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# PERFORMANCE REVIEW

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**Supervisor  
Orientation**





# Agenda

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- Introduction
- Checking your Assumptions
- The Performance Review – Overview
- Supervisor's Role
- Revised Performance Review Form
- S.M.A.R.T. Goal Setting
- Appraisal Factors
- Effective Performance Feedback
- Consistency in Performance Ratings
- Next Steps

# Checking Your Assumptions

	Theory X	Theory Y
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>–Humans inherently dislike working and will try to</li> <li>–avoid it if they can.</li> <li>–Because people dislike work, they have to be coerced or controlled by management and threatened so they work hard.</li> <li>–Average employees want to be directed</li> <li>–People don't like responsibility</li> <li>–Average humans are clear and unambiguous and need security</li> </ul>	<ul style="list-style-type: none"> <li>–People view work as being natural as play and rest.</li> <li>–Provided people are motivated, they will be self directing to the aims of the organization.</li> <li>–Job satisfaction is key to engaging employees</li> <li>–People are imaginative and creative.</li> </ul>
<b>Summary</b>	<p>People are usually irresponsible, immature, undeveloped, and without adequate supervision and direction, they will be unproductive.</p>	<p>People can usually be trusted to show initiative, creativity, innovation, adaptability, responsibility, and effort. They require support, encouragement and reward rather than mistrust, control and punishment.</p>
<b>Management Style</b>	Authoritarian, Hard Management	Participative, Soft Management

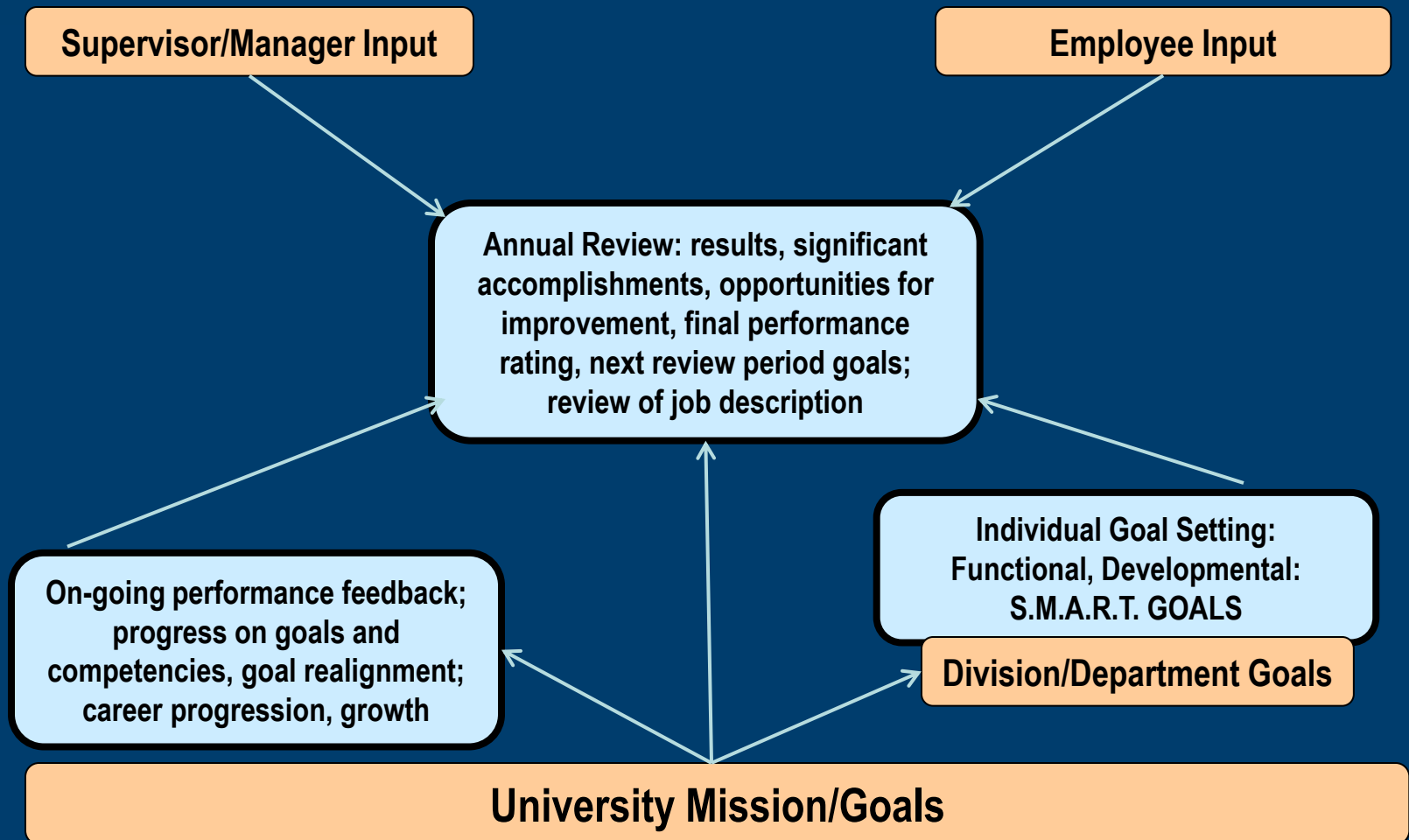


# What is “Performance”?

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- Performance:
  - The act of doing something successfully; using knowledge as distinguished from merely possessing it; experience generally improves performance.
- Results:
  - The consequence of a particular action, operation, or course; an outcome.
  - Results may or may not be in line with expectations.
- Effort:
  - Earnest and conscientious activity intended to do or accomplish something; serious attempt.
  - Effort alone does not always produce results.

# The Performance Review Process





# The Performance Review

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- What is Changing/Why?
  - Supervisor Role
  - Shared Input
- The Components
  - Goals: progress, results, new goals
  - Competency area evaluation and ratings
  - Overall rating
  - Comments
  - Sign offs



# Supervisors/Managers are Responsible for:

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- Providing on-going formal and informal feedback on performance, goals and results.
- Addressing performance issues with timely, confidential, honest and constructive feedback.
- Initiating the formal performance review annually.
- Setting clearly defined and realistic goals with the employee.
- Documenting the review and feedback discussions.



# Revised Performance Review Form

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- Goals
  - Current with results
  - New – including developmental goal
- Appraisal Factors
  - Significant Accomplishments/Areas for Improvement
  - Rating
- Overall rating/comments
- Job Description Update
- Sign off





# Goals should be *SMART*

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- Specific – Achieve a certain outcome, acquire certain knowledge, complete a particular type of project or task.
- Measurable – Verifiable in terms of speed, time, cost, quality or quantity.
- Attainable – Challenging but reachable.
- Relevant – Aligned with areas of focus, performance improvement needs and personal priorities and limitations.
- Time limited – Deadline or time frame for completion. 8



# Why do people fail to reach goals?

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- Too vague or unclear
- Too ambitious
- Too many
- No sense of priority
- No follow-through or tracking of progress
- No short term objectives or milestones for reaching the goals
- No commitment to achieving the goals



# Staff Appraisal Factors

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- **Acknowledgement (Demonstration) of JCU Mission:** Demonstrates awareness of the mission, vision and goals of the University through appropriate on the job behavior and in interactions with others.
- **Diversity/Inclusion:** Actively supports and values the diversity and inclusion efforts of the University. Recognizes and respects the value of individual differences at all levels of the University. Interacts effectively with all.
- **Job Knowledge:** Demonstrates an understanding of the position requirements and how the position relates to other departments and the University's mission, vision and goals. Keeps current in the field and with technology.



# Staff Appraisal Factors

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- **Results Orientation**: Achieves expected results and goals. Can be relied upon to fulfill the job assignments in a timely fashion. Sets priorities to achieve results.
- **Quality/Quantity of Work**: Produces high quality work with focus on accuracy, attention to detail and neatness. Uses time effectively to complete work within established time frames.
- **Initiative**: Is resourceful and contributes to improving operations, methods and procedures.



# Staff Appraisal Factors

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- **Decision Making/Judgment**: Able to make a responsible and appropriate choice in a reasonable time frame, and to take action consistent with available facts, constraints, and anticipated consequences.
- **Attendance/Punctuality**: Demonstrates appropriate attendance and punctuality consistent with University policies. Provides timely notification/requests for planned and unplanned time off.
- **Flexibility/Adaptability**: Able to work effectively in an environment of change and when experiencing major changes in work tasks, new work structures, processes, requirements. Willing to learn and apply new skills. Capable of multi-tasking



# Staff Appraisal Factors

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- **Working with Others/Interpersonal Skills (verbal, listening, written)**: Effectively works with others to achieve results. Encourages collaboration.
- **Serving Others**: Drives to discover and meet the needs of constituents - internal and external, while ensuring high quality.



# Supervisory Appraisal Factors

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- **Leadership Skills**: Ability to take charge; gain the confidence and respect of others; and resolve conflicts. Is self-aware, understands personal strengths, weaknesses, values. Innovates and adapts to changing world Engages and energizes others with a positive attitude
- **University Policies**: Knows, follows and reinforces all University policies and procedures, i.e., Attendance, EEO, OSHA, Discipline, etc.
- **Staff Selection and Recruiting**: Hires competent, motivated and promotable people.



# Supervisory Appraisal Factors

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- **Coaching/Staff Development**: Commits to fostering short and long term growth and development of employees, with particular attention to how their talents can best be utilized to meet current and future University needs. Provides direction, feedback and follow-up.
- **Delegation**: Empowers others to take on additional tasks; supplying necessary resources. Encourages appropriate initiative. Assists in subordinate goal setting insuring department goals are aligned with Division and University.



# Fundamentals of Effective Feedback

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## Situation/Behavior/Impact (SBI) – A Feedback Model

- Situation
  - Capture the situation, describe the occasion.
  - Don't use words like always, never (puts people on defensive).
- Behavior
  - Specify the behavior, tell what was observed.
  - Don't judge or make vague, general characterizations.
- Impact
  - Specify the impact, clarify the impact the behavior had on you and others.
  - Don't exaggerate or interpret.



# Fundamentals of Effective Feedback

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- Simple
  - Reduce feedback to its essential elements.
  - Don't get ahead of yourself.
  - Make direct statements – enforces honest feedback.
  - Go through each of the SBI steps.
- Clear of Interpretations
  - Don't interpret, but do describe.
  - Avoid exploring reasons for the behavior.
  - Give choices for making changes, not excuses for avoiding changes.



# Fundamentals of Effective Feedback

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- Build the Feedback Relationship
  - Create trust –strike a balance between positive and negative feedback.
  - Leverage strengths – give credit for what is done right;
  - Balance your message – over time – not just all in one session.
- Structure the Feedback Session
  - Schedule in advance.
  - Provide a private setting , no interruptions.
  - Be sensitive to imbalance of power – de-emphasize it
  - After SBI - let the employee talk - ask for thoughts and reactions.
  - Accept the response – even if it is defensiveness.
  - Be ready to suggest constructive steps.



# Overall Performance Ratings

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- **Exemplary** – **Significantly and consistently exceeds all expectations.** *Performance, contributions and impact far exceed those demonstrated by virtually all others at a similar level. Individual consistently does outstanding work, regularly going far beyond what is expected of other individuals in a similar role. Individual often sets the standards followed by others. Individual consistently demonstrated exceptional performance through the entire performance year.*

# Overall Performance Ratings

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- **Meets all work expectations** – *Performance and contribution consistently meets expected performance standards and may occasionally exceed expectations. Individual demonstrates solid performance and is consistently effective and competent. Achieves results expected at this level, and occasionally goes beyond. Possesses a proficient level of skills needed.*



# Overall Performance Ratings

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- **Needs improvement** – *Performance meets some but not all requirements. Improvement is required to contribute at the level expected. Satisfactory results could be achieved through reasonable amount of development and training. Immediate performance improvement is required. To be reviewed again in no more than 90 days.*



# Next Steps

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- Set performance review meeting.
- Ask for employee input – using review form: goals, significant accomplishments; updated job description.
- Gather data, prepare review document on your own, recommend rating to your manager.
- Discuss performance with employee, set goals, update form as needed; update job description.
- Collect comment, signature – send to HR.



Questions ?