Performance Management Training

Presented By
The Office of Human Resources
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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:

In this session you will:

- ☐ 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

Personal Objectives:

I would like to learn more about the following aspects of performance management:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Performance Management Philosophy:

Harvey Mudd College (HMC) recognizes all employees as essential to the institution's overall success. 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 allows supervisors and employees to set expectations for the year and to discuss each employee's potential contributions toward the achievement of departmental and College goals and objectives.

To facilitate such an environment, 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 faculty and 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

Instructions:

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

The Performance Management Cycle:

1. Set Goals & Expectations

In setting goals and expectations, supervisors and employees identify the performance goals and results expected during the academic year. The foundation of establishing performance expectations is a current job description. A best practice is to review, update and discuss any changes to the job description on an annual basis.

2. Review Milestones

To review milestones, both the supervisor and employee are expected to track achievements relative to the established performance goals and expectations. Together, the supervisor and employee identify the methods to track progress throughout the year and agree upon a frequency to discuss and review milestones. The supervisor also manages performance throughout the year through feedback and coaching.

3. Evaluate Performance

The supervisor is accountable for evaluating performance on an annual basis through a completed performance evaluation. Employee performance is both rated and qualitatively reviewed. Feedback is expected to be provided in a face-to-face meeting with the employee.

Purpose of Setting Expectations:

Setting performance expectations require establishing what will be done, why it needs to be done, and how it will be accomplished. During the discussion, you should achieve:

What	Why	How
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.	• Expected outcomes are specific • Measures are determined • Time frames for performance and measurement are established
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.	• Expectations link to department and College objectives • Required behaviors support achievement of expectations
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.	• Expectations are within your control • Required actions are clear • You can measure progress toward achievement

Write SMART Goals:

Action Verb	Results in Measurable Terms	By When
Start with an action verb, such as: • Increase • Complete • Conduct • Attain • Achieve	Include a measurement, such as: • How much • How many • How much better • How much faster • Costing how much less	Include a due date or time frame, such as: • Daily • Weekly • By June 30, 2020 • By end of the 2019/20 academic year

Instructions:
In the space below, write one performance goal for an employee you supervise. When complete, share with your learning partner to evaluate it and ensure you included all five SMART components.

Goal:	
	S ☐ M ☐ A ☐ R ☐ T ☐

Capture Milestones:

Instructions:
Identify a work accomplishment to provide feedback on for one of your employees. In the space below, write the Situation or Task, Action and Result.

Situation or Task:
Action:
Result:

Instructions:
Identify improvement feedback you need to provide to one of your employees. In the space below, write the Situation or Task, Actual Action and Result and an Alternative Action and Result.

Situation or Task:	
ACTUAL	**ALTERNATIVE**
Action	**Action**
Result	**Result**

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.

Behavioral Anchors:

To provide further guidance on evaluating performance, the College established behavioral anchors for each performance factor. Behavioral anchors are specific, easy-to-apply examples of behaviors that demonstrate the competency and proficiency level.

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

Preparing to Evaluate Performance:

Ideally, performance conversations will be regular (at least once a month) as best practice. Although every conversation will be different, each should meet some specific guidelines.

Questions to Ask Yourself

Think about what the ideal performance conversation with your own supervisor would look like and sound like. That's what you should be aiming for with your employees.

1. "How can I make this discussion meaningful and helpful?"
2. "What impact do I want to have?"
3. "What have I already said or done relating to this conversation?"
4. "How can we obtain the best possible outcome?"

Instructions:

Work in small groups. Brainstorm specific actions you can take to effectively prepare to evaluate performance for your employees.

Conducting the Annual Performance Evaluation Meeting:

Consider using the following format when conducting the annual performance evaluation meeting with your employee:

1. Open

Goal: Create an environment that fosters free-flowing conversation.

- Consider meeting in a neutral (yet private) place
- Let the employee know what to expect if this is the first conversation.

2. Clarify

Goal: Encourage candid disclosure for the meeting process.

- "What do you consider to be your top job responsibilities and how do you think you did in carrying out those responsibilities?
- What new responsibilities did you perform this past year?
- What strengths do you bring to your job?

3. Deliver

Goal: Compare the employee's current performance to the desired/expected performance.

- Start by highlighting positive accomplishments. E.g., "You are exceptional at _____." Or, "Your ability to_____ helped the institution _____."
- Share specific observations and information about the highest priority performance elements you identified in the last performance meeting. E.g., "Your customer satisfaction scores increased by five percent from the previous month."
- Delve into specific actions the employee took (or didn't take). E.g., "Help me understand your decision making process regarding _____." Or, "Tell me more about your reasoning for approaching it that way."
- Avoid questions beginning with "why." It tends to make people defensive.

Conducting the Annual Performance Evaluation Meeting:

4. Develop

Goal: Gather ideas and brainstorm development strategies with the employee for improving performance, always with an eye toward focusing on accomplishments that support the institutional goals.

- Identify goals. E.g., “What do you want to achieve?” Or, “How will this help meet University goals?” Or, “What would you like to learn?”
- Identify options for overcoming obstacles” or, “We’ve identified a lack of confidence giving presentations. What would be more helpful—taking a class or asking Steve to give you some on-the-job training?”
- Identify the pros and cons of each option and then decide on the best one.

5. Agree

Goal: Gain commitment about specific actions the employee will take to improve performance.

- “What action(s) are you going to take?”
- “By when will you complete each action?”
- “What do you need from me to be successful?”

6. Close

Goal: Acknowledge your appreciation of the employee efforts.

Instructions:

Work in small groups. Select at least one of the six steps above and think of a few questions you would feel comfortable asking your employees or statements you would want to state. Share your examples together.

Common Challenges:

How would you respond to the following scenarios?

Scenario	Response or Action
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?

Positive Performance Management Self-Assessment

Supporting your employees and helping them to grow is both a responsibility and an opportunity. It's important for you to periodically evaluate how well you are doing this.

Instructions:

Read each statement and rate the extent to which you agree or disagree with it. Use the following scale: 1 = completely disagree; 2 = somewhat disagree; 3 = somewhat agree; 4 = completely agree

Statement	Rating
1. I follow a consistent process with each and every employee.	1 2 3 4
2. I'm confident that I have focused on the most important performance elements for each employee.	1 2 3 4
3. My employees welcome and value the feedback they receive in our performance conversations.	1 2 3 4
4. My employees see the link between their everyday work and our goals.	1 2 3 4
5. Employees know what is expected of them.	1 2 3 4
6. Together, we have identified issues that are preventing them from reaching their peak performance, and have implemented steps to address those issues.	1 2 3 4
7. My employees' performance improvement has accelerated as a result of our performance conversations.	1 2 3 4
8. I have set a specific goal for myself to improve my performance in supporting and developing others.	1 2 3 4

Add the numbers assigned to each statement and see how your own performance measures up:

- 8–15: You might be feeling discouraged trying to accomplish too much at once. Choose one aspect of the performance management system to work on and improve.
- 16–24: You are making good progress in using a performance management system to support and develop your employees.
- 25–32: You are doing a great job of using a performance management system to benefit your employees and the College.

NOTES