PERFORMANCE EVALUATION SERIES

Part 1 | Evaluation Foundations

Please scan the QR code to the left or go to www.menti.com and enter code: 6799 2586
SERIES OVERVIEW

Please scan the QR code to the right or go to www.menti.com and enter code: 6799 2586

EVALUATION FOUNDATIONS

CALIBRATION

COACHING CONVERSATIONS
WHY WE DO PERFORMANCE EVALUATIONS
**MINDSET MATTERS**

**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
Growth Mindset

Growth
(leads to a desire to learn)

- see efforts as the path to mastery
- persist in the face of setbacks
- embrace challenges

Obstacles

- avoid challenges
- gives up easily
- see effort as fruitless

Effort

- learn from criticism

Criticism

- inspired by others success

Success for others

Fixed
(feeling the need to always look skilled)

- threatened by the success of others
- feedback is a personal attack
- see effort as fruitless
- gives up easily
- avoid challenges

UUMSL
# MINDSET MATTERS

<table>
<thead>
<tr>
<th>Critique</th>
<th>Growth Mindset</th>
<th>Fixed Mindset</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Welcomed, sought out</td>
<td>• Responds with denial, excuses, or blame</td>
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<td></td>
<td>• Seen as an opportunity for growth</td>
<td>• Seen as a personal attack</td>
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<td></td>
<td>• Thinks “what changes am I willing to make in order to be more effective?”</td>
<td>• Thinks “this is the way I am and I’m not good enough”</td>
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<td>Praise</td>
<td>• Results in motivation to continue growing, trying new things, and taking on new challenges</td>
<td>• Results in contentment</td>
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<td></td>
<td>• Thinks “ok, I’ve got this down, what’s next, how can I continue to grow?”</td>
<td>• Thinks “ok, I’m good at this, I’ll stick to this”</td>
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OBJECTIVES

• Determine employee’s goals and opportunities
• Provide feedback and counseling
• Establish clear expectations and commitment
• Determine training needs
TO MOTIVATE OR DEMOTIVATE
PREPARE IN ADVANCE

Never wait until the last minute.
WHEN ARE THEY DUE?

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

Reviewed 2022-11-14

https://www.umsystem.edu/ums/hr/performance-evaluation-resources
AREAS OF CONSIDERATION:

- Expectations of the position
- The University’s competency models
  - UM System Success Factors
  - Leader Competencies
- Values & goals of the University
SET EXPECTATIONS
Give your employee a chance to contribute
BE CLEAR & CONSISE

Avoid glossing over issues  Ask questions: don’t assume
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)
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’
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?
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