

The Power of Performance Appraisals

Presented by the HR Employment and
Professional Development Team



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Performance Management as a Daily Practice

- Analyze performance management scenarios.
- Discuss actions to address performance issues.
- Identify a framework for coaching conversations.

The Performance Management Process



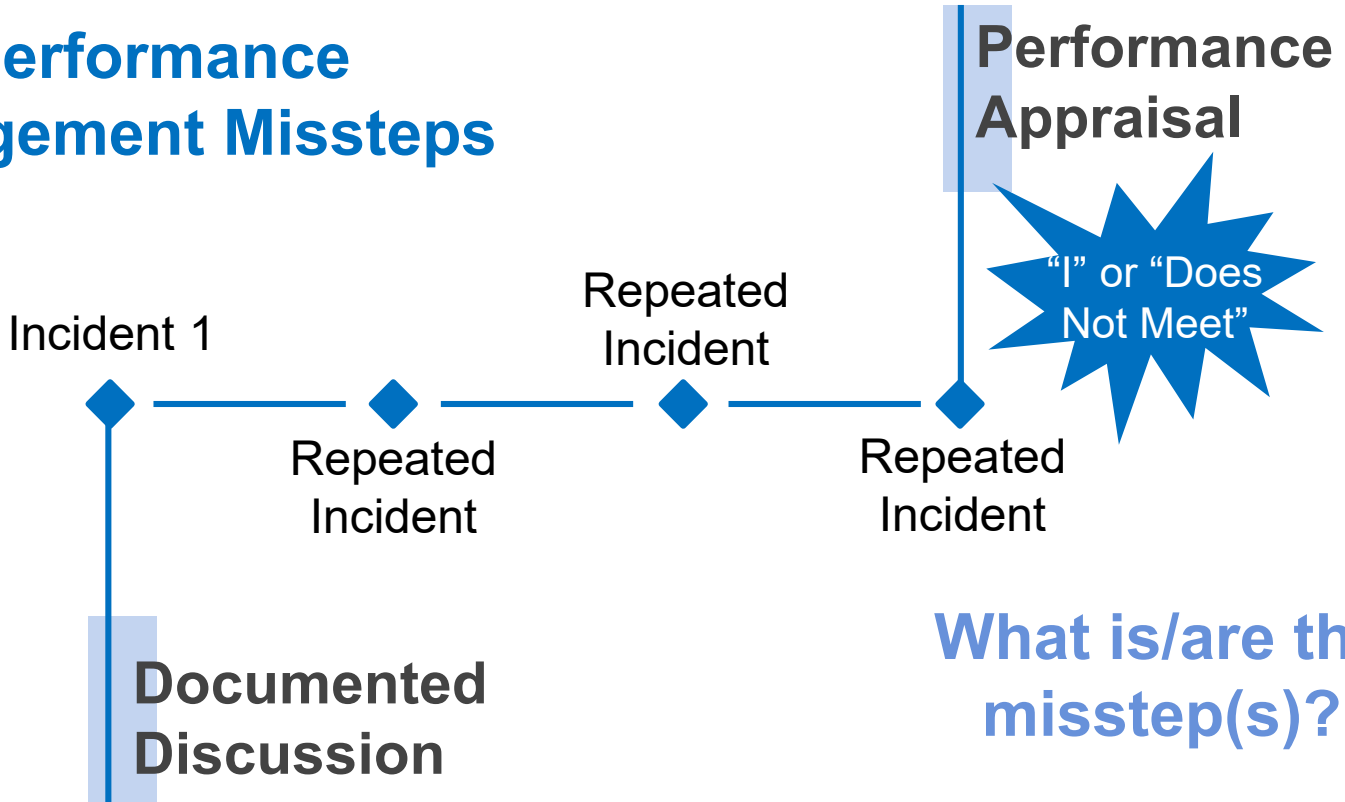
Performance management is a daily practice, not an annual exercise.

Group Discussion

In the following employee relations scenarios, identify the performance management missteps that occurred.

We'll discuss as a group.

Performance Management Missteps

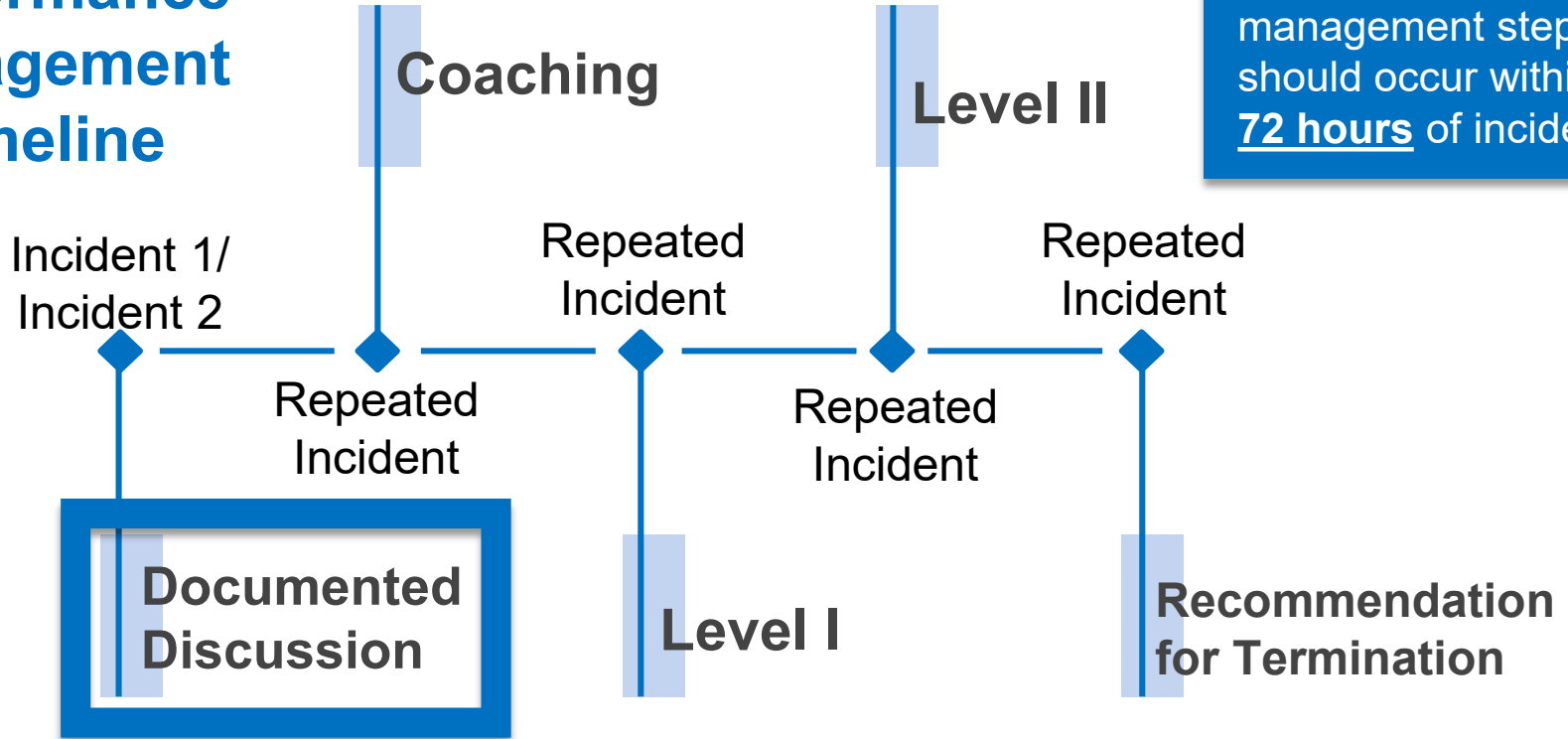


What is/are the misstep(s)?

"A manager is responsible for the application and performance of knowledge."

- Peter Drucker, Author and Leadership Expert

Performance Management Timeline



All performance management steps should occur within 72 hours of incidents

Consider rolling 12-month history of attendance, behavior, performance, documented feedback, and coaching

Review the highlighted employee relations scenario and discuss answers to the following questions:

1. What policy or expectation has been violated?
2. Is this policy or expectation in writing? If so, where?
3. As the leader, what would you do differently?

Group Discussion

“Coaching is the art of facilitating the performance, learning, and development of another.”

- Myles Downey, Author and Leadership Expert

Scenario 1

According to several comments made in fall student evaluations, a faculty member in the political science department derailed lectures to discuss her personal views on current hot topics. One student indicated, “The professor made me feel uncomfortable to share opposing views.” Another stated, “She would go off on a tangent about mistakes made by Congress.” The overall rating for respect in the classroom was a 2.5 out of 4 in fall and 2.6 in spring. Course management scores from spring were 2.8 out of 4, down from 3.5 in fall. It is time to work on the professor’s annual review.

Questions to Consider

1. *What policy or expectation has been violated?*
2. *Is this policy or expectation in writing? If so, where?*
3. *As the leader, what would you do differently?*

Scenario 2

A staff member engaged in an argument on Facebook and made racial slurs. The team member has not disclosed on his account that he works for Collin College, nor does he tag the college in any of his posts. He is wearing a Collin College shirt in his profile photo in front of a Collin College sign. News of the argument and racial slurs is brought to your attention by another member of your team later in the week. Because the comment was made on the staff member's personal account, you have not looked into the issue.

Questions to Consider

1. *What policy or expectation has been violated?*
2. *Is this policy or expectation in writing? If so, where?*
3. *As the leader, what would you do differently?*

Scenario 3

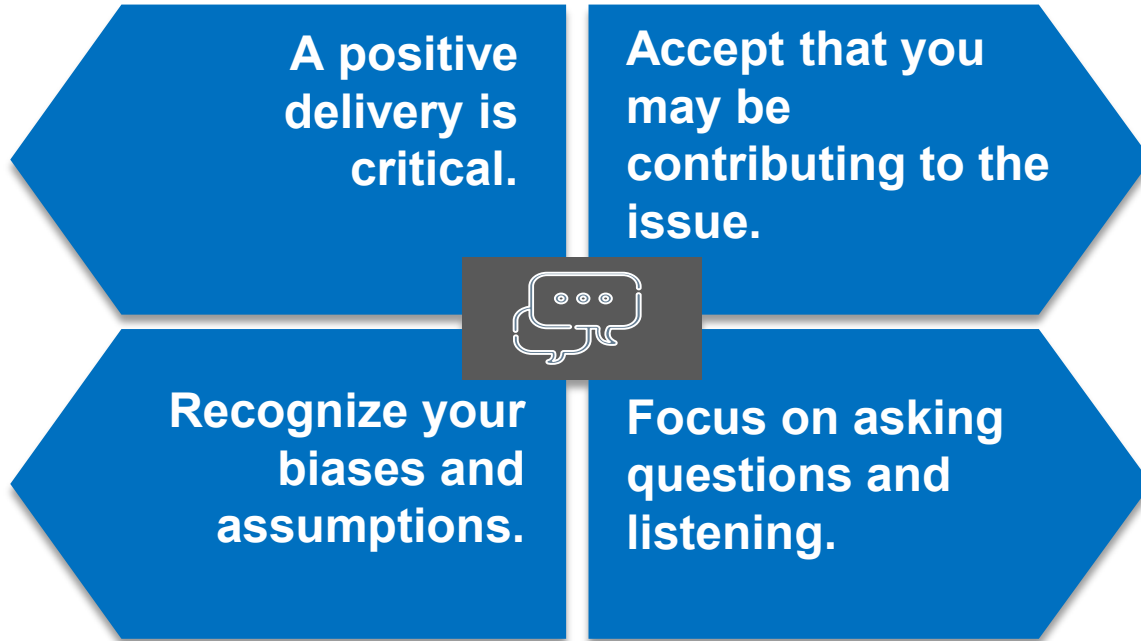
A team member is an excellent performer. She meets deadlines with high-quality work, contributes to team goals and missions, and is punctual and dependable. You have received complaints from her colleagues that she can be irritable, erratic, and difficult to work with. You have investigated and validated these complaints. You rationalize that her performance quality makes up for lacking interpersonal skills.

Questions to Consider

1. *What policy or expectation has been violated?*
2. *Is this policy or expectation in writing? If so, where?*
3. *As the leader, what would you do differently?*

Coaching
can take
5-10
minutes.

The Coaching Mindset



Group Discussion

Apply the FUEL method for coaching.

SCENARIO:

The team has made an increasing number of quality errors in the past week. One team member has started displaying a negative attitude. In a team meeting yesterday, the team member challenged your authority. You provided a new process to address ongoing quality issues. He said, “I am not happy with this.”

(Growth Coaching International, 2009)

F

Frame Conversation

“I wanted to chat because I’m concerned. In yesterday’s meeting, I noticed your disinterest in the quality improvement project and negativity over the past few days.”

**What else
could you say?**

Group Discussion

Apply the FUEL method for coaching.

**What else
could you say?**

U

Understand Current State

“Is there anything going on that is contributing to work quality issues or increased negativity?”

“Do you have other recommendations for improving quality or improving morale?”

“What are your concerns about this new process?”

(Northern Care Alliance, n.d.)

Group Discussion

Apply the FUEL method for coaching.

**What else
could you say?**

E

Explore Desired State

“How can I help improve your work quality?
How can we help the team improve?”

“What would have to change for your work
quality to improve? What would have to
change for your outlook to improve?”

“We need to discuss how disagreements
can be handled more productively going
forward.”

Group Discussion

Apply the FUEL method for coaching.

“A failure to improve work quality and professionally address disagreements may result in further coaching and/or disciplinary actions. I’m here to help you succeed and improve team morale. Please let me know how I can support the team.”

**What else
could you say?**

L

Lay Out Plan for Success

“Our goal is to improve work quality and team cohesiveness. What actions will we take today?”

“It is not appropriate to interrupt a meeting with negative personal comments.”

“The expectation of all team members is that disagreements are handled in a productive, professional manner.”

(Stoliker, 2017)

Setting Performance Review Expectations

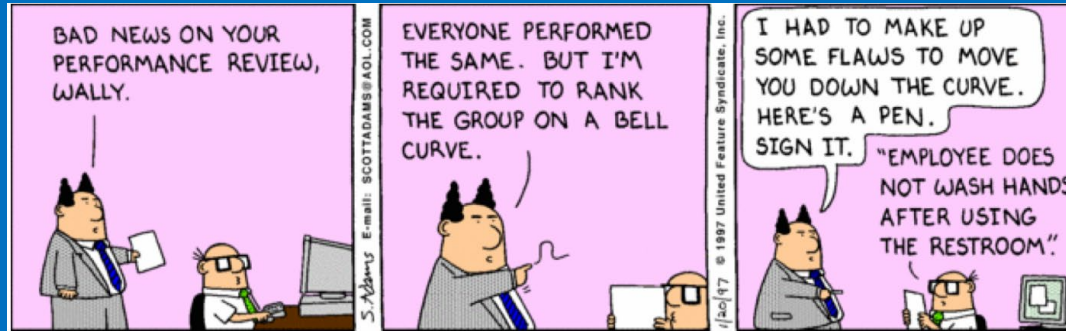
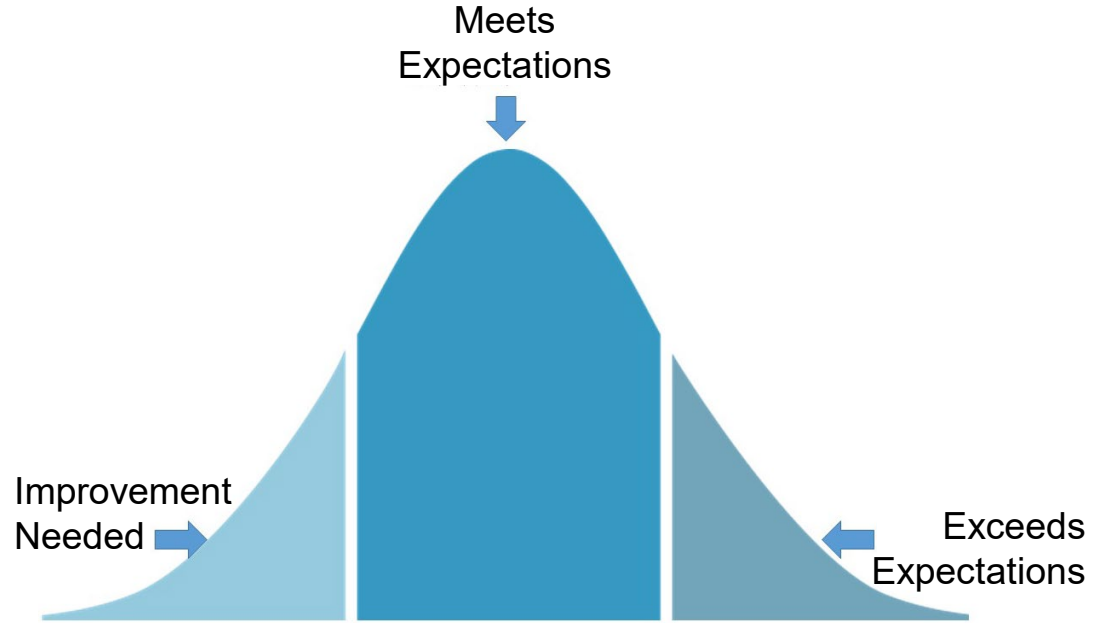
- Indicate appropriate expectations for self-assessments.
- Identify methods for improving self-assessments.

Meet with Your Team to Emphasize Importance

- Remind your team to prepare by reviewing job descriptions, strategic plans, core values, and projects.
- “With the district growth, we want to focus more attention on appraisals to promote from within for advancement.”
- “All team members should spend more time on your appraisals. Watch a recording of ‘The Power of Performance Appraisals’ training to ensure you write a more effective self-assessment and set SMART goals.”
- “Performance reviews at Collin College are important because ...”

Temper Expectations

- Explain the bell curve and its relation to performance appraisal ratings.
- Identify any challenges the team has faced as a whole this year.



When to Send a Self-Assessment Back

- If the team member fails to provide feedback in any required section.
- If the team member fails to provide sufficient commentary.
- Content is embellished or not job-related.
- ***2022-2023 goals are not included and evaluated.***
- If a staff member provides ratings in H-K but does not supervise others, or supervises others and does not provided ratings in H-K.
- If a faculty member provides comments for professionalism.

Writing the Manager's Review

- Discuss best practices for writing appraisals.
- Recognize common errors on appraisals.

Watch for Bias

Bias Types

- Affinity
- Disliking/Liking
- Excessive Leniency
- Excessive Severity
- Halo and Horn
- Job-vs.-Individual
- Length-of-Service
- Recency

Do not let your desire to avoid conflict, hurt feelings, and difficult conversations prevent you from providing an accurate performance appraisal.

Writing Feedback

What to Include

- Specific examples and results applicable to performance indicators and competencies
- Coaching and disciplinary activities as they relate to performance indicators
- Positive tone
- Realistic ratings
- Guidance for improvement and growth

What to Avoid

- Vague responses
- Comments on personality
- Comparisons to other team members
- Listing coaching as disciplinary action
- Mention of any medical issues, FMLA leave, or discriminatory information

Remember this is a broad-stroke overview of the year.

Implement Frameworks

Competency **C**

Outcome **O**

Example **E**

John displays excellent problem-solving skills by seeking resolutions to the challenges our department faces. One example is when he recognized that every month was a rush to put together our metrics for senior leadership. This task always seemed to be forgotten. John put reminders on the leader's calendar and sent reminder emails to the team three days before and again the day before metrics were due to me. This has resulted in a less stressful reporting process each month.

Implement Frameworks

S Situation

B Behavior/Performance/Skill

I Impact

Jane has continuously displayed exceptional customer service and support to students through effective communication, positivity, and her results-oriented, problem-solving approach. Jane consistently earns 95-percent satisfaction rating on post-visit customer service surveys.

Helpful Phrase Starters

Communication

- Constructive communicator, capable of discussing difficult issues effectively
- Did not seek feedback about _____ resulting in _____
- Spoken highly of by peers because of her strong relationship-building skills

Learning

- Quickly acquired new skills and techniques, such as _____
- Sought more training when _____
- Receptive to and regularly applies coaching feedback to enhance performance

Work Quantity and Quality

- Exceeded expected productivity levels when _____
- Overcame significant challenges this year, including _____, showing resilience and commitment
- Takes performance goals seriously and implements clear plans for achieving objectives
- ~~Employs strong time management and organizational skills~~
- Took accountability for _____, correcting _____ in a timely manner

Helpful Phrase Starters

Leadership

- Serves as an excellent role model for his team, regularly demonstrating _____
- An area for development is delegation, which can be improved by _____
- Never hesitates to assist team members when they need help navigating a challenge or resolving an issue

Adaptability, Innovation, and Problem Solving

- Tried experimental approaches, such as _____
- Thought creatively when _____
- Adapted well in changing environments, such as _____
- At times, does not take into account other people's opinions when making important decisions


Achievements

- Improved _____ by _____
- Implemented _____ to _____
- Exceeded _____ when _____
- Made a substantial contribution to the team when _____

Group Discussion

Identify what makes the following review comments well-written or poorly written and what could be done to improve them.

We'll discuss as a group.



“Professor Doe helps students achieve learning goals by utilizing a wide variety of instructional methods, providing office hours, and proactively offering one-on-ones to students who are struggling with grades or attendance. Students indicated that "Dr. Tester genuinely cares about the success of students" and is "compassionate when {they} indicate personal issues impacting their learning."

Is there anything you would add or change?



Example Phrase: Customer Service/Communication

“Beginning in Spring 2023, Susie was not meeting the expectation of responding to student emails within one business day. This often results in escalated student situations. This was addressed through a coaching on February 25 and Level I on April 30. While there has been some improvement, Susie does not yet meet expectations.”

Is there anything you would add or change?

Questions to Ask When Creating Goals

1. Is this a performance goal or development goal?
2. How would you like to use your strengths in the future?
3. What is one skill that is harder for you that you could work on?
4. Which of our core values do you think you could embody more?
5. What are some potential goals that you could work on that align with your development needs, team objectives, our strategy, or values?
6. How does this goal benefit Colin College?
7. What could help you reach these goals (support/resources/training/mentorship)?
8. Where do you hope to be one year from now? Five years from now?

Questions to Ask When Creating Goals

Goals Grid

Do You Want It?	Yes	Achieve	Preserve
	No	Avoid	Eliminate
		No	Yes
		Do You Have It?	

- What do you want that you don't have? (**Achieve**)
- What do you want that you want to maintain? (**Preserve**)
- What don't you have that you don't want? (**Avoid**)
- What do you have now that you don't want? (**Eliminate**)

Setting 2023-2024 SMART Goals



Specific

- Does it answer the 5 Ws?



Measurable

- How will you check progress? Measure success?



Attainable

- Is this goal challenging, yet realistic, based on available resources?
- Are there limitations that might prevent you from achieving your goal?
- Do you need to level up knowledge or skills to be successful?

Setting 2023-2024 SMART Goals

R Relevant

- Is this goal worthwhile?
- Does this goal conflict with any team, departmental, or organizational goals?
- How does this goal support our team's goals and mission?
- How does this goal support Collin College?
- Is now the right time to focus on this goal?

T Timely

- When does this need to be completed by?
- What's our deadline?

Tips for Review Conversations

- Describe recommendations for review conversations.

Prepare for the Conversation

- Print two copies of the performance appraisal.
- Do not take calls or drop-ins during the meeting.
- Prepare talking points.
- Ensure you have already laid a foundation, so appraisal ratings do not come as a surprise.

Ask Questions to Move the Conversation Forward

Reflect on the past

- What were the highlights of your year?
- What did not go well this year?

Make a plan:

- What goals should we set for this year?
- What changes should we make for next year?
- What steps will you take to attain these goals and make these changes?
- What kind of support do you need?

A Note on Giving Negative Feedback

- Expect defensiveness.
- Be prepared for team members to question negative feedback.
- Ensure you have concrete examples to support feedback.
- Remind the team member that the performance appraisal meeting is not a time to negotiate; the team member may add comments when signing the review to indicate disagreement.

Responses to Defensiveness and Emotional Outbursts

“This may be difficult to hear. Let’s both take a deep breath, so we can continue.”

“I need to share this with you because I want you to be successful.”

“You want to be successful, and receiving feedback is an important part of the process.”

“There’s lots of upward mobility as Collin expands, and now is a great time to focus on your growth.”

“This may be difficult for you, but we need to have this conversation.”

“I see this as your responsibility. Let’s discuss why you don’t see it this way.”

Finalizing Reviews and Next Steps

- Explain final steps in the review process.
- Identify mechanisms for continued performance management.

Review Meeting

1. During the meeting, open the appraisal to make any changes in the presence of the employee.
2. Submit the appraisal. **Once submitted, the review cannot be modified.**
3. Give the team member the opportunity to reflect before acknowledging in the system.
4. Review the team member's comments.
5. Digitally acknowledge and submit.

Manage Performance Throughout the Year

- Meet at least quarterly to discuss progress toward annual goals.
- Provide continuous positive and constructive feedback.
- Engage in informal/formal coaching conversations, when needed.
- Implement monthly reporting mechanisms.
- Document positive performance and concerns.
- Provide support and resources to help team members succeed.
- Have regular team meetings.

“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.”

– *Ronald Reagan*

Thank you!



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