

University of Massachusetts Lowell

2024 – 2025 Performance Planning & Evaluation Program

For Managers

Welcome and Introductions

- Name
- Department
- How many years at UMass Lowell?
- What makes an effective performance evaluation?
- How do you evaluate your employees' performance at such a challenging time?

UMass Lowell Mission Statement

The University of Massachusetts Lowell is a comprehensive, public institution committed to excellence in teaching, research and community engagement. We strive to transform students to succeed in college, as lifelong learners and as informed citizens in a global environment. UMass Lowell offers affordable, experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge.

The programs span and interconnect the disciplines of business, education, engineering, fine arts, health and environment, humanities, sciences and social sciences. The University continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world.

2024 – 2025 Timeline

The Performance Planning & Evaluation Process begins in April.

Action Items	Key Dates
Performance Planning & Evaluation Forms and resources available on HR website.	Available Now
<p>Staff: Begin to prepare Self-Evaluation. May submit to supervisor in advance of the performance discussion or bring to performance meeting.</p> <p>Managers: Begin to draft Performance Planning and Evaluation. Finalize after performance discussion. Supervisor begins to schedule performance evaluation discussion with each employee.</p> <ol style="list-style-type: none">1. Supervisor and employee have performance evaluation discussion and sign the evaluation. Employee has the option to submit their Self-Evaluation with Performance Planning & Evaluation.2. Copy of Performance Planning & Evaluation provided to employee.3. Employee has up to 30 days from performance discussion to submit rebuttal. Rebuttal should be attached to evaluation.	March – April
Performance Planning & Evaluations signed by Department Head.	May 1st - May 30 th
Send completed evaluation forms by email to: Maria_Figueroa@uml.edu	May 31st

Performance Management Program Model

Expectation Setting

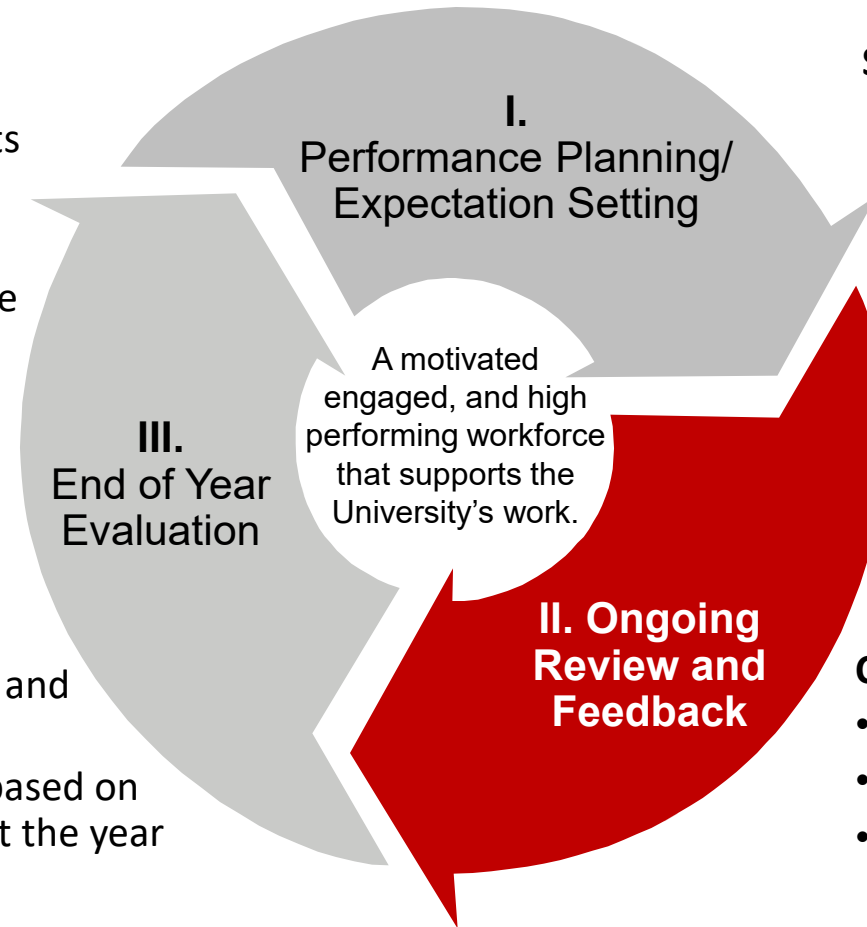
- Clarify job requirements
- Establish annual goals
- Link goals to larger departmental or college goals

Staff Development

- Discuss goals and associated learning needs
- Plan professional development

End of Year Evaluation

- Summarize critical goals and achievements
- Establish **overall** rating based on performance throughout the year



Coaching and Feedback

- Confirm and review areas of focus
- Provide coaching
- Offer constructive feedback

Critical Components in the Performance Management Process

1. Job description
2. Strategic Goals
3. Self-Evaluation
4. Personal and Developmental Goals (SMART)
5. Performance Notes
6. Performance Development Plan (PDP)

Job Description



Detailed Job Description

Position Title:		Date:
Department:	Supervisor's Title:	
DEPARTMENT OVERVIEW & POSITION SUMMARY: Please state in one or two sentences the essential purpose of the function.		
KEY RESPONSIBILITIES: Please briefly list key duties that occupy a major part of the employee's job. Be as specific as possible and <u>list the most important duties and responsibilities first</u> . Show the approximate percent of time for each activity in a representative year. Please list at least five, but <u>no more than eight areas</u> . (Total <u>must</u> not exceed 100%.)		
		% OF TIME
ESSENTIAL JOB DUTIES:		
1.		%
2.		%
3.		%
4.		%
5.		%
6.		
7.		
8.		
Promote the University's commitment to customer service by: <ul style="list-style-type: none"> • Build effective partnerships with co-workers throughout the University by freely sharing appropriate information and providing assistance when needed. • Ensuring optimum service to all internal and external partners in response to all requests for service and information. Maintaining an environment that is welcoming to persons of all backgrounds, nationalities, and roles.		
OTHER JOB DUTIES:		
1. Performs other related duties as assigned.		
WORKING CONDITIONS: Please indicate the special working conditions required to do your job, such as frequent overnight or day travel, overtime, on-call duty, or attendance at civic functions.		
Position involves working across campuses. (delete if not applicable: Nature of position may require occasional work on evenings and weekends.		

Employee Self-Evaluation Worksheet



Learning with Purpose

EMPLOYEE SELF-EVALUATION WORKSHEET

EMPLOYEE NAME:		Employee ID#
Bargaining Unit	Job Title	Department
Supervisor	Evaluation Period	Date of Self-Evaluation

The self-evaluation worksheet is designed to encourage you to prepare for a constructive discussion between you and your supervisor about your accomplishments and professional goals. The more involved you are, the more effective the performance evaluation conversation is likely to be.

Prior Year's Goals: (List three to five goals)

Goal I:
Goal II:
Goal III:
Goal IV:
Goal V:

Position Description: Do you feel that the expectations of your job are clear and consistent with your position description?

Accomplishments: Identify at least two of your accomplishments during the past year that best represent your job performance in meeting or exceeding the goals of the office/unit.

Development: Indicate your immediate and longer-term career objectives, including any plans for further education and/or skill enhancement.

Training Opportunities: What courses or training programs would enable you to improve your performance and better contribute to overall unit goals?

Organizational Climate: Describe the most difficult aspects of your job: If you could improve your position, yourself, and/or your department, what would be your suggestions?

Employee Signature

Date

Performance Planning & Evaluation



Sample

Performance Planning and Evaluation

EMPLOYEE NAME: Jeffrey Riverhawk		Employee ID#: 1234567
Bargaining Unit: Non- Unit	Job Title Assistant Director	Department: Residence Life
Supervisor: Julie Doe	Evaluation Period: April 1, 2024 – March 31, 2025	Date of Evaluation: March 27, 2025

This evaluation provides a written record of the employee's Performance including Major Responsibilities, Goals and Objectives, as well as the supervisor's evaluation of job performance. It is designed to improve job understanding, encourage ongoing communications, promote effective performance and establish goals that support unit and career development. In addition, the evaluation may provide information to support possible merit salary determinations and other personnel actions. Supervisors are expected to be accurate and candid in their evaluation of employees. This evaluation will become part of the employee's personnel file.

PERFORMANCE REQUIREMENTS

Section I: Major Responsibilities

Major Responsibilities: List the major responsibilities of the position for this evaluation period in approximate order of importance. (Please attach an additional sheet if other responsibilities should be included.)
1. Directly supervise five (5) Resident Directors.
2. Oversee and supervise all aspects of student staff selection for Residence Life which includes 118 student staff positions. This includes the development and implementation of marketing/recruitment strategies, oversight of a three-part selection workshop for students, and the coordination of hiring decisions and all corresponding paperwork.
3. Oversee and supervise all aspects of student staff training including formal fall and winter training sessions as well as additional all-staff training days throughout the year.
4. Oversee and supervise all aspects of professional staff selection including maintaining position descriptions, departmental job postings, the coordination of phone and on-campus interviews, and the coordination of searches involving both regional and national placement conferences.
5. Oversee and supervise all aspects of professional staff training including formal fall and winter staff training as well as coordinate on-going developmental opportunities and departmental professional development requests.

Section II: Prior Year Goals and Objectives (include at least three but no more than five goals)

Goal I:
Goal II:
Goal III:
Goal IV:
Goal V:

Please review the job description if any major responsibilities have changed or the goals impact job duties.

Performance Rating Categories

Description of Goal Progress

Please acknowledge goals accomplished, progress the employee made, and/or challenges the employee encountered in achieving prior year's goals:

Description of Performance Rating Categories

Consider employee Performance in accomplishing Major Responsibilities and Planned Goals and Objectives while demonstrating Organizational Values (such as Collaboration, Inclusion, Service-Orientation, etc.)

PERFORMANCE RATING CATEGORY	DESCRIPTION
Outstanding Performance	Performance Requirements were consistently achieved above expectations. Significant accomplishments were made in unexpected areas. A rating at this level requires that several specific examples of outstanding performance be provided.
Exceeds Expectations	Performance Requirements were achieved and sometimes were achieved above expectations and established standards. A rating at this level requires that specific examples be provided.
Successful Performance	Performance Requirements were successfully achieved.
Needs Improvement	Performance reflects a need for improvement. A rating at this level may require action in the form of coaching, skill development and feedback to support development. This category may apply to new employees, newly promoted or transferred employees, or employees who have assumed new responsibilities. <i>Performance Notes</i> are appropriate for documenting improvement needed and positive performance.
Unsatisfactory	Established Performance Requirements were not achieved and some Performance was below established standards. A rating at this level requires the completion of a Performance Development Plan.

Performance Evaluation

Section III: Instructions: Based on established goals and objectives, assess the performance level demonstrated by the employee during the review period for the following Performance Factors (provide specific examples as appropriate):

Performance Factors	Unsatisfactory	Needs Improvement	Successful Performance	Exceeds Expectations	Outstanding Performance
Demonstrated Job Knowledge: <ul style="list-style-type: none"> Demonstrates the knowledge and skills required to perform the job, including administrative policies and procedures, technical and/or specialized knowledge/expertise and managerial/supervisory skills (if applicable). Understands position goals, responsibilities, and expectations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey demonstrates a thorough understanding of his job responsibilities. He supervises all aspects of student staff training and coordinates all aspects of hiring. He does not require instruction in areas of his basic job task.					
Commitment and Accountability: <ul style="list-style-type: none"> Demonstrates accountability in work responsibilities. Exercises sound and ethical judgment when acting on behalf of the University. Exercises appropriate confidentiality in aspects of work as appropriate. Demonstrates commitment to work and to consequences of their actions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: He demonstrates commitment and accountability by ensuring that he and his staff follow proper protocols and procedures. He provides the appropriate training, successfully implements marketing strategies, delivers on projects, and coordinates on-going development opportunities for his staff.					
Communications: <ul style="list-style-type: none"> Demonstrates the ability to express themselves clearly, both orally and in writing. Demonstrates effective listening skills. Shares knowledge and information with others as appropriate. Asks questions and offers input towards results. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Although he has shown some improvement, Jeffrey still struggles to communicate effectively and still struggles with his attention to detail. He should also work on listening and making eye contact when he is working with members of the UMASS Lowell community. He has improved his email skills and now proofreads his email correspondence.					
Motivation: <ul style="list-style-type: none"> Shows initiative, anticipates needs and takes actions when needed. Demonstrates innovation, creativity and informed risk-taking when needed. Engages in problem-solving; suggests ways to improve performance and be more efficient. Strives to achieve individual, area, and University goals. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Promotes the goals of the department and the University and is actively engaged in finding ways to improve operations and staff and student satisfaction, i.e., Jeffrey developed a new workflow that expedites the check-in process for students during the move-in period.					
Collaboration: <ul style="list-style-type: none"> Establishes effective working relationships and demonstrates willingness to work with colleagues to solve problems and achieve common goals. Demonstrates sensitivity to the needs of others. Offers assistance, support, and feedback to others in a constructive manner. Works effectively and cooperatively with others. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey maintains a professional relationship with his supervisor, co-workers and other staff. He uses good judgment in solving problems and works well with others. He has been effective in developing his staff and in giving them constructive feedback.					

Performance Evaluation

Performance Factors	Unsatisfactory	Needs Improvement	Successful Performance	Exceeds Expectations	Outstanding Performance
Service-Orientation: <ul style="list-style-type: none"> Is approachable by and accessible to others. Is responsive and helpful in a timely manner. Strives to satisfy needs of external and/or internal customers. Is diplomatic, courteous, and welcoming. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey continues to struggle with receiving feedback. He becomes defensive when issues and concerns are addressed. Following these occasional discussions, he often becomes withdrawn and sometimes distant. Jeffrey is not always aware of how this behavior affects others. Jeffrey also needs to improve his response and follow-through with others so they do not feel as though they are lost or forgotten in the process.					
Adaptability: <ul style="list-style-type: none"> Is flexible, open and receptive to new ideas and approaches. Adapts to changing priorities, situations and demands when necessary. Handles multiple tasks and priorities. Willingness to modify one's preferred way of doing things when appropriate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: He is able to juggle multiple tasks and priorities, specifically when he had to oversee the selection workshop for students at the same time as he was working on a complex project for the department. He adjusts well to changes in work assignments and priorities and shows initiative when having to redefine the way he completes a task.					
Inclusion: <ul style="list-style-type: none"> Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs, with regard to ethnicity, gender, creed, sexual orientation and ability. As a manager, is proactive in diversifying search committee and/or candidate pools, as applicable. Promotes cooperation and a welcoming environment for all. Works to understand the perspectives brought by all individuals. Handles issues with sensitivity and provides genuine assistance, and confidentiality Pursues knowledge and awareness of issues related to diversity and inclusion. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey appreciates the diverse nature of the University's workforce. He welcomes new ideas and ways of looking at things. Jeffrey also actively participates in diversity initiatives around campus as well as conducts diversity trainings for his staff. Jeffrey worked closely with his HR/EO search advisor to ensure that he not only had a diverse pool of applicants for the Resident Director's position but also a diverse search committee. He is committed to having a fair and equitable search process.					
Self-Development: <ul style="list-style-type: none"> Enhances personal knowledge, skills, and abilities. Anticipates and adapts to technological advances as needed. Seeks opportunities for life-long learning. Acts upon performance feedback. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: He shows a commitment to improve his skills and abilities when opportunities are available. He annually attends the ACPA conference.					
Additional Performance Factors specific to position (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:					

SMART Goals Sample

Section IV: Goal Setting Worksheet (To be discussed between the employee and supervisor.) Please list at least three goals but no more than five for the upcoming year.

Goal Setting: List goals for the coming year that are consistent with the job description, are supportive of area objectives, and will enhance job performance. Using the following criteria ("SMART" goals) in setting effective goals is advised:

- **Specific** Specific goals help the employee to better understand what is expected.
- **Measurable** Measurable goals help the employee and supervisor to understand when the expected outcome is achieved.
- **Achievable** Goals should be realistic.
- **Results-Oriented** Goals should focus on desired results.
- **Time-Specific** Goals should have deadlines, where applicable.

Goal I:
Goal II:
Goal III:
Goal IV:
Goal V:

OVERALL PERFORMANCE RATING:

**Unsatisfactory	Needs Improvement	Successful Performance	Exceeds Expectations	*Outstanding Performance
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*For overall rating of "Outstanding Performance," prepare and attach several specific examples of performance.
**For overall rating of "Unsatisfactory," prepare and attach a Performance Development Plan.

Immediate Supervisor: _____ Date: _____

COMMENTS: _____

I have reviewed this document with my supervisor. My signature indicates that I have met with my supervisor to discuss this Evaluation, but does not necessarily imply my agreement. In addition, I understand that I have 30 days from the date of signature to submit a rebuttal if I choose to. Rebuttal should be attached to review.

Employee: _____ Date: _____

☐ I am submitting a self-evaluation. ☐ I am not submitting a self-evaluation.

COMMENTS: _____

Department Head: _____ Date: _____

SMART Goals

The Letter	Stands for...	Which Means
S	Specific	You know what it is.
M	Measurable	You'll be able to tell when it's been done successfully.
A	Attainable	It can be done with available or attainable resources.
R	Relevant	It makes sense and connects to the unit's goals.
T	Timebound	It's tied to a deadline.

“Lack of clear expectations and goal setting accounts for 80% of performance problems.”

Principles to Remember

- **Do**

- Approach your evaluations with more flexibility, leniency, empathy, and compassion.
- Recognize and show appreciation for employees who are engaged and working hard. It's critical for their morale — and for your organization's ability to retain them.

- **Don't**

- Be hard-hearted toward your poor performers. Give them a time-bound grace period to get used to working remotely and to turn things around.
- Let your old biases creep in. Seek out alternative data. Ask colleagues and reports for information on how well other employees are communicating, collaborating, and helping.
- Revert to business as usual — instead, think about how to do performance reviews better. In this environment, semi-annual or quarterly evaluations may be optimal.

Pitfalls to Avoid Common Errors

- **Some common performance evaluation meeting mistakes:**
 - Rushing the meeting
 - Doing too much talking
 - Being too negative
 - Over-praising
 - Failure to cite specifics
 - Becoming emotionally involved
- **Two other errors are worth considering:**
 - Allowing irrelevant or non-job related factors to influence the evaluation (physical appearance, social standing, excused time off for leaves of absences).
 - Permitting personal feelings to bias the evaluation process.

Tips for Managing a Remote Workforce

- **Establish core hours**
Establish core hours when team members are expected to be available and focused on work.
- **Set standards for calendar management**
Set standards for calendar management such as clearly blocking off any appointments that will take you away for a significant portion of core business hours.
- **Establish team norms around the use of messaging apps**
Consider “quiet hours” for a moratorium on messaging apps, and establish status indicators that help team members signal when they are open for collaboration, and when they are trying to complete focused work and want to avoid distractions.
- **Designate “meeting-free” time periods**
Designate “meeting-free” time periods throughout the week to help everyone preserve time for independent, focused work.
- **Routinely review and adjust team norms**
As your team composition and priorities change, so will their needs. For this reason, it’s a good idea to regularly host a “Ways of Working” discussion with your team to revisit team norms and communication preferences.

Tips for Managing a Remote Workforce

- **Over communicate**

Over communicate and facilitate open, transparent discussion. It can be more difficult to assess tone and emotion over digital communication channels, even if you are on a video call. Don't assume that silence signals agreement, especially for more introverted colleagues. Be sure to explicitly ask for feedback and circle back privately if you suspect a team member may not have been comfortable fully sharing their perspective during a meeting. Avoid using messaging apps for conversations around sensitive topics. If a chat thread veers into a topic that requires a delicate approach, it's best to halt the thread and suggest a video call or (where possible) in person discussion instead.

- **Encourage balance and healthy work habits**

There have been numerous recent studies highlighting the challenge some remote workers face in establishing healthy boundaries to preserve work/life balance. When you work from home, it can be difficult to fully disconnect from work. As a leader, it can be helpful to explicitly tell your team that you don't expect responses to emails sent outside of their normal work hours. Or, if you do need an urgent response, you will text them. This can help avoid employees feeling like they need to be "always on" and give them more space to fully decompress and enjoy pursuing their personal interests outside of the workday.

What is a Performance Development Plan?

A planning tool that uses input from the supervisor and employee to identify knowledge areas and skills that the employee needs to acquire, or areas of performance that need to be strengthened.

- A development plan can be used in 3 ways:
 - To acquire a new skill, ability or know-how needed by the department
 - To strengthen performance or improve a skill that does not meet position requirements
 - To prepare for a future goal or aspiration

Preparing a Performance Development Plan

- ✓ Consult with HR/EOO to discuss the Performance Development Plan.
- ✓ Meet to discuss the Performance Development plan with employee, agree on frequency of check-in meetings and length of plan.
- ✓ Meet to discuss progress and be sure to note progress or lack of progress.
- ✓ Be sure to coach and provide constructive feedback with concrete examples.
- ✓ Don't forget to ask how you can help the employee be successful.

Sample Performance Development Plan (PDP)



Performance Development Plan (PDP)

EMPLOYEE NAME: Sheldon Cooper		
Job Title: Service Representative	Department Physics	Supervisor Raj Koothrappali
Last Appraisal Date 05/12/23	PDP Date 05/23/23	Follow Up PDP Review Date (within 90 days) 07/23/23

Instructions: A Performance Development Plan (PDP) identifies and documents required performance improvement when an employee is new to a position, has new or increased responsibilities, or demonstrates current performance or behavior requiring improvement. The PDP includes a description of what behavior(s), performance, situation(s), or condition(s) need development; outlines what expected outcome(s) which must be met by the employee; and identifies resources required (if any) and a time frame within which performance improvement is expected.

Area(s) for Development	
<p>Major Responsibilities: List the major responsibility(s) or behavior(s) requiring development in approximate order of importance</p> <p>Service Orientation: Providing complete and thorough service to customers with follow-up documentation as needed.</p> <p>Communications:</p> <ol style="list-style-type: none"> 1. Work on effective listening skills, be able to de-escalate the situations when the issues are not black and white. 2. Work on improving written communication to express ideas clearly and professionally. <p>Accountability: Manage time on social media and personal communications during work day.</p>	<p>Expected Outcome: Service Orientation: Take the time to explain the university procedures, guidelines and appeals process. Document accounts properly for follow-up purposes.</p> <p>Communications:</p> <ol style="list-style-type: none"> 1. Be able to de-escalate difficult situations. 2. Written communication professionally and clearly. <p>Accountability: Manage his time so that social media and personal communications are not occurring when she is not on allowed break or approved exceptions from manager.</p> <p>Resources Needed:</p> <ol style="list-style-type: none"> 1. Continue to reach out to Employee Assistant Program (EAP) for assistance. 2. Attending Communications and time management workshops through Workplace Learning & Development. 3. Continue to have regular one-on-one meeting with manager to work on areas that need improvements. <p>Time Frame: 05/23/16 – 08/23/16</p>
Development Updates	

LinkedIn Learning

Home > Human Resources > Employee Learning, Engagement & Development > View Program Offerings

Online Technology Training

EMPLOYEE LEARNING, ENGAGEMENT & DEVELOPMENT


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 - Meet Our Team

LinkedIn Learning

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Use your **UMass Lowell login** and **password** to log in. A separate LinkedIn account is not required to use this service.

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FEEDBACK

- Focused on **past** behavior
- **Reactive** to the situation
- **Telling** or advice oriented
- Usually **one-way** to the receiver
- Can increase self-awareness
- Focused on **data and information**
- Goal is to get receiver to **act a certain way**
- Often used to help poor performers change behavior in a prescribed direction in a way that works best for the organization

VS

COACHING

- Focused on **future** behavior
- **Proactive** to obtain a developmental goal
- Only effective as a **two-way** dialogue
- Focused on **unlocking potential**
- Goal is to get recipient to **explore options/alternatives through inquiry**
- Help individuals achieve the new goals that feedback helped them set.

Coaching is partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

(International Coaching Federation, 2005)

Situation-Behavior-Impact Feedback Tool

Providing Clear, Specific Feedback

- ❖ **Situation:** describe the “when” and “where” of the situation.
- ❖ **Behavior:** describe the other person’s behavior (but only mention the actions that you have observed yourself).
- ❖ **Impact:** communicate the impact of the person’s behavior on you, your team and the organization. (positive or constructive)

Finally discuss what your team member needs to do to change this behavior in the future, or if their behavior has had a positive impact, explore how they can build on this.

Key Points About Constructive Feedback

- ❖ **Prepare a discussion plan beforehand to be direct in delivering your message**
 - Avoid giving mixed messages: “yes, but” and “the sandwich method”
 - Avoid “need to” phrases
 - State observations, not interpretations
 - Stay on track
- ❖ **Express concern and be sincere**
- ❖ **Give the feedback privately, in person**
 - Meet in person; don’t send by chat or email
 - Avoid group punishments and passive aggressive (or cowardly) group “friendly reminders”
 - Involve ONLY those necessary; protect confidentiality to build trust

Addressing Common Reactions to Constructive Feedback

Addressing Difficult Responses to Feedback

	Difficult Response	Don't...	Do...	Example
Anger/Attack	The person becomes angry and lashes out at you	Counterattack, become defensive, or get involved in a shouting match	Acknowledge the anger and solicit the person's feedback. Also, you may need to clarify that the review process is about behaviors and results, not about the person's character.	"It sounds like you're angry about this process. Can you tell me more about why you're angry?" -or- "It sounds like you're angry about this process. I just want to emphasize that this feedback is not about evaluating your worth as a person, but about specific behaviors that have occurred and the consequences of those behaviors."
Defensiveness/Denial	The person denies the accuracy of your observations and feedback or tries to deny its importance	Ignore the others person's viewpoint, get involved in a tit-for-tat conversation	Accept the possibility they know something you don't, and solicit specific, observable evidence. Be ready to (re)state the evidence on which you based your feedback.	"It seems like we have a different perspective here. Can you pinpoint what in my assessment you find inaccurate or unfair?"
Passing the Buck	The person blames poor performance on the lack of tools, assistance, time or other support	Ignore the complaints, or, on the other hand, let the person avoid responsibility for their performance	Acknowledge the concerns and encourage the person to focus on what he or she can control.	"It sounds like you have some frustrations, why don't we get at them now? Then we can focus on what is under your control."
Silence	The person is uninvolved in the conversation and says little or nothing.	Keep talking as if nothing is wrong.	Acknowledge the silence, express your concern, and ask for their thoughts.	"I notice you're not saying much, and I'm concerned that there's something on your mind. What can you tell me about it?"
Indifference	The person hears and understands the issues, but doesn't seem to care.	Ignore the indifference, or chastise the person for lack of commitment.	Point out the apparent indifference, and then make clear how the issue affects them, you and the team.	"I'm getting the sense this issue doesn't matter much to you. But before you reach that conclusion, let's talk about how it impacts you and the team."
Despair	The person takes the feedback very hard and feels inadequate and/or discouraged.	Ignore the person's feelings, or, on the other hand, tell them to "Buck up."	Acknowledge their frustration or sadness, and give them space to talk about it. Remind them that the feedback is about specific performance issues, not their value as a person. Look for opportunities to create small successes.	"It must be hard for you to hear this. I value your contribution, and this feedback is not meant to reflect on you as a person."

Adapted from: Coaching and Giving Assessment Feedback

Effective Coaching – What does good look like?

❖ Active Listening

- Open your mind
- Be patient
- Show interest
- Signal encouragement
- Don't interrupt
- Maintain eye contact

❖ Body Language

- Sit facing the individual with arms open and relaxed
- Maintaining eye contact
- Remain calm
- Build a rapport by subtly reflecting the other person's body language
- **NO Technology**

❖ Speaking Tone

- Match the tone with your words
- Maintain an even pace and avoid speaking too quickly
- Err on the side of a supportive, encouraging and relaxed tone



The GROW Model of Coaching

Way Forward: Determine a course of action to move forward. Create a plan. Identify points to check-in on progress and modify.

Goal: Identify the real goal of the coaching session. The ideal. What needs to happen for the employee to be successful.

Options/Obstacles: Invite solutions, offer suggestions. Identify possible obstacles.

Reality: Invite self-assessment. Where are you now, current situation. Test assumptions, mine for reality, discard irrelevant.



Good Questions at Each Step

Goal

- What's on your mind? And what else? What are you trying to achieve? What does success look like? Need to do here? What are your burning questions about this idea? What would success look like?

Reality

- What is happening now? And what else? Who is involved? What have you already tried? What is/isn't working?

Options/ Obstacles

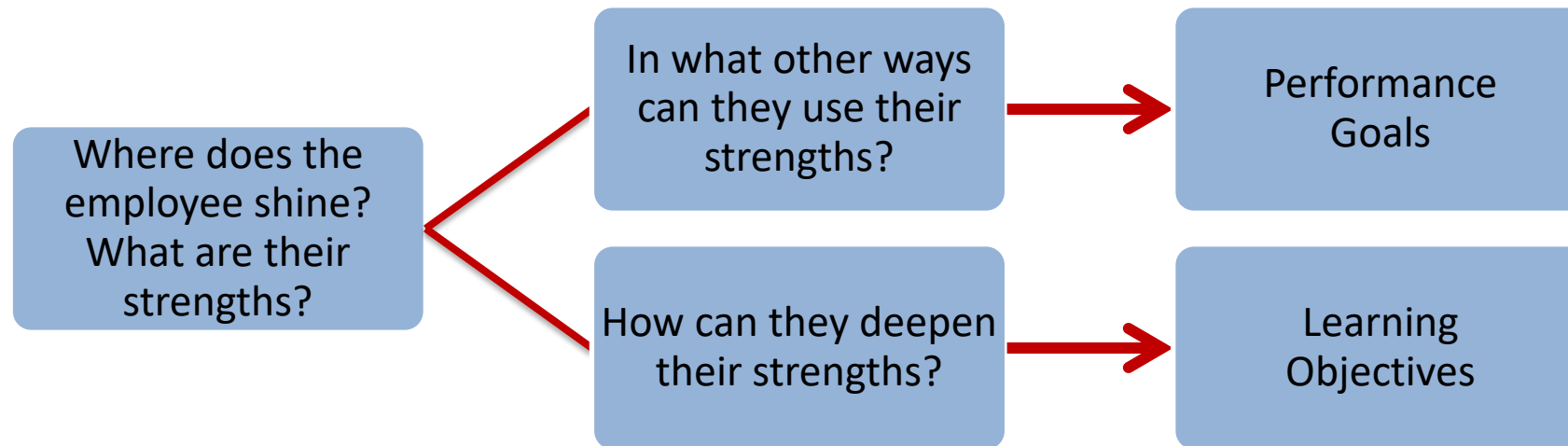
- What else could you do? What is needed to make it happen? What could you do differently? What barriers are present? What is holding you back? What do you want to explore further?

Way Forward

- What actions will you take? When will you review progress & measure success? What support do you need from me? Where do you want to head with the plan/idea/goal? What action will you take? And after that? On a scale of 1 to 10, how committed are you to taking these actions?

How to Build on Strengths

Helping an employee identify and build on their *strengths* is the surest way to fully tap their talent and maximize their contribution to their team's and their organization's success. Follow this sequence of questions from left to right. It will help you and the employee identify specific ways to use the employee's *strengths* more fully and learning objectives to deepen their strengths even further. You can find a fun, and free, test revealing an individual's *strengths* at the [VIA Institute of Character](#).



How to Mitigate Weaknesses

Here are a few fresh ideas for helping mitigate areas of weakness in an employee's performance.

❖ **Can the employee stop doing this activity?**

- Is this activity central to the employee's responsibilities?
- If not, can the activity be stopped or shifted fairly to another employee?
- If it is, is it feasible to reduce the amount of time the employee spends on it?

❖ **Can the employee partner with others who are strong in this activity?**

- Who really likes to do this activity?
- Can they teach the employee a trick or technique for how to do this more effectively?
- Can they trade activities?

❖ **Can the employee's job be modified to use more of their strengths?**

- Which of the employee's strengths can they use to get the job done more easily?
- What room is there to redefine the employee's role to use their strengths more often?

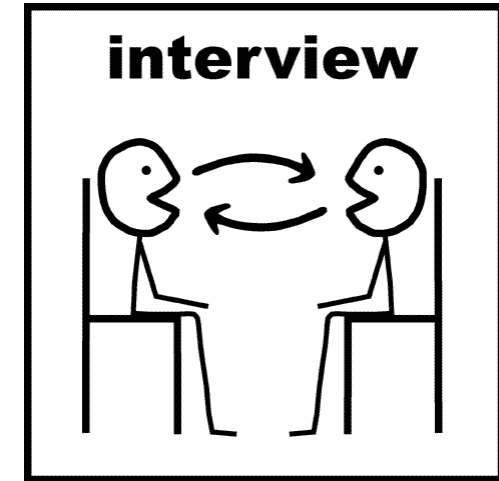
❖ **How can the weakness be reimaged to make it more fun and less onerous?**

- What connection can be made between the activity at which the employee is weak to something that interests them?
- How can this activity be seen through the lens of the employee's strengths?

Stay Interview

You are invited to attend...

- ❖ The next step in your continued development.
- ❖ You make a difference and I value your contributions.
- ❖ Let's discuss some things that are important to you and me:
 - What will keep you here?
 - What might entice you away?
 - What is most energizing to you about your work?
 - Are we fully utilizing your talents?
 - What is inhibiting your success?
 - What can I do differently to best assist you?
- ❖ Please schedule a meeting with me within the next two weeks to discuss this and anything else you'd like to talk about.



Remember

- ❖ Performance Management is about ongoing two-way communication.
- ❖ No surprises at the “official” annual evaluation
- ❖ We all have a responsibility in the process.
- ❖ The annual performance planning & evaluation is just one step in the ongoing process.

Thank You

If there are any further questions, please contact

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