Performance Management @ Snow College

Staff Training
Traditional Problems with Performance Management

- Rater Bias
- Once-a-year, check-the-box exercise
- Lack of clarity on what ratings mean
- Lack of alignment with what the org needs
- Performance Management not used to help employees grow

= We have this problem at Snow College
Our Process

Research
• Review past attempts at reform
• Interviews with employees on the Spirit of Snow
• Best practices and latest research

Feedback and Training
• Share with Cabinet and Staff Association President
• Campus wide presentations and feedback sessions
• Pilot with a few individuals

Launch
• Revise Policy to allow for more Flexibility (in-process)
• Manager and Employee Trainings
• First Reviews will be Spring 2020
Traditional Problems with Performance Management (And Their Solutions)

- **Rater Bias**
  - 360-Degree Reviews
  - Calibrate Ratings

- **Once-a-year, check-the-box exercise**
  - Review more than once per year

- **Lack of clarity on what ratings mean**
  - Better training and definitions

- **Lack of alignment with what the org needs**
  - Connect to Strategic Plan and Org Goals
  - Connect to Org Values

- **Performance Management not used to help employees grow**
  - Hold Rating Communication and Coaching in different conversations

= We have this feature in the new program
Performance Management Model

**Process**
- Summative Assessment (Spring)
- Goal Setting (July)
- Formative Assessment ()

**Criteria**
- Goal Progress
- Functional Competency
- Leadership Behaviors
- Spirit of Snow Behaviors

- Formative Assessment
- Goal Setting
- Summative Assessment

Performance Management Process

Goal: Cascading goals based on the college strategic plan. 
Output: Goals and objectives for the year

Goal: Review of behavior and progress toward goals. 
Output: Formal Performance Rating

Goal: Review and coaching of skills and behaviors designed to help employees grow. 
Output: Professional Development Plan

Summative Assessment (Spring) - Goal Setting (Summer) - Formative Assessment (Fall)
Goal Setting

President and Cabinet Set Strategic Objectives based on Strategic Plan

Where are we going long-term? | What do we want to accomplish this year?

Executive Team works with their Directors and Deans to Set Functional Objectives

What do we need to do to support the Strategic Plan? | What resources can we contribute?

Managers work with Employees to Set Individual and Team Goals

How can my position support the plan and objectives? | How do I need to grow to support the plan and objectives?
Formative Assessment

Gather Data
- Self-assessment
- Supervisor guidance
- Peer and subordinate feedback
- Customer comments (if applicable)

Assess Strengths and Weaknesses
- Compare feedback from different constituents
- Find trends in the feedback
- Focus on Skills and Behaviors

Plan and Coach
- Managers and Employees collaborate on a Professional Development Plan
- Managers provide ongoing coaching
Summative Assessment

Assess
• Did the employee meet expectations based on their goals and objectives
• Has the employee’s behavior been consistent with the values of the college?

Calibrate
• Managers in similar departments meet and ensure that their ratings are consistent
• HR facilitates the calibration sessions

Communicate
• Manager reviews the results of the assessment with the employee
Performance Management Criteria

- Based on progress toward goals and objectives
- Based on the employee’s role
- Based on the employee’s level in the organization
- Same for all Snow Employees
Spirit of Snow Behaviors

- **Selfless Effort**
  - Put the institution before departments and divisions
  - Be passionate about helping others succeed
  - Think about the impact on others
  - Give credit to others

- **Exceeding Expectations**
  - Find ways to continuously improve
  - Be creative
  - Don’t assume it can’t be done
  - Expand your expertise

- **Respect for All**
  - Be Inclusive of others
  - Welcome diverse backgrounds and ideas
  - Disagree collegially

- **Vigorous Grit and Tenacity**
  - Don’t give up
  - Learn from mistakes
  - Do hard things
  - Show passion for what you do

- **Empathetic Communication**
  - Have a genuine interest in others
  - Show compassion
  - Provide encouragement
Leadership Behaviors – 4 stages of Contribution

<table>
<thead>
<tr>
<th>Contributing Dependently</th>
<th>Contributing Independently</th>
<th>Contributing Through Others</th>
<th>Contributing Strategically</th>
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<tbody>
<tr>
<td>• Accepts supervision</td>
<td>• Conscientious</td>
<td>• “5 Disciplines of the Multiplier”:</td>
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<td>• Basic and Routine Tasks</td>
<td>• Friendly and Tactful</td>
<td>• Talent Magnet</td>
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<tr>
<td>• Performs well within defined parameters</td>
<td>• Open to new experiences</td>
<td>• Liberator</td>
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<tr>
<td>• Learns org processes and culture</td>
<td>• Gets along with others</td>
<td>• Challenger</td>
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<td>• Forward Thinking</td>
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<td>• Persuasive</td>
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<td>• Manages resource allocation</td>
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<td>• Identifies critical opportunities and threats</td>
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<td>• Takes appropriate risks</td>
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<td></td>
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<td>• Creative Problem Solver</td>
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</table>

Sources:
“The Four Stages of Contribution” Korn Ferry Consulting
https://dsqapj1lakrkc.cloudfront.net/media/sidebar_downloads/FourStagesContribution_Research-Primer.pdf
Leadership Behaviors – Types of Positions at the College

**Probationary Employees**
- Employee in their first year in their position

**Independent Contributors**
- Non-probationary employee without management responsibility

**Line Management**
- Manager
- Supervisor
- Department Chair

**Mid-level management**
- Director
- Division Dean

**Executive**
- President
- Provost/VP and AP/AVP
- Executive Director
Contribution – How it fits together
Functional Competency

Assess
- Manager (with input from HR) determines what skills are essential to the position

Measure
- Manager and employee measure the employee’s competency toward those skills

Plan
- Manager and employee plan:
  - How to maximize employee’s strengths
  - How to minimize critical weaknesses