Performance Management

Office of Human Resources

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Outcomes

Understand **value** of employee engagement

Learn the
actions and activities of
Performance Management

Discover strategies for improving performance

What Do People Need From Work?

- Affirmation and recognition

- The opportunity to grow, develop and contribute. To be good at what they do.

- Coaching and feedback

- Direction and focus

What Does the University Need?

- Well trained and committed individuals who support the mission and values of the university

- Individuals who are personally committed to providing their time and talents to achieve the mission and living the values of the university

- Staff who are good at what they do

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Engagement Defined

The state by which individuals are emotionally and intellectually committed to the organization or group.

Give People What They Want and Need

- Clarity in what is expected

- Standards by which they can measure their success

- Feedback to know how they are doing

- Training to develop needed skills

- To be treated with respect and as a valuable member of the team

So what does all this mean?

…we **manage performance**

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Performance Management

What is Performance Management?

The process of maintaining or improving employee performance through:

- ❖ Clear understanding of expectations and goals
- ❖ Continuous, ongoing feedback
- ❖ Coaching
- ❖ Counseling
- ❖ Assessment tools
- ❖ Training

Performance Management Actions

Develop skills in setting expectations, using SMART goals, measuring results and mentoring

S.M.A.R.T. =

- Specific
- Measureable
- Achievable
- Realistic
- Time bound

Accountability

Once expectations are clear, follow through!
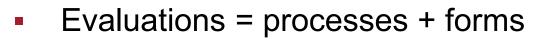
Don't pull back from performance management

No excuses…

Performance Evaluation vs. Performance Management

- Evaluations = processes + forms

- Evaluation enables Management

- Management = <u>routine</u> and continuous honest communication

Common Errors in Evaluating Performance

- **Surprises**
  - **Information provided in an evaluation should not be a surprise**
    - **Performance concerns should be addressed as they occur then summarized in evaluation**
  - **Potential for negative reaction**
    - **EE will focus attention on surprise information; will not absorb other information provided by evaluator**

- **Halo/Horn Effect**
  - **EE is extremely competent in one area so is rated high in all areas**
  - **EE may have a weakness in one area so is rated low in all areas**

- **Recency**
  - **More weight is given to recent events while discounting earlier performance within rating period**
    - **Can occur when evaluator does not document performance through the course of the rating period**

Common Errors in Evaluating Performance

- **Bias**
  - Evaluator includes personal values, beliefs, and/or opinions which distorts the evaluation

- **Strictness**
  - Some evaluators may have high expectations
    - Performance standards may be inflated to make meaningful to evaluator

- **Leniency**
  - Some evaluators may be reluctant to give low ratings
    - EE not provided clear, honest feedback on performance has limited opportunity for improvement
    - Over rating EE performance gives rise to potential future problems

Key to an Impactful Evaluation

- Feedback should be substantial
  - Refrain from one sentence remarks but do not be too wordy
- Provide specific examples of performance and/or behaviors
  - Positive and Negative
  - Work product AND Interpersonal Skills
  - Be factual and objective; leave out personal feelings/opinions
  - No sugar coating – fair, objective, accurate
  - No isolated incidents, unless egregious or spectacular

Key to an Impactful Evaluation

- Maintain documentation of performance through rating period
  - Positive and Negative
    - Training certificates, Thank You notes, emails, complaints
  - Among most important item in personnel file

Union Guidelines

CSUEU (Units 2,5,7,9), Article 10

- Probationary Employee
  - 3rd, 6th , and 11th month evaluations
  - Annually thereafter
- Permanent Employee
  - Evaluated every year
- Temporary Employee
  - Evaluated at periodic intervals
- EE has up to ten(10 work days)
  - EE may request a meeting to be held within 7 days of request.
- Content is not grievable; the process is grievable
- EE can refuse to sign

  http://www.calstate.edu/LaborRel/Contracts_HTML/CSEA_Contract/2014-17/Article10.pdf

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Rating Performance

Section A – Rating Scale

- Performance Review Criteria
  - Reference tool to assist with rating performance
  - Think about each factor carefully
    - Value of factor may vary depending on the position duties
    - Factors that are essential functions of duties have more impact

Performance Review Criteria

PERFORMANCE AREA	UNACCEPTABLE	BELOW EXPECTATIONS	SATISFACTORY	EXCEED EXPECTATIONS	OUTSTANDING
Observes Work Hours	Frequently late in the morning or after lunch; leaves early; takes numerous and/or extended breaks	Periodically late in the morning or after lunch; sometimes leaves early; multiple breaks	Here and ready to work at start time; works until end of shift; flexible lunch schedule to accommodate workload		
Attendance	Frequent absences; no arrangements to cover work in absence	Periodic absences; hit and miss arrangements for work in absence	Few absences; initiates coverage for work in absence		
Attire and Grooming	Revealing, dirty, torn or wrinkled clothes; offensive pictures on clothing	Clothing for more rugged, dirty work (jeans, work boots)	Professional slacks and blouses or sweaters; suits for major meetings		
Safety Practices	Consistently misusing tools and equipment	Inconsistent use of tools and equipment	Consistently aware of safety of self and others; consistent appropriate use of tools and equipment		
Use and Care of Equipment	See Above	See Above	See Above		
Work Area Organized	Excessive clutter; unable to find files and other items when needed	Can usually find things, but no one else could find things in work area	Labels files; cleans desktop; others can find files in work area		
Job Knowledge	Repeated incorrect information; relies on others to provide information	Considerable confusion; limited use of resources; goes to others frequently	Understands and uses resources; rarely gives incorrect information	Goes to others only for clarification; applies information from one situation to the next	Understands the process as well as the information; takes initiative to find out
Job Skills	Unable to perform many job-related tasks	Has trouble performing tasks correctly	Consistently performs tasks correctly; self-reliant	Performs well and anticipates needs	Able to perform own tasks and pick up tasks of others
Attitude	Uncooperative, argues, complains, rude	Unpredictable, focus on job description vs. business needs	Cooperative, helpful, supportive of others	Cooperative, positive influence, committed to job completion	Cooperative, supportive, positive, encouraging
Volume of Acceptable Work	Minimal work completed after numerous prods; many errors	Some tasks completed; others miss **deadlines**; errors and inconsistencies	Keeps up with daily workload; serves as final checkpoint for accuracy	Does daily work, assists others while maintaining accuracy	Able to take on new projects while maintaining excellence
Quality of Work	Most work incorrect	Numerous errors, doesn't improve over time	Few errors, materials produced reflect quality	Usually error free, catches own and director errors	Error free, assists others, introduces steps to ensure quality

PERFORMANCE AREA	UNACCEPTABLE	BELOW EXPECTATIONS	SATISFACTORY	EXCEED EXPECTATIONS	OUTSTANDING
Planning and Organization	Jumps from task to task, unable to outline steps to project	Easily looses track, can outline steps but difficulty following them	Can identify and follow project steps, knows when to seek assistance	Identifies and implements steps, recognizes needed information and gets it	Sets and follows steps for several simultaneous projects
Judgment and Decisions	Misinterprets policy and misapplies procedures	Decisions often create additional problems	Correctly uses policy & procedure; applies info from past discussions	Adds intuition and experience to assessment; can support decision	Sees many levels of situation; can articulate rationale for decision
Meets Deadlines	Rarely has work completely done by deadline	Sometimes has work done by deadline	Regularly has work done by or before deadline	Frequently completes work before deadline; knows when to adjust priorities	Done before deadline and anticipates other tasks
Accepts Responsibility	Makes innumerable excuses	Occasionally takes responsibility	Readily acknowledges errors; initiates steps for performance improvement	Accepts responsibility and seeks ways to avoid errors	Accepts errors, avoids problems and helps others avoid errors
Accepts Direction	Challenges all suggestions, doesn't do as requested	Challenges some input but follows some suggestions	Readily accepts advice and retains information	Readily accepts advice, responds with own ideas	Accepts advice and encourages input
Oral Communications	Often misspeaks, unaware of impact of own words	Sometimes well spoken and sometimes struggles	Usually well spoken, aware of impact of own words	Presents ideas well, solicits input from others	Presents ideas well, solicits input, listens and responds
Written Communications	Poor grammar, spelling and punctuation; limited ability to convey thoughts	Limited ability to convey thoughts, some writing errors	Thoughts read well, grammar, spelling and punctuation good	Drafts correspondence and marketing copy with minimal direction, proof reads effectively	Writing is error free, drafts letters and marketing well, helps others with writing
Initiative	Requires frequent reminders to complete tasks	Usually completes tasks with minimal reminders	Completes tasks without reminders; anticipates tasks for other projects	Completes tasks, anticipates other tasks, anticipates needs of others	Completes tasks, anticipates other tasks, anticipates needs of others, teaches others to anticipate
Learning Ability	Difficulty in learning, forgets quickly	Learns slowly and only retains some information	learns at moderate pace, retains information	learns quickly; retains information; applies info from one situation to the next	Learns quickly; filters what information is important; applies info across circumstances
Customer Contacts	Rude, does not return calls, unskilled at getting information from customer	Volatile, returns some calls but not all, might initiate follow-up	personable, reassuring, skilled at soliciting information	Thorough information and follow-through; gets complete details	Accurate and thorough; anticipates customer questions
Work Relationships	Does not earn or give respect; unreliable; rude, disruptive, intolerant	Usually interacts well with those in immediate area	Engaging, supportive, shows respect, caring; interacts with other depts.	Adapts own style to others; solicits input from other depts.	Maintains interpersonal relations; can explain department and individual roles and functions

Determining Overall Rating

- Should reflect a true overall assessment of performance
  - Based on observations and documentation

- Should not be an average of all areas rated
  - Though an EE may receive more 4s than 3s the rating should be determined by those factors with most impact on performance

Rating Performance

Section A – Rating Scale

- EEs Who Supervise Others
  - ➤ Applies to any EE who supervises others (including Student Assistants)
  - ➤ Same principles apply to this section
  - ➤ Should be considered important factor when determining overall rating

Rating Performance

Section B – Job Strengths

- Provide description of performance strengths
  - Concentrate on real behaviors not adjectives
    - Time, Quality, Quantity

"EE worked diligently to meet the needs of incoming students by contributing to the creation of a pilot strategic peer-mentoring program."

"EE took responsibility for the coordination of the office painting, which required that he work carefully between PPM and the staff to ensure minimal disruption to the department."

"EE demonstrates exceptional customer service. He is positive and cheerful with visitors and responsive with callers. The department received several compliments on EE's professionalism."

Rating Performance

Section C – Progress Achieved

- Discuss any progress achieved during last rating period

"EE has demonstrated a new willingness to take on new/different responsibilities and schedules as required by the varying needs of the office."

"EE has demonstrated a commitment to improving his attitude, which has made for a positive work environment and reflected in improved working relationships."

"EE has improved in the observance of assigned office hours, arriving on time the majority of this rating period."

Rating Performance

Section D – Required Improvement or Correction

- Discuss areas of performance or behaviors that require improvement

"EE doesn't appear engaged with her work and sometimes seems distracted; it has been observed that she plays card games on her computer during her work shift."

"EE was tasked with creating and maintaining a planning calendar for use in the 09-10 fiscal. It took him several weeks to create the calendar and once finished, with help from others, he failed to regularly update as expected."

"EE does not maintain an organized work area which has resulted in misfiled essential day-to-day operational data, spreadsheets, records, documents, etc."

Rating Performance

Section E – Goals or Improvement Programs

- ## Provide specific goals and expectations
  - ➢ Short AND long term goals
  - ➢ Expectation for improvement to continue indefinitely

- ## Recommend or require training opportunities

- ## Describe areas of growth for EEs to take work to next level

"*EE will be at his workstation prepared to perform his duties at his assigned start time of 8 AM.*"

"*EE will keep the office organized and tidy, thus making it easier for coworkers to find forms, documents and files.*"

"**EE should participate in CSUN professional development classes to be abreast of financial methods (Excel spreadsheets) that are applicable to financial planning.**"

Rating Performance

Section F

- Check appropriate probationary evaluation period
- If EE successfully completes probation check Permanent Status Recommended
- If considering rejection, contact Employee Relations

Rating Performance

Comments Section

- Utilize to summarize the overall performance and expectations moving forward

"EE has demonstrated the ability and skills to succeed; he needs to focus on consistency in his performance and interpersonal working relationships."

Evaluation Meeting

Conducting the Meeting

- Should be evaluator and EE only
- Listen and be receptive to EE input
- Ask for clarification and acknowledge valid points
- Be Positive – even when unsatisfactory
- Focus on future goals and expectations
- Consider revision, if appropriate

Rebuttal

- If EE disagrees with performance evaluation placed in his/her personnel file, EE may submit rebuttal to be attached to evaluation

Refer to appropriate CBA for complete language

Evaluation Meeting

Things to Avoid

- Lecturing *"You should know better…"*

- Arguing *"That's not the real reason. It's because you are…"*

- Comparing Employees *"Why can't you do it like Mary?"*

- Insulting   *"You're just not using your head."*

- *Using labels "immature," "irresponsible"*

- *Exaggerate or generalize "You are always late."*

- *Being judgmental "should," "better," "bad," "worst"*

Wrap Up

- Mutual Responsibility

- Communicate, Communicate, Communicate

- Observe and Capture

- Provide Fair and Objective Feedback

Questions

Thank you