

Section C

Managing Employee Performance

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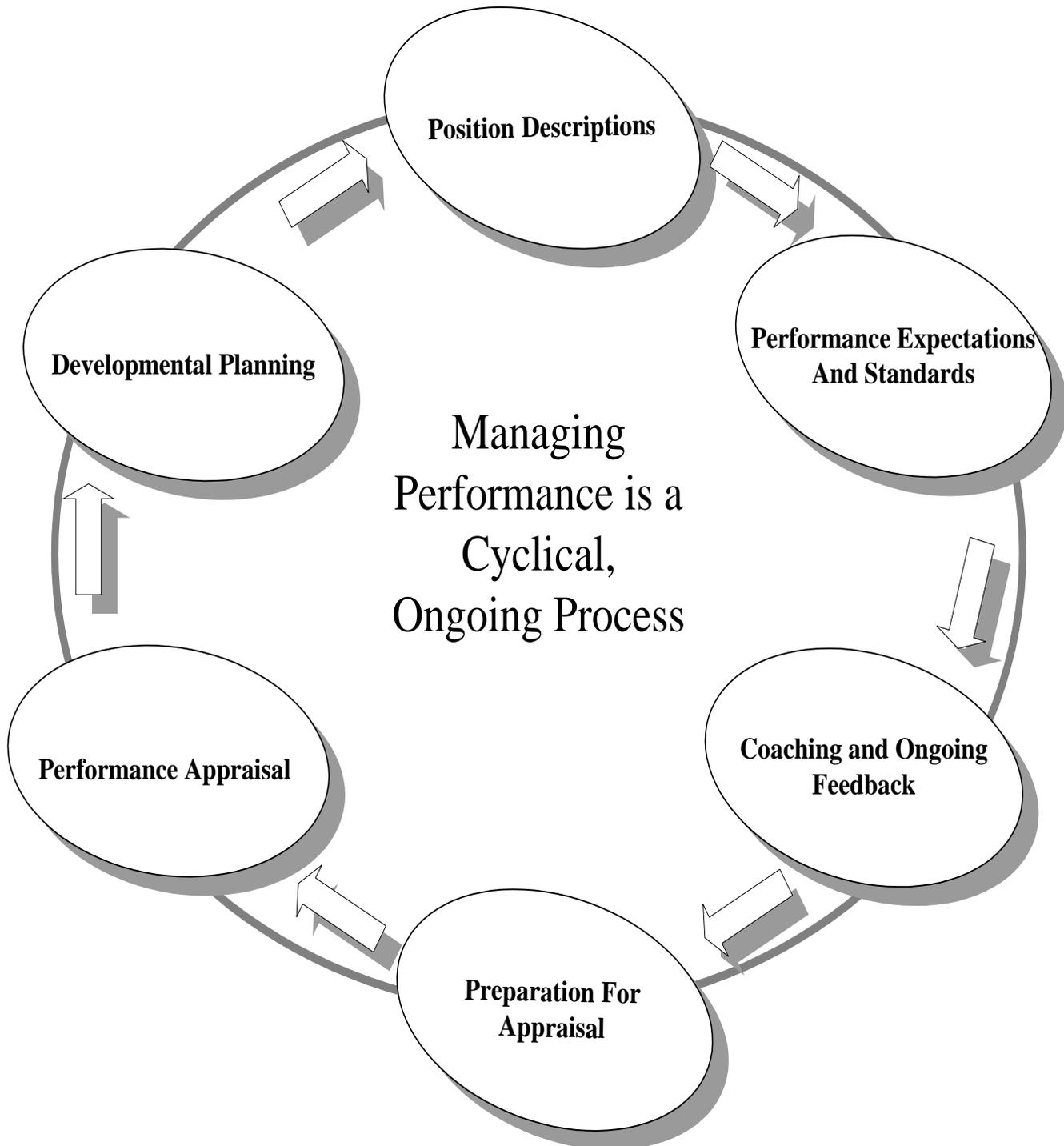
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Managing Employee Performance

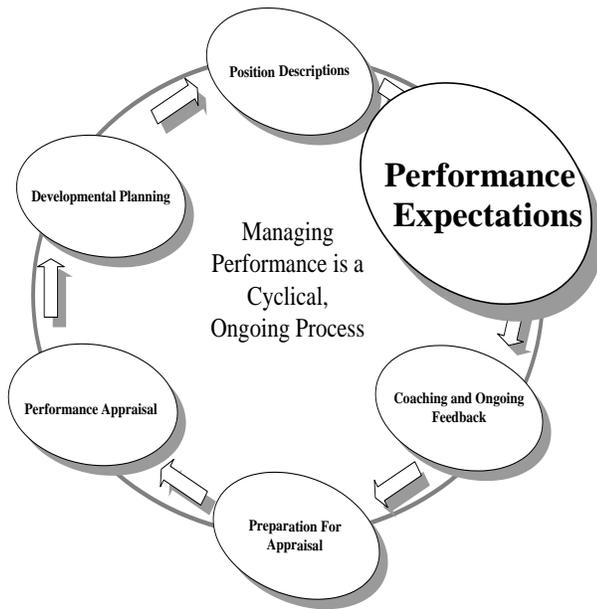
The following diagram shows the cyclical nature of managing performance and its various elements:



Expectations of a Leader

- Clearly articulate workplace and performance expectations.
- Ask for performance. You can not assume that employees know or should know what you expect.
- Acknowledge good performance by reinforcing “good” behaviors/actions.
- Refuse to accept poor performance by redirecting “unacceptable” behaviors/actions.
- Prepare for and deliver annual performance appraisals.
- Assist your staff in identifying job development and career development goals.
- Model the behaviors and actions you expect of others.

Setting and Communicating Expectations



Leaders drive performance and accountability by helping people understand what is expected of them and gaining their commitment to achieving it. When leaders effectively set expectations, people feel more motivated to perform well because they see how their efforts make a difference.

Enhanced employee productivity is closely related to an employee's understanding of what's expected of them. Without clear expectations employees can easily lose focus and managers will find it more difficult to manage work progress and results.

Lack of expectations can also create unnecessary surprises and misunderstandings during the annual performance appraisal.

There are two types of expectations that need to be identified and communicated with employees: Workplace expectations and Performance expectations.

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Workplace Expectations

Workplace Expectations are shared with all employees, typically in writing, and are directed towards behavior and conduct in the workplace.

Tools to Use When Creating Workplace Expectations

1. Oregon Military Department Mission and Values
2. Oregon Military Department policies and procedures
3. Department of Administrative Services policies and procedures
4. Local workplace rules
5. Command Policy Memorandums

Notes: _____

Frequently asked questions

1. Should I ask staff for their input when writing workplace expectations?

Asking for staff input gives you an opportunity to see if the expectations are reasonable and flush out any potential snags that may present themselves.

2. What if I haven't shared workplace expectations with my staff?

It's never too late. Write your expectations, put some context around them and share them at your next staff meeting.

3. What types of things should be included in workplace expectations?

Use the agency values as a guideline when writing your expectations and ask yourself what each of those look like in practice. How do you expect your staff to demonstrate the agency values?

4. Should I share expectations verbally or in writing?

It's always a good idea to give your staff a written copy of the expectations so they can refer back to them during the course of their daily work. (You might also consider saving the expectations on your shared drive so all staff can access them). However, it's equally important to share the information in person so you can ensure all staff hear and understand the expectation.

Tips to Consider

1. Actively listen – this will help to hear when the expectations may be misunderstood, not being followed, being followed, need to be re-communicated or need to be revisited.
2. Lead by example – when the management team follows the expectations, staff will more than likely do the same.
3. Recognize staff for meeting or exceeding the expectations.
4. Hold staff accountable – if staff aren't held accountable to meet the expectation...then it is not an expectation.
5. Regularly communicate the expectations – use day to day interactions with staff to refocus on the expectations.
6. Carefully choose the method of communicating expectations. (E-mail, voice mail, letter, staff meeting, one on one, stand-up meeting, etc...) Cover the expectation in person and use e-mail only as a follow-up to put what was discussed in writing.

Performance Expectations

Performance Expectations are the basis for appraising employee performance. These expectations are written specifically for the employee based on their current workload and position description.

A shared understanding about what supervisors expect from employees is essential for employee success and for good supervisor-employee relations.

Without clear expectations, employees can waste effort doing work that has to be done over, waste time doing unneeded work, and worry about not knowing if they are doing the right things.

With clear expectations employees understand why they are doing their work, what exactly they should be doing, and the relative importance of different parts of their jobs.

Notes: _____

When performance is measured, performance improves.
~ Thomas S Monson

How do I write performance expectations?

First, use the employee's position description and make a list of five to seven essential functions of the job.

For example:

- Interview high volume of job seekers and collect detailed occupational information about previous jobs.
- Serve as a primary resource for Business to resolve employment related concerns.

Notes: _____

Next, review the terms for expressing measurement and determine how the essential function should be measured.

Terms for expressing measurement

- **Quantity:** specifies how much work must be completed within a certain period of time, e.g., writes 40 decisions per week.
- **Quality:** describes how well the work must be accomplished. Specifies accuracy, precision, appearance, or effectiveness, e.g., 95% of documents submitted are accepted without revision.
- **Timeliness:** answers the questions, By when? , How soon?, or within what period?, e.g., all expense sheets will be logged and paid within five working days of receipt.
- **Effective Use of Resources:** used when performance can be assessed in terms of utilization of resources: money saved, waste reduced, etc., e.g., the criminal background check project will be completed with only internal resources.
- **Effects of Effort:** addresses the ultimate effect to be obtained; expands statements of effectiveness by using phrases such as: so that, in order to, or as shown by, e.g., establish inventory levels for storeroom so that supplies are maintained 100% of the time.
- **Manner of Performance:** describes conditions in which an individual's personal behavior has an effect on performance, e.g., assists other employees in the work unit in accomplishing assignments.

Method of Performing Assignments: describes requirements; used when only the officially-prescribed policy, procedure, or rule for accomplishing the work is acceptable, e.g., 100A Forms are completed in accordance with established office procedures.

Finally, take the essential function and define how the employee would “meet expectations”.

Essential Function	Meets Expectations
Interview high volume of job seekers and collect detailed occupational information about previous jobs.	90% of job seekers history is...

Keep in mind

1. Written performance expectations let you compare the employee’s performance with mutually understood expectations and minimize ambiguity in providing feedback.
2. Performance expectations exist whether or not they are discussed or put in writing. When you observe an employee’s performance, you usually make a judgment about whether that performance is acceptable. How do you decide what’s acceptable and what’s unacceptable performance?
3. Establishing a baseline for measuring performance allows the supervisor to provide specific feedback that describes the gap between expected and actual performance.

Coaching and Feedback

“When performance is measured, performance improves. When performance is measured and reported back, the rate of improvement accelerates.”

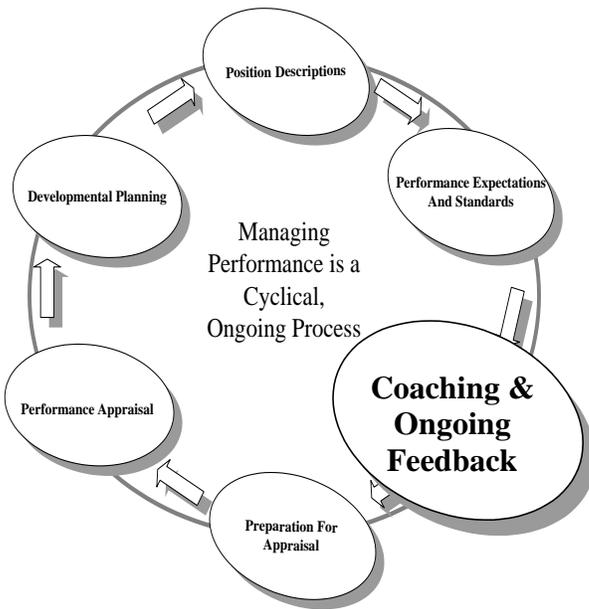
– Thomas S. Monson

Coaching and feedback from a supervisor provides the employee with guidance on projects or tasks, which can be strongly motivating. Coaching refers to the continuous or frequent administration of feedback in a way that optimizes employee performance. Coaching is simply investing in the ongoing development of your staff.

According to the United States Office of Performance Management, “Coaching deals with raising the performance bar – it is task-centered, linking individual effectiveness to organizational performance”.

Feedback is defined as information we provide to employees about their job performance and their work-related behavior in order to help them meet individual, group and organizational expectations and goals. Feedback can reflect positive performance, competent performance, or needs improvement performance. In any of these cases, **feedback must:**

- Focus on facts, not attitude
- Be detailed
- Be accurate
- Be future oriented
- Be supportive
- Be timely
- Be continual



Coaching and Feedback have many important applications and functions:

To improve performance

- Look for patterns in the employee's behavior. If you see a performance problem or a potential performance problem, determine if the employee understands what is expected, what obstacles might be preventing good performance, and whether there is a lack of skills, training, or motivation.

To maintain standard performance

- Give praise to keep performance on track.
- If the person wants to expand skills, allow for appropriate training.

To encourage employees to exceed performance standards

- Praise to keep performance on track.
- Provide training to expand skills.
- Mentor for increased responsibility.
- Assign special projects, when possible.

To assist employees in developing new skills

- Provide training.
- Give feedback to reinforce learning.

There are two types of feedback, reinforcing and redirecting.

1. **Reinforcing feedback** identifies job-related behaviors that contribute to individual, group and organizational goals and encourages the employee to repeat and develop them. In other words, use reinforcing feedback to tell employees what they are doing right.
2. **Redirecting feedback** identifies job-related behaviors that contribute to individual, group and organizational goals and helps the employee to develop alternative strategies. In other words, use redirecting feedback to highlight a gap between expected performance and actual performance.

Reinforcing Feedback Conversation

1. Intention

Be clear with yourself so you can be clear with your listener. The purpose of the reinforcing conversation is to acknowledge behavior you want to see continued.

2. Description

Describe specifically the actions or communication you are reinforcing. If the behavior can be seen or heard, it can be repeated:

NOT: "...doing a good job."

INSTEAD: "...meeting the deadline, catching the miscalculation, acknowledging others."

3. Effect of Behavior

Tell the listener how their behavior contributes positively to the work or workplace. "Your calm reply reduced the chance of conflict."

4. Appreciation

Tell the listener you appreciate the behavior and its positive impact. Thank them.

Redirecting Feedback Conversation

1. Intention

Be clear with yourself so you can be clear with your listener. The purpose of the conversation is to redirect behavior you want to see changed.

2. Description

Describe the actions or communication you are redirecting. If the behavior can be seen or heard, it can be altered.

NOT: “Mouthing off to a co-worker,” or “not giving good service.”

INSTEAD: “using profanity, using a loud voice”, or repeatedly interrupting the client when they are attempting to give you information.”

3. Effect of Behavior

Tell the listener how their behavior negatively affects the work or workplace. “The workplace expectation is to communicate in a positive manner with our customers – internal and external customers. When I hear you tell your co-worker his idea is ridiculous, it seems like a good time to remind you of our workplace expectation.”

It’s at this point that we might run into one of the 3 R’s:

Reluctance

Resentment

Resistance

The following “**Big Picture**” questions may help your feedback conversations flow better in the future. The first question meets the objections and the second question overcomes them.

Was there something that prevented you from/caused you to _____?

Is there anything that is going to get in your way of being able to accomplish _____?

4. Ask the first “Big Picture” Question

“Was there something that prevented you from/caused you to _____?”
Listening carefully to the response will give you details on the circumstances.

5. Expectation

Tell the listener specifically what you want to hear or see them do in the future. “From now on, when you have a disagreement with a co-worker, I expect you to find a place to discuss it calmly without raised voices, so that the public and other workers are not affected by the discussion.”

6. Ask the second “Big Picture” Question

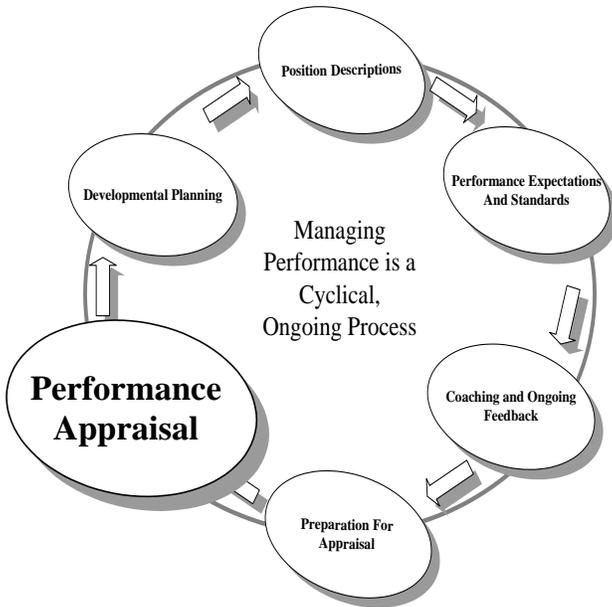
“Is there anything that is going to get in your way of being able to make this happen?”

This question can give you information on the listener’s point of view and ways you can help assure their success in redirecting the behavior.

7. Appreciation

Tell the listener you appreciate their listening to you and look forward to seeing the new behavior and its positive impact. Thank them for their time.

Performance Appraisal Guidelines



Performance appraisals are a vital part of giving feedback to the employee. Capturing employee performance in written form helps the employee to see where they are doing well and where they can improve. Denying or delaying this form of feedback can be detrimental on many levels to you and the employee. You may lose an employee who is excelling and not receiving this feedback as they may grow frustrated and seek out other employment. For an employee having performance problems, this is another way to communicate and document the need for improvement.

The performance appraisals should be an opportunity for learning and growth. This is a collective process which gives the employee meaningful feedback on their professional growth over a 12-month period. Performance appraisals need to be honest, fair and respectful; and remember, no surprises!

The performance appraisal should...

- Reflect the appraisal period including
 - ⇒ Goals reached
 - ⇒ Work production
 - ⇒ Innovations or new ideas that worked
- Performance issues—do not reiterate the discipline but address it in the appraisal, through a paragraph or a few sentences

Measurable items—if you can measure production, show the employee's progress or decline.

Before you write the performance appraisal you should:

- Get information from previous supervisors if you were not the only supervisor for the entire appraisal period
- Get input from the employee prior to writing the appraisal about their accomplishments, barriers and goals.
- Gather your own information about the employee, both positive areas and areas which need improvement. Note the accomplishments, and barriers that you have observed for the employee. Note any goals you might have for them.

Notes: _____

When writing the performance appraisal you should:

- Put all of the information you have collected into some type of order.
- Select the standard format used by OMD. (Note: if you have another format you opt use, you still need to submit the standard format to HR).
- Consider various categories you may want to evaluate such as production, team involvement and participation, meeting competencies of the unit, attendance and punctuality, completing paper work, customer response time, customer satisfaction, etc.
- State information in objective terms.
- Include both positive and areas for improvement in the appraisal.
- Address any discipline the employee may have been in during the reporting period. (If you haven't told the employee you are dissatisfied with their performance before now—this is not the time to introduce discipline.) Remember: No surprises!
- Avoid any reference to any disability the employee may have.
- Avoid any reference to employee absence due to illness, worker's comp, or protected leaves such as FMLA/OFLA.
- Avoid making subject observations. For example, "Dooley could do better if he put his mind to it." "Ethel is a really sweet person who means well."
- Avoid the use of generalities. For example, "people person", "a real trooper", "a complainer/whiner", "goes above and beyond", "can't cut the mustard".

After you write the appraisal you should:

- Discuss the appraisal with your supervisor. Call HR if you need guidance.
- Schedule a meeting with the employee to discuss their performance evaluation. (A union steward is **not** included)
- Present a copy of the performance appraisal to the employee. Give them a few minutes to read it. Answer any questions they may have.
- Have the employee sign the appraisal and provide them with a copy.
- Send the signed appraisal to HR to be placed in the employee's personnel file.

If the employee disagrees with the appraisal, do not make agreements to change their performance appraisal. By contract, they may provide written comments within 60 days that will be placed with their appraisal in their personnel file.

If the employee refuses to sign, write on the signature line, "employee refused to sign". Put your initials or signature and the date. Have a second manager do the same.

If the employee submits written comments, review the statements to assess it for merit. Should you change the performance appraisal call HR first to discuss the changes. Follow the same procedure for presenting the evaluation to the employee if you make changes.

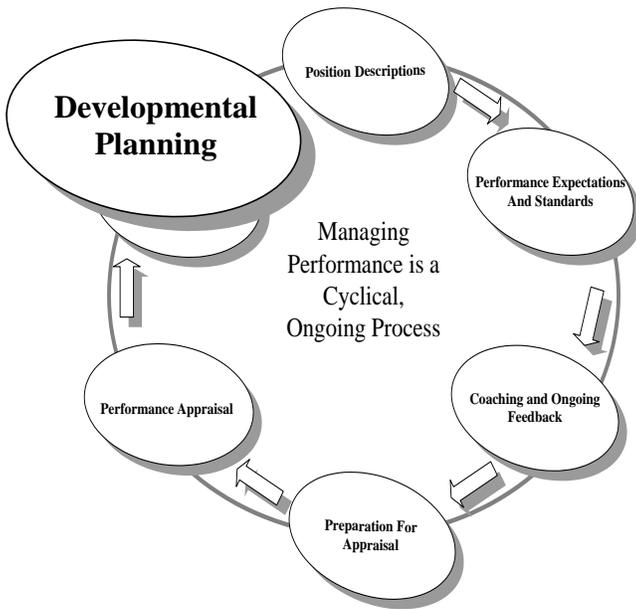
When in doubt call HR!

Making the performance appraisal complete

The performance appraisal is **not complete** until the following items have been reviewed with the employee and their personnel file updated:

- Position description
- Emergency contact information
- Confidentiality agreement
- Information Security Policy
- Individual Development Plan (IDP)

Employee Development



Developmental planning draws on the rest of the performance management cycle to support performance expectations by identifying training and skills necessary for employees to excel at their jobs.

Supervisors and managers should work with employees in developmental planning throughout the year, and help them use the resources available for this purpose. The formal performance appraisal provides a regular opportunity to review whether employees have the current training and skills necessary, and to develop a training plan.

current training and skills necessary, and to develop a training plan.

At the same time, supervisors and managers should help employees plan and meet their own career and personal development goals, within available resources, and within the context of the agency's mission, needs, and priorities.

Notes: _____

The challenges associated with the changing nature of work and the workplace environments are as real for the Oregon Military Department as elsewhere. Rapid change requires a skilled, knowledgeable workforce with employees who are adaptive, flexible, and focused on the future.

As a manager, one of your key responsibilities is to develop your staff. The agency recognizes that employee development requires a shared responsibility between the agency, the manager, and the employee. In this partnership:

The agency – ensures that policies and programs facilitate the continuing development of staff.

The manager – will work with staff to:

- Assess and provide feedback on their skills and interests;
- Select training and development activities that match their career development objectives and job needs;
- Use the iLearnOregon as a tool to tell employees about training and development opportunities and to create an annual development plan;
- Stay informed of current policies and practices that support employee development; and
- Follow up with employees after a learning activity or event to integrate new skills and knowledge into their responsibilities.

The employee – will take the initiative to assess skills and interests and seek development activities that match their needs and work with their manager to identify training and development objectives.

A manager's support of training and development creates a win-win situation for the employee, the work section and the agency.

When organizations invest in the development of their employees, research finds:

- Employees have upgraded skills;
- Employees are more likely to work to their full potential and are equipped to deal with the changing demands of the workplace;
- Employees have higher morale, career satisfaction, and creativity; and;
- Productivity and responsiveness in meeting departmental objectives increase.