



Performance **Management** & **Measurement**

June 2016

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Miscommunication

Watch video of misaligned perceptions of a performance review

Performance Reviewer and Employee



AGENDA

1. Welcome
2. Reflections -
relevant, personal
cases
3. Context & Myths
4. Check the O.D.D.S.
5. WHY? - The
ecosystem
6. WHEN?
7. HOW?
 - a. Roles
 - b. Communication
 - c. Techniques
8. Performance
Coaching
9. Action Planning >>>
10. Recap, end...



RULES OF ENGAGEMENT

- One Mic – one person “on stage” at a time
- Be present – fully present and without distractions
- Be open – safe space for **honest** interaction
- Share your lessons; share in others’ lessons
- The POWER of Journaling/Reflections***
- Let go, and enjoy the workshop 😊
- ~~Cell phones~~ and ~~laptops~~

REFLECTIONS...

Think through your personal experience in giving feedback, and ...

- Write down an example - a time when you gave performance feedback and it went well - it was effective, and how it yielded positive results. What was the critical success factor?
- Write down an example - a time when you gave performance feedback and it didn't go well, and didn't yield positive results. What was the critical failure factor? If you could relive it, how you would change your strategy?
- Write down A CURRENT CHALLENGE you have in assessing performance and/or giving feedback. What is the outcome you would most desire for this challenge? What will success look like?



EXPECTATIONS

1.

2.

3.

4.

5.

6.

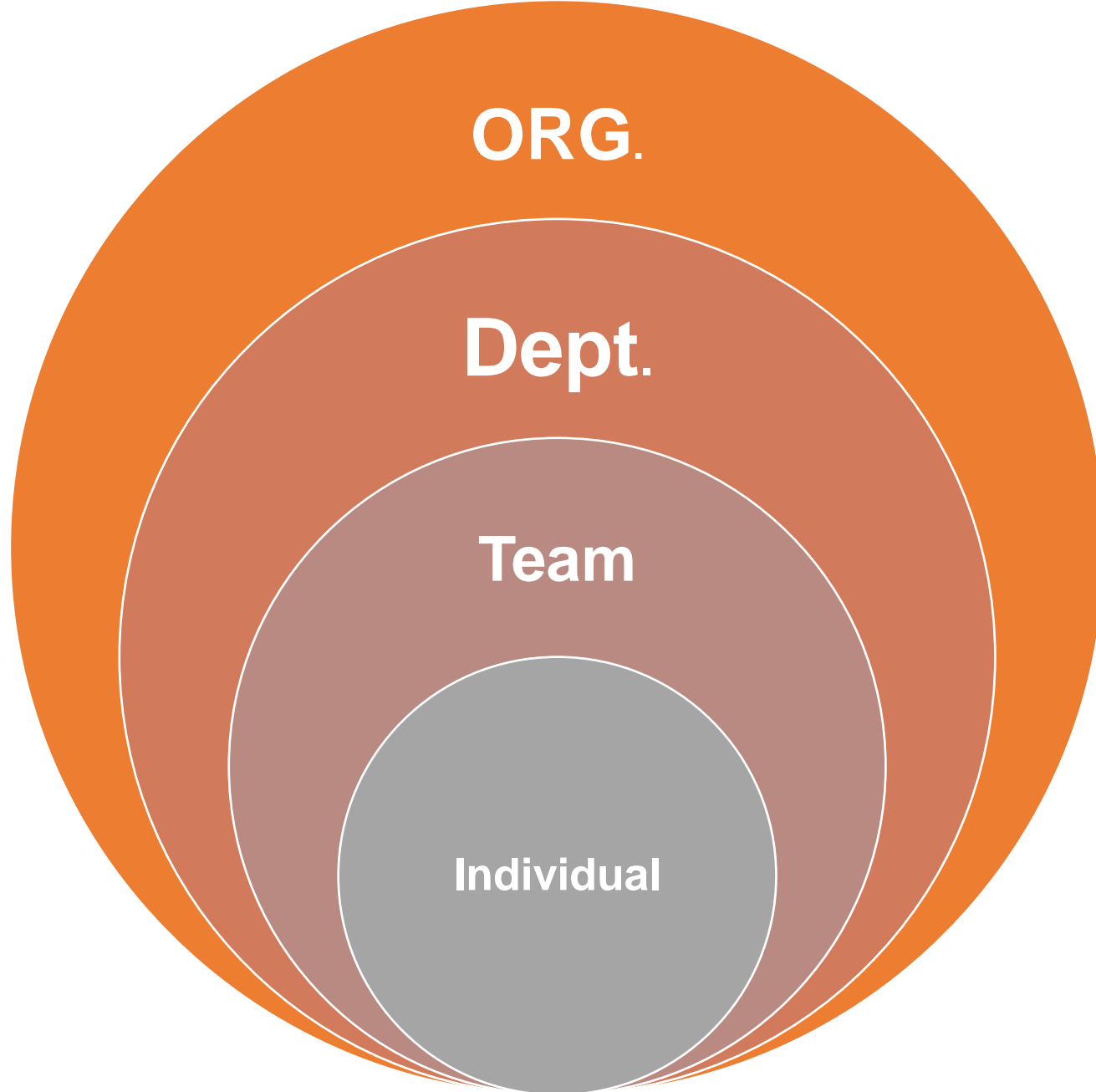
7.

8.

9.

10.





Performance of ...?

CONTEXT

WHAT ARE SOME OF the common beliefs/
myths/ misconceptions about performance
appraisals?

What are some of the **peculiarities** in our
context?



CONTEXT

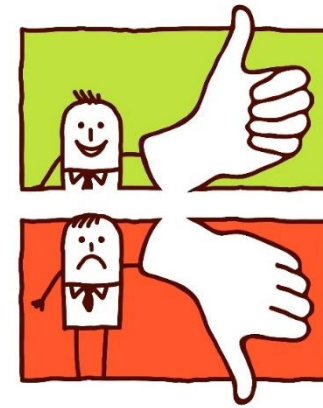
1. Purpose - role mobility (promotions/demotions) vs. growth & development.
2. Individual employee vs. family involvement
3. Age/seniority - firmness vs. disrespect
4. Friendly, familial environment vs. formal, businesslike environment (**documentation*)
5. Honest, open, transparent conversations vs. African euphemisms and 'politeness'
6. Tool for blind spots, victimization vs. recognition, positive feedback etc.



ACTIVITY: Map out your Performance Measurement Process

1. How do you go about PM in your company? ... think of your most consistent process...
2. On a plain sheet of paper, map out the key steps in your own process in one ink color.
3. With a different ink color, indicate the additional steps you need to take or cross out*

The Daily Grind



Frequent
Performance
Management,
Feedback



Interventions
Training (L&D)



Milestone
Performance
Measurement
& Feedback

Compensation,
Rewards,
Sanctions



Job Analysis,
Revisions



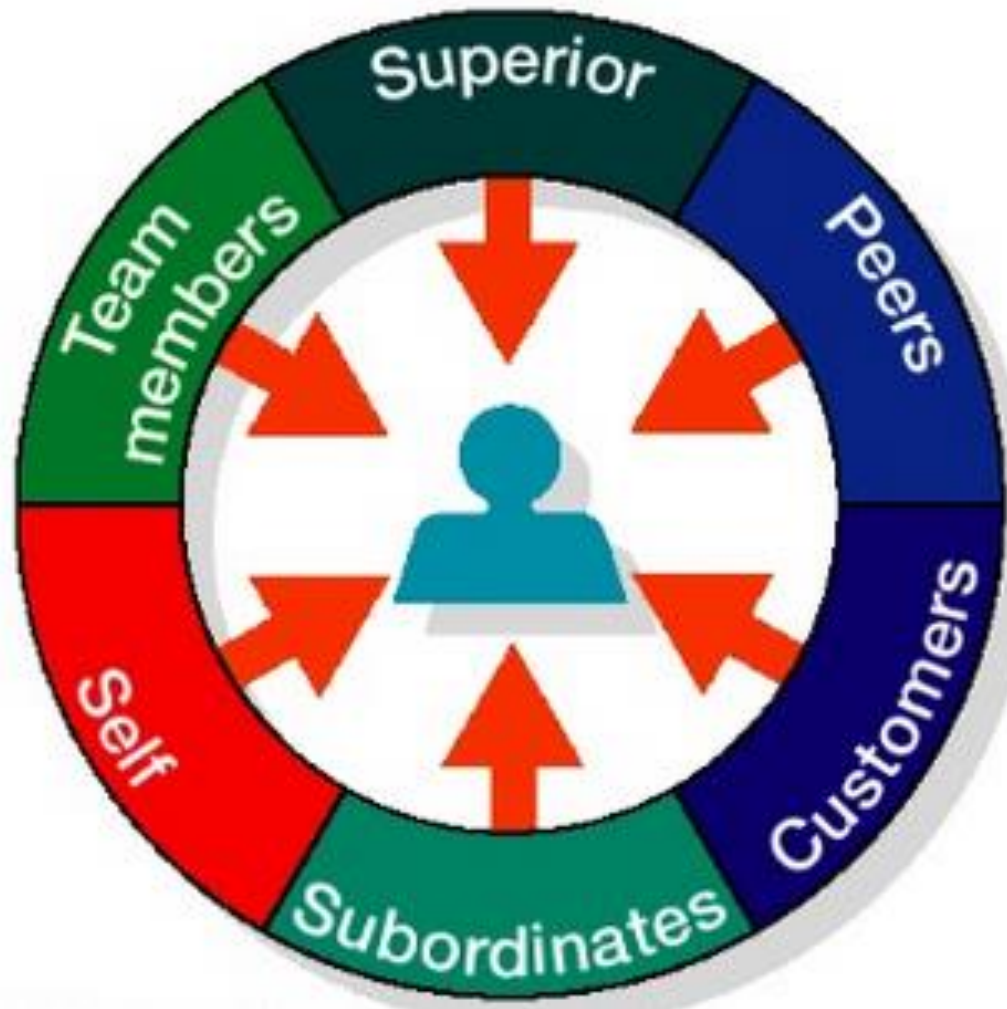
Onboarding,
Alignment,
Performance
Communication



Recruitment

THE HUMAN CAPITAL VALUE CHAIN

WHO & WHOM To Measure



WHAT To Measure I

- **Core Values *****
- **Personal competencies (WHO)** - trait-based criteria - personal characteristics such as loyalty, dependability, leadership etc...
- **Behaviour-based (HOW)** criteria - how work is actually performed - punctuality, accuracy etc...
- **Results-based (WHAT)** criteria - actual achievements - what was accomplished or produced



WHAT To Measure II



- **HEAD: Technical Competence**, knowledge of job function, policies, systems, industry, sector etc...



- **HEART: Alignment** with organization, core values, commitment, loyalty, integrity, etc...



- **HANDS: Skills, tangible results** - tools of trade, tangible performance, accuracy, objectiveness, etc.



- **FEET: Attitudes** - team spirit, leadership capacity, proactiveness etc...



WHEN to Measure

- **Focal-point** approach - most, or all of employees' performance is measured at the same time
 - Standardization is easy
 - Heavy workload - can be burdensome
 - May result in artificial performance cycles
- **Anniversary** approach - tied to when the specific individual joined the organization
 - Difficult to coordinate, and may not be easy for strategic alignment purposes
- **Natural time span** of job - useful for project-based work
 - Practical for project-based work, some industries etc...



1st Things 1st: The O.D.D.S.

Observe: do NOT use hearsay/grapevine

Document: keep a performance log/email trail (specifics matter)

Discuss: discuss 1st with the person concerned. Review past, focus on FUTURE

Support: enable performance improvement



HOW To Measure I (CUSTOMIZE!)

Relative standards			
Absolute standards	GRS	BARS	BOS
Results-based formats	DIA	MBO	



HOW To Measure I (CUSTOMIZE!)

Relative standards - outright
comparison between people



HOW To Measure I (CUSTOMIZE!)

Absolute standards formats -
performance is assessed using
fixed/pre-determined criteria.

Two types - GRS and BARS



HOW To Measure I (CUSTOMIZE!)

Absolute standards formats - performance is assessed using fixed/pre-determined criteria. Two types - GRS and BARS

Graphic Rating Scales (+s and -s)

Simple, graphic/visual tool that uses Likert-style ratings for employees

Points may be totalled for overall performance score



Graphic Rating Scales

Employee Name

Department

Job Title

Performance Level Work Dimension	Poor	Fairly Poor	Fairly Good	Good	Excellent
Attendance			✓		
Behavior towards Subordinates			✓		
Sincerity				✓	
Dependability					✓

XYC Company Ltd. Performance Feedback Form		For each statement choose the alternative that best describes the level of performance on a scale of "1" to "5".					
Date:	<p>The descriptions are provided below.</p> <p>Please give the rating to your response (Please tick against your response)</p>						
Employee's Name:							
Employee's Job Title/Position							
Branch							
Supervisor's Name:	Unacceptable	Below Average	Fair/ Neutral	Very Good	Excellent	Not Applicable	
	1	2	3	4	5	NA	
Client Relations							
<i>Ability to provide appropriate support to clients</i>							
<i>Responsiveness to Clients' Needs</i>							
<i>Technical competence needed to support clients</i>							
<i>Etc.</i>							
<i>Etc.</i>							
Sales							
<i>Ability to meet targets in given period</i>							
<i>Ability to seek and secure new clients</i>							
<i>Ability to cross-sell multiple products</i>							
<i>Ability to ...</i>							
<i>Etc.</i>							
Core Values							
<i>Excellence</i>							
<i>Speed and Accuracy</i>							
<i>Friendliness</i>							
<i>Reliability</i>							
General Comments							
<i>Areas of improvement</i>							

Graphic Rating Scales

HOW To Measure I (CUSTOMIZE!)

Absolute standards formats - performance is assessed using fixed/pre-determined criteria. Two types - GRS and BARS

Behaviourally Anchored Rating Scales (BARS) (+s and -s)

Specific examples of behaviour are provided
and weighted

Unable to measure on-behavioural
performance



Behaviorally-Anchored Rating Scale (BARS)

Performance Criterion #2: Respect for others		
Description: Shows consideration and courtesy to the ideas, opinions and values of other team members to promote harmony within the team		
RATINGS		
Exceeds Expectations	Meets Expectations	Below Expectations
<ul style="list-style-type: none">➤ Offers encouragement to other team members and wants to hear their ideas➤ Helps to moderate conflicts within the group	<ul style="list-style-type: none">➤ Listens to and is respectful of other team members➤ even if they do not agree, are willing to come to a consensus on group decisions	<ul style="list-style-type: none">➤ Does not or will not listen to other team members➤ Often interrupts➤ Makes crude or inappropriate comments

Performance Evaluation Rubric

This section provides both the evaluator and evaluatee with the meaning of the core values, workplace behaviours, KPIs and competencies from Axis' point of view. This system specifically describes an employee who perfectly embodies all of the Axis values and one who does not. Values range from one (1) (an employee who does not embody Axis's core values) to six (6) (i.e., an employee who embodies all of Axis's core values). The evaluator will have to use his/her discretion when evaluating an employee who falls between 1 and 6. They can award 2, 3, 4 or 5 depending on how well that value has been embodied by the employee.

	Below Expectations		Meets Expectations		Exceeds Expectations	
Core Values/ Work Place Behaviors	1	2	3	4	5	6
Core Values						
Integrity	Not truthful in his/her dealings. Will cover up mistakes he/she has made as well as mistakes of other colleagues.		Truthful and transparent in most situations, whether they are directly or indirectly responsible. Might fail to reveal the nature of the entire situation.		Is truthful and transparent in every situation through his/her words, attitudes and actions. Is always prepared to admit his/her mistakes and work towards finding solutions to them.	
Consistency	Is barely consistent in the quality of work that he/she produces.		Can be expected to produce good quality work some of the time.		Can be relied upon to produce work that meets standards, time and time again for both internal or external clients	

Workplace Behaviors			
Passion/ Positive Attitude Towards Work	Does not put much effort in duties assigned to him/her whether as part of his/her job description or otherwise.	Performs duties within his/her job description with some enthusiasm. May not put much effort in other tasks outside his/her official duties however.	Enthusiastic about his/her role and every task assigned to him/her. Always goes the extra mile to produce the best work possible. Has put measures in place to sharpen his/her skills so as to perform better.
Proactive	Never puts in place measures to take care of unexpected occurrences. Always reacts to situations instead of initiating change.	Prepares beforehand for some unexpected situations. Is able to react to situations and solve issues that had not been planned for/anticipated.	Always ahead of every situation. Works with a can-do attitude and takes the initiative to create solutions and as such he/she is not caught unawares by any new developments.
Good Communication	Is unresponsive to both external and internal clients. Does not appreciate giving or receiving feedback	Is fairly responsive to both external and internal clients. Communicates in a way that is understood by most people. May or may not readily give or receive and use feedback.	Is very responsive to both internal and external clients. Makes sure that he/she is clearly understood in every situation and is prepared to receive or give feedback in the most appropriate and respectful manner.
Team Work	Always works alone on tasks regardless of whether the task requires the input of others or not. Does not give suggestions or criticisms during team exercises.	Usually cooperates with teammates and colleagues while working on tasks that require collaboration. He/she however hardly involves other teammates in tasks that he/she believes can be done by	Always cooperates with colleagues and teammates in every way so as to achieve the best results. Always offers positive contribution and criticisms that produce great work. He/she is also careful to listen to the opinions of



AXIS PERFORMANCE MANAGEMENT TOOL

[Visit Axis Main Site](#)
[Home](#)
[Help?](#)

Please fill the form bellow.

* Fields are required

Details of Staff Member Being Evaluated				Ratings Percentage (%) Points
Name:*	<input type="text"/>			Outstanding Performance: 85-100 points
Department:*	Accounting & Finance <input type="text"/>			Very Good Performance: 70-84 points
Job Title: *	<input type="text"/>			Average Performance: 60-69 points
Supervisor/Manager:*	<input type="text"/>			Sub-Par Performance: 50-59 points
Year & Quarter*	Year	2014 <input type="text"/>	Qtr: Q1 <input type="text"/>	Unacceptable Performance: < 50 points

Evaluation Form		
Item	Rating (1-6)	Specific Examples ...
Section I: Core Values		

Evaluation Form

Item	Rating (1-6)	Specific Examples ...
Section I: Core Values		
Integrity*	1 ▾	
Consistency *	1 ▾	
Excellence *	1 ▾	
Sub Total Score (18):	0	% Equivalent: 0.0

Section II: Workplace Competencies (Behaviors)

Communication*	1 ▾	
Teamwork*	1 ▾	
Passion*	1 ▾	
Proactive*	1 ▾	

Section IV: Role-specific Technical Know How

Knowledge of Job Requirements	1 ▾	
Tangible skills necessary to execute job requirements	1 ▾	
Proficiency in relevant software / equipment	1 ▾	
Sub Total Score (18):	0	% Equivalent: 0.0

General S.W.O.T. Analysis

STRENGTHS		WEAKNESSES	
1		1	
2		2	
3		3	
4		4	
5		5	
OPPORTUNITIES		THREATS	
1		1	
2		2	
3		3	
4		4	

Top Three (3) Areas that Require Growth and Improvement

1.	
2.	
3.	

Next Steps in Career Advancement

Action Items

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Additional Comments by Employee

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Submit

HOW To Measure I (CUSTOMIZE!)

Behavioural Observation Scale (BOS) (+s and -s)

Focuses on frequency of specific,
observed behaviour



Behavior Observation Scales (BOS)

Sample Items From Behavior Observation Scales

5 represents <i>almost always</i>	95–100% of the time
4 represents <i>frequently</i>	85–94% of the time
3 represents <i>sometimes</i>	75–84% of the time
2 represents <i>seldom</i>	65–74% of the time
1 represents <i>almost never</i>	0–64% of the time

SALES PRODUCTIVITY	ALMOST NEVER			ALMOST ALWAYS	
1. Reviews individual productivity results with manager	1	2	3	4	5
2. Suggests to peers ways of building sales	1	2	3	4	5
3. Formulates specific objectives for each contact	1	2	3	4	5
4. Focuses on product rather than customer problem	1	2	3	4	5
5. Keeps account plans updated	1	2	3	4	5
6. Keeps customer waiting for service	1	2	3	4	5
7. Anticipates and prepares for customer concerns	1	2	3	4	5
8. Follows up on customer leads	1	2	3	4	5

Source: Managing Human Resources (Bohlander & Snell, 2004)

HOW To Measure II

- **Results based formats** - performance assessments focus on the results achieved - the “end” rather than the “means”. Examples: DIA and MBO
- **Direct Index Approach (DIA)** - measures performance using impersonal/ depersonalized criteria - absenteeism, productivity, sales volume etc...
- **Management-By-Objectives (MBO)** - objectives are set by both the manager and the employee



HOW To Measure II

Results based formats - performance assessments focus on the results achieved - the “end” rather than the “means”. Examples: DIA and MBO

Direct Index Approach (DIA) - measures performance using impersonal/ depersonalized criteria - absenteeism, productivity, sales volume etc...



HOW To Measure II

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Caution!



- Primacy effect
- Recency effect
- Observer/rater biases
- Halo/horn bias
- Deficiency (missing items)
- Contamination (Irrelevance)

GOOD/BEST PRACTICES

- ✓ Strategically Aligned
- ✓ Specific - evidential
- ✓ Valid - accurate capture
- ✓ Reliable - rater consistency
- ✓ Fair - procedural & informational justice
- ✓ Proper training for evaluator (*mindset*)
- ✓ Due diligence - follow procedure
- ✓ Insist on evidential information
- ✓ Focus on future, not past - developmental purpose

ACTIVITY: PM Design

1. Think of your own company...
2. List the top 3 outcomes that will justify your existence as a company.
3. Conduct a SWOT Analysis of your current PM system

S.W.O.T. Analysis



STRENGTHS

What are you very good at doing (your own assessment and what others have also told you)? It's good to leverage your strengths

- Internal and has to do with YOU
- Within your control
- Current reality/status quo

WEAKNESSES

What don't you do well in? This is an area where you get negative feedback on – from your own assessment as well as others'. You want to improve in this area ...

***Internal and has to do with
YOU***

***Within your control
Current reality, status quo***

*****FIRST, set a *goal* for yourself, where managing performance evaluations and giving feedback are concerned**

OPPORTUNITIES

What are the opportunities around you that you can take advantage of, to help you achieve your goals?

***External and has to do with
OTHER factors outside of
yourself***

***Outside of your control
Current, anticipated/future***

THREATS

What are the difficulties or obstacles in your way, which you must overcome to achieve your goals?

***External and has to do with
OTHER factors outside of
yourself***

***Outside of your control
Current, anticipated/future***

BREAKOUT ACTIVITY: PM Design

1. WHAT do you want to measure?
2. WHEN will you measure?
3. WHO will measure?
4. HOW will you measure?
5. Select a METHOD
6. JUSTIFY your selection
7. CONNECT your PM system to the HC Value Chain

BREAKOUT ACTIVITY: PM Design

1. For this session, we will split up into 8 groups of 5, or 7 groups of 5... this depends on how many people we have.
2. People from the same company should be in the same cluster.
3. Competitors should not be in the same cluster
4. In the session, they will do a little planning (think through the PM design process) in their companies.
5. They will then take turns to share their designs with the others in the group and get feedback.
 1. In essence, they will take each question share their decision and justify their decisions as they go along to the rest of the group.
6. We will need coaches to sit in and probe, poke and prod them to be thorough in their design etc...

“I am able to control only that which I am aware of. That which I am unaware of controls me.

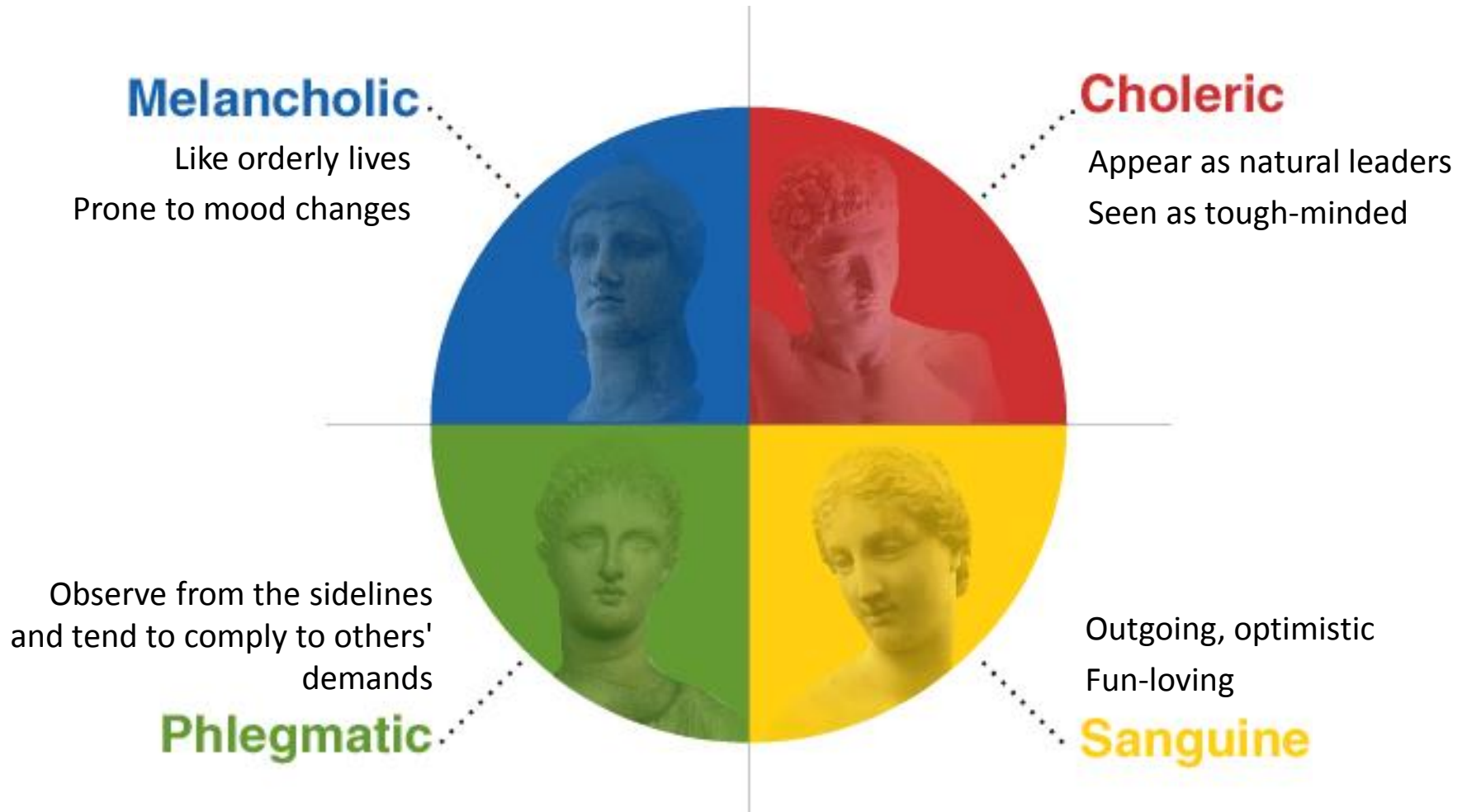
AWARENESS empowers me.”

– John Whitmore, Coaching for Performance

Insights...

THE FOUR HUMOURS

- Hippocrates – ancient Greece – 500 BC



**Cool Blue Energy in
Leadership on a 'Good Day'**

**Diligent
Consistent
Thoughtful
Principled
Objective**

**Fiery Red Energy in
Leadership on a 'Good Day'**

**Determined
Focused
Proactive
Courageous
Purposeful**



**Earth Green Energy in
Leadership on a 'Good Day'**

**Appreciative
Respectful
Valuing
Service-oriented
Accommodating**

**Sunshine Yellow Energy in
Leadership on a 'Good Day'**

**Empowering
Engaging
Encouraging
Adaptable
Dynamic**

WHY IS THIS IMPORTANT?

1. **KNOW** yourself

- SWOT Analysis
- Personality Assessments
- ***Think about your current goals and ultimate legacy

2. **MANAGE** yourself

- **Emotional Intelligence**
- **Kaizen** – each day should produce better version of yourself



3. **LEAD** yourself

- Set the example for others to follow, lead effectively and make an impact

LEADING THROUGH COACHING

MENTORING

- Mentor/teacher-driven
 - Share experiences, provide guidance
 - New [external] learning
- Relationship-oriented
- Development-oriented
- Long-term/open-ended

COACHING

- Coachee/learner-driven
 - Elicit & inspire thinking, assessment, solutions
 - Lead towards self-awareness
- Task-oriented
- Performance-oriented
- Fixed/short-term

CLARITY of PURPOSE in Performance Coaching



THE G.R.O.W. MODEL FOR PERFORMANCE COACHING



G

What is your **GOAL**? What does success look like?

R

What is your current (cold, brutal facts) **REALITY**?
What steps have you taken so far?

O

What are the **OPTIONS** (alternatives, resources) available to you? What could you do?

W

What's the **WAY** forward? What **WILL** you do, to get started? What your first, next step? When?

LEADING THROUGH COACHING

- Pair up for coaching in turns
- Find out one **goal** the person has; one thing they want to do as a follow up to the training so far.
- Use the **G.R.O.W.** model to coach them through it
- Replay - find out one **problem/challenge** the person needs to tackle, and coach them through it



THE ART & SCIENCE OF GIVING FEEDBACK

FEEDBACK SANDWICH

- **PRAISE**
 - What value do they add to the team? Think only of the **positive**. Be as **specific** as possible, and **highlight** the little-but-significant things you've observed...
- **LISTEN & LEAD WITH CONSTRUCTIVE QUESTIONS**
 - How else can you ...
 - Next time, what do you think you can do differently? ...
- **CRITIQUE/SUGGEST** (use specific examples/evidence)
 - How do they set themselves/the TEAM back?
- **PRAISE**
 - Overall..... and say "thank you"



THE ART & SCIENCE OF GIVING FEEDBACK

FEEDBACK SANDWICH



Praise, compliment

Lead with Questions

Critique, suggest

Overall, compliment

THOUGHTFUL QUESTIONING & ACTIVE LISTENING

1. Pay Attention
2. Show That You're Listening (body language)
3. Probe with thoughtful questions
4. Provide Honest Feedback
5. Defer Judgment
6. Respond Appropriately



ACTION PLANNING

