

Performance Management



Reasons for Performance Appraisals

- Benefits to Employees:
 - Provides a chance for employees to ask questions and tell you their sense of what they've accomplished
 - Lets employee know his/her strengths and areas that need improvement
 - Allows employees to take responsibility for their performance
 - Lets employees know what's expected of them; creates mutual understand of job duties

Reasons for Performance Appraisals

- Benefits to Employers:
 - Helps to improve employee relations and productivity
 - Serves as an effective retention tool
 - Provides a paper trail for addressing performance or disciplinary problems
 - Demonstrates organization's commitment to employee success
 - Provides valuable feedback for managers

Common Problems

- Failure to prepare for the interview
- Failure to listen (80-20 ratio)
- Failure to maintain objectivity
- Failure to provide feedback—positive and/or corrective
- Failure to follow-up
- Failure to document performance – both good and bad

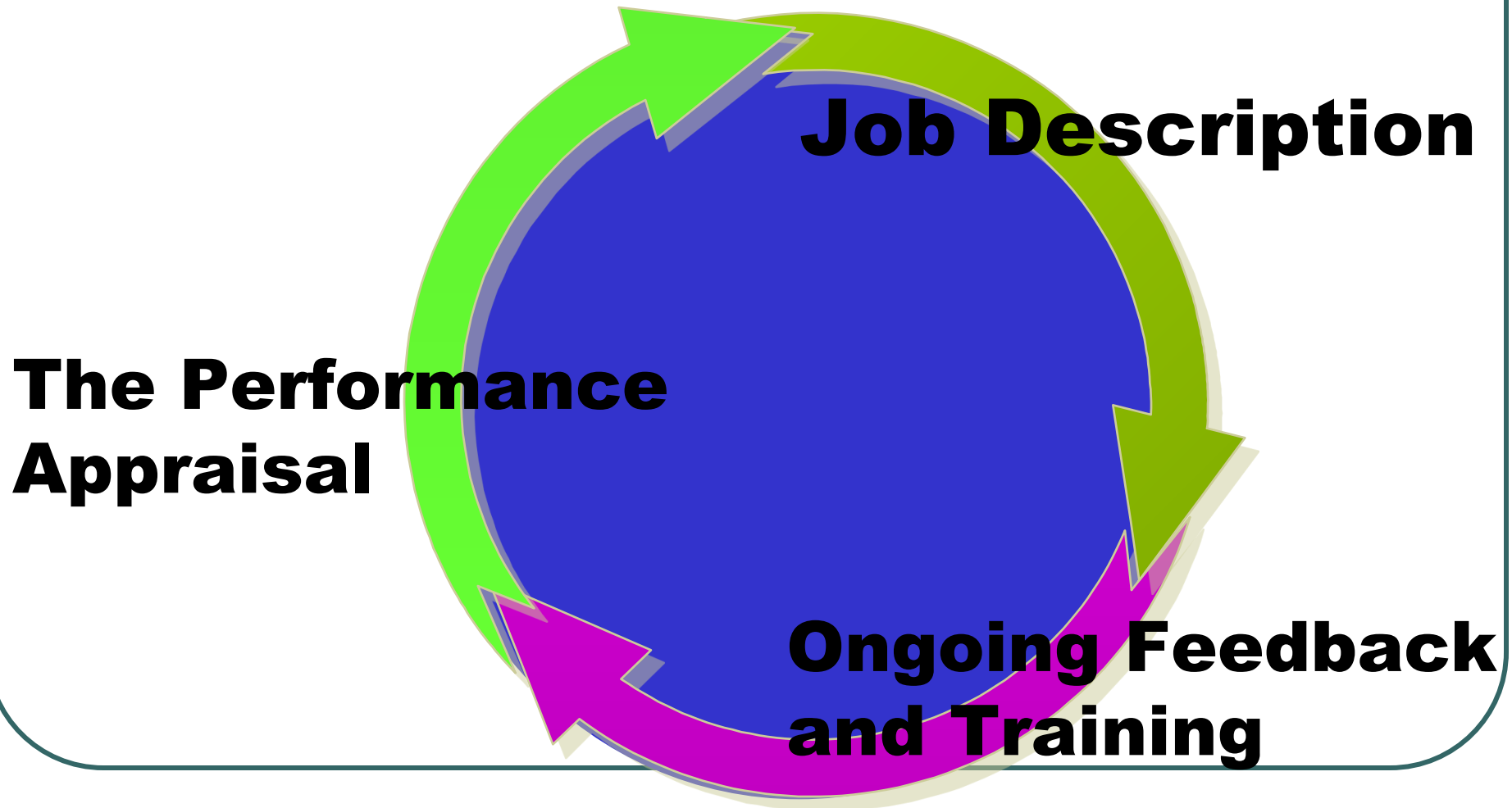
Common Problems

- Misusing the performance evaluation process to address a disciplinary problem
- Element of surprise
- Relying on impressions/rumors, rather than facts
- Inconsistent application of performance evaluation criteria
- Interpersonal issues
- Holding employees responsible for events/problems beyond their control

Common Rater Biases

- Halo/horns effect
- Contrast effect
- First impressions
- Similar-to-me effect
- Negative and positive leniency tendency
- Spillover effect
- Recency effect

The Personnel-Management Cycle



How is Your Personnel-Management Cycle?

- Do you have accurate and current job descriptions for all of your employees?
- Do your employees have the resources, training and information they need?
- Are you aware of problems that your employees have right now, for which they need help?
- Are you giving regular informal feedback?

Performance Appraisal Process

Step 1:
Prepare for the Meeting



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graph TD; A[Step 1: Prepare for the Meeting] --> B[Step 2: Conduct the Meeting]; B --> C[Step 3: Follow-up];
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The diagram illustrates a three-step process for performance appraisal. It begins with a horizontal line, followed by a green-bordered box containing 'Step 1: Prepare for the Meeting'. A green arrow points down to a second green-bordered box containing 'Step 2: Conduct the Meeting'. Another green arrow points down to a third green-bordered box containing 'Step 3: Follow-up'. The entire process is enclosed in a large rounded rectangle.

Step 2:
Conduct the Meeting

Step 3:
Follow-up

Prepare for the Meeting

- Review the job description to make sure it is accurate and current
- Gather and review any documentation
- Complete the performance appraisal form or narrative for the employee
- Review your appraisal to be sure it is objective
- Give the employee at least a week's notice

Conduct the Meeting

- Control the environment; avoid an atmosphere of stress
- State the purpose of the discussion
- Allow the employee to give their assessment of their performance
- Provide your own review of the employee's performance
- Position criticisms as areas for improvement

Conduct the Meeting

- Give specific examples of strengths and areas for improvement
- Ask open-ended questions
- Be calm and objective; don't blame or attack
- Focus on the performance, not the person
- Listen
- Set specific goals and timelines; action plan
- Close the discussion

Avoid Discriminatory Behavior

- Avoid favoritism
- Base the appraisal on job-related criteria
- Base judgments on factual data instead of general impressions
- Give all employees a clear understanding of their performance standards
- Maintain good, accurate documentation
- Be consistent

Things to Remember

- Don't make hasty judgments.
- Be aware of nonverbals – yours and the employee's
- Don't be afraid of silence
- Don't interrupt when the employee is speaking
- Use "I" statements
- Say what you mean

The Defensive/Hostile Employee

- Don't object to the employee's reaction and become defensive
- Use restatement to reflect his/her negative comments
- Never accept abuse from an employee under any conditions
- Postpone the interview
- Have the employee prepare a written summary of his/her complaints

Follow-up

- Provide frequent communication and feedback (positive and corrective)
- Maintain written records (positive and negative)
- Respond promptly to requests for help
- Conduct interim reviews
 - Review goals/action plans and timelines
- Evaluate your own performance and its effect on your employees

Negative (Corrective) Feedback

- **Behavior:** state the specific behavior that is unacceptable
- **Effect:** Explain why the behavior is unacceptable
- **Expectation:** Tell the employee what you expect to happen to change the behavior
- **Result:** Let the employee know what will happen if the behavior continues or changes

Positive Feedback

- **Behavior:** What aspects of the employee's behavior do you find valuable?
- **Effect:** What positive effect does the performance have?
- **Thank You:** Where can you find opportunities to use this expression more?

Four Generations in the Workforce

Generation	Years Born	Numbers (in millions)	Age/% of Workforce
Traditionalists	1933-1945	27.9	62-73/10%
Baby Boomers	1946-1964	76.7	43-61/46%
Generation X	1965-1976	49.1	31-42/29%
Generation Y	1977-1994	73.5	13-30/15%

UAHuntsville Today: A Snapshot

Generation	Number of Employees	Percentage
Traditionalists	195	12%
Baby Boomers	806	48%
Generation X	361	21%
Generation Y	323	19%

Four Generations at a Glance

Generation	Characteristics	Stereotyped as
Traditionalists	Hardworking & dedicated Respectful of rules and authority Conservative & traditional	Old-fashioned, behind the times Rigid/Autocratic Change/Risk averse
Baby Boomers	Youthful self-identity Optimistic, Team Player Competitive	Self-centered Unrealistic, Political Power-driven workaholic
Generation X	Balanced work/life Self-reliant, pragmatic	Slacker, selfish Impatient, cynical
Generation Y	Fast pace/multitasking Fun-seeking, technologically savvy	Short attention span Spoiled, disrespectful Technology dependent

Four Generations At Work

Generation	Management Style	Job Strength
Traditionalists	Chain of Command Top-down approach	Stable
Baby Boomers	Competitive Focus on self-fulfillment rather than common goals	Service oriented Team players
Generation X	Self-Commanding Resourceful and independent	Adaptable Techno-literate
Generation Y	Collaborative Accustomed to having their say and making it count	Multi-taskers Techno-savvy

Four Generations At Work

Generation	View of Authority	Feedback
Traditionalists	Respectful	No news is good news
Baby Boomers	Love/hate	Once a year, with documentation
Generation X	Unimpressed and unintimidated	Interrupts and asks how they are doing
Generation Y	Polite	At the push of a button (Online, real time)

Four Generations At Work

Generation	Career Goals	Rewards
Traditionalists	Build a legacy	Satisfaction of a job well done
Baby Boomers	Build a stellar career	Money, title, recognition, the corner office
Generation X	Build a portable career	Freedom is the ultimate reward
Generation Y	Build parallel careers	Work that has meaning for me

Summary

- Prepare for the appraisal discussion
- Discuss employee's dreams, goals
- Set mutual goals; put them in writing
- Give positive and corrective feedback
- Use up-to-date job descriptions
- Evaluate your performance
- Involve the employee in the discussion
- Be open, candid and specific
- Evaluate performance—not personality
- Sincerely care about your employees