

Conducting Performance Reviews



WHAT TO SAY AND HOW TO SAY IT.



What Happens in Mid-Year Reviews . . .



THE PROBLEM WITH REVIEWS

According to Supervisors. .

- **Take too long to write.**
- **People only want good news.**
- **It's about "Show me the money!"**
- **Don't improve performance.**

Employees say. . .

- **Never get one or it's late.**
- **All checkmarks and no examples.**
- **No guidance about what to do differently.**
- **No link between performance and pay.**



What do you want to know?

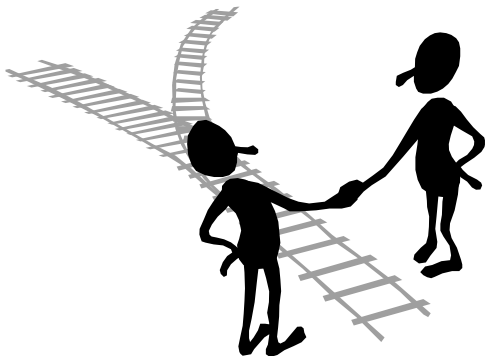


REINFORCE EXPECTATIONS



Why Conduct Performance Reviews?

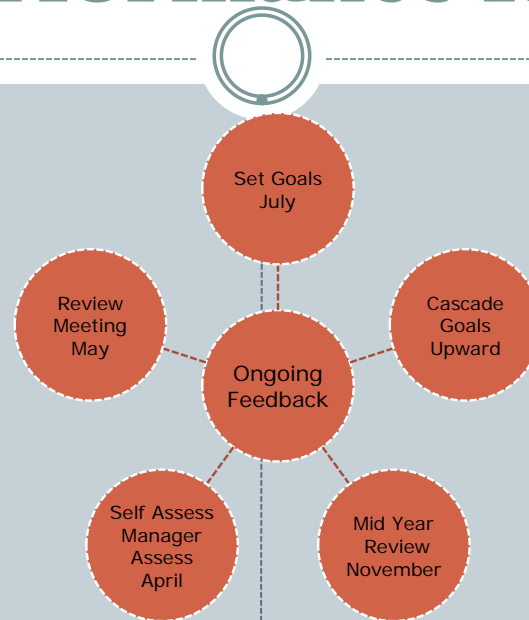
- Opportunity for formal written *feedback* and dialogue about *development*.
- Emphasize a “performance” culture.
- Reinforce expectations & recognize achievement of them.
- Generate documentation and a record (+ and -).
- Justification for employment decisions.



Performance management should clarify:

- What is expected of me?
- Why is it important?
- How am I doing?

Performance Management vs. Performance Review



Performance Management

- Continuous interaction
- Part of the ongoing “routine”
- Ongoing development
- Observations with feedback for small incremental changes
- “Real-time” here-and-now orientation

COACHING

Performance Review

- Singular meeting (2x’s/yr)
- “Dedicated” time
- Development “plan”
- Summarizes results against expectations
- Documentation of *past* events

SUMMARY EVALUATION

Purpose of Performance Reviews



Preparing for the Appraisal Session



*“Before you rob your first bank, knock off a couple of gas stations.” **

-John Dillinger

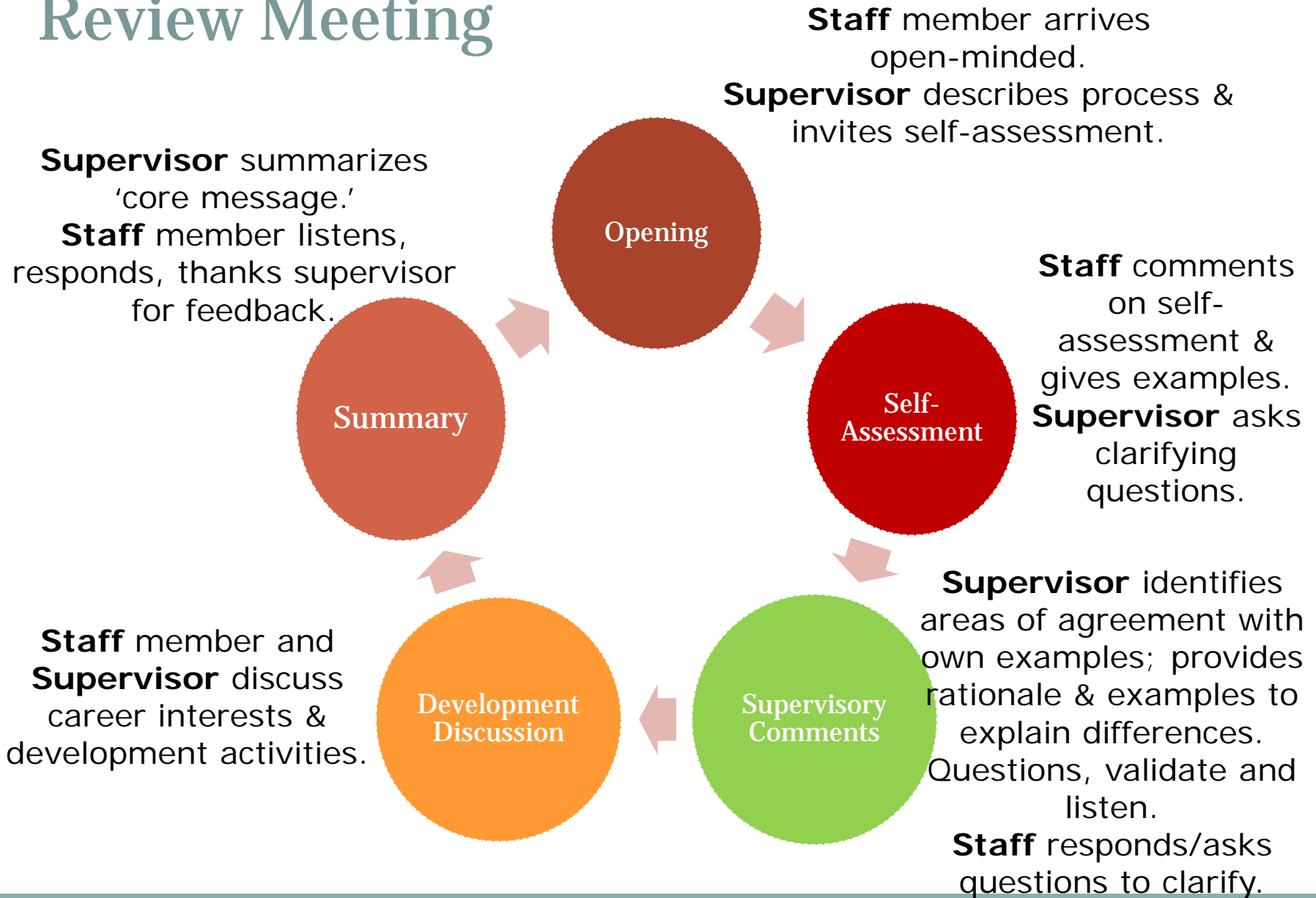
- Schedule in advance.
- Allow 15-45 minutes.
- Review your comments. Notes.
- Have examples. May have samples.
- Ideas for needed adjustments.
- Start with best performers (?)*



OPTIONS ???

- Top/Valuable Performers: Send forward/give copy ahead of time.
- Developing/Require Improvement Performers: Wait until face-to-face.
- Hand a copy to the person and walk them through it.
- Sit side-by-side and review one document together.

Review Meeting



Conducting the Appraisal Session



- No interruptions!
- Open, pleasant atmosphere.
- Opening: Purpose, Process, Mutual
- Self-Assessment
 - Ask, “What achievement are you most proud of?”
 - Or, “What did you do that made a difference?”
 - And, “What did you learn this year?”
- Your Appraisal
 - Explain each rating & provide examples
 - ✦ Areas of agreement
 - ✦ Areas of differences
 - Invite questions/conversation
 - Discuss development needs & career plans
 - Summarize & send the ‘Core Message’ (The main message you want them to remember three months from now.)
 - Express confidence and thank the person



Be Descriptive and Have Examples!



- **Goals/Expectations**

- Factual quality-quantity-date information that directly supports the level of attainment
- Description of specific related activities; references to a work sample, project, incident

- **Behavioral Competencies**

- Specific examples that show obvious connection to each competency.
- Incorporate phrases from Appraisal Wizard along with a specific incident involving you.

- **Overall Comments**

- General summary regarding the level of performance
- Reiteration of key positive highlights/ progress achieved
- May contain “Core Message”

“NOTES”

APPRAISAL WIZARD

Challenging Reactions



- Significant difference in your rating vs. employee's
- Defensive or argumentative
- Hurt
- “Don't care” attitude



Handling the Reaction



Hostile/Resistance/Denial

- **Do:** provide examples, ask them to reflect and get back to you, explain impact of not addressing
- **Don't:** get aggravated, change your evaluation, attack the person

Indifference

- **Do:** ask them to reflect and confirm that they are committed to improving, discuss consequences
- **Don't:** overlook the indifference, lose patience, interpret as apathy

Handling the Reaction



Lack of Confidence/Self-pity

- Do: allow time to gain composure, highlight the opportunity, reassure and support, suggests small steps toward improving
- Don't: rehash the past, moderate the feedback, join in the pity party

Responsibility Skirting

- Do: listen to their perspective, restate examples, clarify the expectations going forward
- Don't: agree with the employee blaming others, change your perspective

Handling the Reaction



Shock and Anger

- **Do:** acknowledge that they are not happy with the feedback, ask for their comments, restate examples
- **Don't:** attack the person for being angry, get defensive, change your feedback

All Cases

- **Do:** refer to EAP if the reaction is significant and/or does not moderate with time

Using Open Ended Questions/Statements



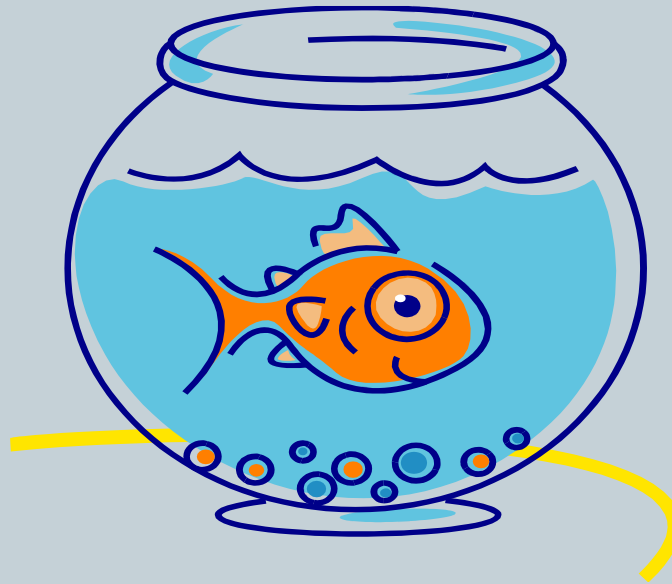
- **Tell me more about that.**
- **I'm curious, why do you say this?**
- **Given the results this year, what would you like to see happen next year?**
- **How would you like to proceed with this opportunity?**
- **What worked well in the past? How can you use that experience in this situation?**

Validation



- It's clear you are upset, it's perfectly understandable.
- The anger in your voice is clear, anyone would be feeling this way in this situation.
- You're reaction is understandable.
- The point you are making is clear and it makes perfect sense that you see it this way.
- You seem pleased with your results and you have every right to be.

Fishbowl



PERFORMANCE LEVELS



- **TOP**
 - Exceeds expectations in most aspects of the job frequently.
 - Goes above and beyond what is asked.
 - Thinks ahead. Is proactive. Seeks improvement.
 - Solves problems independently.
- **VALUED**
 - Meets expectations in all major aspects of the position and exceeds some.
 - Sometimes goes beyond what is asked.
 - Takes initiative to solve problems.
 - Seeks learning and improvement.
- **DEVELOPING**
 - New to the position or some duties are new.
 - More training/learning is needed to be fully performing all aspects of the job at the desired level.
 - Performance does not meet expectations for fully experienced person.
- **REQUIRES IMPROVEMENT**
 - Regularly fails to meet established standards/goals.
 - Lacks required skills, knowledge, willingness or capability to perform.
 - Fails to recognize effect on others and or does not make necessary changes when advised of the need. Not consistent with Core values.
 - Immediate and sustained improvement required.

CORE MESSAGE: The Last Word!



Plan your **CORE MESSAGE** so they know:

- ✓ To what degree they met the goals/expectations.
- ✓ One area/item they can enhance (learn, improve, change).
- ✓ A major strength, area of potential or significant contribution.