PERFORMANCE MANAGEMENT SERIES

Part 1 | Foundations of Performance Management

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

- EVALUATION FOUNDATIONS
- CALIBRATION
- UNDERSTANDING THE RATING SCALE
- COACHING CONVERSATIONS
- PANEL DISCUSSION
- TECHNICAL SESSION
- CONTINUING TO MANAGE PERFORMANCE

UMSL
WHEN YOU HEAR “PERFORMANCE EVALUATION” WHAT ARE YOUR FIRST THOUGHTS, REACTIONS, AND/OR EMOTIONS?

Please scan the QR code to the right or go to www.menti.com and enter code: 24
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
MINDSET MATTERS

Growth Mindset

Growth
(leads to a desire to learn)

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

Effort

Criticism

Success for others

...learn from criticism

Fixed
(feeling the need to always look skilled)

Obstacles

...inspired by others' success

Challenges

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

UMSL
# MINDSET MATTERS

## Critique

<table>
<thead>
<tr>
<th>Growth Mindset</th>
<th>Fixed Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcomed, sought out</td>
<td>Responds with denial, excuses, or blame</td>
</tr>
<tr>
<td>Seen as an opportunity for growth</td>
<td>Seen as a personal attack</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

## Praise

<table>
<thead>
<tr>
<th>Growth Mindset</th>
<th>Fixed Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results in motivation to continue growing, trying new things, and taking on new challenges</td>
<td>Results in contentment</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>
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?

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

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
WORDS & PHRASES

SPECIFIC LANGUAGE

NON-BIASED

PROBLEM SOLVING
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 inexperiance 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.
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 & KEY TAKEAWAYS?

Please scan the QR code to the right or go to www.menti.com and enter code:
NEXT SESSIONS IN THIS SERIES

Part 2 | Calibration
Wednesday, April 17\textsuperscript{th}
12 – 12:50pm CT

Part 3 | Understanding the Rating Scale
Wednesday, April 24\textsuperscript{th}
12 – 12:50pm CT

Part 4 | Coaching Conversation
Wednesday, May 22\textsuperscript{nd}
12 – 12:50pm CT
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)