Performance Management Training

Presented By

The Office of Human Resources

Revised February 2021

Ice Breaker

- Think of the best performance review you have ever received.
    - What made it the best?
    - What did the supervisor say or do?
    - What was the impact on you?

- What can you do to create that experience for someone you supervise?

Learning Objectives

- Understand the performance management philosophy, program, and your role as a supervisor
- Learn how to set goals and practice using the SMART technique
- Discover criteria for capturing performance milestones and practice using the STAR techniques
- Understand the components of the performance evaluation and understand how to evaluate performance using ratings and behavioral anchors
- Practice conducting an annual performance evaluation meeting
- Identify common performance management challenges and brainstorm best practices

Performance Management Philosophy

Harvey Mudd College (HMC) recognizes all employees as essential to the overall success of the College. This success is achieved by fostering a work environment in which employees are inspired to perform to the best of their abilities. HMC's performance management cycle and processes allow supervisors to set expectations for the year and to discuss each employee's potential contributions toward the achievement of departmental and College goals and objectives.

Performance Management Philosophy

To facilitate such an environment, the HMC is committed to a performance management program for all employees that:

- Creates a positive and supportive work environment and culture that attracts and retains the highest caliber staff.
- Affords all employees the opportunity for professional growth through skill development.
- Recognizes planning and performance is a two-way process that encourages consistent and transparent performance communication between supervisors and employees.
- Promotes accountability in performance evaluations through objective, job related criteria developed and understood in advance by both supervisor and employee.

Performance Management Activity

Identify two specific actions you can take to support this philosophy.

Performance Management Steps

Step #1:

Employee completes self-assessment; Employees are encouraged to meet with Supervisor to share self-assessment. (Note: DS/F&M Non-Exempt Employees to be provided option to either meet with supervisors in person or complete a written self-assessment for Supervisor to upload in Workday.)

Step #2:

Supervisor completes performance evaluation. Each are to confirm with VP if any next level Manager/VP is required to review and approve the evaluation before proceeding; Any reviews with an overall rating of "Significant Improvement Required" must be reviewed by Human Resources before proceeding

Step #3:

Supervisor conducts face-to-face performance review meeting with the Employee;
If the Employee's job has changed, best practice is to review and provide an updated job description and review it with the employee

Step #4:

Employee and Supervisor will both acknowledges and submit review in Workday, which will document the actions as electronic signatures.

Step #5:

HR Reviews documents and places a copy in the Employee Personnel File

Performance Management Cycle

Purpose of Setting Expectations

What	Why
Understanding	Ensure that during the performance period employees focus their efforts on achieving the desired results and using the required behaviors. This eliminates confusion disagreement, and any surprises.
Alignment	Employees want to know that what they do is important and contributes to their success as well as that of their work group and the College.
Agreement	An employee who agrees with the expectations and indicates a willingness to be held accountable for achieving them will take more initiative and be more consistent in delivering the required results and taking the required actions.

Criteria for SMART Goals

Specific	Defines results to be accomplished within the scope of the job
Measurable	Defines quantity, cost, or quality metrics to determine progress
Attainable	Is it achievable and within your capabilities
Relevant	Supports achievement of work group or organizational goals
Time Bound	Specifies due date or frequency of action

HARVEY MUDD COLLEGE

Performance Management Activity

Write one SMART performance goal for an employee you supervise.

Review Milestones

What	Why
Documentation	• Notes • Work Samples - copies of work that illustrate the performance dimensions being measured. • Certificates of completion, training, etc.
Feedback	• Letters • Reports • Email • Third-Party Comments
Observation	• Trends in performance • Critical incidents • Outstanding successes

Criteria for Capturing Milestones

|	
Situation/Task	What was the task, problem, opportunity or challenge?
Action	What did the employee specifically say or do to handle the situation/task?
Result	What changed, for better or worse, because of the employee's actions and what was the impact or consequences of that result?

SITUATION   TASK

ST

ACTION   RESULT

A   R

HARVEY MUDD COLLEGE

Performance Management Activity

Situation/Task

Action

Result

Identify a work accomplishment for one of your employees.

SITUATION   TASK

ST

ACTION   **A**   **R**   RESULT

HARVEY MUDD COLLEGE

Criterial for Capturing Milestones

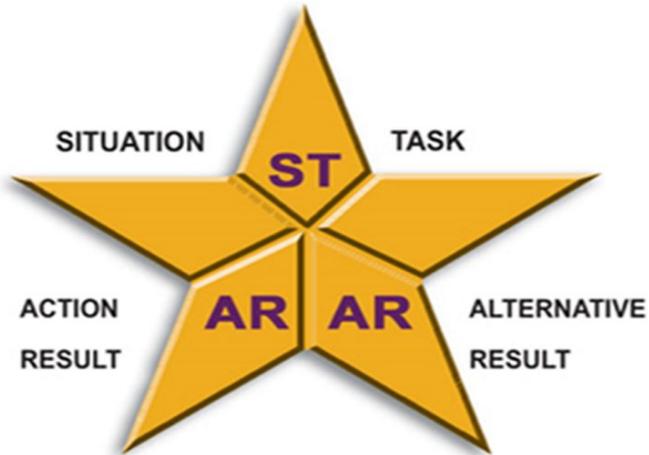|	
Situation/Task	What was the task, problem, opportunity or challenge?
Actual Action and Result	What did the employee specifically say or do to handle the situation/task?
Alternative Result	What is something the employee could have said or done differently? What is the enhanced result that the alternative action could have produced?

SITUATION   TASK

ST

ACTION   ALTERNATIVE

AR   AR
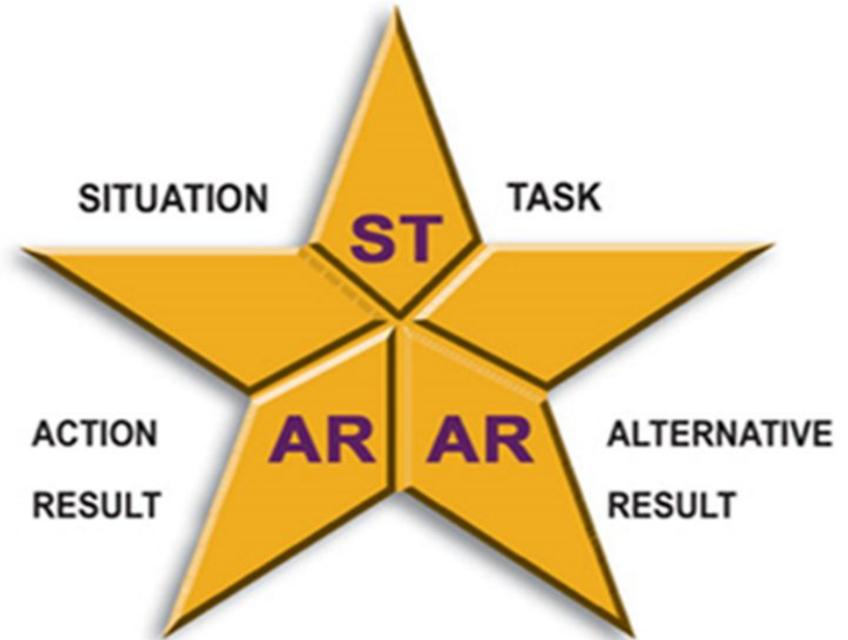
RESULT   RESULT

Performance Management Activity

Situation/Task
Action and Result
Alternative Result

Identify improvement feedback for one of your employees.

SITUATION · ST · TASK

ACTION · AR | AR · ALTERNATIVE

RESULT · RESULT

HARVEY MUDD COLLEGE

Performance Evaluation Sections

Section	Area	Definition
Section I	Self Evaluation Questions*	Summarize performance of job responsibilities and accomplishments; summarize performance of goals and identify proposed goals; address any new job responsibilities; share greatest contributions to the department/College; and share any areas of desired experience, training or education. Note: The Supervisor/Manager will evaluate competencies and enter additional comments for Dining Services/F&M hourly staff.
Section II	Overall Evaluation**	Provide an overall performance rating for the review period along with any comments.
Section III	Supporting Documents (Optional)	Upload any relevant supporting documents and enter additional comments, if applicable

*   This section is named "Competencies" in the template for Dining Services/F&M hourly staff.
** This section is only required by the Supervisor/Manager in the template for Dining Services/F&M hourly staff.

Note: For all Business Affairs employees (including Dining Services and Facilities and Maintenance), all completed reviews require two-levels of review/approval, BEFORE the review is delivered to the employee.

Performance Factors

Quality of Work and/or Productivity	**Technology Skills**
Flexibility	**Safety Compliance**
Initiative	**Communication**
Dependability	**Use of Resources**
Interpersonal Relations, Collaboration, Teamwork	**Leadership and Staff Development (Supervisory Staff)**
Customer Focus	**Performance Management (Supervisory Staff)**

Note: Performance Factors are individually rated for all Dining Services/F&M hourly staff.
For all exempt staff, these factors are addressed in Section I.

Performance Levels

Levels	Definitions
Highly Effective	Contributions and high quality of work are widely recognized. The majority of performance outcomes routinely and consistently exceed defined expectations, producing important and impactful results for the department and/or College through planning, execution and creativity. Projects and objectives are completed in a manner that expands the scope and impact of the assignment.
Successful and Effective	The staff member is successful in performing the majority of job responsibilities and makes a solid, reliable and meaningful contribution to the department and/or College. Performance is competent, efficient and effective along established expectations. Initiative, resourcefulness and good judgment are consistently exercised.
Some Improvement Required/Some Success	While the staff member's performance is effective in some areas, there are other areas in which performance is inconsistent and/or falls below established expectations. Comment Required.
Significant Improvement Required	Performance is not acceptable in critical areas of the job and falls below minimum expectations. Significant improvement is needed. Comment Required.
N/A	Factor does not apply.

Note: A Performance Improvement Plan (PIP) is required for any overall performance evaluation that is rated as Significant Improvement Required.   Please contact Human Resources.

HARVEY MUDD COLLEGE

Behavioral Anchors

Specific examples of behavior that demonstrate competency and proficiency.

Safety Compliance Performance Factor	Significant Improvement Required	Some Improvement Required	Successful and Effective	Highly Effective
The degree to which the staff member practices safe work habits and complies with College safety policies	Disregards safe work practices even though training has been provided; has caused risk of injury to self and others on more than one occasion	Occasionally does not follow proper procedures for using equipment or lifting, which places the individual at risk of injury	Regularly practices safe work habits	Always practices safe work habits; reports unsafe conditions to appropriate personnel

Note: See HMC's Guide to Defining Performance Issues on the HR Website

Performance Management Activity

Brainstorm specific actions you can take to effectively prepare to evaluate performance of your employees.

Conducting the Performance Meeting

- **Step 1**: Open - Set the meeting tone
- **Step 2**: Clarify - Explain the meeting process
- **Step 3**: Deliver - Share your observations
- **Step 4**: Develop - Solicit employee input
- **Step 5**: Agree - Set future plans
- **Step 6:** Close - Summarize & confirm confidence

Performance Management Activity

Identify questions you could ask your employee during the performance evaluation meeting to involve them in the discussion.

Common Challenges

You are a new supervisor that joined the department and have only worked with the employees for three months before the performance evaluation is due.

One of your employees doesn't see any value in completing the self-assessment document. The performance evaluation is due in the next 30-days.

An employee has demonstrated consistent gaps in acceptable performance with customer service. You have provided the employee with coaching and feedback, but it has not produced the desired changes in performance.

What is a challenge you anticipate?
What can you do now to prepare for that challenge?

Questions