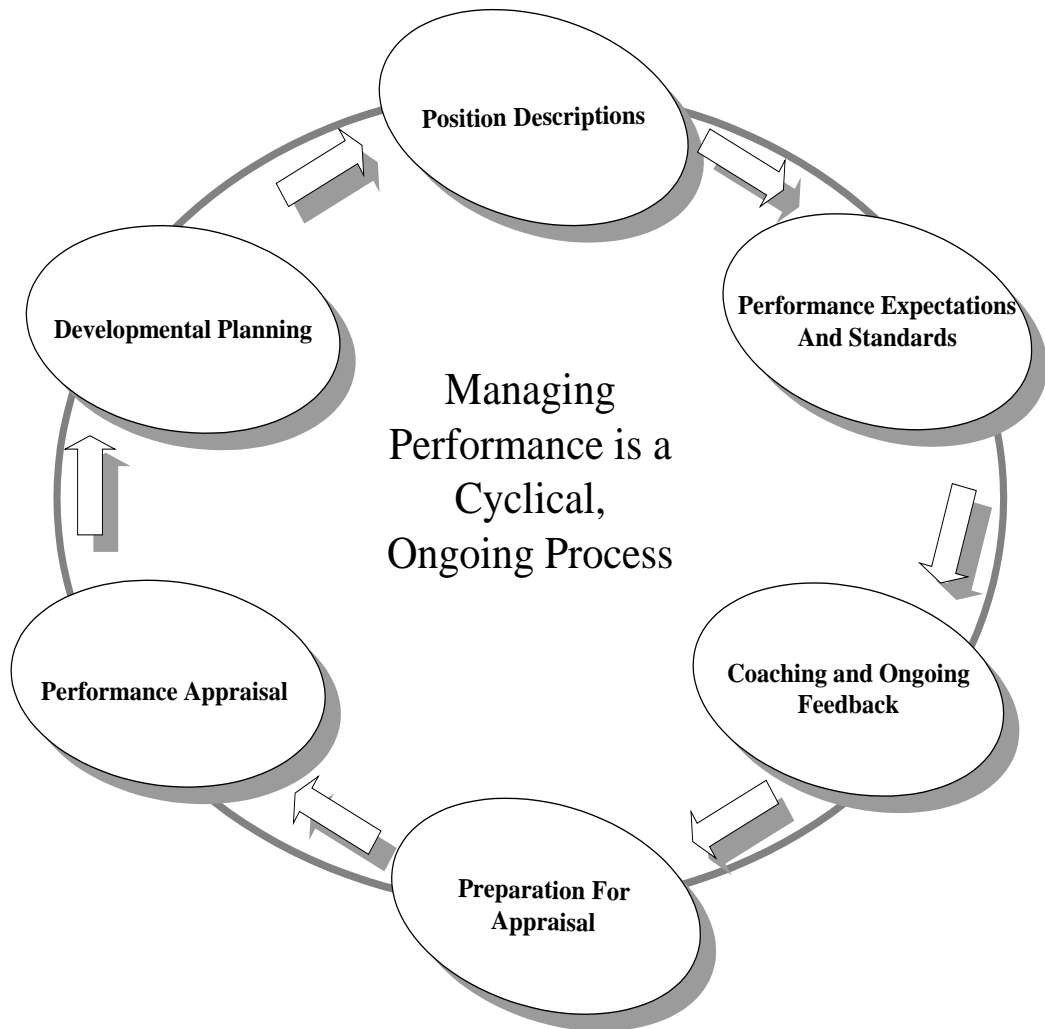
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The performance appraisal is **not complete** until the following items have been reviewed with the employee and their personnel file updated:

- Position description
- Home Address and phone number
- Emergency contact information
- Information Security Policy
- Acceptable Use of Computing Resources Policy
- Review Sexual Harassment and Discrimination Policy
- Review Consensual Relationship Policy

# Performance Management Cycle

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# Employee Training and Career Development

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## **Is a shared responsibility:**


- WOU ensures that policies and programs facilitate the development of staff
- Managers assess skills & interests, select training, inform staff of opportunities, stay informed of policy & practices, support staff development, and ensure that new skills are integrated.
- Employees take initiative to assess skills, seek development and apply new knowledge in workplace.

# Employee Training and Career Development

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## Employees:

- Get upgraded skills;
- Work to their full potential and deal with the changing demands of the workplace;
- Increase productivity and responsiveness;
- Feel valued and have higher morale, career satisfaction, trust, and creativity.



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For assistance and additional  
information, contact:

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Office of Human Resources

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