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Setting Expectations, Coaching, and Performance Evaluation

Content taken from

The EDGE: Foundations for Successful Leadership,

“Setting Expectations, Coaching for Optimal Performance” module,

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- Enhance the ability to communicate performance expectations and job goals within a diverse staff environment
- Review coaching and supportive communication tips
- Develop awareness of available resources
- Explore how to build intrinsic motivation in your staff for the work to be done

Performance Management – What is it?

Performance Management is an inclusive process to influence (lead) the attainment of performance goals. It is a process to manage the overall performance goals of the individual, department, and the institution.

- It begins at the time of hire or transfer
- It is a dynamic and on-going process
- It bears a shared responsibility

“It is a process, not an event.”



UMHS Performance Development System

Performance Management

Hire/Transfer

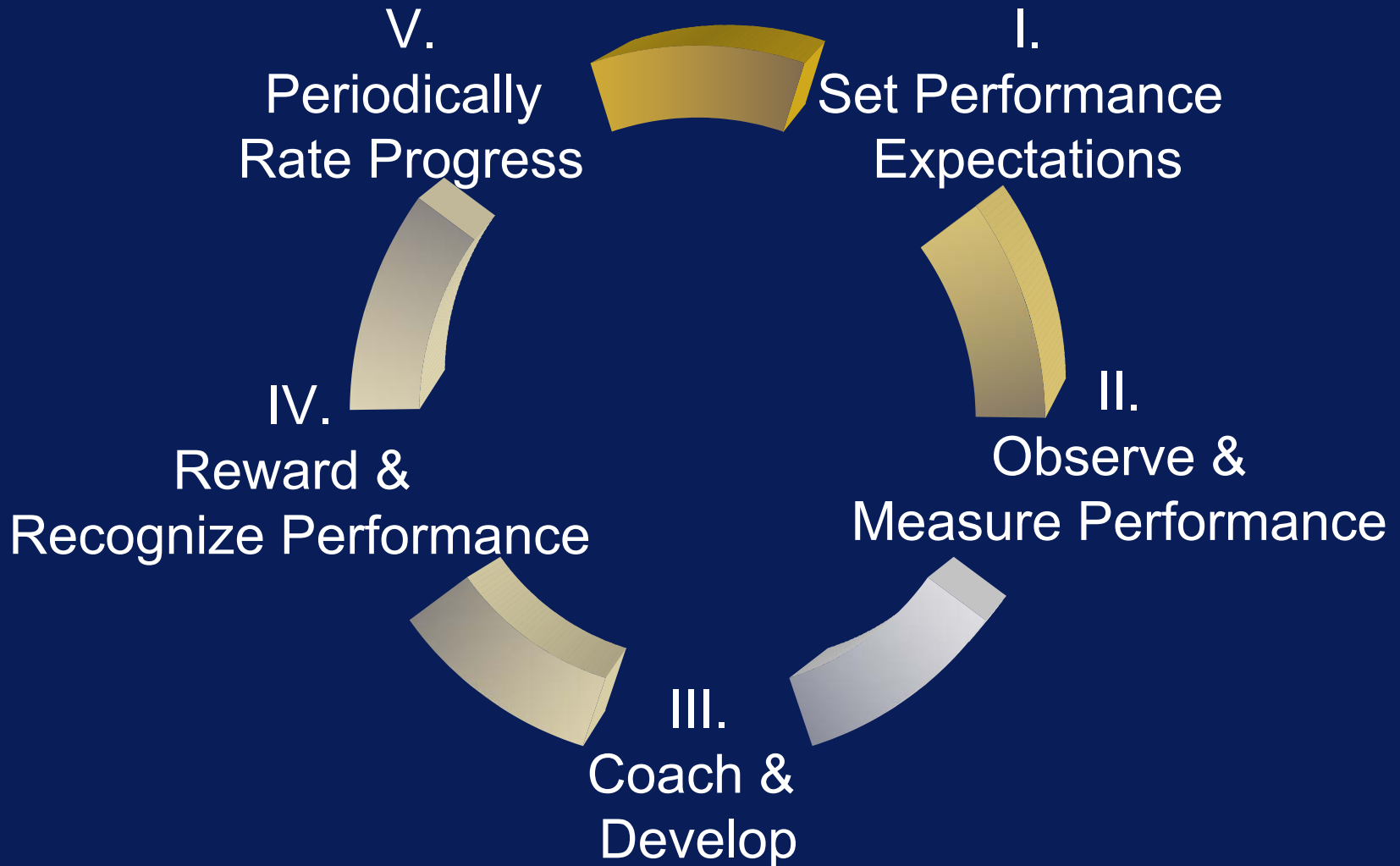
**Identify
Performance
Expectation**

Developing

Coaching

Evaluation

Performance Management Cycle



Clarifying Expectations

This is done through a variety of approaches:

- a) Clear job descriptions
- b) Orientation program checklists
- c) Accreditation programs
- d) Clear training with procedures manuals, lists, posters, and schedules
- e) Conversations with management
- f) Discussions with and feedback from peers

"It is not enough to just do your best or work hard. You must know what to work on." W. Edwards Deming

Assessing Your Work Climate

Employee attitudes are paramount in managing and improving the workplace.

According to a recent study from the Gallup Organization, there are 12 key issues that affect employee attitudes and critical business outcomes.





Assessing Your Work Climate

According to the study, organizations benefit when employees:

1. know what is expected of them.
2. have necessary materials and equipment.
3. have daily opportunities to do what they do best.
4. regularly receive recognition and praise for doing good work.
5. believe supervisors care about them as “a person”.
6. have someone who encourages their development.



Assessing Your Work Climate

7. believe their opinions count at work.
8. feel that the mission/purpose of their unit/department makes their job important.
9. have coworkers that are committed to doing quality work.
10. have a close friend at work.
11. receive feedback on their progress at least every six months.
12. have opportunities to learn and grow every year.



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Assessing Your Work Climate

The teachings of W. Edwards Deming led to development of Quality Leadership principles.

Deming believed that every worker has nearly unlimited potential if placed in an environment that adequately supports, educates, and nurtures senses of pride and responsibility.

He stated that the majority (more than 90%) of a worker's effectiveness is determined by his environment and that it is influenced only minimally by his own skill.



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The Role of the Supervisor

A supervisor provides:

- **Training**
- **Coaching for professional growth**
- **Constructive and Supportive Feedback**
- **Development opportunities**



Setting Expectations

- **General expectations should be set within the first two weeks of employ.**
- **Supervisor and employee should share responsibility in the process to assure a common understanding.**
- **Focus on achieving job specific, department and institutional goals.**
- **Expectations can change during the performance cycle to meet changes with employee or operations.**
- **Supervisors should ensure equitable and consistent treatment of all employees.**



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Setting Expectations

Expectations provide a basis for:

- Observation and measurement
- Developing capacity to perform
- Rating performance
- Rewarding good performance

Lay the Groundwork

- Determine what to measure.
- Be clear about the UMHS vision and goals, and your department's goals.
- Show how the employee's goals relate to the overall department and institutional goals.
- Help the employee understand the important contribution of their work.



Develop SMART Goals

A SMART Goal is:

- Specific
- Measurable
- Attainable
- Relevant To Your Mission
- Time-Limited



The Practical Coach

Inspiring Your Team

- Set the standard
- Communicate your vision of success
- Demonstrate your positive attitude

Encouraging Your Team

- Never let great work go unnoticed
- Make it safe to fail
- Notice great work
- Give real-time constructive feedback

Challenging Your Team

- Never let poor work go unnoticed
- Check it out before you challenge
- Use the two minute challenge
- Don't let defense techniques "sidetrack" you



The Practical Coach: Two Minute Challenge

1. Observe
2. Response
3. Remind/Goal
4. Solve
5. Agree
6. Follow-up



Don't skip a step!

Giving Feedback

When giving feedback, be prepared to:

- 1. Describe behaviors**
- 2. Identify situations**
- 3. Describe impacts and consequences**
- 4. Recognize/Praise or identify alternative behaviors**

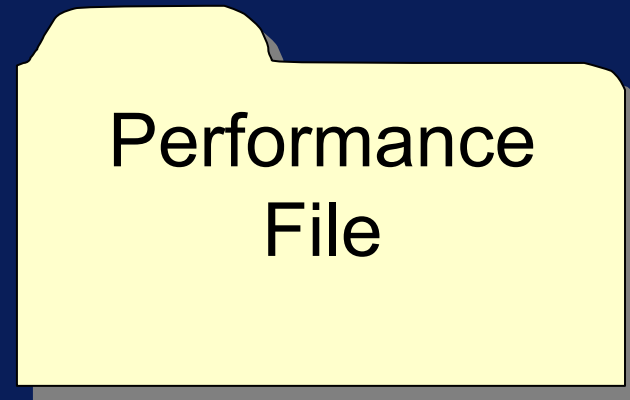
Receiving Feedback

When receiving feedback from employees:

- Listen and be open to improvement of your own skills
- Summarize and paraphrase to check for understanding
- Be careful not to be defensive
- Give feedback to get feedback
- Avoid overcompensating
- In group settings, check for consensus
- Know that feedback may suggest, yet does not necessarily require behavior change
- Thank the person for sharing (does not mean you necessarily agree, but you are grateful for their input)

Steps for Creating a Successful Performance Review Session

1. Keep performance files
2. Use an evaluation form
3. Note rating scale
 - N = Not met
 - A = Approaching
 - SP = Solid Performer
 - E = Exemplar





Performance Ratings

Common Rater Errors to Avoid

- **First impression error**
- **Similar-to-me error**
- **Halo effect (comparing all to one employee)**
- **Primary, recency effect (considering only 1 aspect of performance, or just a recent event)**
- **Sex and attractiveness bias**
- **Misinterpretation of nonverbal cues**
- **Judgmental bias**

Preparing for the Performance Evaluation Session

1. Prepare the employee

Have employee(s) do a self-evaluation

1. Overall, do you feel your performance has improved, stayed the same or slipped? Why?
2. Rate your performance toward your goals.
3. What performance goals do you want to set now?

2. Prepare yourself

Review your employee's self-appraisal, your records and the review form.

Steps to an Effective Performance Review

- Step 1** Write out your opening lines
- Step 2** Plan the body of your summary evaluation
- Step 3** Appreciate
- Step 4** Getting feedback
- Step 5** Summarize
- Step 6** Outline next steps

Tips For A Good Review Meeting

1. Approach the appraisal with an open mind.
2. Arrange the logistics carefully.
3. Prepare for the discussion.
4. Communicate your understanding of the staff member's job.
5. Be open-minded.
6. Demonstrate your commitment to your staff member's training and development.
7. Be respectful.
8. Focus on solutions.
9. Include staff members in creating action plans.

During the Performance Review Session

- 1. Put the employee at ease**
- 2. Ask open-ended questions**
- 3. Review their major responsibilities**
- 4. Review the employee's self-evaluation (let him/her do most of the talking).**
- 5. Evaluate a staff member's performance against his or her performance expectations.**

It's worth the effort when...

1. Staff members understand what is expected of them
2. Staff members understand how their work links to the overall organizations mission, vision and goals
3. Performance development discussions through the year have helped build mutual trust and understanding in the supervisor-staff relationship
4. Performance review does not contain any surprises for the staff member
5. Supervisors have been able to recognize and reward good performance with the end result of continuous performance improvement



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Thank You!