

Performance Management Toolkit

Interim Performance Evaluations

What's Included in this Toolkit:



Tools for You:

- Performance Management Annual Calendar of Events (2)
- The Benefits of Holding 1:1 Interim Performance Meetings (3)
 - Planning for the Interim Performance Meeting (4)
- Holding Interim Performance Conversations with employees with “lower-end” annual performance ratings (5)
- Holding Interim Performance Conversations with employees with “higher-end” annual performance ratings (6)
 - Tips to enhance the Performance Conversation (7)
 - STAR-Talk Process (8, 9)
 - “Comfort Level Queries” Process (10)
 - Formatting a Conversation Process (11)
 - Performance Conversation Do’s and Don’ts (12)
- Managing Negative Employee Reactions to Feedback (13-16)
 - SMART Goals How-To (17)
 - “Stay” Interview (18)
 - Manager Self-Assessment (19)

Tools to Share with Your Employees:

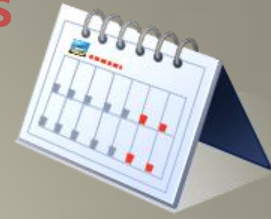
- Sample Employee Cover Email (20)
- Helping Employees Prepare for Performance Evaluation Conversations (21)
 - Employee Self-Evaluation Reflective Queries (21)

Performance Management Annual Calendar of Events

Learning (on-site classes also available)...Conducting...Planning

| JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
|--|-----|-----|--|---|-----|-----|-----|-----|---|-----|---|
| | | | 4/20 Aligning to Organizational Goals | 5/18 Delivering the Performance Evaluation | | | | | No official Performance Management Activities scheduled | | |
| Interim Performance Evaluations December thru March 31 Resources: Interim Evaluation Toolkit | | | | Organizational Goals Published Employee Self-Evals generated May thru Sept | | | | | | | Interim Performance Evaluations begin. Resources: Interim Evaluation Toolkit |
| | | | | <p style="text-align: center;">Annual Performance Evaluations</p> <p style="text-align: center;">June thru September 30 Steps in Conducting---begin 4-5 weeks before school/unit deadline: Employee completes Self-Evaluation Supervisor completes Evaluation on Employee Calibration Review Meeting & Sign-off Supervisor signs 1:1 evaluation meeting Employee signs Resources: Conducting Annual Performance Evaluation Toolkit; Lead@ Guide</p> | | | | | | | |
| | | | | <p style="text-align: center;">Annual Performance Planning</p> <p style="text-align: center;">May through September 30 Allow four weeks to complete this process Establish mutually agreed-upon performance goals and career development plan. ID competencies to develop. Resources: Performance Planning Toolkit</p> | | | | | | | |

The Benefits of Holding “Interim” Performance 1:1’s



Nuts ‘N Bolts

- **When:** six months after annual evaluation process (December through March)
- **Steps:** Employee completes Self-Evaluation; Supervisor completes Evaluation on employee; 1:1 meeting
- **Note:** No pay changes, ratings nor calibration components
- **Best Practice:** Not required by the University, but Interim Evaluations are excellent opportunities to “check-in” on status of goals with time left to make changes and achieve results.
- **Specific benefits to Mid-point 1:1’s:**
 - Easier to remember wins and challenges in six-month ‘chunks’
 - Good point to seek and receive clarification
 - Consider changes to goals and development plans
 - Enough time left in cycle to achieve results
 - Release some of the pressures (and surprises) from “one per year” performance meetings

Tips ‘N Ideas

- **What:** Use Interim 1:1’s to course correct performance and enhance motivation and level of engagement.
- **How:**
 - Help employees understand the ‘why’ behind goals by providing ‘big picture’ info
 - Encourage them to keep track of milestones in Lead@ by making it a monthly routine.
 - Consider having employees take the “STAY Interview” (See page 18)
- **Ask:**
 - What truly motivates you?
 - How clear is my communication?
 - How can I enhance your performance and job satisfaction?
 - What are your strengths, talents and skills?
 - Ideas on how to use them to benefit the team?
 - Any projects that would support your development?
 - Any ideas on how to bring ‘fun’ into our work?

Planning for the Interim Performance Evaluation 1:1



Nuts 'N Bolts

- **Plan:** Two to three weeks prior to 1:1 meetings:
 - In staff meeting, introduce the concept and review the benefits of interim performance meetings (page 3)
 - Schedule 45-minute meetings with each employee
 - For their planning purposes, send the Employee Email and Tool (pages 20, 21)
- **Prepare:** By looking 'back' and looking 'forward':
 - **Look Back:** Prior six months
 - Any unexpected changes or challenges ?
 - Noteworthy accomplishments/wins?
 - Course corrections needed---employees or goals?
 - Development plan/competencies still relevant?
 - Additional resources needed?
 - Ideas on how to help each achieve professional and career goals?
 - **Look Forward:** What's on the near term horizon?
 - External and internal changes: technology, economy, industry, organizational goals?
 - Position description updates needed?
 - New information or organizational knowledge to share?

Tips 'N Ideas

- Giving and asking for feedback is a critical task for managers.
- In-person feedback is ideal: employees can ask questions, seek clarification, observe body language and provide their perspective.
- Prepare your 1:1 key points; review a few days later for relevance, impact and effect.
- Read employee self-evaluations thoughtfully and objectively; prepare justifications for each varying opinion.
- Any employee relations concerns? Reach out to your HR Representative and/or review relevant policies.
- Approach performance conversations with *good intent*.
- Over-arching goal: motivate & engage while improving performance and job satisfaction.

Holding Interim Conversations with “Lower-End” Rated Employees

Nuts ‘N Bolts

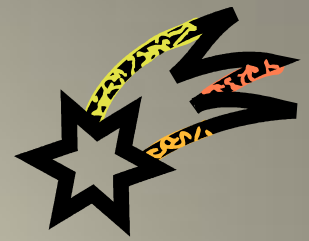
- **Plan:**
 - Familiarize yourself with most recent Self and Annual Evaluation Forms/Rating.
 - Consider *objectively* whether progress has been made during the preceding six months.
 - Contact your HR representative on how to approach the conversation and potential next steps.
- **Caution:**
 - Don’t draw conclusions based on most recent event or on one positive or negative experience.
 - If progress hasn’t been made, what could be the reasons?
 - Was anything beyond your employee’s control?
- **Consider:**
 - Should performance goals, competencies or development plans be changed?
 - Should a formal Performance Improvement Plan be implemented?
 - If poor performance has continued, should you discuss consequences?
 - Should you wait until the Annual Performance Evaluation (give it six more months) before making these decisions?

Tips ‘N Ideas

- **Goal:**
 - First and foremost: approach all 1:1’s with *good intent*.
 - Approach performance issues as development *opportunities*.
 - Facilitate candid two-way dialogue by using Comfort Level Queries process (page 10).
 - Focus on helping motivate and engage this employee.
- **Tools:**
 - Use the STAR-Talk process (pages 8, 9) to recognize wins and needed course corrections.
 - If performance improved, ask open-ended questions about ‘how’?
 - Ask them to share any wins and challenges.
 - How can you help them get back on track?
 - Do they need any resources?
 - Should you schedule weekly 1:1 meetings with them?
- **Conclude:**
 - End on an up-lifting, “call-to-action” note.
 - Ensure you’re both clear on next steps.
 - Summarize the outputs from this meeting and use them to set the stage for the next evaluation conversation.
 - Document discussion and next steps.
 - Circle back to HR if appropriate.



Holding Interim Performance Conversations with “Higher-End” Rated Employees



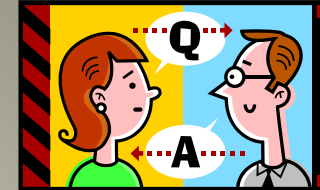
Nuts ‘N Bolts

- **Purpose:**
 - While good performance may continue, this is a great time to heighten motivation/engagement in top performers.
- **How:**
 - Familiarize yourself with most recent Annual Self-Eval and Annual Eval Form /Rating.
 - Objectively consider the last six months of performance.
 - Guard against biases based on recent or one-time positive or negative events.
- **Ask:**
 - For feedback on your supervisory performance and clarity of communication.
 - How to help them continue to achieve and surpass their goals?
 - How to help enhance the quality of their work life?
 - Any clarification needed on goals/objectives?
- **Consider:**
 - Can you share new organizational knowledge to help explain the “why” behind some decisions/goals?

Tips ‘N Ideas

- **Remember:**
 - Top performers need/want to hear about areas for improvement.
 - To listen actively and check for understanding
- **Ask:**
 - Open-ended questions on challenges, changes, successes
 - About future career goals and how you can help.
- **Tools:**
 - Suggest they take the “STAY” Interview (page 18) to better target what motivates and engages them.
 - Use STAR Talk Process (page 8, 9) to bring context and specificity to wins and challenges.
 - Assign special project to help sharpen skills or ready them for new challenges.
- **Conclude:**
 - Encourage discussing anything that is important to them.
 - End on an up-lifting note with a call-to-action and thank you for their contributions.
 - Document discussion and next steps.
 - Summarize the outputs from the meeting and use them to set the stage for the next evaluation conversation.

Tips to Enhance the Performance Conversation



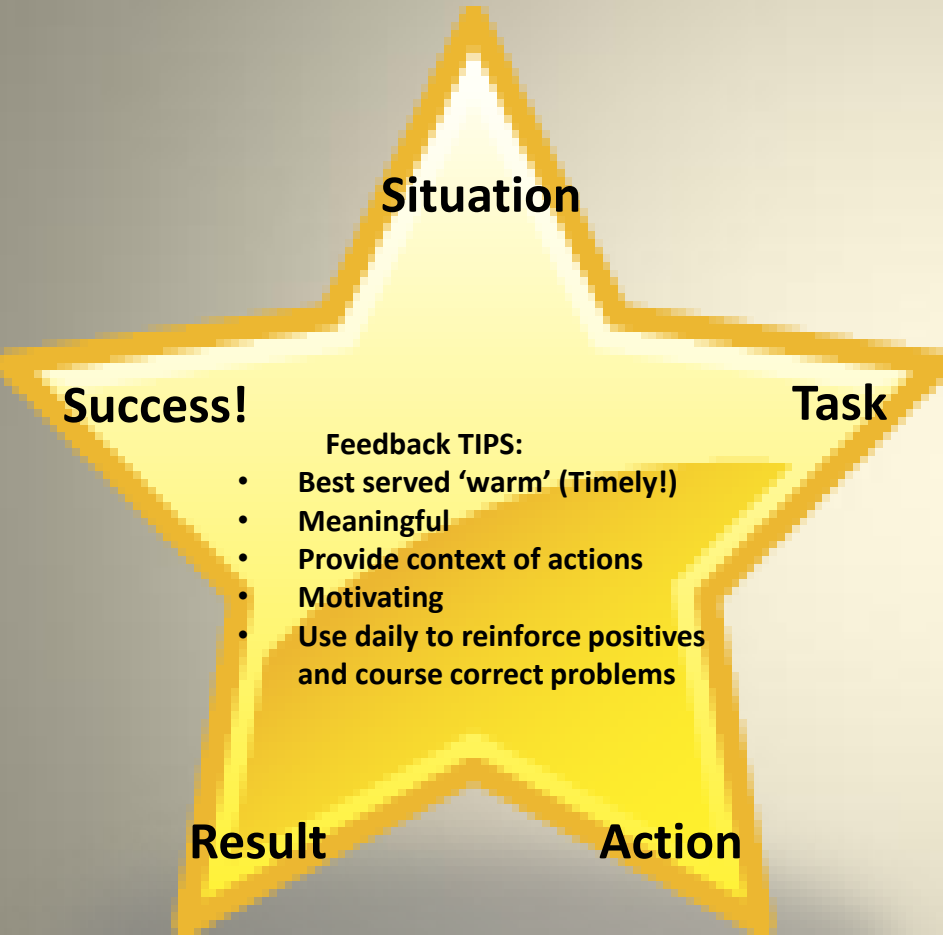
Nuts 'N Bolts

- **Purpose:**
 - Hold a productive and motivating meeting with two-way dialogue and concurrence on next steps.
- **Plan:**
 - Access the 'Notes' feature in Lead@ for documented employee milestones
 - Be familiar with Employee's Self-Evaluation
 - Write a general 'script' of your conversation points and flow and then rehearse.
 - Ensure a quiet, uninterrupted block of time.
 - Sit with your employee at a table or on the same side of your desk.
- **How:**
 - Begin with a welcoming greeting.
 - State the purpose and benefits of holding interim meetings.
 - State your meeting objectives and ask for theirs.
 - Provide an overview of your performance assessment.
 - Conversation Starters:
 - How would you describe the last six months?
 - Any wins? What were you most proud of?
 - What challenges got in the way? How did you handle those?
 - What things might you do differently to ensure a better outcome?
 - If you could improve in any one area what would it be and how can we get you there?
 - What might I do differently to help you excel?
 - What do you consider to be your strongest skills?
 - Are we using them appropriately? What ideas do you have on how we can tap into these talents?

Tips 'N Ideas

- **Tools:**
 - To help facilitate an engaged, two-way dialogue, see the "Comfort Level Queries" (page 10)
 - "Formulating a Conversation Process" (page 11)
 - "Do's and Don'ts", (page 12)
 - "Managing Negative Employee Reactions" (pages 13-16)
 - Use STAR-Talk (pages 8, 9) to make feedback specific, meaningful, motivating and within a recognizable context.
 - Situation (here's what was going on)
 - Task (your directive, goal)
 - Action (what you did)
 - Result (the result of your actions: met, exceeded or fell short of goal)
- **Tips:**
 - Be prepared to fully justify your comments., particularly if different from employees' self-evaluation
 - Make and keep eye contact.
 - Try not to interrupt while your employee is speaking.
 - Practice 'active', focused listening. Be present!
 - Be cognizant of and stay calm in the face of emotionalism.
 - End on an uplifting and encouraging note.

STAR-Talk Process Example to *Reinforce Positive Behavior*



Situation:

Jack, you handled the objections in yesterday's planning meeting very effectively.

Task:

Our goal was to get everyone on board with the new performance management system, in the face of some pretty hefty resistance from folks.

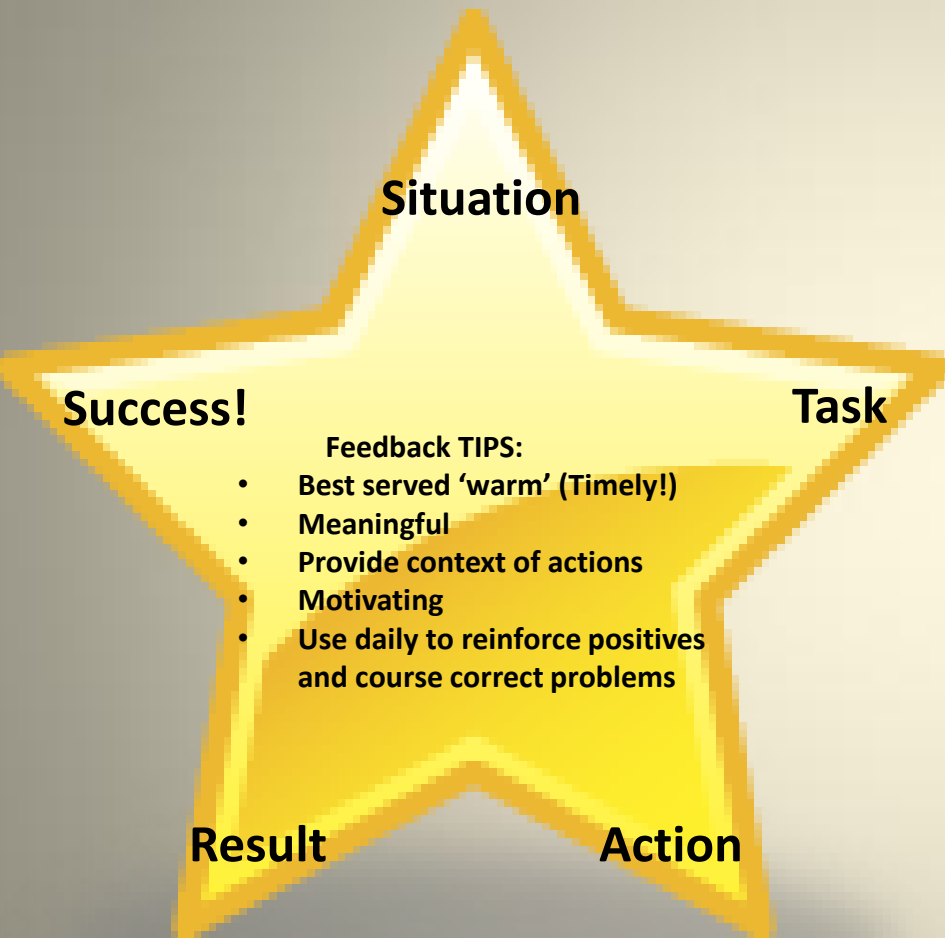
Action:

You obviously did your homework because you diffused with finesse each complaint that came your way. I was especially impressed with your calm demeanor and the way that you described the benefits of the new process to supervisors.

Result:

As a result, I think we have buy-in---and moving forward, most if not all supervisors will support this initiative. Well done, Jack! Your actions clearly spelled success for our team!

STAR-Talk Process Example to *Course Correct Actions*



Situation: Alex, getting ready for the launch of the new Integrated System has been a high priority for the team and for the University.

Task: I had tasked you with the responsibility to get your direct reports up to speed on the new system and to do a 'dry-run' in readiness for the 'live' launch scheduled for next week.

Action: In a casual conversation yesterday with your lead analyst, Joe, I learned that he knew very little about the new process and had not yet been made aware of the 'dry-run'. This leaves very little time---if any---for us to get everyone on board, trained and ready to launch by next week.

Result: As a result of this, we will have to push out the launch to week after next. Everyone involved will have to change their plans and the delay overall will cost us in both time and dollars.

Alex, this is not your usual level of performance. I have always counted on you to make things happen and you have never let the team down before. Can we discuss what contributed to this situation and understand how similar situations can be prevented in the future?

Use “Comfort Level Queries” to Ignite Two-Way Conversation



Nuts ‘N Bolts

Purpose and Outcomes:

- ❑ “Comfort Level Queries” use “on a scale of one to five” questions to elicit employees’ feelings about their knowledge, skills or abilities on certain tasks
- ❑ This is a non-threatening way for employees to admit developmental needs and to engage them in a discussion around how to improve the situation.
- ❑ Helpful in igniting two-way dialogue around sensitive issues
- ❑ Gets employees involved in their own plan for development
- ❑ Increases their buy-in to needed change/improvement

Tips ‘N Ideas

How to Use:

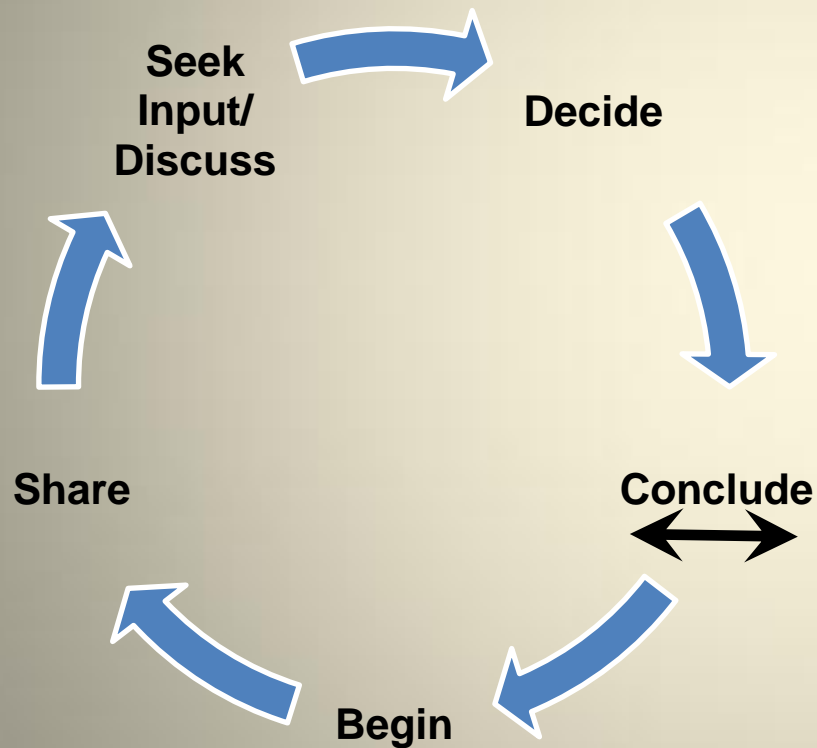
- ❑ Identify areas in which you feel your employee needs to improve
- ❑ Ask, “On a scale of one to five, with five being greatest, how comfortable are you with , i.e., facilitating large meetings?”
- ❑ If they respond with less than a four, ask, “What would it take to get your comfort level to a four or five?”
- ❑ You are hoping for a response that includes development ideas such as training, reading, having a mentor, participating in a special project, practicing with familiar team members, etc.
- ❑ Consider their ideas for incorporation into their development plan.

Formulating a Conversation Process

Another Tool to Facilitate Performance Conversations



Flow of Discussion



Process Example

- Topic: Begin and Share
 - *I want to talk to you about...*
- Observation: Seek Input/Discuss
 - *I noticed...*
- Impact: Discuss and Decide
 - *The impact is...*
- Request or Inquiry: Discuss, Decide and Conclude
 - *I'd like you to... OR*
 - *Why is this happening?*
 - *What can we do?*

Performance Conversation “Do’s and Don’ts”



DO

- ✓ Use the term ‘development areas’ when providing constructive feedback.
- ✓ Be positive and empathetic: “You are professional and diligent with project management. To take it to the next level, would you agree that sharpening your organizational skills would benefit you and the project?”
- ✓ Provide examples: “June, I thought the way you managed this was innovative and professional. I particularly liked the way you....”
- ✓ Be encouraging: “Overall, your analytical skills have improved since our last performance meeting. Let’s talk about some opportunities to develop this skill further.”
- ✓ Focus on behaviors, not personality traits.
- ✓ Solicit questions and comments: Two-way dialogue.
- ✓ End on a positive, call-to-action note and discuss next steps.

Don’t

- ✗ Use the words ‘weaknesses’ and ‘poor performance.’
- ✗ Employ extreme words, such as ‘always’ and ‘never.’
- ✗ Include labels, such as ‘irresponsible,’ ‘careless,’ and ‘awful’.
- ✗ Make value judgments, such as ‘best,’ ‘bad,’ ‘incompetent.’
- ✗ Compare peers: “You are better than John at process management.”
- ✗ Apologize after delivering constructive feedback.
- ✗ Let biases or recent events overshadow an objective performance assessment.



Managing Negative Employee Reactions to Feedback

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The Importance of Understanding and Identifying Employee Reactions

Fear of how an employee will respond is one of the key reasons managers avoid, delay, and often completely abandon performance conversations. Delivering performance feedback elicits a range of different employee responses. Understanding these reactions, especially negative reactions, and ways to handle them helps managers to be more candid and timely in providing valuable feedback.

Common Employee Reactions to Constructive Performance Feedback

Listed below are negative employee responses that often arise during performance review delivery. Managers should be aware of the following reactions and handle them carefully:

- ☞ **Hostility/Resistance/Denial**—Employees attack your credibility and the facts in the review. Employees do not acknowledge the issue, deny that the incidents took place, or downplay the impact of their actions.
- ☞ **Indifference**—Employees react to the feedback in an apathetic manner and do not fully commit to doing things differently.
- ☞ **Lack of Confidence/Self Pity**—Employees are uncertain in their abilities to succeed or are risk-averse.
- ☞ **Responsibility Skirting**—Employees may acknowledge the negative feedback but may play the 'blame game,' indirectly implying that they will not change.
- ☞ **Shock/Anger**—Employees become angry and say things impulsively or react in an emotional way.
(For guidance on managing these employee reactions, refer to the tear-out on the next page.)

Tips to Minimize Negative Reactions

To reduce negative reactions, managers should use precise language with sufficient examples to support the feedback. In addition, managers should actively gauge employee emotions and respond accordingly.

Phrase the Feedback Accurately

- ☞ Ensure that you use simple words and supporting examples to deliver formal and informal feedback. Poorly crafted and delivered messages can trigger feelings of self-doubt, anger, shock, or resistance.

Allow the Employee to Speak Openly and Do Not Interrupt

- ☞ Let your direct report vent his/her feelings about the feedback. Make the employee feel respected by allowing him/her to share his/her true reactions and emotions with you.

Observe Signs of Emotional Reactions

- ☞ Observe the employee's choice of words, tone, and facial expressions to assess the emotions and respond accordingly.

Remain Calm and Composed, and Handle the Situation with Care

- ☞ If the employee acts shocked, aggressive, or defensive, maintain your composure. Be considerate yet firm with the employee, and reiterate your point with substantial examples and next steps.

Managing Negative Employee Reactions to Feedback

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Common Employee Reactions to Constructive Feedback and Appropriate Manager Responses

| Employee Reaction | Sample Employee Statement | Guidelines for Manager Response | Sample Manager Response |
|--|---|--|--|
| Hostility/ Resistance/ Denial | <ul style="list-style-type: none"> “I don’t know what you’re talking about. I provide great customer service!” “I do not accept your feedback regarding my project management skills. The incident you cited did not take place.” | <p>Do:</p> <ul style="list-style-type: none"> ✓ Provide sufficient examples to support your feedback ✓ Gauge the employee’s reasons for resistance ✓ Ask the employee to reflect on the feedback and end the discussion if the employee is being pointlessly resistant ✓ Candidly discuss the consequences if the employee does not address the development area ✓ Refer the employee to the employee assistance program (EAP), if appropriate <p>Don’t:</p> <ul style="list-style-type: none"> ✗ Get aggravated with the employee’s open hostility and resistance to your feedback ✗ Soften your feedback to alleviate the reaction ✗ Attack the employee’s personality based on his/her reaction | <ul style="list-style-type: none"> “Let’s review the examples I gave of areas where I see an opportunity for improvement.” “Let’s give you some time to reflect on the feedback I’ve provided and reconnect tomorrow morning.” “This is an opportunity for you to improve your performance. Disregarding it will continue to impact your performance reviews down the line, as well as the future opportunities available to you here at the organization.” |
| Indifference | <ul style="list-style-type: none"> “Maybe; I’ll see what I can do.” “I can’t make any promises, but I’ll try.” “Sure, whatever you say.” | <p>Do:</p> <ul style="list-style-type: none"> ✓ Ask the employee to reflect on the development areas and confirm whether he/she is able to commit to them ✓ Discuss the consequences of denial if the employee does not commit to improving <p>Don’t:</p> <ul style="list-style-type: none"> ✗ Overlook the employee’s indifference and non-commitment toward the feedback ✗ Lose patience with the employee ✗ Judge the employee for being apathetic | <ul style="list-style-type: none"> “I’d like you to think about what we discussed and whether it’s something you can put the required effort toward developing.” “It’s important to let me know if this isn’t something you can make a full commitment to. If you decide it’s something you can’t do then that’s acceptable, but then we’ll need to talk about the consequences.” |

Sources: Resker, Jamie, “10 Most Common Responses to Performance Feedback and How to Respond to Them,” *Northeast Human Resources Association* (Date Unknown).
 Bacal, Robert, “Dealing with Angry Employees,” *Work911/Bacal & Associates*, <http://work911.com/articles/angrye.htm> (Date Unknown).
 Khanna-Salehi, Swan, “Tackling Troubling Employee Behavior,” *The Department of Human Resources & The Office of General Council* (Date Unknown).

Managing Negative Employee Reactions to Feedback

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▶ Common Employee Reactions to Constructive Feedback and Appropriate Manager Responses (Continued)

| Employee Reaction | Sample Employee Statement | Guidelines for Manager Response | Sample Manager Response |
|---|---|---|---|
| <p style="text-align: center;">Lack of Confidence/ Self-Pity</p> | <ul style="list-style-type: none"> ▪ “I don’t know where to start from.” ▪ “I knew this would happen; I can never do anything correctly.” | <p>Do:</p> <ul style="list-style-type: none"> ✓ Give the employee time alone to regain composure, if necessary ✓ Highlight that this is an opportunity to improve ✓ Assure the employee that improvement is possible with effort—use past examples of his/her successful development ✓ Reassure him/her that you will offer support ✓ Provide examples of small steps the employee can take toward improvement ✓ Refer the employee to the employee assistance program (EAP), if appropriate <p>Don’t:</p> <ul style="list-style-type: none"> ✗ Focus on the employee’s past inability to achieve outcomes ✗ Moderate your feedback to alleviate the reaction ✗ Reflect the employee’s negative attitude | <ul style="list-style-type: none"> ▪ “Now that we have identified this area for development, it is an opportunity for you to improve your performance. I firmly believe you are capable of achieving this goal. I’ve seen you achieve similar development goals in the past, for example...” ▪ “You will have support from me as you work on this. For example...” ▪ “Let’s talk about what you can do to improve in this area.” |
| <p style="text-align: center;">Responsibility Skirting</p> | <ul style="list-style-type: none"> ▪ “It’s not my fault...” ▪ “I’m sorry, but when people ask such basic questions it is very annoying.” | <p>Do:</p> <ul style="list-style-type: none"> ✓ Listen to the employee’s reasons and situation ✓ Restate the examples ✓ Clarify that the employee will need to meet expectations and improve the development areas despite his/her reasons <p>Don’t:</p> <ul style="list-style-type: none"> ✗ Agree with the employee when he/she blames other people ✗ Change your perspective based on the reasons or excuses if they are not valid | <ul style="list-style-type: none"> ▪ “I know this might be difficult for you to focus on, but the fact remains that I need you to work productively with your peers.” ▪ “I know there have been a lot of changes recently, but I still need you to support the change and increase sales in your new territory.” |

Sources: Resker, Jamie, “10 Most Common Responses to Performance Feedback and How to Respond to Them,” *Northeast Human Resources Association* (Date Unknown).
 Bacal, Robert, “Dealing with Angry Employees,” *Work911/Bacal & Associates*, <http://work911.com/articles/angrye.htm> (Date Unknown).
 Khanna-Salehi, Swan, “Tackling Troubling Employee Behavior,” *The Department of Human Resources & The Office of General Council* (Date Unknown).

Managing Negative Employee Reactions to Feedback

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Common Employee Reactions to Constructive Feedback and Appropriate Manager Responses (Continued)

| Employee Reaction | Sample Employee Statement | Guidelines for Manager Response | Sample Manager Response |
|-------------------|--|---|---|
| Shock/Anger | <ul style="list-style-type: none"> “This is not fair! I always knew you didn’t like me, but this is unreasonable.” “I’ve been working so hard to meet all of my project deadlines, and this is what I get to hear?” “I was expecting a promotion and I think I deserve it.” | <p>Do:</p> <ul style="list-style-type: none"> ✓ Acknowledge the fact that the employee is not satisfied with the feedback ✓ Prod the employee for opinion and comments ✓ Restate examples, explain your perspective ✓ Refer the employee to the employee assistance program (EAP), if appropriate <p>Don’t:</p> <ul style="list-style-type: none"> ✗ Attack the employee’s personality based on his/her reaction ✗ Become defensive ✗ Moderate your feedback to alleviate the reaction | <ul style="list-style-type: none"> “I can see that you are upset with these results. I would like to hear your opinion.” “If I understand correctly, you are angry because you feel that I have not given you enough challenging assignments, and that I don’t have any confidence in your abilities. Is that correct?” “Let me explain what I think happened so you can understand my opinion. Then we can work this out together.” |

How to Construct and Achieve SMART Goals



Nuts 'N Bolts

Specific: What *specifically* do I want to achieve?

Measurable: What evidence will show that this goal was accomplished?

Achievable: Is this goal realistic for me to achieve? Is it doable given my skills and time availability?

Results-focused: Why is this important to achieve? What benefits/outcome will result and how will that help my team?

Time-bound: When can I realistically expect to complete it?

Tips 'N Ideas

- Begin with some up-front planning
- Think about what's not working well and what improvement would look like.
- Tie your goals to the larger goals of your unit, department, school, University
- Be specific---a general goal is merely a 'wish'
- Write it down---and then test it:
 - Is it specific?
 - Can it be measured and how?
 - Is it a priority with clear benefits?
 - Is it clearly stated and uses action verbs?
- Own it and believe in its importance
- Post it someplace where you can see it every day
- Do something every day to move it forward
- Obstacles? Adjust, adapt and keep going!

The “Stay” Interview



Nuts ‘N Bolts

- *When you travel to work each day, what things do you look forward to?*
- *What parts of your job are the most enjoyable...or even the most fun?*
- *What parts are most challenging?*
- *What are you learning here? What do you want to learn?*
- *How do you like working with other members of our team?*
- *And what about me? What can I do to help you stay longer?*
- *Are there specific reasons you can think of that could cause you to leave us?*

Tips ‘N Ideas

- **When to Use:**
 - Retreat planning
 - Interim or Annual Evaluation time
 - Once or semi-annually to take ‘pulse’
- **What:**
 - So called to differentiate from an “Exit” interview done at an employee’s point of departure
 - The “Stay” Interview elicits from individuals their key satisfaction ‘buttons’
- **Purpose:**
 - Understand employee motivational and engagement needs
 - Understand what’s working and what is not while there’s still time to impact employees’ level of work satisfaction and engagement.
 - Improve retention of top performers and better engage ‘borderline’ employees
- **Action:**
 - Carefully assess responses
 - Make appropriate changes
 - Implement new initiatives to meet needs

Manager Self-Assessment



Nuts 'N Bolts

- *My subordinates know clearly what their jobs require them to do.*
- *I frequently express appreciation and praise to people on my team.*
- *I try to deal in goals and results rather than in orders and instructions.*
- *I intervene quickly when someone needs corrective feedback.*
- *I am comfortable talking about unacceptable performance.*
- *I find time every day to offer coaching to my staff*
- *I try to manage so that my employees experience increasing responsibility and growth.*
- *I am in frequent contact with my subordinates. They find me very approachable concerning any concerns, needs, problems, etc. they may have.*
- *I set high standards because they encourage people to do their best.*
- *I give new employees the attention they need until they feel comfortable with their work, their colleagues, and me.*
- *I tend to ask questions rather than give answers.*
- *I inform people of their accomplishments and successes as opposed to repeated reminders of their mistakes.*
- *All of my employees have a development plan, either job-related, career-oriented or both, which was worked up on a mutual basis.*
- *Overall, my managing skills are excellent.*

Tips 'N Ideas

- **Purpose:**
 - Reflect on how we manage and communicate with team members
 - Use as a check any time but particularly as part of performance conversation planning
- **How:**
 - Objectively consider how you do what you do on a daily basis
 - Consider the questions carefully and rate yourself on a scale of 1 to 10, with 1 being “Strongly Agree” and 10 being “Strongly Agree”
- **Other:**
 - Consider having a trusted colleague complete this form *about you*
 - Use the responses to polish your skills in appropriate areas
 - Remember that Employee Development provides many opportunities for manager development

Adapted from Julius Eittington's *The Winning Manager*

Preparing Employees for the Interim Performance Conversation

Suggested Email Announcement

Nuts 'N Bolts



Tips 'N Ideas

Subject: Interim Performance 1:1 Meeting

We're close to the halfway mark in our Performance Evaluation cycle. As such, while it's not a requirement of the University, interim performance conversations represent a terrific opportunity for us to check-in on where things stand relative to our goals and development plans. The good news, too, is that there's still plenty of time left in the cycle to make course corrections and still reach performance targets.

Specifically, during an upcoming 1:1 meeting, we can:

- Check-in on existing goals and plans and test them for continued relevance and achievability
- Clarify any questions or concerns
- Discuss any changes or challenges
- Assess if performance/time-table are on track
- Any other topics that you'd like to discuss

While you will complete a Self-Evaluation as part of this process, and I one for you as well, there are no performance ratings, pay rate changes nor calibration processes associated with this interim check-in.

To help you plan for our meeting, please take a few moments to review and reflect on the attached tool. It is designed to help you think through some points relative to completing your self-evaluation and to help you formulate thoughts for our 1:1.

Please look for an Outlook invitation soon and will target a date about three weeks from today. Part of my goal in writing to you now is to give you adequate to prepare for the meeting so that your needs are also met.

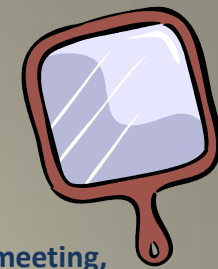
I look forward to meeting with you, and please don't hesitate to reach out to me with questions in the meantime.

- **Purpose:**

- Prepare employees for their part in the performance conversation
- Treat as 'partner' in the process to improve/sustain performance
- Help ensure a robust two-way dialogue
- Provide them with adequate notice to the meeting---no surprises/reduce anxiety
- Provide them with a planning tool (page 21)
- Encourage their buy-in to the process
- Ensure they understand the benefits of holding interim conversations
- Help continue relationship-building with your employees

Preparing for the Interim 1:1 Performance Conversation

A Planning Tool for Employees



Use these questions to reflect on progress made to date and progress still to be made. Use your responses to complete a well thought-out Self-Evaluation in Lead@ by the date that it's due.

Even though your supervisor calls the performance meeting, you have a considerable role to play in ensuring the dialogue is both two-way and fruitful

Reflective questions for completing Self-Evaluation:

- How is my performance contributing to my department's goals?
- Can I connect my contributions to organizational success ?
- What specific progress have I made toward accomplishing my goals?
- What have I done to further my targeted competencies?
- Progress made on my development plan? Specific Knowledge, Skills, Abilities (KSA) that were acquired?
- To what activities/projects will apply my KSA's?
- Did anything get in the way of my success in certain areas? How did I deal with the challenges?
- What were some significant accomplishments or 'wins' that I had?
- What specific plans do I have to improve my performance during the next six months?

Questions to trigger thoughts for 1:1 meeting:

- What are your objectives for the 1:1 meeting?
- How can your supervisor help you improve and in what areas?
- Consider your wins and challenges.
- Even if outcomes were not as planned, can you identify some benefits?
- What would you do differently to ensure better outcomes?
- What are your strongest talents and skills. How can your supervisor help you put them to better use?
- Consider feedback to give to your supervisor. Something like: "It's important for me to hear from you periodically so that I know if I'm on track or otherwise." Or, "It would be helpful if you could give me a sense of the priorities of my projects."
- Take notes so that you can refer back to key points discussed/agreed-upon.