PERFORMANCE Takes Flight

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A Message from Interim Provost Neville Pinto
And Senior Vice President for Finance and Administration Harlan Sands
Objectives …

• Understand the importance of clear goals/performance standards and the importance of regular performance feedback

• Set goals and performance standards that drive individual excellence

• Engage employees by following a performance management calendar

• Reduce evaluation bias by using a performance log

Agenda

• Performance Management Calendar
• Definitions
• Performance Standards Activity
• Core Competencies
• Biases
• Best Practices
• Your Opinions and Suggestions
Resources—page 23

Performance Logs—pages 24-26
Best Practices—page 27
Steps in a Performance Appraisal Meeting—page 28
Evaluation Form—pages 29-34
Self-Appraisal—page 35
Core Competencies for Management—page 36
First Page of Job Description Form—pages 37-39

Quiz—page 40

- Free space in middle
- Randomly number the remaining spaces—1 to 25, skipping any one number
- To get BINGO, you must have a straight line—diagonal, vertical, horizontal
- If you are the first to get BINGO, don’t be shy—let us all know

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>24</td>
<td>15</td>
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</tr>
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<td>16</td>
<td>1</td>
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<td>21</td>
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<td>22</td>
<td>12</td>
<td>20</td>
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<tr>
<td>6</td>
<td>18</td>
<td>23</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• The power light should shine **BLUE**

• To respond to a question, press the button corresponding to the answer you wish to submit. When the vote status light flashes **GREEN** your response has been received.

• A **RED** flashing light indicates that your vote was not received and you will need to vote again.

• Additionally, your clicker will flash red if your instructor has not begun polling.

• If you wish to change your response, simply press the button corresponding to the new answer you wish to submit.

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**Quiz Question**

How prepared are you to conduct your end-of-year performance evaluations?

a) On track and ready to go
b) On track … for the most part
c) I have a lot of work ahead of me, but I have a plan
d) I don’t know where to start
Quiz Question

What is the timeframe that the annual review covers?

a) Jan 1 – June 30 and July 1 – Dec 31
b) Jan 1 – Dec 31
c) July 1 – June 30
d) As set by organizational leadership
e) None of the above

Icebreaker

• “I _______________ performance evaluations.”

• “Performance evaluations are __________________________.”
Why Conduct Performance Evaluations?

- Focus employee’s EFFORT
- Maximize organizational effectiveness
- Support future PERSONNEL actions
- YOU ARE REQUIRED TO
Performance Management Cycle

- Set Performance Standards
- Evaluate Performance
- Track Performance

Sample Performance Management Calendar

<table>
<thead>
<tr>
<th>Target Timeframe</th>
<th>Activity/Task</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week of Employment</td>
<td>Review Job Factors and the Expectations for Each Job Factor; Review Core Competencies; Describe Team Culture and Expectations</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

Pages 6-7
Quiz Question

Is the performance review the only time I need to give my employee feedback?

a) Yes
b) No

Definitions

• Job Factors, Goals, and Performance Standards

  What   How Well
Definitions—Job Factor

3. Position Duties and Responsibilities

<table>
<thead>
<tr>
<th>Principal Position Responsibilities Code</th>
<th>Estimated % of Time</th>
<th>Critical Level 1 (most critical)</th>
<th>Critical Level 2 (critical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Total accounts, check math and update reports as required</td>
<td>20%</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Job Factors/Goals

Employers will evaluate on job factors/goals established during the previous year’s evaluation.

List each job factor/list in order of importance (most critical first). Describe the performance standard. Rate job factors/goals established during the previous year and describe outcomes achieved. Use additional pages as necessary. If a job factor/goal is not applicable, please denote N/A (non-applicable) in the space provided.

Good (G) Very Good (VG) Exceeding (E) Needs Improvement (N)

Job Factor/Goal

Percentage of time in relation to total job (optional):

Rank of importance in relation to total job (optional): PERFORMANCE STANDARDS/OOUTCOMES EXPECTED:

Outcomes Achieved: Rating:

Definitions—Goal

A **specific target or outcome** necessary to achieve a job factor. Like job factors, goals generally start with an action verb; however, goals contain more detail and usually have a deadline.
Job Factor or Goal?

<table>
<thead>
<tr>
<th>Job Factor</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage the budget</td>
<td>Create an objective process specific to our work unit for measuring customer satisfaction by June 30</td>
</tr>
<tr>
<td>Maintain the HVAC Unit in Building #1</td>
<td></td>
</tr>
<tr>
<td>Receive incoming phone calls from the public</td>
<td></td>
</tr>
</tbody>
</table>

Quiz Question

What do I do if my employee refuses to sign their evaluation?

a) Write “refused to sign” with a witness present and finish the process

b) Demand a signature

c) Require a signature, but allow them to write a disclaimer

d) Sign it for them
Definitions—Performance Standards

How well a job factor or goal needs to be performed to achieve a “good,” “very good,” or “outstanding” rating.

What is “GOOD”?

- Exhibits consistent competency in current role, consistently demonstrates overall positive job-related behaviors, with no major weakness observed.

- Hard worker
- Steady, reliable employee who can be expected to hit the mark
- Good ratings are not appropriate for mediocre or subpar performance

Good ratings are not appropriate for mediocre or subpar performance
What is “Very Good”?  

Exhibits a **high** level of competency in current role; performs job tasks/responsibilities **above** department standards on a consistent basis; continuously demonstrates positive job-related behaviors; meets job requirements in a **highly** proficient manner, achieving results of a **very high** quality and quantity.

What is “Outstanding”?  

Exhibits **imagination** and **critical thinking**; positively influences the nature of the position.

Exhibits the **highest level** of competency in current role on a consistent basis, far beyond job requirements and expectations; is **highly regarded** inside and/or outside the department and always demonstrates positive job-related behaviors. This rating is achievable by an employee, though **used judiciously**.
Definitions—Performance Standards

Job Factor: Kick field goals

Typical field goal: 17 yards
NFL typical limit of field goal range: 52 yards
Performance Standards—example

Job Title: Custodial Worker
Job Factor: Clean restrooms in XYZ Building

• **Good:** Consistently no visible signs of dirt or grime on surfaces in any of the 7 restrooms.

• **Very Good:** Same as “Good,” plus proactively cleans restrooms around building usage (large conferences that are periodically held in Building XYZ), AND doubles-up and cleans twice on heavy-use days.

• **Outstanding:** Same as “Very Good,” plus leads innovative changes to standard procedures.

Three Questions

• Is the standard **OBJECTIVE**

• Does the standard have clear **TRANSITION POINTS**

• Is the standard **LOGGED** over time
Objective or Not Objective?

<table>
<thead>
<tr>
<th>Not</th>
<th>Objective</th>
<th>Not</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Provide great customer service</td>
<td></td>
<td>• Average at least a 3.7 on the work units customer satisfaction surveys</td>
</tr>
<tr>
<td>Objective</td>
<td>• Hold at least 9 events per month for U of L students</td>
<td>Not</td>
<td>• Contribute fully to the work team</td>
</tr>
</tbody>
</table>

Quiz Question

How do I determine the “overall” rating for an employee?

a) It is the average of all the individual ratings
b) It is a judgement decision made by the manager considering ratings for planned goals and job factors, unplanned achievements of the employee, and mastery of core competencies
c) It is taken from the employee’s self-appraisal
d) It is the average of the overall ratings; however, no more than one employee in a work unit can have an overall rating of “exceeds”
UBM—Unit Business Manager

- Good
- Very Good
- Outstanding

Goal or Job Factor?

- Oversee ProCard usage
- Supervise Administrative Associate
- Analyze systems and initiate changes to improve
- Manage the personnel function for the department
- **Manage the departmental budget**
- Oversee payroll
UBM
Manage the departmental budget—Perf. Standards

- Good
- Very Good
- Outstanding

Are they objective?
Do they establish transition points?
Can they be logged?

Your Turn

- In your team, discuss the people you supervise and their job titles.
- From your team, choose one job title that needs clarified performance standards.
- List the 4-6 main job duties (job factors) for this position.
- Choose one job duty (job factor) as your focus.
Your Turn

• Good

• Very Good

• Outstanding

Are they objective?
Do they establish transition points?
Can they be logged?

The Form

I. JOB FACTORS/GOALS
Employees must be evaluated on job factors/goals established during the previous year’s evaluation.

List each job factor/goal in order of importance (most critical first). Describe the performance standard. Rate job factors/goals established during the previous year and describe outcomes achieved. Use additional pages as necessary. If a category or box is not applicable, please denote N/A (non-applicable) in the space provided.

Good (G)  Very Good (V)  Outstanding (O)  Needs Improvement (N)

<table>
<thead>
<tr>
<th>JOB FACTOR/GOAL</th>
</tr>
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<td></td>
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</tbody>
</table>

Job Factor or Goal

Percentage of Time in Relation to Total Job (optional):

or

Rank of Importance in Relation to Total Job (optional):

Standards for Good, Very Good, Outstanding
Core Competencies

Behaviors – Traits – Attributes

Supervisor
Job Factor: Conduct annual performance evaluations

Which competencies are applicable to this statement?

Quiz Question

An employee receives an overall rating of “needs improvement” on their annual evaluation. What should the supervisor already have in place?

a) Documentation outlining the employee’s areas that require improvement
b) A Performance Improvement Plan (if applicable)
c) Documentation of discussions/meetings with the employee regarding areas requiring improvement
d) All of the above
Rating Biases

- Recency
- Subjectivity
- Personal Bias
- Halo/Pitchfork Effect
- Organizational Inconsistency
- Rank Order
- Strictness/Leniency
- Central Tendency
- Contrast Effect

Three Best Practices to Avoid Rating Errors

- Set Thresholds for “Good,” “Very Good,” and “Outstanding”
- Establishing a Performance Tracking Tool
- Communicating with your Peer Managers and YOUR Manager to Assure Organizational Consistency
**Quiz Question**

Is my employee allowed to write a rebuttal to my feedback?

a) Yes  
b) No

**What Would You Do?**
Quiz Question

When am I required to evaluate a new employee?

a) Only at the end of their 6 month probation period
b) Only in the annual performance review
c) Annually, and at the end of their first 2, 4 and 6-months
d) At key points when I observe success or failure

Your Opinions and Suggestions are Important

• What are the characteristics of a great performance management process?

• What role does the employee play in a great performance management process?

• What role should management play in a great performance management process?
Quiz Question

I have a question about the performance evaluation process. Whom should I contact?

- a) Human Resources
- b) The Delphi Center
- c) My immediate supervisor
- d) HR or my immediate supervisor

Commitments

Three
Two
One

GO
Quiz Question

What is a PIP?

a) A Preliminary Evaluation Proposal, reflecting draft rating scores to be reviewed and rebutted (if necessary) by the employee.

b) A Performance Improvement Plan, required when an employee’s performance is first recognized as not meeting expectations and is not resolved through informal discussion, or an employee receives an overall “needs improvement” written evaluation. It establishes a strategy and steps necessary to reach a “good” rating in the future.

c) Neither of the above.

Seminar Evaluation

Please complete
Quiz Question

Is a “good” a bad rating?

a) Yes, “good” reflects marginal work.
b) No, “good” reflects the work of a steady, hardworking, competent employee.
c) All of the above.
d) None of the above.

Additional Resources

“performance management best practices”
PERFORMANCE
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