

# Performance Management

JULY 28, 2017



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## Agenda

1. Introductions
2. Community agreements
3. Overview of performance management
4. Feedback/Coaching for improved performance
  - Case study
5. Overview of progressive discipline
6. Resources

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## Introductions

- Name
- Role/Title
- Department/Center
- How long you've been a supervisor
- How many people you supervise

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## Community Agreements

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- ❖ We are colleagues.
- ❖ We will maintain confidentiality.
  - No names
  - Discussions stay here
- ❖ Others?

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## Opening Thought

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*Leaders become great, not because of their power,  
but because of their ability to empower others.*  
-John Maxwell

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## Performance Management

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*Management of employees and organizations to ensure that goals and objectives are being met.*

*Involves defining what effective performance looks like, and developing the tools and procedures to measure performance.*



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### Job Performance

- Attendance
- + Quality of Work
- + Attitude/Conduct
- Job Performance



Cy Wakeman, *Reality-Based Rules of the Workplace*

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### Steps in Performance Management

- Define the work
- Goal-setting
- Feedback
- Evaluation




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### Steps in Performance Management

- Define the work: Job description
- Goal-setting
- Feedback
- Evaluation

Job Description of [Job Title]	
Job Title	[Job Title]
Department	[Department Name]
Reporting Manager	[Manager Name]
Job Summary	[Brief description of the job's purpose and scope]
Key Responsibilities	<ul style="list-style-type: none"> <li>[Responsibility 1]</li> <li>[Responsibility 2]</li> <li>[Responsibility 3]</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>[Requirement 1]</li> <li>[Requirement 2]</li> <li>[Requirement 3]</li> </ul>

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## Steps in Performance Management

- Define the work
- **Goal-setting**
- Feedback
- Evaluation




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## Goal-Setting

❖ **Alignment:** individual goals are aligned with department/unit goals, which are aligned with college goals

### ❖ SMART goals




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## Goal Alignment

**CoE initiative:** Encourage more women ... to pursue a degree in engineering through effective K-12 outreach programs.

### Example Goal:

- **Action:** Increase
- **What:** participation of female students in PLTW high school courses to 25%
- **By when:** by September 2018
- **Measure:** Percentage of female students in PLTW high school courses




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## Development Goals

- ❖ Adapting to changing needs of the job/department; keeping skills current
  - ✓ **Example:** Become proficient in the use of Access to support data tracking and analysis, by December 15, 2017. Measure: Completion of all three Access training modules on Lynda.com.
- ❖ Career development, based on individual interest and/or departmental need
  - ✓ **Example:** Complete Supervising@IOWA series to enhance skills in new supervisory role, by May 2018. Measure: certificate of series completion.

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## Steps in Performance Management

- Define the work
- Goal-setting
- **Feedback**
- Evaluation




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## Feedback

Two purposes for providing feedback:

- Change/improve performance or behavior
- Reinforce good performance or behavior



<https://www.youtube.com/watch?v=DVSr4XdSyNM>

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## Coaching for Improved Performance

The goal of feedback/coaching is to improve performance.

*You want the employee to succeed!*



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## Coaching for Improved Performance

### Iceberg Concept (handout)

- Supervisor's responsibility is to address performance problem, not to diagnose a personal issue.
- Refer to EAP if employee discloses a personal problem.
- Refer to HR/Faculty & Staff Disability Services if employee discloses a health issue.



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## Feedback/Coaching Tools



### Regular 1-on-1 meetings

- Employee should direct part of the meeting

### Quarterly/Monthly Check-In (handout)

- What's going well; what's not going so well; what support can the supervisor provide

### Performance Improvement Plan (handout)

- Provides feedback on specific improvements needed, by a set time

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## Feedback/Coaching Tools

### 2 Minute Challenge (handout)

- Observe – just the facts
- Wait for response
- Remind/restate the goal
- Ask for a specific solution
- Agree
- Follow-up



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## Case Study/Role Play

Jack has been 15-20 minutes late arriving to work 3 out of the last 5 days, including today. Jack has always been a reliable employee before this and his work is good quality, but his late arrivals are disruptive to his work group.

You are the supervisor. Using the 2 minute challenge, have a conversation with Jack about his late arrivals.

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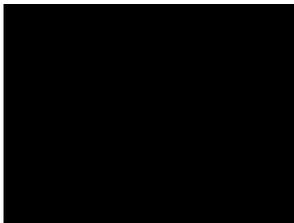
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## 2 Minute Challenge



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## Break

Take 5!



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## Difficult Conversations

Three conversations in one



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## Preparation

❖ **Content:** what happened?

- Factual, no judgment
- Focus on impact, not intent
- Not placing blame, but recognizing each person's contribution
- Know the outcome that you want

❖ **Feelings:** what emotions do you expect?

- Consider power dynamics
- Make sure it's a non-intimidating location
- Set the tone that it's safe because you have common interests
- Anticipate their worst fear/assumption and put that to rest

❖ **Identity:** what's at stake?

- Confirm their identity/reputation is not in question

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## Desired Outcomes

- ✓ Understand the other person's perspective
- ✓ Explain your perspective
- ✓ Share and understand feelings
- ✓ Work together to find a solution



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## Feedback/Coaching Tips

### Responding to emotion

- Keep your focus. "I can see this is difficult. Is it OK if we continue?"
- Remain calm; Don't escalate emotion.
- If needed, take a break and continue the conversation later – but soon.



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## About Attitude

- Attendance**
- + Quality of Work**
- + Attitude/Conduct**
- Job Performance**



*Cy Wakeman, Reality-Based Rules of the Workplace*

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### Impact of Attitude

Employee Value Equation:

$$\begin{aligned}
 &\text{Current Performance} \\
 &+ \text{Future Potential} \\
 &- (3 \times \text{Emotional Expensiveness}) \\
 &= \text{Your Value}
 \end{aligned}$$



Cy Wakeman, *Reality-Based Rules of the Workplace*  
<https://www.youtube.com/watch?v=ultL21lgs4>

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### Emotional Expensiveness

- Blaming others
- Complaining about circumstances, resources
- Speculating about others' motivations (colleagues or management)
- Creating drama/distractions



➤ **Ditch the drama!!**

Cy Wakeman, *Reality-Based Rules of the Workplace*

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### Feedback/Intervening to reduce drama

When someone is complaining about someone else:  
➤ And what did/could you do to help?

When someone is speculating about another person's motivation:  
➤ What facts have led you to that conclusion?  
➤ What if ..., how might that affect your opinion?  
➤ Let's focus on what we know for sure, and what we can do next.

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## Progressive Discipline

1. Counseling/restatement of expectations
2. Written reprimand
3. Suspension or equivalent
4. Termination

<https://hr.uiowa.edu/tools-departments/brief-guide-progressive-discipline>

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## Progressive Discipline

### Documentation

- Supervisor's notes from 1-on-1's
- Email communications
- Performance evaluations
- Restatement of expectations

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## Questions/Round table discussion

Do you have questions for us or for one another?

Do you have a situation that you'd like to discuss (confidentially) with the group to get ideas?



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## Resources

- > Performance Management Mini-series, UI Learning & Development
- > Crucial Conversations workshop (\$300 fee), UI Learning & Development
- > QuickCoach: on Coaching
  - Coaching Effectively, Dr. Wolf Rinke
  - Being a Better Coach, Michael Stanier
- > QuickCoach: on Performance Management
  - Performance Management (Goals, Feedback), Rosalie Catalano
- > *Reality-Based Rules of the Workplace; Reality-Based Leadership*, Cy Wakeman

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## Closing Thought

*Leaders become great, not because of their power,  
but because of their ability to empower others.*  
-John Maxwell

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## Thank you for attending!

### College of Engineering Human Resources

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<https://www.engineering.uiowa.edu/college/faculty-and-staff/engineering-human-resources>

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