PATHWAY: A JOURNEY TO LEADERSHIP
MODULE II SESSION III
COACHING & FEEDBACK
**BEHAVIOR & SKILLS MATRIX**

Behavior and Skills Matrix

![Behavior and Skills Matrix Diagram]

- **Behaviors (Values)**
  - Aligned with CS Values
  - Mis-Aligned with CS Values

- **Knowledge and Skills Specific to Role**
  - Meets or exceeds job expectations
  - Does NOT meet job expectations

- **Quadrant 1**
  - is the expectation/goal

- **What is the expectation?**

**Quadrant 1**

- **II**
  - Meets or exceeds job expectations

- **I**
  - Meets or exceeds job expectations

- **III**
  - Does NOT meet job expectations

- **IV**
  - Does NOT meet job expectations

- **What is the expectation?**

**Quadrant 1**

- **I**
  - Meets or exceeds job expectations

- **II**
  - Meets or exceeds job expectations

- **III**
  - Does NOT meet job expectations

- **IV**
  - Does NOT meet job expectations
CSB ANALYTICS

Grid

Graph

Performing

Achieving

Excelling

Goals

Performing

Achieving

Excelling

I

Coaching for Success

II

Coaching for Improvement

III

Managing Performance Problems

IV

Coaching for Improvement
MANAGING EMPLOYEE PERFORMANCE
AGENDA

- Define Employee Performance
- Identify the three main components of employee performance
- Discuss the Three C’s of Managing Performance
- Practice providing effective feedback
What is Employee Performance?

The job related activities expected of an employee and how well those activities are executed.
GROUP ACTIVITY

Think about what acceptable employee performance looks like.

What are the behaviors/actions that make-up Employee Performance?

➢ Write one behavior or action per post-it note
Do your ideas fit into these three buckets?

Are there any outliers?
Managing Performance

- Taking responsibility for employees’ performance
- Setting clear goals and expectations
- Tracking progress and ensuring feedback
- Acknowledging and celebrating positive behavior
- Addressing performance problems promptly
ADDRESSING PERFORMANCE

What is the PURPOSE of Managing Performance?

1. Increase positive behavior
   - Acknowledge and celebrate positive behavior

AND

2. Decrease/eliminate undesirable behavior
   - Address performance problems promptly
Purpose of Addressing Performance Problems

- Bring issues to the employee’s attention
- Correct the behavior by using various options
- Eliminate the problem behavior
Addressing Performance Problems

- Goal is to correct behavior not terminate
- Leader owns addressing behavior
- Employee owns correcting behavior
Key Questions:

✓ Have I brought this performance problem to my employee’s attention?

✓ What opportunities have I provided to allow the employee to change his/her behavior?

✓ Where do I have this documented?
PERFORMANCE PROGRESSION

• Coaching Conversation
• Verbal Warning
• Written Warning
• Final Warning
• Suspension
• Termination
Steps are not necessarily progressive

Level of corrective action determined by:
  - previous history
  - severity of behavior
THREE C’S
Three C’s of Addressing Performance Problems

- Compliance
- Consistency
- Compassion
Compliance

Fulfilling an official requirement as defined by a policy, procedure or law
THREE C’S

Three C’s of Addressing Performance Problems

Consistency

Conformity in the application of logic, accuracy and fairness
The act of considering all the mitigating circumstances surrounding a performance issue before making a decision.
Large Group Case Study

- Mabel is a 25-year employee who performs well and has had a history of sporadic attendance issues.
- Lately, Mabel’s supervisor has noticed that she has been calling out on the 3rd Wednesday of each month.
- Today is the 3rd Wednesday, and like clockwork, Mabel called to report that she would not be in today.
- When Mabel returns to work, her supervisor conducts a counseling session regarding her pattern of poor attendance.
- Mabel begins to cry and informs her supervisor that her son is incarcerated in a Federal prison out of State and she has to travel a significant distance to visit him to make sure he is okay.
- Wednesdays are the only day she can visit him.

Using the **Three C’s (Compliance, Consistency and Compassion)** how would you handle this situation if you were Mabel’s supervisor?
Review each case study and discuss based on the three C’s: Compliance, Consistency and Compassion.

As a group, decide what level of corrective action, if any, will you take regarding the situation.
FEEDBACK PEN ACTIVITY
What thoughts and feelings come to mind when you need to give feedback to an employee?
GIVING FEEDBACK
A Model for Giving Feedback

- Situation
- Behavior
- Impact
- Expectations
EFFECTIVE FEEDBACK

SITUATION
When and Where
the behavior took place

BEHAVIOR
What specific actions did the employee exhibit

IMPACT
The effect the employee’s actions had on others and the workplace

Clear Expectations
EFFECTIVE FEEDBACK

I is for Impact NOT Intent

• Employee’s intent is open for debate

VS

• The impact of employee’s behavior on others and the work environment is fact
A Model for Giving Feedback

Situation–Behavior–Impact Model (SBI)

- **Situation**: Describe the situation where the observed behavior occurred. The more specific you can be about the where and when, the better.

- **Behavior**: Help the individual understand exactly the behavior you're talking about. Think of playing back a videotape, only using words to describe what you saw.

- **Impact**: Share with the individual the impact of the behavior on you and/or on others who were present. Impact is what you or others experienced; you're now making the internal experience known to the individual.

Avoid judgments here, such as, "You weren't listening to me." Instead, simply describe the person's behavior: "When I was talking, you pushed back your chair away from the table and gazed out the window."

Model adapted from: http://mindmapblog.com/?tag=situation-behavior-impact-model
FEEDBACK TECHNIQUE

Situation (When and Where?)

• Start by identifying the situation.
• Where did the behavior take place?
• When did the behavior take place?
• What else was going on when the behavior took place?
• “During the feedback exercise when we were making a decision on…”
Feedback Technique

Behavior (What?)

• Feedback should always describe behavior, not voice a conclusion.
• “You said my idea would not work” or “You smiled at me and made eye contact.”
• Not, “You are arrogant,” or “You are a nice person.”
Impact (So what?)

• Describe how the behavior affected you or how you perceive it affected others.

• “That caused me to withdraw from the conversation.”

• “It made me feel comfortable with the group.”
Feedback Technique

Feedback Should Always be Well Intentioned

• Effective feedback is meant to help the recipient. It’s a gift.
• Don’t give “feedback” because you want to “get something off of your chest.”
• Feedback will not fix what you believe is wrong with another person.
Avoid Judging Behavior

• Don’t use terms such as “good” or “bad.”
• The receiver decides the value of the impact of their behavior for themselves.
• Judging the impact of the receiver’s behavior often decreases the receiver’s willingness to listen.
Goal of feedback is to help someone understand and accept the impact of their behavior on others.

The recipient’s decision to change behavior is not part of the feedback process.
Expect Feedback in Return

• Feedback begets feedback.
• Be a good feedback recipient. Listen and ask clarifying questions, but don’t defend or justify behaviors.
• Remember that everyone has a right to their own perceptions.
Group Activity: How’s That Feedback?

“Greg, I wanted to let you know that your explanation of the new operational procedures was very thorough. I think the team has a much better understanding now of why these new procedures are so important. Thanks for your attention to detail.”
“Ann, while you were explaining the policy to the new employee this morning, he was asking a lot of questions. You told him that if he would just keep quiet and let you finish, it would make sense to him. This shut him down and affected the remainder of your time together. A better approach might be to acknowledge that some of these policies may seem confusing but that you will do your best to explain it to him. This approach would have encouraged him to keep trying to understand.”
Let’s Practice

Group Activity: SBI Technique

• Form groups of 3
  • Initiator: begins feedback conversation
  • Respondent: receives feedback and responds
  • Coach: provides feedback to initiator and respondent on discussion

• Read scenario

• Each person will take a turn in each role
Group Activity:

For each case study, provide feedback to the employee(s) using the S (Situation), B (Behavior), I (Impact) technique.

Don’t forget to add E for Expectations!
EFFECTIVE PERFORMANCE REVIEWS
AGENDA

- Writing Effective Performance Reviews
- Conducting Effective Performance Discussions
WRITING EFFECTIVE PERFORMANCE REVIEWS
EMPLOYEE FEEDBACK

Informal
• day-to-day communication and continuous feedback
➢ Managing Performance

Formal
• documented annual/semi-annual performance feedback
➢ Performance Reviews
GROUP ACTIVITY

What has been your experience with employee performance reviews?

What is your greatest concern as you prepare yourself to conduct a review as a leader?
VIDEO-Tough Choice
PERFORMANCE REVIEWS

WHY WE DO PERFORMANCE REVIEWS?

• Recognize high performers
• Document performance problems
• Identify development needs
• Assist in compensation planning

Because we’re supposed to...
WRITING PERFORMANCE FEEDBACK

Feedback should:

- Be relevant to goal / competency
- Be specific to employee
- Include any positive behavior / outcomes
- Include areas that need improvement
- Provide specific examples
Written Feedback

- **Situation**
- **Behavior**
- **Impact**
- **Expectations**
Written Feedback

- **Situation**
- **Behavior**
- **Impact**
- **Expectations**
PERFORMANCE FEEDBACK

What is the PURPOSE of providing feedback?

1. Increase positive behavior

AND

2. Decrease/eliminate undesirable behavior
<table>
<thead>
<tr>
<th>GOALS RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>• Does not demonstrate the necessary knowledge, skills, abilities and/or commitment.</td>
</tr>
<tr>
<td>• Has not kept pace with job requirements; or performance has been deteriorating.</td>
</tr>
<tr>
<td>• Immediate and sustained improvement is needed.</td>
</tr>
<tr>
<td>• A performance improvement plan is required.</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td>• Does not demonstrate the knowledge, skills and abilities required to perform the job on a consistent basis.</td>
</tr>
<tr>
<td>• Performance may be uneven or inconsistent, and must be improved.</td>
</tr>
<tr>
<td>• A performance improvement plan is required.</td>
</tr>
<tr>
<td><strong>Achieves Expectations</strong></td>
</tr>
<tr>
<td>• Meets established departmental performance expectations.</td>
</tr>
<tr>
<td>• Demonstrates the knowledge, skills and abilities that result in the effective performance of the position requirements.</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>• Frequently exceeds in demonstrating the knowledge, skills and abilities that result in the effective performance of the position requirements.</td>
</tr>
<tr>
<td><strong>Exceptional</strong></td>
</tr>
<tr>
<td>• Consistently excels in demonstrating the knowledge, skills and abilities that result in the effective performance of the position requirements.</td>
</tr>
<tr>
<td>• Truly outstanding level of contribution (well beyond position requirements) during the performance period.</td>
</tr>
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COMPETENCY RATING SCALE

Underdeveloped
- Does not exhibit behavior
- Behavior not adequately developed

Moderate
- Inconsistently exhibits behavior
- Exhibits behavior but not at expected level

Competent
- Exhibits behavior at expected level

Advanced
- Frequently exhibits behavior above expected level

Exceptional
- Consistently exhibits behavior above expected level
<table>
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<th>COMMON ERRORS</th>
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<tbody>
<tr>
<td><strong>Contrast Error</strong></td>
</tr>
<tr>
<td>• tendency to compare to other employees</td>
</tr>
<tr>
<td><strong>Recency Effect</strong></td>
</tr>
<tr>
<td>• tendency to give extra weight on most recent behavior</td>
</tr>
<tr>
<td><strong>Halo Effect</strong></td>
</tr>
<tr>
<td>• generalizing (positively) from one aspect of performance to all aspects of performance</td>
</tr>
<tr>
<td><strong>Horn Effect</strong></td>
</tr>
<tr>
<td>• generalizing from one or two negative aspects of performance and becoming blind to the positive aspects</td>
</tr>
<tr>
<td><strong>Central Tendency Effect</strong></td>
</tr>
<tr>
<td>• consistently rating at or near the midpoint of the scales regardless of the actual level of performance</td>
</tr>
</tbody>
</table>
Questions to Ask Yourself to Avoid Rater Errors

Contrast Error

• Have I rated this employee on his or her actual behavior or have I rated her or him compared to other individuals?

Recency Effect

• Have I looked at this employee’s competencies over time, or have I generalized according his/her most recent behavior?
MINIMIZING ERRORS

Questions to Ask Yourself to Avoid Rater Errors

Halo Effect

• Am I looking at each of this employee’s competencies separately, or have I generalized about his or her performance?

• Am I basing my rating on documentation of my observations of the employee’s behavior, or am I making judgments based on my perceptions?

Horn Effect
MINIMIZING ERRORS

Questions to Ask Yourself to Avoid Rater Errors

Central Tendency Effect

- Have I rated this employee “down the middle” to avoid potential push back for constructive feedback or to avoid providing specific details?
Mary Poppins

Profile
Admin Asst, Program
Role type: FY15
Administrative Support
Employee: 1234567
Start date: 1 Sep 2012
Role start: 1 Sep 2012
Assistant Communications@emory.edu

Active
Inactive
Freeze goals
Overall Rating: Un-rated

February 2016, Due in 135 days
Progress:

Share with my manager
Share with all my employees

Notes:

9/15: Mary agreed to take on additional project without being asked. Showed initiative and teamwork.
Customer and other team members were very appreciative.

9/30: A complaint was made by another co-worker that Mary was loud and disrespectful in breakroom. Mary
received verbal warning.

10/2: Mary received bronze award through CS SELECT for exceeding customer’s expectations.

Actions

[ ] enter action

Due Date

Add new action

Other Goals

Rating

Unsatisfactory
Needs improvement
Achieved expectations
Exceeded expectations
Exceptional
Competency: Effective Communication

Definition:
- Expresses ideas respectfully and shares information in a clear and concise manner
- Uses appropriate grammar, pronunciation and tone to enhance understanding; tailors communication style to needs of the recipient
- Listens carefully to others and ensures message is understood
Large Group Case Study

Sally – Manager

Competency: Effective Communication

Behaviors so far this fiscal year:
- Observed Sally during staff meeting where she rudely interrupted an employee while he was asking a question
- Have received two complaints from employees regarding feeling “disrespected” by Sally because of the way she speaks to them. Had a coaching conversation with her.
- Have received many glowing emails from customers regarding Sally’s communication skills. She constantly keeps them informed and goes above and beyond
- Speaks very clearly and uses correct grammar
COMPETENCY RATING SCALE

**Underdeveloped**
- Does not exhibit behavior
- Behavior not adequately developed

**Moderate**
- Inconsistently exhibits behavior
- Exhibits behavior but not at expected level

**Competent**
- Exhibits behavior at expected level

**Advanced**
- Frequently exhibits behavior above expected level

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- Consistently exhibits behavior above expected level
Writing Feedback

- Situation
- Behavior
- Impact
- Expectations
CASE STUDIES: WRITTEN REVIEWS

Small Group Case Study

• Read the case
• Discuss and decide as a group what rating the employee will receive
• Write comments for feedback to the employee
CONDUCTING EFFECTIVE PERFORMANCE REVIEWS
VIDEO-INCORRECT REVIEW
Group Activity

• Discuss observations about the exchange witnessed in the video
CONDUCTING PERFORMANCE REVIEW

Create the right environment
- Comfortable, private space
- Build Rapport

Allow the employee time to review the document

Engage employee in conversation
- Employee’s perspective first
- Opportunity to coach

Look forward to next year
- Discuss expectations/plans

Leave room for employee’s questions/concerns
VIDEO-CORRECT REVIEW
Conducting Performance Review

General Tips
1. Be prepared
2. Establish proper environment
3. Get employee involved
4. Lead with the positive
5. Be specific and objective (B,I)
6. Be solutions oriented (E)
Conducting Performance Review

Tailor your approach and message based on the type of employee

- Underperformer
- Solid Performer
- High Performer
Conducting Performance Review

- Underperformer
  - Slow down
  - Consider the big picture
  - Unreceptive underperformer – let them be more self-analyzing
Conducting Performance Review

- Solid Performer
  - Acknowledge acceptable performance
  - Motivate for higher performance
  - Have discussion/provide examples of how higher performance can be achieved
Conducting Performance Review

• High Performer
  ✓ Recognize high level of success
  ✓ Challenge for even higher levels of success
WHAT HAVE WE COVERED?

- Writing Effective Performance Reviews
- Conducting Effective Performance Discussions
QUESTIONS/COMMENTS