

# PERFORMANCE MANAGEMENT SERIES

## Part 1 | Foundations of Performance Management

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# SERIES OVERVIEW



EVALUATION  
FOUNDATIONS



CALIBRATION



UNDERSTANDING  
THE RATING  
SCALE



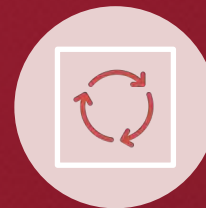
COACHING  
CONVERSATIONS



PANEL  
DISCUSSION



TECHNICAL  
SESSION



CONTINUING TO  
MANAGE  
PERFORMANCE

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

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# 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



# 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?

The screenshot shows a navigation bar with six categories: BENEFITS AND RETIREMENT, COMPENSATION, EMPLOYEE AND LABOR RELATIONS, SERVICE DELIVERY, TALENT FULFILLMENT, and LEARNING AND ORGANIZATIONAL DEVELOPMENT. Below the navigation bar is a breadcrumb trail: Home » Inside UM System » Human Resources. The main content area is titled "ePerformance Progress Check-Ins" and includes a paragraph explaining the review process. A list of resources is provided, with the first item, "Annual Progress Check-In calendar", highlighted by a red box. A sidebar on the left contains various HR links, including "Performance Check-Ins".

BENEFITS AND RETIREMENT    COMPENSATION    EMPLOYEE AND LABOR RELATIONS    SERVICE DELIVERY    TALENT FULFILLMENT    LEARNING AND ORGANIZATIONAL DEVELOPMENT

Home » Inside UM System » Human Resources

## 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

**HR Home**  
**About the Office**  
QUICK LINKS  
**AskHR portal**  
**Careers**  
**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**



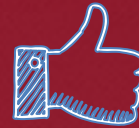
# AREAS OF CONSIDERATION:

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

# WORDS & PHRASES



SET



EXPECTATIONS

Give your employee a chance to contribute

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## BE CLEAR & CONSISE

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.



# 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?

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# NEXT SESSIONS IN THIS SERIES

## Part 2 | Calibration

Wednesday, April 17<sup>th</sup>

12 – 12:50pm CT

## Part 3 | Understanding the Rating Scale

Wednesday, April 24<sup>th</sup>

12 – 12:50pm CT

## Part 4 | Coaching Conversation

Wednesday, May 22<sup>nd</sup>

12 – 12:50pm CT

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# 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)