Reimagining Performance Management

SUPERVISOR TRAINING

April 2023
Today’s goals

• Creating a culture of giving and receiving feedback

• Whitman’s performance management model

• Timeline of performance management process

• Using BambooHR for performance management

• Writing and delivering high quality performance reviews
Why is giving feedback a challenge for so many of us?
Responses we fear from those receiving feedback (from others & ourselves!)

• It takes intention to do so.
• Justify, explain, or blame others.
• Become defensive.
• Focus only on the positives.
• Dismiss or discredit the comments, assuming the person giving the feedback is wrong.
• Feel badly and contribute to low self-esteem/self-worth.
• Focus only on the negatives.
• Assume positive feedback is being offered just to be polite.
What would it look like if we had a culture of effectively giving and receiving feedback?
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• We would affirm that our central role as supervisors would be to enable growth in others.

• We would have stronger self-awareness of what we are doing well, what we can do better, and how we can do it better and could maximize our potential.

• We would feel invested in.

• The supervisor|supervisee relationship would be based on care and authentic communication, which leads to trust.

• We would want to have conversations about performance, and performance reviews could be less anxiety-provoking.
What do you do well with regard to providing feedback?
Strategies for effectively providing feedback

• Think about how your identities and those you supervise may impact the giving and receiving of feedback. EX: How does my race matter in the context of providing feedback to someone I supervise?

• Context matters! (History, who is in the room/has been in the room, what’s going on in society, what’s happening on campus, timing, emotional state of our culture, power dynamics, etc.)

• Be timely.

• FRAME: As your supervisor...
  • I have a duty to contribute to your development.
  • I want to foster a growth mindset – we can all improve, and feedback is a primary way I can help you grow.
  • Any feedback I give you comes from a place of care.
  • My intention in giving you feedback is to help you narrow the gap between where you currently are and where your maximum potential lies.
Strategies for effectively providing feedback

• Be positive & start with the positives.
• Be specific, stick to the facts, and don’t make assumptions.
• Speak from your own perspective.
• Focus on things that can be changed; be fair, balanced and realistic.
• Provide specific suggestions on how to improve, and make a path towards improvement a team effort.
Strategies for effectively providing feedback

• Limit constructive feedback to two points in any single conversation so as to not overwhelm.

• Be willing to table the conversation if emotions are high.

• Ask for their reactions. Is this fair?

• Follow up & offer continued support.

• Earn credibility and trust over time, which will then strengthen your ability to give future feedback.
Effectively receiving feedback

- Remember that we need feedback to grow, and receiving feedback from others – including those we supervise – gives us something to grow towards.
- As supervisors, we need to continually share that we want feedback from others.
- Listen without interruption, & think before responding.
- Think positively and be open to helpful hints.
Effectively receiving feedback

• Ensure you understand what is being communicated.
• Show appreciation & that you are invested in the learning process.
• Where appropriate, follow up with whoever provided the feedback.
• Use the feedback matrix to reflect on what you’re going to do with the feedback and take some action.
## Processing feedback

### Positive/expected
- How can I celebrate this aspect of myself?
- How can I use this skill to increase my job satisfaction?
- How can I use this skill to help others who don’t have this strength?

### Negative/expected
- What actions have I already taken to address this concern? How successful were they?
- What else do I need to change to achieve the results I want?
- If I don’t make these changes, how will this impact my professional life?

### Positive/unexpected
- How will I celebrate this newly discovered skill?
- How can I use this skill more to contribute to my job?

### Negative/unexpected
- What support do I need?
- What plan can I put in place to make small, achievable changes for the short-term?
- How will improving this impact other areas of my job?
Performance Management is a PROCESS, that:

- Involves communication between a supervisor and an employee
- Is ongoing
- Ensures the work we do is in support of accomplishing the goals of our department
- Helps employees fulfill their potential
Whitman’s performance management model

1. Departmental core values & priorities that drive our work

2. Performance assessment
   • Self-assessment & manager assessment: Measures both engagement & performance
   • Feedback from others

3. Performance conversation

4. Goal documentation

5. Ongoing conversations

6. Repeat in 6 months
Timeline

• June/July 1: Assessments go live
• June/July 1: Supervisors invite feedback
  - Spring/summer: supervisees
  - Fall/winter: teammates & colleagues outside of department
• June/July 1-14: Staff provide feedback of supervisors
• June 30/July 31: Assessments close
• Month of July/August: Performance review conversations & goal setting
• July – December/January: Continue working goal monitoring into regular one-on-one meetings
• December/January 1: The process begins again!
Self-assessment

• What are some things I did well in the prior six-month review period? Some topics you may consider responding to include: the progress you have made on any goals established for this review period; accomplishments you made; something you are particularly proud of; ways you contributed to the College’s core values of diversity, equity, inclusion and antiracism; processes you improved; collaborations you had with colleagues or departments; relationships you developed, and any ways you had a positive impact on your department, etc.

• In what areas would I like to improve? Some topics you may consider responding to include: knowledge you would like to acquire, skills you would like to develop, processes you would like to improve, professional development activities you would like to engage in, etc.

• What goals would I like to establish for the next six-month review period?
Supervisor assessment

• What are some things this employee did well in the prior six-month review period? Some topics you may consider responding to include: the progress they made on any goals established for this review period; accomplishments; ways they contributed to the College’s core values of diversity, equity, inclusion and antiracism; processes they improved; collaborations they had with colleagues or departments; relationships they developed, and any ways they had a positive impact on their department, etc.

• In what areas could this employee improve? Some topics you may consider responding to include: knowledge they can acquire, skills they could develop, processes they could improve, professional development activities they could engage in, etc.

• What goals could this employee establish for the next six-month review period?

• What do I most appreciate about this employee?
Feedback from others

- Questions
  - What does {name} do well?
  - What can {name} improve?

- Spring/Summer reviews: Focus on inviting feedback from supervisees; if they don’t supervise, focus on others in the department.

- Fall/Winter reviews: Focus on inviting feedback from others in the department and outside of the department.
Goal setting

Performance

Goals  Feedback  Assessment

New Goal  Status  In Progress

Increase retention by 5% before the end of Q1

Aligns with: Review Performance results and share with the C-Suite
Research trends in terminations and deep dive into ways we can improve.

Olivia Sterling  Jan 23, 2020 at 10:25 AM
Can you please give me an update on this by the end of January?

Add Comment
Writing an effective performance assessment

• Make sure you are in the right time & mental space to write the review.
• Be very specific & offer concrete examples.
• Consider how to frame each set of feedback – evaluating, appreciating and coaching.
• As you review the assessment, ask yourself if you have created any surprises.
Writing an effective performance assessment

REVIEW & CHECK FOR BIAS

• Question: How might this feedback be shaped by my own background?
• Do not use assumptions or judgements.
• Run a consistency check with all of the reviews you write.
• Give yourself a word range.
• Is my feedback related to performance or is it personality-based?
Effectively delivering a performance review

• Be prepared & communicate expectations.
• Remind yourself:
  • Feedback involves care and trust.
  • Delivering an effective performance appraisal can lead an employee to feeling listened to and supported.
• Make it conversational & start with the employee.
Effectively delivering a performance review

• Show genuine gratitude.

• When providing constructive criticism, focus on the issue and collectively problem-solve.

• Be prepared that the possibility exists for an employee to not receive constructive feedback well.

• Invite their thoughts/reactions, and invite the employee to raise any final items.

• Summarize, express confidence, and document.
Feedback

• Feedback from others creates the opportunity to put together the whole picture.
  
  • Supervisees (Spring/summer review)
  • Team members (Fall/winter review)
  • Colleagues outside of the department (Fall/winter review)

• It is important for feedback to be given anonymously.

• Incorporate feedback from others into your supervisor assessment.
Setting goals

• Goals should be established collectively.
• Make sure goals align with core values, priorities, and areas that need improvement in performance and/or engagement.
• Ensure goals are SMART.
• Find ways for goals to leverage employee strengths.
• Document.
Helpful resources

BambooHR Guides: Whitman/edu/human-resources (under Hiring Managers & Supervisors)


Mindtools Content Team. Giving Feedback. Mindtools.

Mindtools Content Team. The Feedback Matrix. Mindtools.


O’Connell, Brian. (2020) Performance Management Evolves. SHRM.

5/23/2023