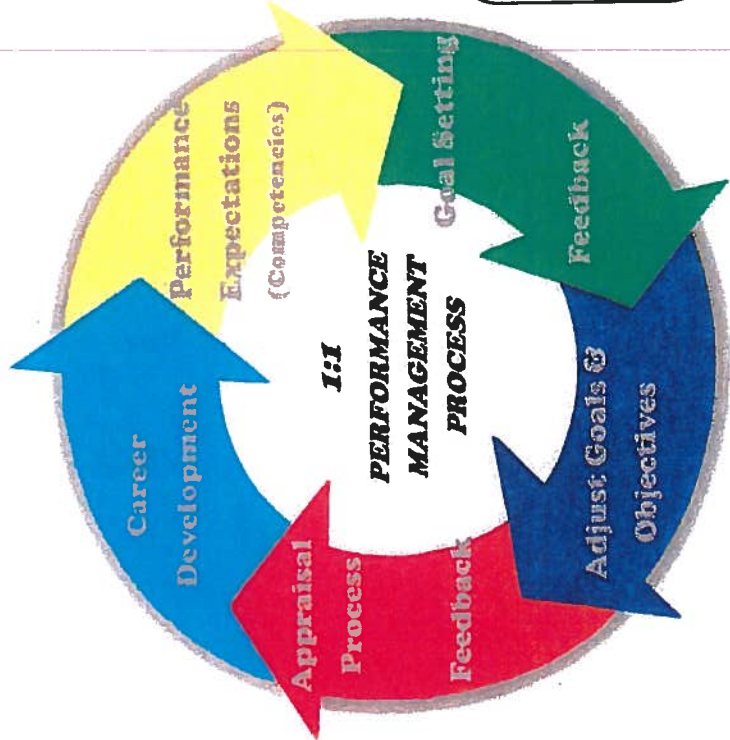




Performance Planning & Development- Details

What is my job?
Who do I report to?
Who are my Team-Members?
What are their Jobs?

What is my reward for:
- Personal achievement?
- Team achievement?
- Firm-wide achievement?
Where did I /We fall short?
How can I/we improve?



What do you expect of me?
How will I know I did the Job?
What are my team-members supposed to accomplish?
What are we supposed to achieve as an organization?

What are my Individual Goals?
What are the Goals of my Team?
What are our organizational Goals?
How do we benefit for reaching or exceeding our goals?
What happens if we fall short?

How did I do compared to my goals?
How did my Team do?
How did our organization do?

PERFORMANCE MANAGEMENT PROCESS

A performance management process gets the right people in the right jobs doing the right tasks. This requires predicting how employees will act in the future and getting them to act differently from how they have acted in the past, if that is not desired. Neither of these is easy. To be effective, performance management processes take into account the underlying factors that influence employees' decisions and actions, and must be based on how people actually behave, which is often different from how business leaders and managers want them to behave.

A performance management process increases recognition of the impact performance has on other staff, the city's procedures, and the city's customers. An effective performance management process also works well for dealing with any shortage of skilled labor in the workforce.

To work, this process must successfully train leaders to predict and influence the day to day behavior of individual employees. Effective at performance management requires a strong understanding of how employee's motives, abilities, and behaviors interact to influence business results.

There are factors outside the control of an organization including things like political activity, economic market conditions, or government legislation which can drive organizational results. Factors within the control of the organization include things like policies and procedures, organizational structure and strategies, and mission and vision. One factor that has a major impact on organizational results is the behavior of their employees. Aligning employee behavior with organizational needs is the basic goal of a performance management process.

Employee behaviors are determined primarily by enduring attributes of the employees themselves (e.g. beliefs, knowledge, attitudes, abilities, skills, and motivation). These attributes are shaped by individual differences between employees related to their personality, ability, and values, as well as aspects of their work environment such as incentives, resources and coworkers. This is where performance management processes come into play. Performance management encourages the hiring of certain kinds of employees and the creation of certain kinds of work environments. If done correctly, these programs increase the likelihood of employees displaying effective and positive on-the-job behaviors.

While understanding employee behavior can be confusing, performance management is not as complex as it might seem. The key is to design and deploy a process that understands how employees truly behave and influences how employees act at work. The process recognizes and accepts that this may be quite different from how we might wish they would behave.

Fundamental Principles for Effective Performance Management

Fundamental Principles: The road to workforce productivity

- Respect Employees
- Clarify Objectives
- Increase Awareness
- Create Dialogue

Principles for excellent performance management processes

- Maintain Accountability
- Integrate Development into Work
- Provide a Picture of High Performance
- Give Your Employees Visibility to One Another
- Support Employees at Different Phases of Career Growth
- Evaluate Potential and Experience
- Help People Figure Out What They Want
- Create Processes that Strategically Engage Employees' Attention

Three critical elements of providing effective feedback

1. Provide non-evaluative information about the employees behavior.
2. Clarify how certain behaviors are contributing or hindering the employees ability to achieve their specific job and career objectives.
3. Give the employee suggestions on ways they might be able to change or modify their behavior to improve their performance.

Research on employees

- Many employees readily admit to not understanding what they are supposed to be doing in their jobs.
- Organizations never know what they may learn from their employees until they actually take time to talk with them.
- The rewards employees receive have less of an impact on employees' sense of fairness than the methods used to determine how these rewards are allocated.
- When employees view their co-workers as friends they tend to be more willing to invest their time and energy into supporting the organization as a whole.
- Employees reach peak performance levels when they are placed in jobs that match what they can do and their interest level.

How to Take Feedback by Karen Wright



"Snotty and boring." Those are the exact words a literary agent used years ago to describe a manuscript I'd sent for her consideration. I'll never forget her pointed critique, just as I've never forgotten the reasons a youthful crush gave when he broke up with me two decades ago. I was "not aloof enough," he said and I didn't wear enough makeup. When I was teaching writing in a university, one of my better students threatened to punch me in the face after we discussed how to improve her thesis.

Criticism is by definition something no one wants to hear. At best, it's annoying; at worst, it may seem to threaten our identity, even our very survival. Is there any right way to say it, or to hear it? Negative feedback is essential for negotiating life and social relations.

Much of our growth and development depends on interactions and experiences that feel bad which cause us to reflect and learn. Criticism has a hallowed role in nearly every area of human endeavor. Learning relies in large part on recognizing (then analyzing and fixing) our mistakes.

In schools and universities we pay people to point mistakes out to us. Performance reviews are a fact of life in the work world, and spouses regularly conduct their own reviews of each other. Parenting can become a negative feedback loop. "I hate you" may not be constructive criticism, but it is information nonetheless.

Criticism almost always feels clumsy and hostile, even to the person delivering it. Employees and managers alike say they hate performance reviews. Spouses pay counselors to help them speak difficult truths to each other. Parents stifle disapproval rather than risk displeasing their kids. Friends and lovers go out of their way to avoid "confrontation," which is what negative feedback can too easily become.

"In our society, we're not trained in either giving or getting criticism," says Robert Sutton, an organizational psychologist at Stanford University and a *PT* blogger. "And we're remarkably incompetent at understanding how we affect other people. Consequently, negative feedback is very, very difficult to do well."

Once we recognize that loss of connection is the scary part of criticism, we gain some insight as to how we can become more skillful at giving it. We can frame conversations to emphasize inclusion, not dismissal—even when actually rejecting someone. We can ask how the other person thinks they are doing. That lead-in gives the recipient "ownership" of the conversation. That promise of belonging helps relieving anxiety about being cast out of the group.

Leading with questions always helps a person receiving criticism to feel included. Ask "What are your goals for your future? What would you like to learn? How do you think you're doing so far?" You can even ask for feedback about yourself to underscore that the other person is a partner in the conversation, not a target. "A boss could say, 'Tell me what you're getting from me that you find valuable' or 'Tell me what I'm doing that gets in the way' and follow up with 'What else do you need from me?'"

Given how loaded negative feedback is, what's truly remarkable is, when handled well, it works. I'm grateful for my agent's blunt appraisal of my personal manuscript. In fact, the voice I'd chosen was so stilted and unnatural that it couldn't serve my aims in the telling. If she'd softened her sentiments in "I" statements or positive affirmations, I never would have figured out what was wrong with the manuscript. What went right? I asked for my agent's opinion. In decades of studying education systems the most constructive and harmonious interactions are those the student initiates by reaching out to an older peer or mentor for help and advice. Criticism is much better received when it's been invited.

It's important to recognize that it's human nature not to want unsolicited negative advice. We don't want people to tell us something negative unless we ask for it and are ready to hear it.

Consider the "helpful" coworker who leans over your shoulder to give you computer tips you haven't asked for. Even if your colleague's suggestions end up saving you time and aggravation—in other words, even if he's right, the fact that he offered to correct your habits can seem like a hostile intrusion. You'd likely be grateful for similar advice if you'd asked for it.

There's another common problem with negative feedback that's related: It often comes from people we don't consider eligible to give it in the first place. When we ask someone for feedback, we explicitly assign that person the role of critic. When a teacher grades a student, a coach gives a pep talk, or a parent guides a young child's efforts, there's tacit agreement that praise and correction will be part of the exchange.

There's a mutual understanding that the person giving the corrective feedback has permission to do it. But uninvited negative feedback often comes from people we don't feel are qualified or entitled to give it. There are few things you can do to have constructive feedback if you're not seen as being eligible to do it...

At work, unsolicited advice or correction often triggers resentment because it presumes authority on the part of the critic. Such feedback tends to come across as a power play—something that's easier to tolerate in a manager who's a recognized authority than in a peer who isn't. Even a compliment from a peer can rankle because praising success is something that a person in authority would do.

The 9 Rules of effective Feedback

1. Always lead with questions: How do you think you're doing? It gives the recipient joint ownership of the problem and helps him feel included, not excluded.
2. Do not give criticism unless it's been invited or it is your role to do so. Premature criticism or inaccurate criticism causes mistrust.
3. Make sure you are seen as having the authority to give corrective feedback. Criticism from those perceived as peers or unqualified to give it creates resistance.
4. Distinguish whether an expectation for change reflects your needs or is a valid critique of how someone is doing something or informing someone that their role has changed.
5. Resist giving feedback when you're angry; anger alienates the listener. Expressing disappointment is more productive.
6. Know who you're talking to. Narcissists can take any criticism as a personal attack; the insecure lose all self-esteem.
7. Know yourself, too. If you're relatively insensitive to criticism, curb the tendency to be heavy-handed when delivering it.
8. Often defensiveness is a first response to criticism. This is due to the law of primacy from which we feel threatened by learning we have not met expectations of another.
9. Feedback is most successful when it provides respect for effort and intent even when the results need improvement.

Behavioral Descriptions: Performance Feedback

Performance Feedback is the process of repeating back information to individuals, to ensure that both parties hold an objective view of the situation.

Performance Feedback, when used effectively, can help individuals gain insights into their behavior and performance, which can result in continuous improvement.

Behavioral Descriptions as a Performance Feedback Tool, are anecdotal and specific, using exact descriptions of observable behavior, which is measurable. The benefit of behavioral descriptions is they are not interpretive or subjective. They are comparable to a performance standard, which is written or has been explained and demonstrated.

Performance Feedback: Can Negatively Affect Behavior

Logical levels of how we interpret information

- ❖ **Identity:** we confuse feedback with how we are valued as a person
- ❖ **Beliefs/Values/Criteria:** seem like a betrayal if we were not made aware of the standards.
- ❖ **Capability:** we can become less able if we feel misjudged
- ❖ **Behavior:** we often do not realize how our behavior affects others and can feel under-informed if we are not coached on expectations.

Managers need to understand that levels of interpretation affect how people hear feedback and that how we give feedback is also filtered through the same levels of personality.

Performance Feedback: Can Positively Affect Personality

- **Identity:** We can experience feedback as positive and reflecting a desire for us to be more successful. Someone is "Caring for us" by telling us what is expected.
- **Beliefs/Values/Criteria:** We are more likely to feel supported when what was reported is **high quality information** that was observable and shared by a person who was there and saw the situation.
- **Capability:** When we are given the right information and the belief that we are capable of change, we experience support.
- **Behavior:** When we are given the time and tools to change and we understand behaviorally what is expected and how to make the changes we are more likely to be able to correct the behavior

Performance Feedback: High Quality Information

- Performance feedback meant to continue positive behavior must be more than a passing comment like "Great Job", it must be **high quality information**.
- When the goal is to point out the need to improve the performance of another, **high quality information** must be also be used to give an example.
- **High quality information** is first hand, behaviorally referenced, verifiable, anecdotal and explicit. It describes the exact behavior and value according to standards without opinions or interpretation.



Low Quality Information

- Can be gossip
- Can be from a leader who is not the person's direct report and is "passing on" information
- Can be from someone outside an organization who heard it from someone inside the organization
- Can be an interpretation of an incident which gives the incident a spin like, "He was **so angry**" or "She was really **sad**" or "He **scared her**"
- It can be an opinion or a belief about the person or an interpretation or perception without evidence



Behavioral Descriptions: High Quality Information

- A "Behavioral Description" explains observable and measurable performance actions, demonstrated at work.
- A "Behavioral Description" explains behavior, in a way that is understood by the person, whose performance is being described.
- It is "high quality information" because what was reported was seen or heard by someone who was there.
- It is "high quality information" because what you are sharing can be researched, proven or verified.