

PERFORMANCE EVALUATION SERIES

Part 1 | Evaluation Foundations



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SERIES OVERVIEW

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EVALUATION
FOUNDATIONS



CALIBRATION



COACHING
CONVERSATIONS

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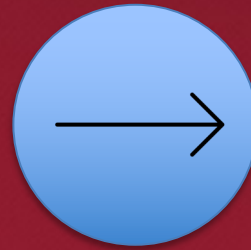
WHY WE DO PERFORMANCE EVALUATIONS



MINDSET MATTERS



VS



Growth Mindset

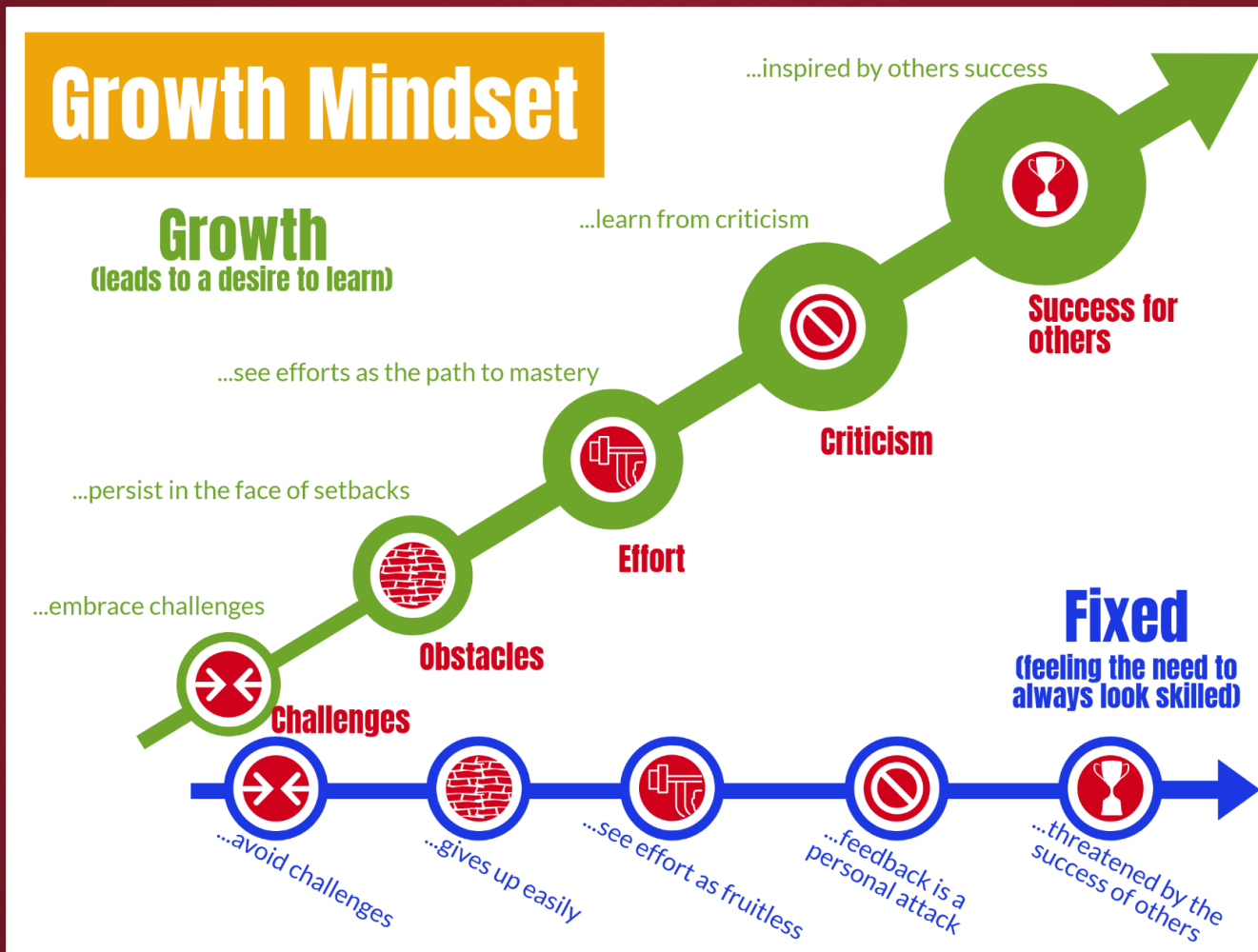
- Basic qualities are things you can cultivate
- Intelligence and talents can be developed over time
- The hand you're dealt is the starting point for development
- You are passionate about stretching yourself

Fixed Mindset

- Basic qualities are innate, fixed, you are what you are
- Everyone has a certain amount of intelligence and talents
- This is the hand you've been dealt – it is what it is
- You are constantly trying to prove yourself and avoid failure

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MINDSET MATTERS



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MINDSET MATTERS

Growth Mindset

Fixed Mindset

Critique

- Welcomed, sought out
- Seen as an opportunity for growth
- Thinks “what changes am I willing to make in order to be more effective?”

- Responds with denial, excuses, or blame
- Seen as a personal attack
- Thinks “this is the way I am and I’m not good enough”

Praise

- Results in motivation to continue growing, trying new things, and taking on new challenges
- Thinks “ok, I’ve got this down, what’s next, how can I continue to grow”

- Results in contentment
- Thinks “ok, I’m good at this, I’ll stick to this”

OBJECTIVES

- Determine employee's goals and opportunities
- Provide feedback and counseling
- Establish clear expectations and commitment
- Determine training needs



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TO MOTIVATE OR DEMOTIVATE



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PREPARE IN ADVANCE

Never wait until the last minute.



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WHEN ARE THEY DUE?

BENEFITS AND RETIREMENT

COMPENSATION

EMPLOYEE AND LABOR RELATIONS

SERVICE DELIVERY

TALENT FULFILLMENT

LEARNING AND ORGANIZATIONAL DEVELOPMENT

Home » Inside UM System » Human Resources

HR Home

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QUICK LINKS

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Compliance and Regulatory Training

Employee Assistance Program

Executive Searches

Integrity and Accountability Hotline

HR Forms

HR Policy Manual

HR Service Center

Leave Program Changes

myHR

Performance Check-Ins

Transformation

ePerformance Progress Check-Ins

To encourage continuous growth, the university has implemented a review process that includes two Performance Check-Ins per year. Both check-ins will provide employees and managers a chance to discuss recent efforts, goals and opportunities for growth. Employees and managers will also share mutual feedback and plan for the months ahead. Progress Check-Ins are just one step in the continuous process of improving the way our university functions. You can learn more about the Progress Check-In process as well as get access to resources below.

Click on a **header** to expand the selection and uncover additional information.

Annual Progress Check-In calendar

Overview of the process

Rating scale

Providing valuable feedback

Resources

Reviewed 2022-11-14

AREAS OF CONSIDERATION:

- Expectations of the position
- The University's competency models
 - UM System Success Factors
 - Leader Competencies
- Values & goals of the University

WORDS & PHRASES

SPECIFIC
LANGUAGE

NON-
BIASED

PROBLEM
SOLVING

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SET



EXPECTATIONS

Give your employee a chance to contribute

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BE CLEAR & CONSIDER

Avoid glossing
over issues



Ask questions:
don't assume



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BIAS & PERFORMANCE REVIEWS

- + IDIOSYNCRATIC RATER EFFECT
- + CENTRAL TENDENCY ERROR
- + RECENCY BIAS

OTHER PITFALLS TO AVOID

- + Focus on negatives and weaknesses
- + Rater inexperience or Ineffectiveness (horns/halo effect)

WORKSHOP 1

What feedback could you give to:

- An employee who has been with you for three years and is consistently hard-working, reliable and positive. She is known for being a strong performer with great attention to detail.

But...

- Work has been slipping over past few weeks – she missed critical details on three separate projects and has not been tracking due dates.
- Two team members have shared concerns and implied Michelle has ‘personal issues’

WORKSHOP 2

What feedback could you give to:

- You are a new supervisor to a unit. You are providing a review for a long-time employee who is very steady in their work. This is someone who has always received a “reliably delivers” score.

But...

- They seem to be very disgruntled. Since you have been working with them, you have noticed that they make snide comments to co-workers and can come across as being very disrespectful.

GOALS

- S • SPECIFIC
- M • MEASURABLE
- A • ACHIEVABLE
- R • RELEVANT
- T • TIMELY



HAVE A 2-WAY CONVERSATION

- ✓ Actively Listen
- ✓ Ask Questions
- ✓ Don't do all the talking!

AT THE END OF THE MEETING:

- + Set dates for follow-up/goals
- + Agree to action plan (if applicable)

ADDITIONAL RESOURCES

- + Access pending tasks in production
- + Progress check-in fillable form
- + Positive Feedback in Four Steps
- + Giving Constructive Feedback
- + Polishing Your Feedback Skills
- + Assessing and Managing Virtual Team Performance
- + Success factors and other competency models
- + Quick guide to Progress Check-ins

QUESTIONS?

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NEXT SESSIONS IN THIS SERIES

Part 1 | Foundations

+ Thursday, February 23, from 2 – 3pm

Make-up appointments as needed during the week of Feb. 27th

Part 2 | Calibration

+ Monday, March 6, from 9 – 10am

+ Tuesday, March 14, from 3 – 4pm

Make-up appointments as needed during the week of March 20th

Part 3 | Coaching Conversations

+ Wednesday, April 5, from 12 – 1pm

+ Tuesday, April 11, from 10 – 11am

Make-up appointments as needed during the week of April 17th

