

California Headlands, South of San Francisco

10 Steps For Conducting Effective Performance Reviews

A Transformational, Employee-Centered Approach to Performance Assessment



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THE GOOD, BAD AND UGLY OF REVIEWS!

- What makes a performance review a “good” review?
- What makes the review a “bad” or even an “ugly” one?



TEN CHARACTERISTICS . . .

1. **Forward** looking.
2. More **developmental** than evaluative.
3. Focused on **improvement** in performance behaviors and outcomes.
4. Anchored to “Great Performance” **outcomes** and goals that are defined early in the performance cycle.
5. **Employee**-centered.

TEN CHARACTERISTICS . . .

6. **Frequent** – conducted as often as necessary to keep performance on track and getting it back on track if and when problems occur.
7. Conversational and **informal** leading to a shared understanding
8. Based upon a Mutual **Learning** Mindset vs. a *Unilateral Control Mindset*.
9. Objective and **data**-based – using observable and countable behaviors and results as its foundation.
10. **Meaningful** . . . both the performer and the supervisor have learned something about themselves and each other.

10 STEPS TO EFFECTIVE REVIEWS

1. Adopt a *Mutual Learning* Mindset as a performance coach and as a performer.
2. Establish an overarching framework for defining and managing performance.
3. Evaluate and update the performer's job description.
4. Mutually discuss and define great performance outcomes, goals, behaviors, and measures.
5. Discuss and define mutual expectations that each of you have for the performance partnership.

10 STEPS TO EFFECTIVE REVIEWS

6. Monitor performance outcomes and document performance results.
7. Discuss performance issues as they arise.
8. Follow-through on commitments that each have made to support the performer in achieving his or her *great* performance outcomes and goals.
9. Prepare for the performance coaching conversation.
10. Navigate the performance coaching conversation.

The Organization's Vision

Voice of the Customer

Defining what GP is for Customers, Team/Co-Workers, and the Company. . .

Leadership & the Need for Change

Departmental Vision

Define Great Performance Outcomes

- Profoundly positive RESULTS
- People notice!

Who is in charge of this process?

Great Performance Management Cycle

Develop Goals, Strategies, and Take Actions to Achieve Outcomes

Reinforcing Loop

Make Improvements

1. What worked?
2. What didn't work?
3. Why?
4. What will I keep doing? Do differently?

Provide Organizational Support

Provide Logical Consequences for Performance Outcomes

Evaluate Results

TYPES OF PERFORMANCE GOALS

Performance Outcome Goals

1. Maintain performance strengths
2. Improve performance
3. Accept new responsibilities or *duties*.
4. Grow the job to a new level.

TYPES OF PERFORMANCE GOALS

Performance Process Goals

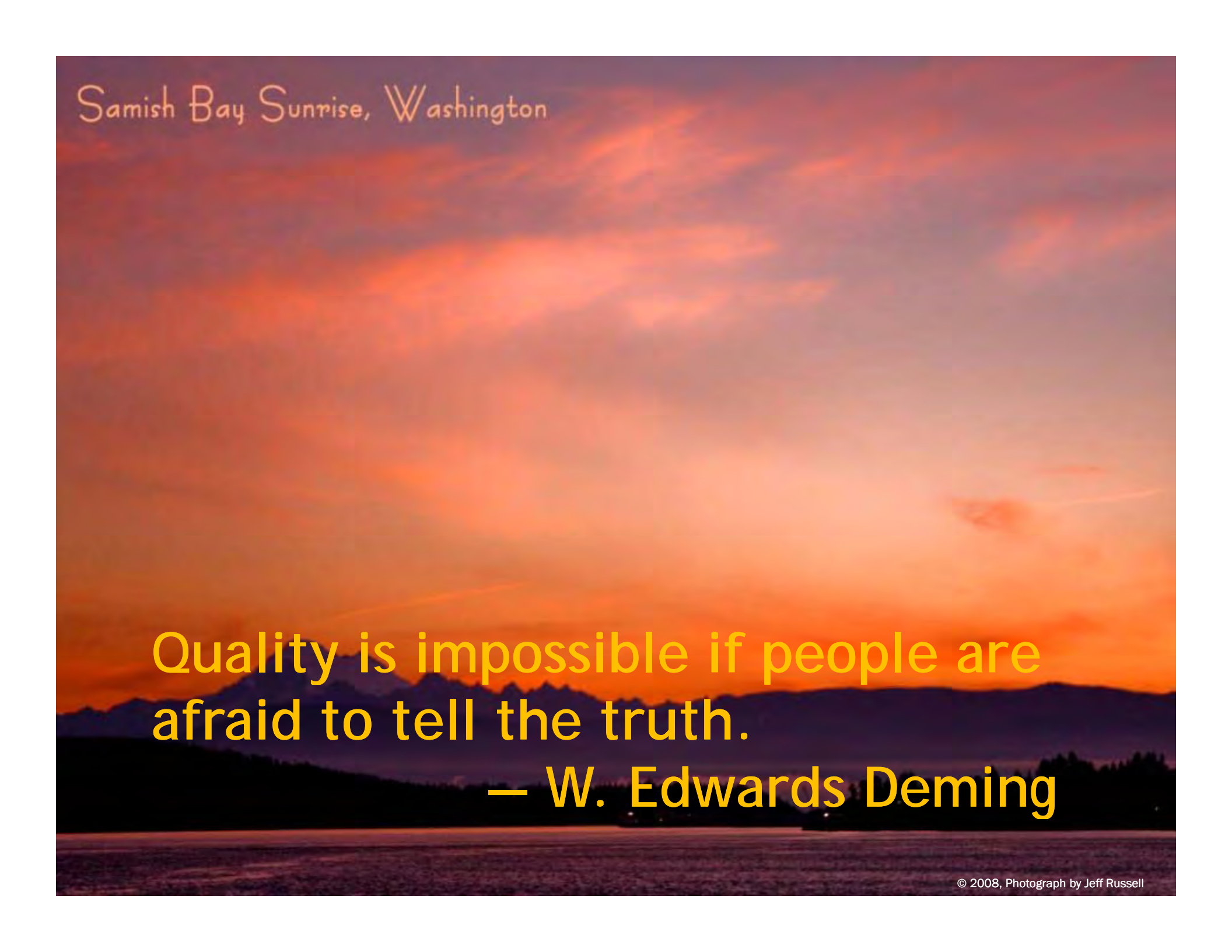
1. Build greater job ownership/responsibility
2. Build greater job/company commitment
3. Strengthen the performance partnership
4. Identify system problems/challenges

KEY PERFORMANCE REVIEW QUESTIONS

1. What is going well with the job?
2. What NOT going well in the job?
3. Why is/isn't this going well?
4. What changes or improvements could you make in how you do your job to help improve things that are not going well?

KEY PERFORMANCE REVIEW QUESTIONS

5. How might I (your supervisor/coach) help you to be more successful in your job?
6. What do you see as performance areas where there may be a need for new responsibilities and future growth in performance?
7. How would you assess your overall performance and your performance for each of your job and organizational responsibilities?



Samish Bay Sunrise, Washington

Quality is impossible if people are
afraid to tell the truth.

— W. Edwards Deming



Spiral Staircase

Melk Abbey

Austria

Quality is impossible if people are
afraid to tell the truth.

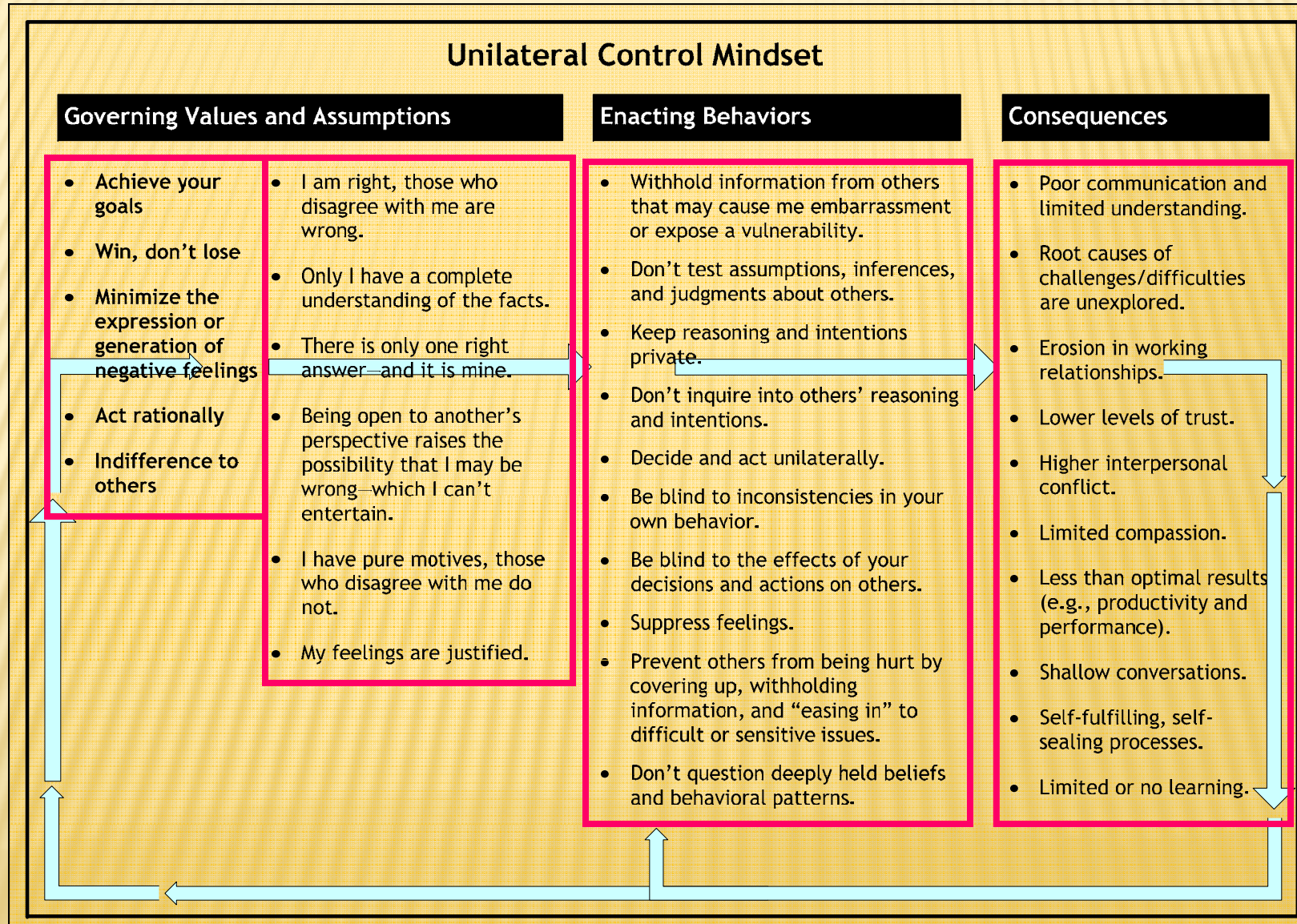
— W. Edwards Deming

WE TEND TO . . .

Adopt a *unilateral control* mindset that seeks to avoid the threat, regain control, dodge the bullet, pass the blame, escape the embarrassment, run for cover . . . etc.



UNILATERAL CONTROL— A LOSING PROPOSITION



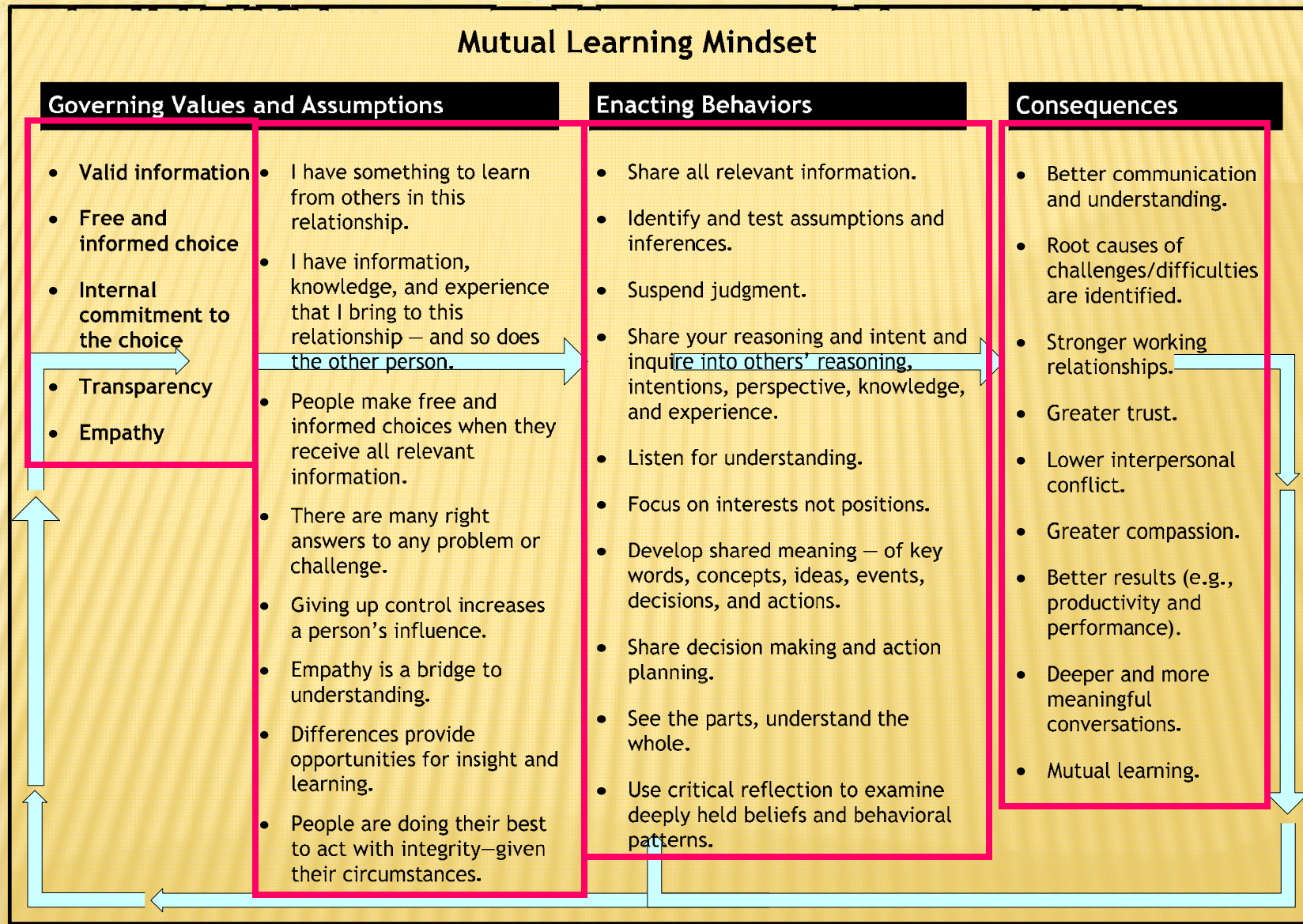
BUT . . . WE DO HAVE A CHOICE!

- We can follow the *Unilateral Control Mindset* and let it lead us toward ineffective relationships and results
- Or . . . We can consciously engage an alternative approach: the *Mutual Learning Mindset*

MUTUAL LEARNING MINDSET

- Based on an alternative set of core values
- Focuses on understanding and learning
- Assumes that we know and understand only a part of the puzzle
- Honors other people's perspective — especially when there is disagreement
- Is more likely to lead to effective relationships and positive results

MUTUAL LEARNING—A WINNING APPROACH



GOVERNING VALUES FOR MUTUAL LEARNING

- **Valid Information** – All relevant information is shared so that everyone understands what they need to know
- **Free and Informed Choice** – People make their independent decisions based upon valid information, not on pressure
- **Internal Commitment to Decisions** – Individuals take responsibility for the decisions that they participate in
- **Transparency** – Individuals feel comfortable with open, honest, and direct communication with no “hidden agendas” or undiscussables
- **Empathy** – Individuals have compassion for others and differing viewpoints and a genuine interest in understanding another’s perspective.

THE ENACTING BEHAVIORS

1. Share all **relevant information**.
2. Identify and **test assumptions and inferences**.
3. **Suspend judgment**.
4. Share your **reasoning and intent** and inquire into others' reasoning, intentions, perspective, knowledge, and experience.
5. **Listen** for understanding .

THE ENACTING BEHAVIORS

6. Focus on **interests**, not positions.
7. Develop **shared meaning** of key words, concepts, ideas, etc.
8. **Share decision making** and action planning.
9. See the parts, **understand the whole**.
10. Use **critical reflection** to examine deeply held beliefs, and behavioral patterns

Pigeon Point Lighthouse

The truth shall make you free . . .
but first it shall make you miserable!

— Carl Rogers

American psychologist

b. 1902, d. 1987

FINAL THOUGHTS . . .

1. Each employee is responsible for his her own performance
2. This includes conducting a self-assessment of his or her own performance
3. The coach conducts (independently) his or her own analysis of the employee's performance
4. The coach asks the employee to considering the following:
 - What's going well in your job?
 - What isn't going well?
 - Why is/isn't it going well?
 - What changes/improvements could you make in your job to enhance your job performance?
 - How can I best help you achieve your performance goals?

FINAL THOUGHTS . . .

6. The coach invites the employee to present his/her analysis first
7. The coach completes the final performance review form following the performance review



10 STEPS TO EFFECTIVE REVIEWS

1. Adopt a *Mutual Learning Mindset*.
2. Establish an overarching framework (GPMC).
3. Update the performer's job description.
4. Mutually discuss and define great performance outcomes.
5. Discuss and define mutual expectations.
6. Monitor performance outcomes.
7. Discuss performance issues as they arise.
8. Follow-through on commitments.
9. Prepare for the performance coaching conversation.
10. Navigate the performance coaching conversation.

A photograph of a sunrise over the Santa Lucia Range. The sun is low on the horizon, partially obscured by a mountain peak, creating a bright glow and casting long shadows. The sky is a clear, pale blue. In the foreground, several tall, feathery grasses are silhouetted against the light. The overall mood is serene and contemplative.

Sunrise over the Santa Lucia Range

Sometimes I lie awake at night, and I ask,
"Where have I gone wrong?" Then a voice
says to me . . .

"This is going to take more than one night."

— Charles M. Schulz
Charlie Brown in "Peanuts"
American Cartoonist
b. 1922, d. 2000

Thank you for attending this session on employee-centered performance reviews.

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