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Supervisor Toolkit

Performance Management

March 2016



HR @ Colby



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PERFORMANCE REVIEWS SUPERVISOR GUIDE

Checklist for an Effective Review Discussion

- Schedule sufficient time for the meeting and schedule a quiet room
- Rehearse the conversation beforehand
- Discuss any obstacles and roadblocks
- Maintain eye contact and a positive attitude
- Begin with strengths and then discuss development areas
- Avoid judgmental comments and personal remarks
- Use clear and simple words; avoid using jargon or vague language
- Provide examples to support feedback and highlight suggestions for improvement
- Discuss any obstacles and roadblocks
- Listen to the employee's comments and reactions
- Invite solution or good suggestions
- End on a positive note; summarize the feedback and highlight next steps regarding goal-setting and individual development planning

Use GUIDE to Deliver Feedback	
G	Gather verifiable performance examples
U	Understand results/goals and actions to achieve the results
I	Identify strengths and opportunities to discuss
D	Develop suggestions to improve performance
E	Expect negative reactions and clarifications/questions

Performance Feedback Language — Do and Don't

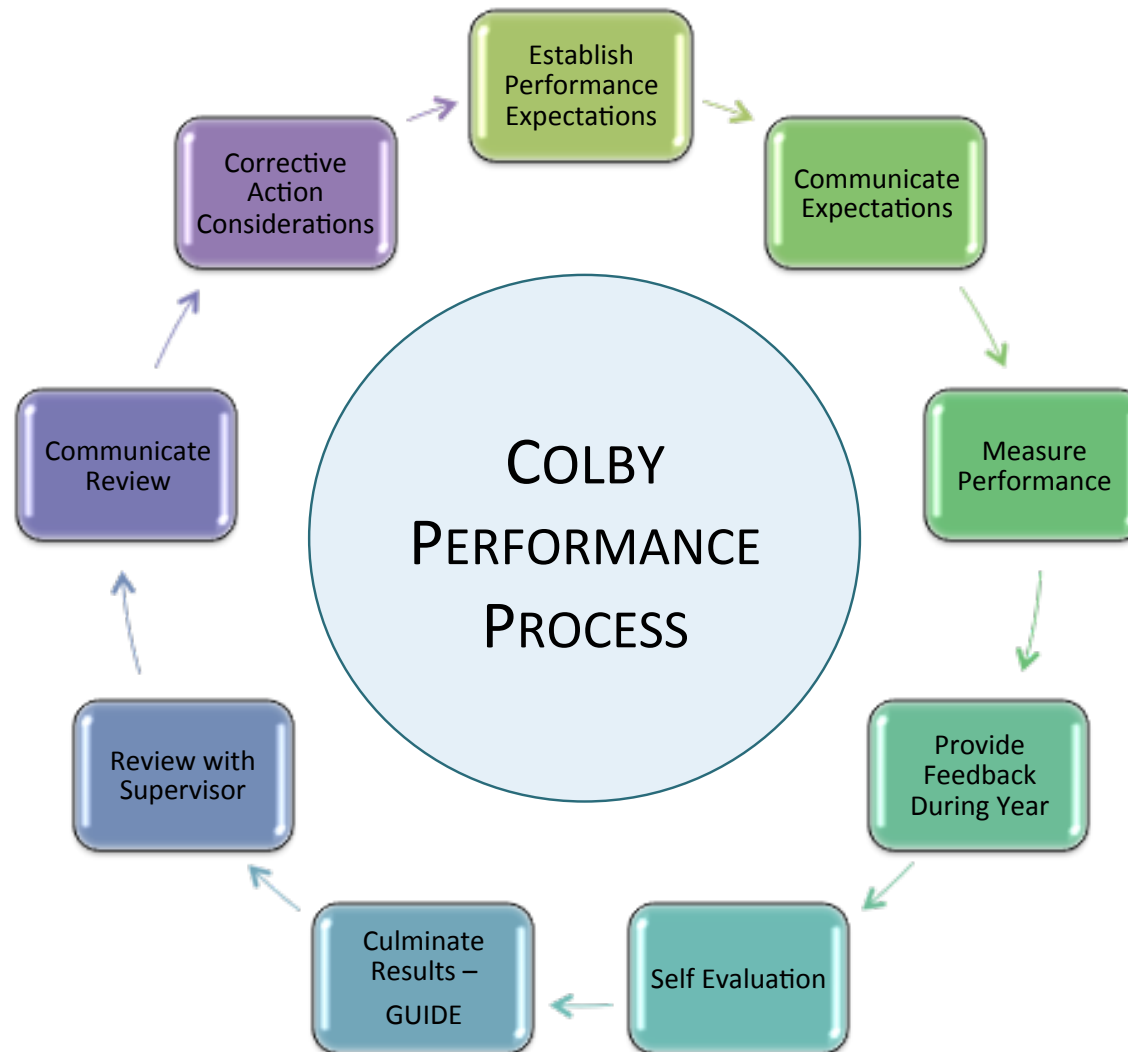
- DO**
- ✓ Use the term "development areas" when providing negative feedback.
 - ✓ Use positive, empathetic sentences, such as "You are professional and diligent with project management, yet your communication style is a bit formal and leads to fragmented teamwork."
 - ✓ Be descriptive, for example, "Carrie, I thought the way you managed this was innovative and professional. I particularly liked the way you..."
 - ✓ Emphasize words of encouragement, for instance, "Overall, your analytical skills are improving steadily; moving forward I will provide you with more opportunities to develop this skill further."

- 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," and "incompetent."
 - ✗ Compare peers, for example, "You are better than John at process management."
 - ✗ Apologize after delivering negative feedback.



INTRODUCTION

Every year Colby supervisors provide their employees with formal performance appraisals on an annual basis. This toolkit is intended to provide tips to plan for and conduct formal performance appraisals that will improve employee performance.





PERFORMANCE REVIEW CHECKLIST

To provide greater guidance for performance reviews or in some cases, more informal feedback discussions, we've included the checklist below. This list is designed to serve as a starting point as you seek to lead a constructive and productive discussion of your employee's performance and any follow up steps.

Activity	Completed?
1) Have I required that my employees provide me with a self-review so I can identify and plan for areas of possible disagreement during the review?	
2) Have I requested feedback for my employees from other sources (e.g., peers, internal customers) to ensure I have a complete picture of their performance?	
3) Have I identified performance strengths and examples that demonstrate these strengths?	
4) Have I pinpointed the one or two development opportunities that I will address in this review?	
5) Have I identified concrete examples that demonstrate the impact of these development opportunities?	
6) Have I identified possible action steps that the employee and I can take to help close any development gaps?	
7) Have I created an outline of talking points where the bulk of the review is on strengths, and any development opportunities are put into context?	
8) Have I ensured that I have a plan for next steps (e.g., timeline for creating a development plan)?	
9) Have I clearly identified performance expectations for the next review cycle or set up a time to discuss them in the near future?	



CONDUCTING CONSTRUCTIVE FEEDBACK DISCUSSIONS

Supervisors can increase their effectiveness at developing employees by 27% through conducting constructive feedback discussions. Supervisors who conduct open, evidence-based, and forward-looking discussions improve employee interest in feedback discussions and avoid negative employee reactions.

Directions: Use this checklist to prepare yourself to deliver feedback.

Conduct an Open Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> Why am I delivering this feedback? Am I ready to provide feedback that will help the employee? <input type="checkbox"/> How can I foster an open and positive discussion? <input type="checkbox"/> How can I make employees feel comfortable during the feedback discussion? <input type="checkbox"/> Have I allowed the employee to discuss their development opportunities with me? <input type="checkbox"/> Have I allowed the employee to give their perspective? <input type="checkbox"/> Have I listened to the employee’s perspective and incorporated it into my analysis of the situation?
Conduct an Evidence-Based Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify specific examples of the employee’s performance issue? How can I describe the impact of those behaviors on the team and business? <input type="checkbox"/> Is the employee’s performance issue a part of a pattern in their performance levels? How can I explain this to them? <input type="checkbox"/> Can I identify clear examples of the employee’s performance strengths? <input type="checkbox"/> Have I explained how the employee’s strengths positively impact his or her performance? <input type="checkbox"/> How can I explain the consequences for the team and organization of not meeting performance standards?
Conduct a Forward-Looking Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> What tangible next steps can I provide to the employee to address the development opportunities? <input type="checkbox"/> How can I motivate the employee to avoid future mistakes? What is the outcome if the employee changes their behavior? <input type="checkbox"/> How can the employee use their personality strengths to improve performance? <input type="checkbox"/> Have I worked with the employee to identify next steps for resolving consequences of mistakes?



BEHAVIOR TERMS

Below is a list of terms that can be used to describe behaviors. Do not limit yourself to this list; rather use it as a resource.

Example from employee performance appraisal:

“Initiated XYZ project by benchmarking with peer schools, collaborating with internal colleagues, developing a plan and obtaining senior approval.”

Administered	Exhibited	Launched	Recruited
Anticipated	Facilitated	Lead	Reduced
Applied	Focused	Learned	Secured
Asserted	Forecasted	Maintained	Served
Avoided	Gained	Managed	Solved
Broadened	Generated	Maximized	Streamlined
Built	Grasped	Motivated	Strived
Championed	Grew	Negotiated	Took
Changed	Guided	Neutralized	Trained
Coached	Handled	Notified	Treated
Collaborated	Helped	Observed	Uncovered
Communicated	Identified	Optimized	Understood
Completed	Impacted	Originated	Unified
Comprehended	Implemented	Overcame	Updated
Decreased	Improved	Participated	Utilized
Delivered	Increased	Possessed	Verified
Determined	Influenced	Prevented	Weighed
Directed	Initiated	Qualified	Widened
Eliminated	Judged	Quantified	Worked
Enhanced	Kept	Realized	Wrote
Ensured	Knew	Recommended	Yielded




DEALING WITH NEGATIVE EMPLOYEE REACTIONS

When a supervisor must deliver bad news or criticism, dignity and respect for the employee are critical. The employee must be treated with honesty and integrity. Employees may respond to bad news in different ways; you should listen to the employee express their feelings of hurt or disappointment and provide pertinent information in response.

Examples of employee reactions and the most appropriate supervisor responses are indicated below:

	Employee Response #1 ANGER	Employee Response #2 DENIAL	Employee Response #3 SHOCK
Supervisor Responses	<ul style="list-style-type: none"> Acknowledge the employee’s reaction. Allow employee to vent feelings. Do not get defensive or argumentative. Remain calm. 	<ul style="list-style-type: none"> Listen actively to make sure the employee understands message. Repeat or restate comments if necessary. 	<ul style="list-style-type: none"> Allow employee time to internalize message. Suggest possible next steps. Use silence and open-ended questions to prompt employee response.

 Remember, when providing feedback on employee weaknesses such as “poor performance” or “weakness;” present these as “development opportunities.”



PERFORMANCE ISSUE ROOT-CAUSE DIAGNOSTIC

Accurately assessing employee performance issues is a critical part of providing high-quality performance evaluations. Use this diagnostic tool to help you correctly assess your employee’s performance issues. After you have identified the root cause, determine how you can help the employee overcome it. Review the suggested “options” to help you brainstorm solutions.

	Motivation	Environment	Knowledge	Skill
Issues	<input type="checkbox"/> Does the employee want to complete the task? <input type="checkbox"/> Does the employee feel that their work is valued? <input type="checkbox"/> Is the employee fully engaged? <input type="checkbox"/> Have you clearly explained how the employee’s responsibilities connect to Colby’s strategy? <input type="checkbox"/> Does the employee have the ambition to be successful? <input type="checkbox"/> Does the employee feel challenged? <input type="checkbox"/> Are there personal issues affecting the employee? <input type="checkbox"/> Does the employee clash with other team member’s personalities?	<input type="checkbox"/> Is the job properly scoped and relevant to current business demands? <input type="checkbox"/> Are internal processes clear and efficient? <input type="checkbox"/> Does the employee experience conflicting priorities? <input type="checkbox"/> Are there institutional inhibitors? <input type="checkbox"/> Are there clear reporting lines? <input type="checkbox"/> Does the infrastructure allow the employee to fulfill their responsibilities? <input type="checkbox"/> Does the employee have access to the resources they need? <input type="checkbox"/> Are leaders giving consistent messages?	<input type="checkbox"/> Have you clearly explained the expectations? <input type="checkbox"/> Do you provide feedback regularly? <input type="checkbox"/> Does the employee understand their role and responsibilities? <input type="checkbox"/> Does the employee have the information they need? <input type="checkbox"/> Does the employee understand when to use resources and technology? <input type="checkbox"/> Does the employee know what to prioritize? <input type="checkbox"/> Does the employee receive adequate on-the-job development?	<input type="checkbox"/> Does the employee understand how to complete the task? <input type="checkbox"/> Has the employee received all necessary training? <input type="checkbox"/> Has the employee completed a similar task in the past? <input type="checkbox"/> Can the employee complete the task to the expected performance level? <input type="checkbox"/> Does the employee understand how to use the necessary technology? <input type="checkbox"/> Does the employee have adequate time management skills? <input type="checkbox"/> Do the employee’s competencies align with the job responsibilities?
Options	<ul style="list-style-type: none"> ✓ Clarify how they directly impact Colby’s success. ✓ Understand their career aspirations and identify opportunities to support them. ✓ Suggest support resources like Cigna EAP. 	<ul style="list-style-type: none"> ✓ Escalate institutional issues beyond your control to your supervisor. ✓ Consider whether changes to the employee’s responsibilities are necessary and relevant. 	<ul style="list-style-type: none"> ✓ Clearly explain the employee’s role and responsibilities. ✓ Provide the employee with additional training and development on key information. 	



HR @ Colby



Questions or Need Assistance?

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