

# **Human Resources Training**

## **Performance Management Training**

### **LEADWORKERS:**

### **Managing Employee Performance**

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# **Lead Workers**

## **Managing Employee Performance**

### **Learning Objectives:**

The focus of this training module is to:

- Understand the definition and duties of a Lead Work Assignment.
- Understand the elements of a successful performance management system.
- Locate and utilize workplace and performance expectations and standards.
- Utilize the Reinforcing and Redirecting feedback model to provide coaching and counseling to employees.
- Be able to provide effective performance evaluation input.

## Lead Worker Assignment – Definition

The current **SEIU Contract** specifically defines a Leadworker Assignment. This language is laid out in Article 20, “Differential Pay”.

Article 20, Section 5, “Lead Worker Differential” states:

“Lead work differential shall be defined as a differential for employees who have been formally assigned by their supervisor in writing, “lead work” duties over two (2) or more bargaining unit employees in an equivalent or lower salary range for ten (10) consecutive work days or longer.”

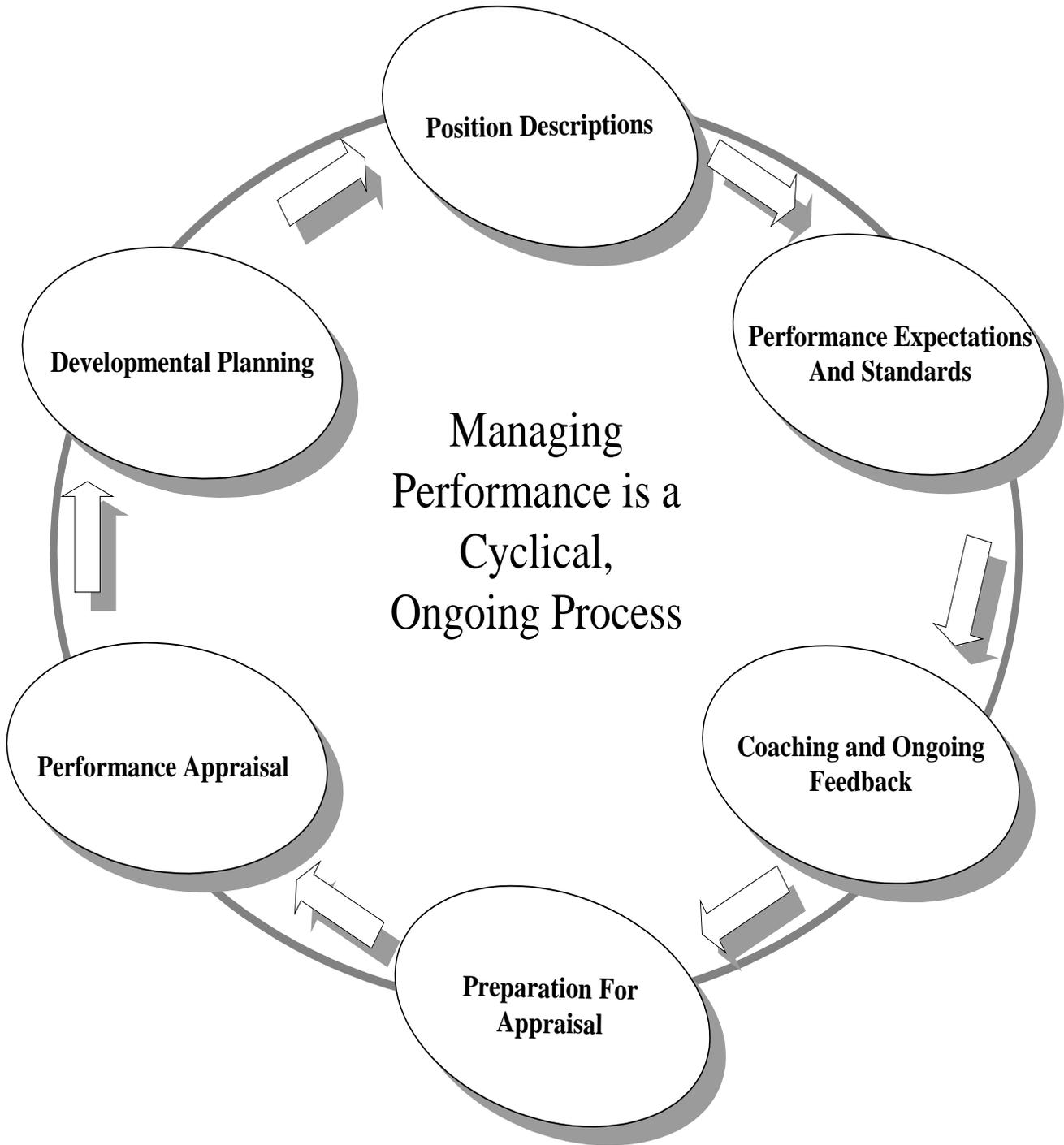
Article 20, Section 5, further states the specific duties which are required to be performed by a represented employee who is given a Lead Worker assignment. These specific duties should be added to the employee’s official position description:

“Lead work is where, on a recurring basis, the employee has been directed to perform substantially all of the following functions:

1. Orient new employee, if appropriate;
2. Assign and reassign tasks to accomplish prescribed work efficiently;
3. Give direction to workers concerning work procedures;
4. Transmit established standards of performance to workers;
5. Review work of employees for conformance of standards; and
6. Provide informal assessment of workers’ performance to the supervisor.”

# Managing Employee Performance

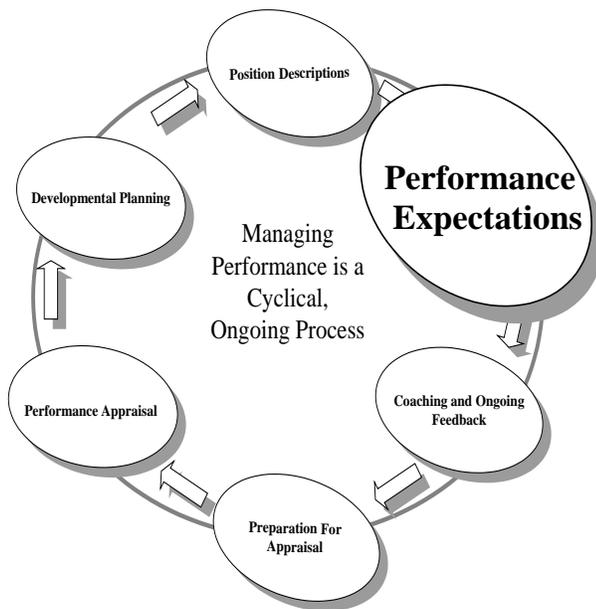
The following diagram shows the cyclical nature of managing employee performance and various elements of the Performance Management Cycle:



## Expectations of You as a Leader

- ☆ Ask for performance. You can not assume that employees know or should know what you expect.
- ☆ Clearly articulate workplace and performance expectations.
- ☆ Acknowledge good performance by reinforcing “good” behaviors/actions.
- ☆ Model the behaviors and actions you expect of others.  
(Walk the Talk)
- ☆ Refuse to accept poor performance by redirecting “unacceptable” behaviors/actions.
- ☆ Prepare for and deliver annual performance appraisals.  
(No Surprises)
- ☆ Assist your staff in identifying job development and career development goals.

# Communicating Expectations



Leaders drive performance and accountability by helping people understand what is expected of them and gaining their commitment to achieving it. When leaders effectively set expectations, people feel more motivated to perform well because they see how their efforts make a difference.

Enhanced employee productivity is closely related to an employee's understanding of what's expected of them. Without clear expectations employees can easily lose focus which makes it more difficult to deal with work progress and results.

Lack of expectations can also create unnecessary surprises and misunderstandings during the annual performance appraisal.

There are two types of expectations that need to be identified and communicated with employees:

- **Workplace Expectations**, and
- **Performance Expectations**.

# **Workplace Expectations**

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## **Workplace Expectations are:**

1. Shared with all employees;
2. Typically are captured and distributed in writing; and
3. Are directed towards behavior and conduct in the workplace.

## **Workplace Expectations are found in the following locations:**

1. Western Oregon University Mission and Values
2. Western Oregon University policies and procedures
3. Oregon University System policies and procedures
4. Unit Guidelines and Desk Manuals
5. Employee Handbook
6. Position Descriptions
7. Current Union Contract

## **Frequently asked questions**

1. Should I ask staff for their input when going over workplace expectations?

*Asking for staff input regarding your Workplace Expectations gives you an opportunity to see if the expectations are reasonable and flush out any potential snags that may present themselves.*

2. What if I don't have/haven't shared workplace expectations with my co-workers?

*It's never too late. Write your expectations, put some context around them and share them at your next staff meeting.*

3. What types of things are included in workplace expectations?

*University values can serve as a guideline when going over your expectations and ask yourself what each of those look like in practice. How do you expect your co-workers to demonstrate the University's values to you as their Leadworker?*

4. Should I share expectations verbally or in writing?

*It's always a good idea to ensure your co-workers have a written copy of the expectations so they can refer back to them during the course of their daily work. It is equally important to share those expectations and information in person so you can ensure everyone heard and understood the expectation. (You might also consider saving the expectations on your shared drive or web page so all staff can access them).*

## **Tips to Consider**

1. Actively listen – this will help to hear when the expectations may be misunderstood, not being followed, being followed, need to be re-communicated or need to be revisited.
2. Lead by example – when the management team follows the expectations, staff will more than likely do the same.
3. Recognize staff for meeting or exceeding the expectations.
4. Hold staff accountable – if staff aren't held accountable to meet the expectation...then it is not an expectation.
5. Regularly communicate the expectations – use day to day interactions with staff to refocus on the expectations.
6. Carefully choose the method of communicating expectations. (E-mail, voice mail, letter, staff meeting, one on one, stand-up meeting, etc...). Cover the expectations in person and use e-mail only as a follow-up to put what was discussed in writing.

# Performance Expectations

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Performance Expectations are:

- a shared understanding of performance standards,
- the basis for evaluating employee performance,
- based on current workload, and
- are written specifically for the job based on the current duties in the position description.

A shared understanding about what supervisors expect from employees is essential for employee success and for good leadworker-employee relations.

**Without** clear expectations, employees:

- can waste effort doing work that has to be done over,
- waste time doing unneeded work, and
- worry about not knowing if they are doing the right things.

**With** clear expectations, on the other hand, employees:

- understand why they are doing their work,
- understand what exactly they should be doing, and
- understand the relative importance of different parts of their jobs.

*When performance is measured, performance improves.*

*~ Thomas S Monson*

## Written Performance Expectations

### Considerations to keep in mind:

1. Written performance expectations establish standards.
2. Written performance expectations let you compare the employee's performance with mutually understood expectations
3. Written performance expectations establish a baseline for measuring performance to provide data for specific feedback that describes the gap between expected and actual performance.
4. Written performance expectations minimize ambiguity in providing feedback.
5. Performance expectations exist whether or not they are discussed or put in writing. When you observe an employee's performance, you usually make a judgment about whether that performance is acceptable. How do you decide what's acceptable and what's unacceptable performance?

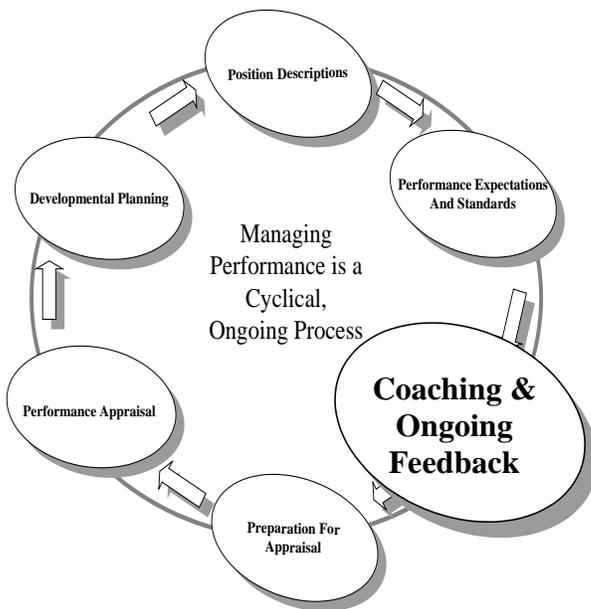
# Coaching and Feedback

*“When performance is measured, performance improves. When performance is measured and reported back, the rate of improvement accelerates.”*

– Thomas S. Monson

Coaching and feedback provides the employee with guidance on projects or tasks, which can be strongly motivating. Coaching refers to the continuous or frequent administration of feedback in a way that optimizes employee performance. Coaching by Leadworkers is investing in the ongoing development of your co-workers.

According to the United States Office of Performance Management, “Coaching deals with raising the performance bar – it is task-centered, linking individual effectiveness to organizational performance”.



Feedback is defined as information we provide to employees about their job performance and their work-related behavior in order to help them meet individual, group and organizational expectations and goals. Feedback can reflect positive performance, competent performance, or needs improvement performance. In any of these cases, **feedback must:**

- Focus on facts, not attitude
- Be detailed
- Be accurate
- Be future oriented
- Be supportive
- Be timely
- Be continual

## ***Coaching and Feedback have many important applications and functions:***

### ***- To improve performance***

- Look for patterns in the employee's behavior. If you see a performance problem or a potential performance problem, determine if the employee understands what is expected, what obstacles might be preventing good performance, and whether there is a lack of skills, training, or motivation.

### ***- To maintain standard performance***

- Give praise to keep performance on track.
- If the person wants to expand skills, allow for appropriate training.

### ***- To encourage employees to exceed performance standards***

- Praise to keep performance on track.
- Provide training to expand skills.
- Mentor for increased responsibility.
- Assign special projects, when possible.

### ***- To assist employees in developing new skills***

- Provide training.
- Give feedback to reinforce learning.

There are two types of feedback: **Reinforcing** and **Redirecting**.

1. **Reinforcing feedback** identifies job-related behaviors that contribute to individual, group and organizational goals and encourages the employee to repeat and develop them. In other words, use reinforcing feedback to tell employees what they are doing right.
2. **Redirecting feedback** identifies job-related behaviors that contribute to individual, group and organizational goals and helps the employee to develop alternative strategies. In other words, use redirecting feedback to highlight a gap between expected performance and actual performance.

## **The *Reinforcing Feedback Conversation (Four Steps)***

### **1. Intention**

Be clear with yourself so you can be clear with your employee. The purpose of the reinforcing conversation is to acknowledge behavior you want to see continued.

### **2. Description**

Describe specifically the actions or communication you are reinforcing. If the behavior can be seen or heard, it can be repeated:

Do Not Generalize: e.g. "...doing a good job."

Be Specific: e.g. "...meeting the deadline, catching the miscalculation, acknowledging others."

### **3. Effect of Behavior**

Tell the employee how their behavior contributes positively to the work or workplace. For example, "Your calm reply reduced the chance of conflict."

### **4. Appreciation**

Tell the employee you appreciate the behavior and its positive impact. Thank them, if this feels appropriate or fits your style.

## The *Redirecting Feedback Conversation (Seven Steps)*

### 1. **Intention**

Be clear with yourself so you can be clear with your employee. The purpose of the conversation is to redirect behavior you want to see changed.

### 2. **Description**

Describe the actions or communication you are redirecting. If the behavior can be seen or heard, it can be altered.

Do Not Be Vague or Generalize – e.g. “Mouthing off to a co-worker,” or “not giving good service.”

Be Specific – e.g. “Using profanity, using a loud voice”, or “repeatedly interrupting the student when they are attempting to give you information.”

### 3. **Effect of Behavior**

Tell the employee how their behavior negatively affects the work or workplace. For example, “The workplace expectation is to communicate in a positive manner with our customers – internal and external customers. When I hear you tell your co-worker his idea is ridiculous, it seems time to remind you of our workplace expectation.”

It’s at this point that you might run into one of the **3 R’s**:

Reluctance  
Resentment  
Resistance

To address any of the **3 R’s** you can use the “**Big Picture**” questions to help your feedback conversations flow better in the future. The “First Big Picture” question meets the **3 R** objections and the “Second Big Picture” question overcomes them.

First: “Was there something that prevented you from or caused you to \_\_\_\_\_?”

Second: “Is there anything that is going to get in your way of being able to accomplish \_\_\_\_\_?”

4. **Ask the “Big Picture” Question**

“Was there something that prevented you from/caused you to \_\_\_\_\_?”

Listening carefully to the response will give you details on the circumstances.

5. **Expectation**

Tell the employee specifically what you want to hear or see them do in the future. For example, “From now on, when you have a disagreement with a co-worker, I expect you to find a place to discuss it calmly without raised voices, so that the public and other workers are not affected by the discussion.”

6. **Ask the “Second Big Picture” Question**

“Is there anything that is going to get in your way of being able to make this happen?”

This question can give you information on the employee’s point of view and ways you can help assure their success in redirecting the behavior.

7. **Appreciation**

Tell the employee you appreciate their listening to you and look forward to seeing the new behavior and its positive impact. Thank them for their time.

## **Feedback Tips**

At times leadworkers will encounter the 3 R's from their co-workers:

1. Reluctance
2. Resentment
3. Resistance

- ***People who are unmotivated to listen:***

Respond by 'contracting' on how to engage in feedback. Two-way agreement involves both parties.

- ***People who are uncommitted to action:***

Respond by linking the feedback to the goals of the organization.

- ***People who are angry or upset:***

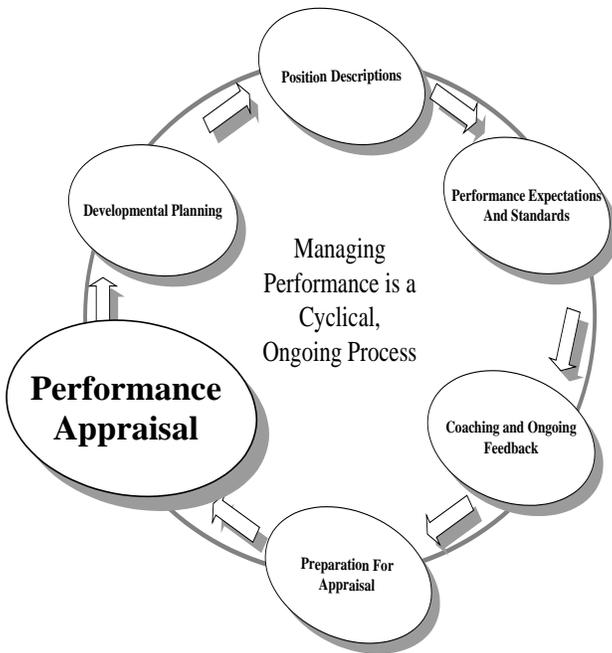
Respond by showing empathy; acknowledge the emotion; give permission; give space and time; proceed gradually; partial acknowledgement, if appropriate.

- ***People who disagree with you:***

Respond by giving facts, examples and evidence. Explain the consequences if they disagree there is a problem.

## Providing Performance Input

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Performance evaluations are a vital part of giving feedback to the employee. Supervisors who capture employee performance in written form help employees to see where they are doing well and where they can improve.

Denying or delaying this form of feedback can be detrimental on many levels to an employee. Supervisors may lose an employee who is excelling and not receiving this feedback as they may grow frustrated and leave to seek other employment. For an employee having performance problems, this is another way to communicate and document the need for improvement.

Leadworker input is critical to the performance evaluation process. Leadworkers often see more of an employee's daily performance than a supervisor might see. So a leadworker's input to their supervisor regarding an employee's job performance enables the supervisor to include specific examples of an employee's performance to make their written performance evaluation more meaningful to the employee. The performance evaluation should be an opportunity for learning and growth, and leadworker input can help make this opportunity more concrete. Leadworker input for employee performance evaluations will help make that evaluation more honest, fair, respectful, and should help more accurately summarize an employee's performance during the specific review period.

Leadworker input in evaluating employee job performance helps to:

- Reaffirm and reinforce the value of the work performed.
- Provide specific record to accurately reflect job performance.
- Support training and coaching needs.

## **Why is Leadworker Feedback Valuable:** (and Performance Input critical)

- It is provided by a co-worker with leadership responsibilities.
- It provides assessment against pre-established criteria.
- The information is objective and includes both positive areas (reinforcing feedback), and areas for improvement (redirecting feedback).
- It measures progress and provides an overview of a specific time period.
- It identifies development, training, and additional coaching needs.
- It is timely.

## **Remember – No Surprises**