

Performance Management 101



Human Resources December 2018

Performance Management 101

- Welcome and Agenda



Agenda

- Performance Engagement
- Setting and Communicating Expectations
- Ongoing Performance Management and Development
- Corrective action (FOSA +)
- Practice and application

The theme for today is **SUCCESS**.
While there are sometimes employees who do not care about their success at work or the organization's or department's success, it is your responsibility to provide every opportunity to allow them to be successful.

Developmental Purposes of Performance Management

- Provide clear expectations
- Identify training and development needs.
- Provide career guidance and developmental opportunities.
- Enhance communication and relationships among employees and managers
- Ensure employees receive effective feedback
- Increase employee engagement and empower employees to take greater ownership of their performance goals

What make Feedback Effective?

- The most effective feedback is:
 - Honest
 - Specific
 - Strengths-oriented
 - Focused on behavior (not characteristics)
 - Timely
 - From credible source
 - Part of dialogue



Foundations of Trust

Trust First and Assume the Best

- Reliability
- Honesty
- Courage
- Competence
- Intention
- Compassion

Ideal Employee

EMPLOYEE TRIFECTA



The Means Rather than the End

- Define Performance Requirements clearly:
 - Critical job roles
 - Work activities performed
 - Standards to which these activities need to be performed
 - Discuss employee's workload (every couple of weeks) to help prioritize



Critical Points for Employees



Ongoing Dialogue

- Performance evaluation should be an end of the year “summary.”
- You should be having frequent conversations with employees – touchpoints.
- Frequent informal check-ins will lead to more meaningful discussions and deeper insights.
- Two basic questions:
 - What am I doing that I should keep doing?
 - What am I doing that I should change?

Setting and Communicating Expectations

- Know Yourself – *What do you really expect?*
- Define the Outcomes
- What does it “*look like*”?
- Partner activity
 - Setting and Communicating Expectations
 - Find a partner, come up with three expectations and practice communicating them with your partner-
Switch roles

Developing “Ongoing” Performance Communications Early

- **Maintain open communication channels** to ensure that issues are elevated quickly and resolved expeditiously.
- **Coach, assist, and/or re-direct employees** who request assistance and those who are failing to meet standards.



Developing “Ongoing” Performance Communication

- Recognize **performance management is a continuing process** to assist everyone in enhancing performance and development.
- **Establish milestone dates for periodic monitoring of performance objectives and progress reports in objective terms.**
- **Be aware of the potential and, when necessary, take corrective action,** if goals/objectives need to be changed or re-targeted.

Developing “Ongoing” Performance Communication

- **A continuous flow of open communication between supervisors and employees is essential to a healthy workplace.**
- **As soon as a supervisor becomes aware of a problem, the supervisor should bring it to the employees attention.**
- **Why ? So it can be resolved at the earliest possible opportunity.**

Developing “Ongoing” Performance Communication

Early conversations about a problem allows the supervisor to establish that the behavior or performance is not acceptable.

It gives the employee the guidance and direction to make a positive change and correct the situation, and it helps to prevent future performance and disciplinary problems.

Reasons We Avoid Difficult Conversations

1. We convince ourselves that talking about the problem will make the problem worse rather than resolving it.
2. We do not want the other person to feel bad.
3. We may hear things in the conversation about ourselves that we do not want to hear.
4. We and/or the other person may get emotional.
5. We are not sure where the conversation will end.
6. We hope that the problem will go away on its own.



TIME FOR A BREAK

00:00

Tips of the Trade

❑ Be clear about the issue

To prepare for the conversation, you need to ask yourself two important questions:

1. “What exactly is the behavior that is causing the problem?”
2. “What is the impact that the behavior is having on you, the team or the organization?”

Focus on the issue, not the person!

Tips of the Trade

Know your objective

What do you want to accomplish with the conversation?

What is the desired outcome?

Find a mutual goal.

Tips of the Trade

Adopt a mindset of inquiry

Ask and don't accuse!

Spend time reflecting on your attitude toward the situation and the person involved.

We tend to attribute behavior to character rather than circumstances.

Recognize your preconceived notions.

Your mindset can predetermine your reactions.

Tips of the Trade

Manage the emotions

Do not show anger or frustration.

Be considerate and compassionate.

Ask for support if needed.



Tips of the Trade

Be comfortable with silence

There will be moments in the conversation where silence occurs.

Do not rush to fill it with words.

Allow the employee time to process

Tips of the Trade

❑ **Preserve the relationship**

A leader who has high emotional intelligence is always mindful to limit any collateral damage to a relationship.

It takes years to build bridges with people and only minutes to blow them up.

Think about how the conversation can fix the situation, without erecting an irreparable wall between you and the person.

Tips of the Trade

Be consistent

Ensure that your objective is fair and that you are using a consistent approach.

Choose the right place to have the conversation!



Tips of the Trade

- Changes must be communicated
- Constant and consistent messaging
- Clearly communicate how performance contributes and why essential to operation



What to do after the conversation...

- Document the conversation
- Follow-up
- Help your employees achieve success
- Continue to provide regular, ongoing feedback

Take (Corrective) Action

Your responsibility, as a supervisor, is to provide every opportunity and support possible to allow the employee to be successful.

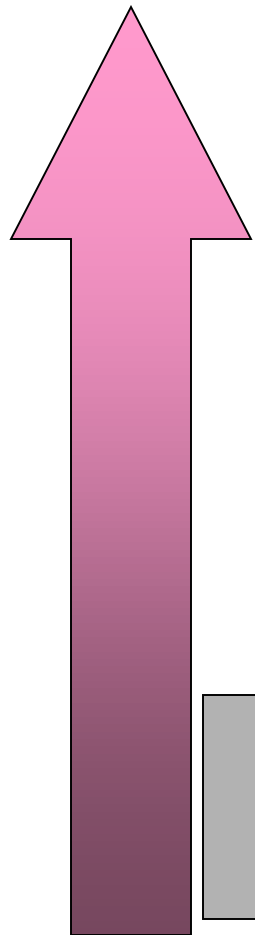


Performance Improvement Plan (PIP)

- Employee consistently not meeting job requirements or expectations.
- Set Goals/Measurable
- Benchmarks
- What you will do to support
- Consistent meetings and feedback.



Progressive Discipline



Oral Warning

Written
Warning

Final
Warning

Termination

FOSA+

Facts Reality

Objectives Goals

Solutions Options

Action Will

PLUS 

Facts

- Who, What, Where, When
- Use Your Five Senses
- Subjective statements supported with facts
- Third party statements

Objectives

You must either:

- Give the employee a *specific behavior* pattern to follow

or

- Set a *specific result* for the employee to achieve.

Specific, Positive, Required, Complete

Solutions

These are options that, if used, will help the employee meet the objectives you have established.

Remember that the goal is to help the employee be successful, so options are available to help them succeed!

Action

Document the action you intend to take if the employee does not meet the objectives.

“If you do not meet the (objectives) we have agreed upon you will be subject to further disciplinary action, up to and including separation.”

+ (Plus)

You need to make every effort to create opportunities for the employee to succeed.

A supervisor and /or manager is both a trainer and a coach. A good coach ensures that every member of their team understands and is able to carry out his or her role to help the team succeed.

Tools and Resources



When do you call HR?

- It is hard to be objective when you are frustrated
- We can be a sounding board
- We can help determine course of action
- We can help make sure written warnings are written appropriately



Tools

Employment and EEO

Employee Relations & Recognition

Employee Relations

Employee Recognition

Performance

Performance Management Communication Tools

Frequently Asked Questions

Forms and Instructions

Being Well

CHR

Benefits

Performance Management Communication Tools

Good communication between all members of a work team is one of the most critical aspects of creating and maintaining a positive and productive work environment. A supervisor should insure that each employee is aware of the standards and expectations for the employee's position, as well as the work standards and practices that apply to employees in that department and to all employees of the university.

A continuous flow of open communication between supervisors and employees is essential to a healthy workplace. As soon as a supervisor becomes aware of a problem, the supervisor should bring it to the employee's attention so that it can be resolved at the earliest possible opportunity. Addressing a problem as soon as it is apparent is always a positive step for both the supervisor and the employee. It allows the supervisor to establish that the behavior or performance is not acceptable, gives the employee the guidance and direction to make a positive change and correct the situation, and helps to prevent future performance and disciplinary problems.

A supervisor's approach is to foster a workplace in which employees work to promote the interest of the university's mission and goals. Human resources is committed to developing and maintaining a workplace of dignity and respect for our employees, whom we consider to be our most important assets.

Disciplinary measures should be utilized in an attempt to correct the deficient behavior and should be constructive and consistent. The employees should be given an opportunity to explain their actions, either verbally or in writing.

Verbal Corrective Action

A verbal corrective action is documentation of a conversation between a supervisor and an employee, held in private, about a disciplinary problem. This is issued to get the attention of the employee and to identify the problem and the expected corrective action. Employees should be specifically told that they are receiving a verbal warning, the reasons for such warning and guidance on the correct or expected behavior.

Resources

The Department of Human Resources

- Title IX/EEO/Employee Relations Team
 - Nicole Schuessler Veloz, Director of Title IX, EEO and Employee Relations
 - Tracy Cooney, Employee Relations Manager
 - Michelle Rohde, Employee Relations Coordinator





Questions

Please take a moment to fill out the session evaluation form!