

## 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

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**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

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Performance Management	Performance Review
<ul style="list-style-type: none"> <li>• Continuous interaction</li> <li>• Part of the ongoing “routine”</li> <li>• Ongoing development</li> <li>• Observations with feedback for small incremental changes</li> <li>• “Real-time” here-and-now orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Singular meeting (2x’s/yr)</li> <li>• “Dedicated” time</li> <li>• Development “plan”</li> <li>• Summarizes results against expectations</li> <li>• Documentation of <i>past</i> events</li> </ul>
COACHING	SUMMARY EVALUATION

## Purpose of Performance Reviews

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## Preparing for the Appraisal Session

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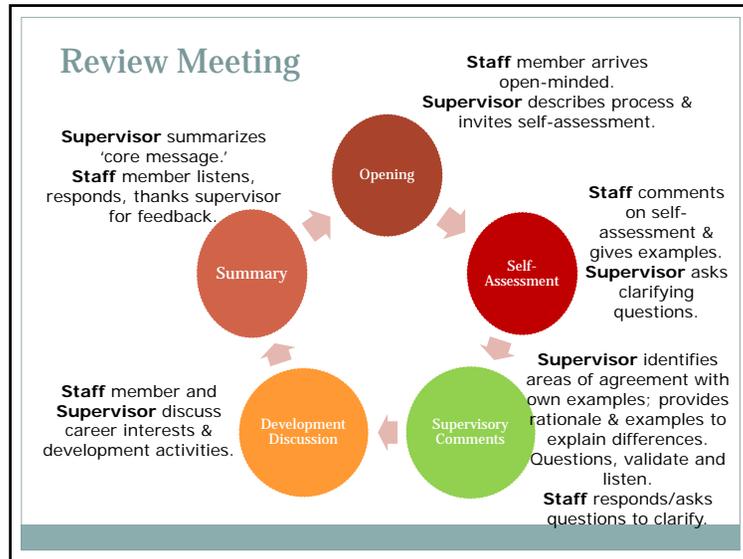
*“Before you rob your first bank, knock off a couple of gas stations.”* \* -John Dillinger

- 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.



### 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!

*"NOTES"*

- **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"

*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	Indifference
<ul style="list-style-type: none"> <li>• Do: provide examples, ask them to reflect and get back to you, explain impact of not addressing</li> <li>• Don't: get aggravated, change your evaluation, attack the person</li> </ul>	<ul style="list-style-type: none"> <li>• Do: ask them to reflect and confirm that they are committed to improving, discuss consequences</li> <li>• Don't: overlook the indifference, lose patience, interpret as apathy</li> </ul>

### Handling the Reaction

Lack of Confidence/Self-pity	Responsibility Skirting
<ul style="list-style-type: none"> <li>• Do: allow time to gain composure, highlight the opportunity, reassure and support, suggests small steps toward improving</li> <li>• Don't: rehash the past, moderate the feedback, join in the pity party</li> </ul>	<ul style="list-style-type: none"> <li>• Do: listen to their perspective, restate examples, clarify the expectations going forward</li> <li>• Don't: agree with the employee blaming others, change your perspective</li> </ul>

### Handling the Reaction

Shock and Anger	All Cases
<ul style="list-style-type: none"> <li>• Do: acknowledge that they are not happy with the feedback, ask for their comments, restate examples</li> <li>• Don't: attack the person for being angry, get defensive, change your feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Do: refer to EAP if the reaction is significant and/or does not moderate with time</li> </ul>

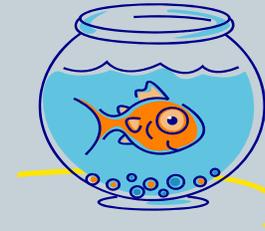
### Using Open Ended Questions/Statements

- 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.