

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



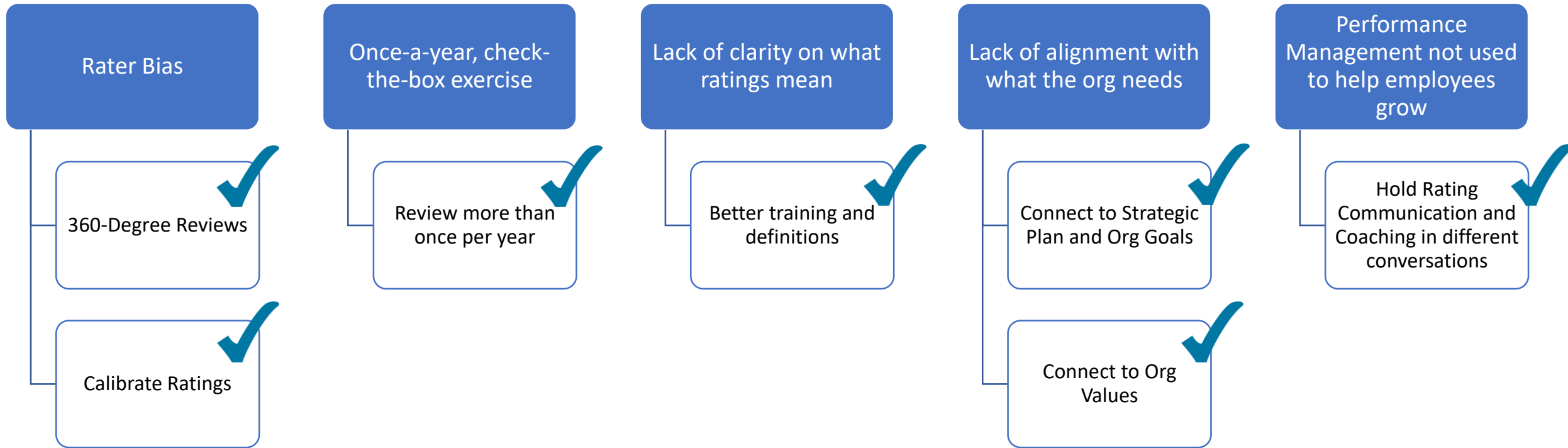
Launch

- Revise Policy to allow for more Flexibility (in-process)
- Manager and Employee Trainings
- First Reviews will be Spring 2020

We are here



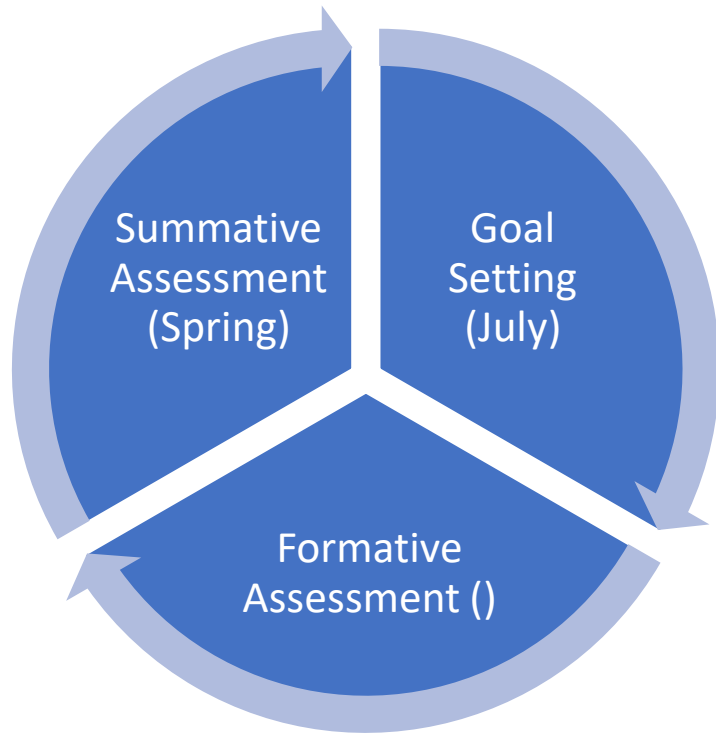
Traditional Problems with Performance Management (And Their Solutions)



✓ = We have this feature in the new program

Performance Management Model

Process

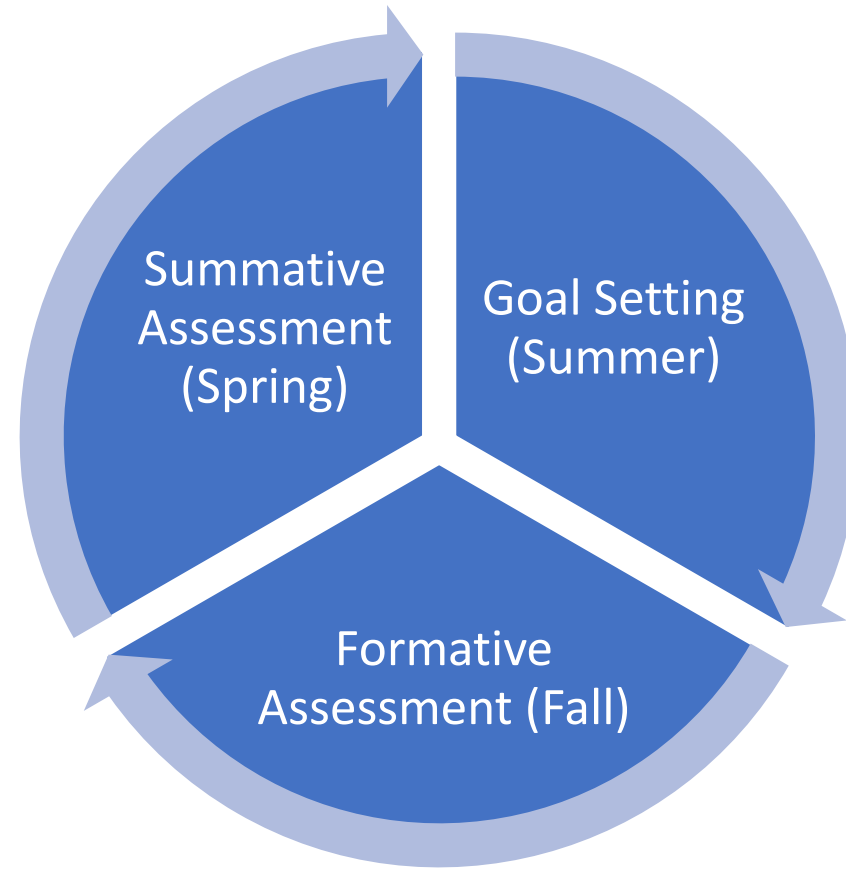


Criteria



Performance Management Process

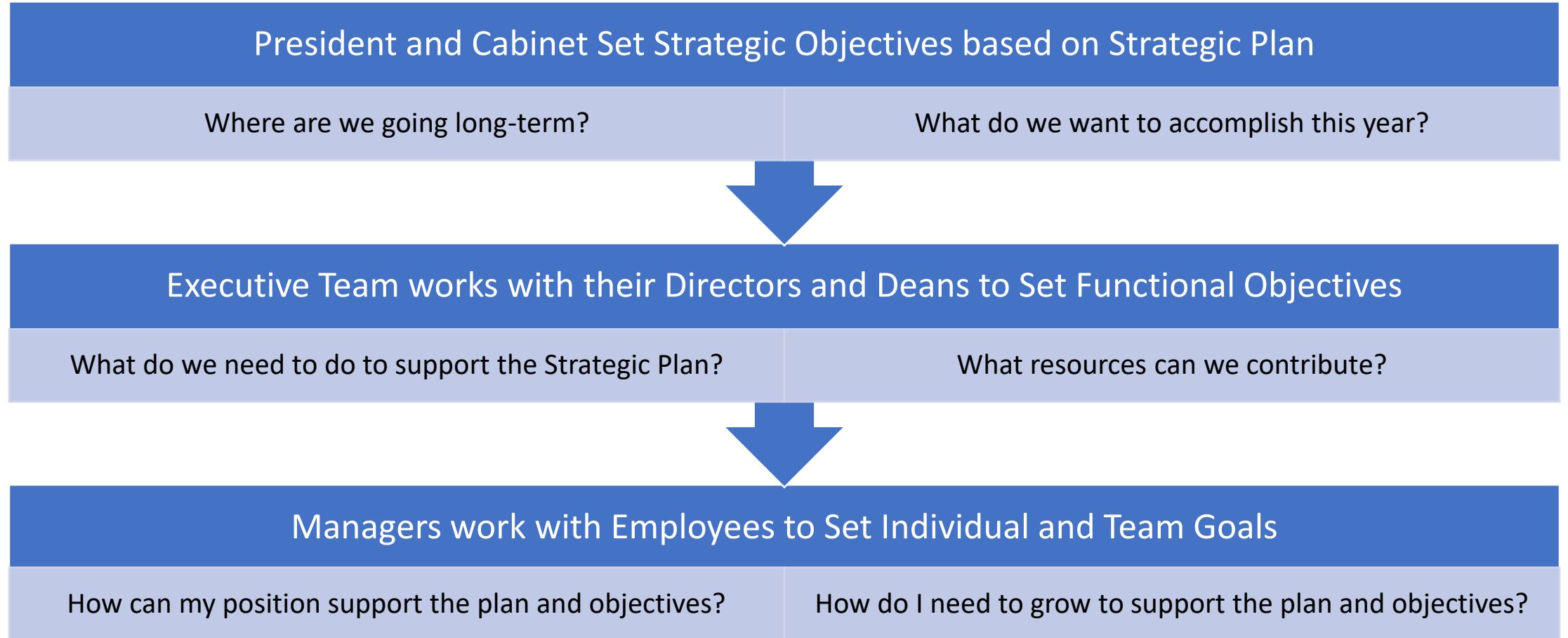
Goal: Review of behavior and progress toward goals.
Output: Formal Performance Rating



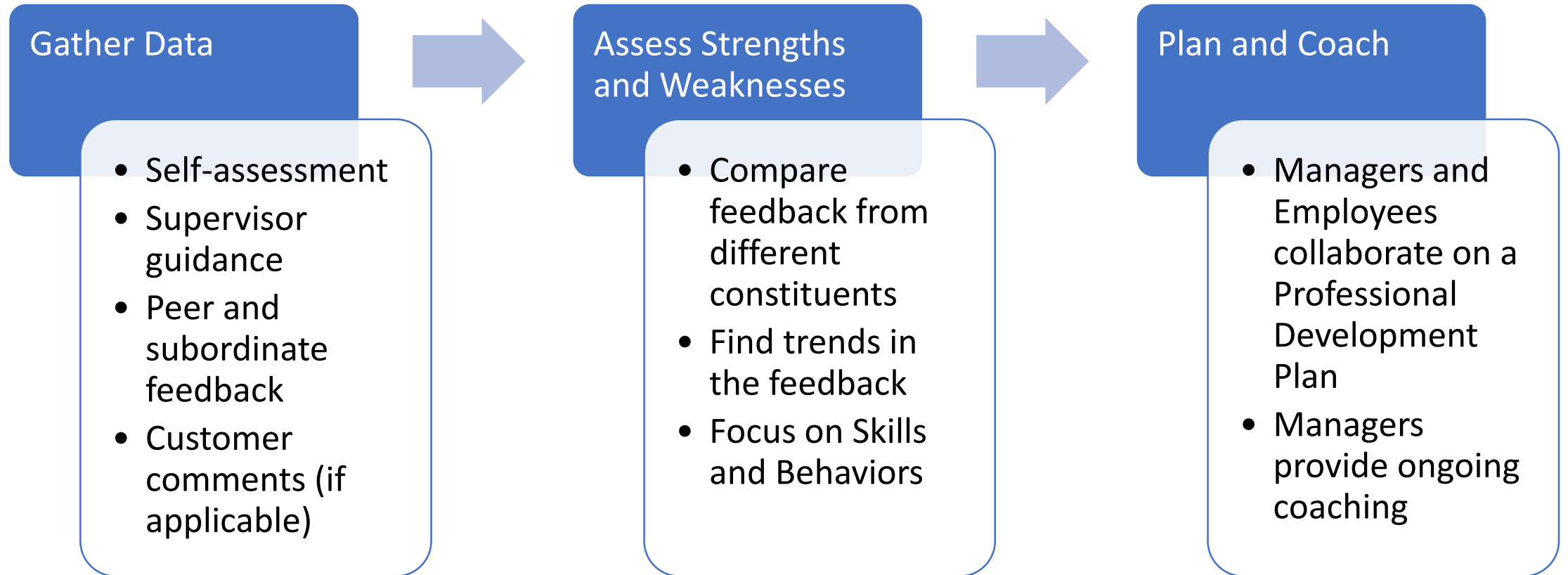
Goal: Cascading goals based on the college strategic plan.
Output: Goals and objectives for the year

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

Goal Setting



Formative Assessment



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

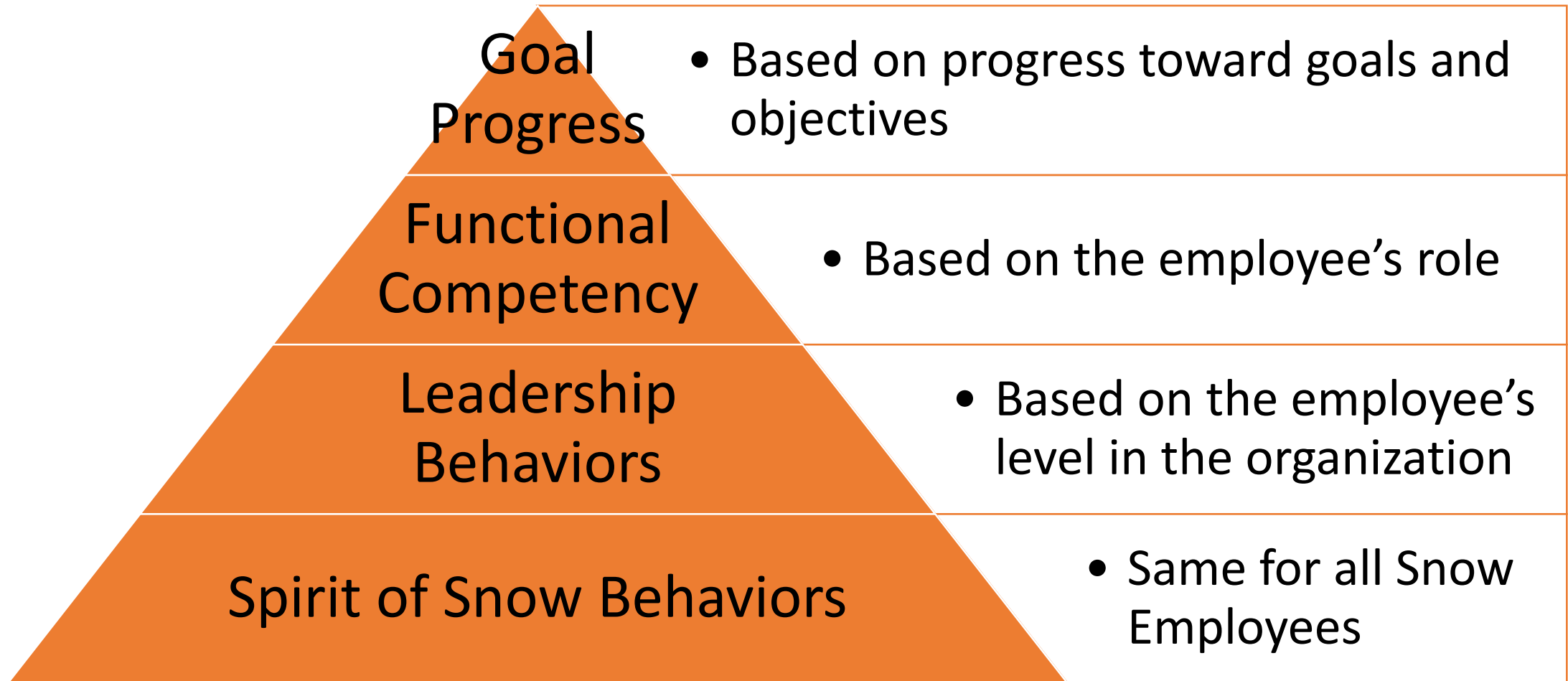
- Managers in similar departments meet and ensure that their ratings are consistent
- HR facilitates the calibration sessions



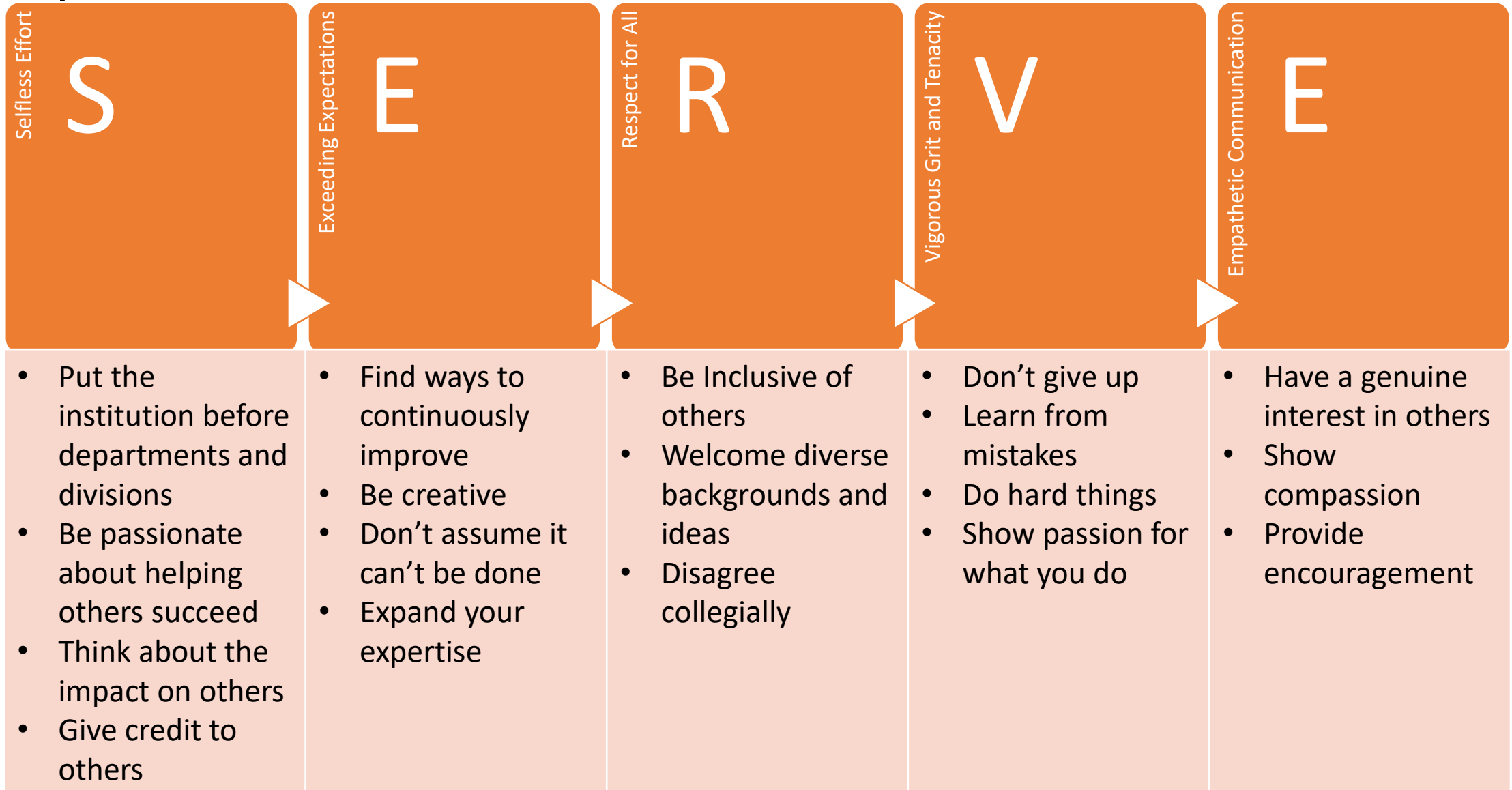
Communicate

- Manager reviews the results of the assessment with the employee

Performance Management Criteria



Spirit of Snow Behaviors



Leadership Behaviors – 4 stages of Contribution

Contributing Dependently	Contributing Independently	Contributing Through Others	Contributing Strategically
<ul style="list-style-type: none">• Accepts supervision• Basic and Routine Tasks• Performs well within defined parameters• Learns org processes and culture	<ul style="list-style-type: none">• Conscientious• Friendly and Tactful• Open to new experiences• Gets along with others	<ul style="list-style-type: none">• “5 Disciplines of the Multiplier”:<ul style="list-style-type: none">• Talent Magnet• Liberator• Challenger• Debate Maker• Investor	<ul style="list-style-type: none">• Forward Thinking• Persuasive• Manages resource allocation• Identifies critical opportunities and threats• Takes appropriate risks• Creative Problem Solver

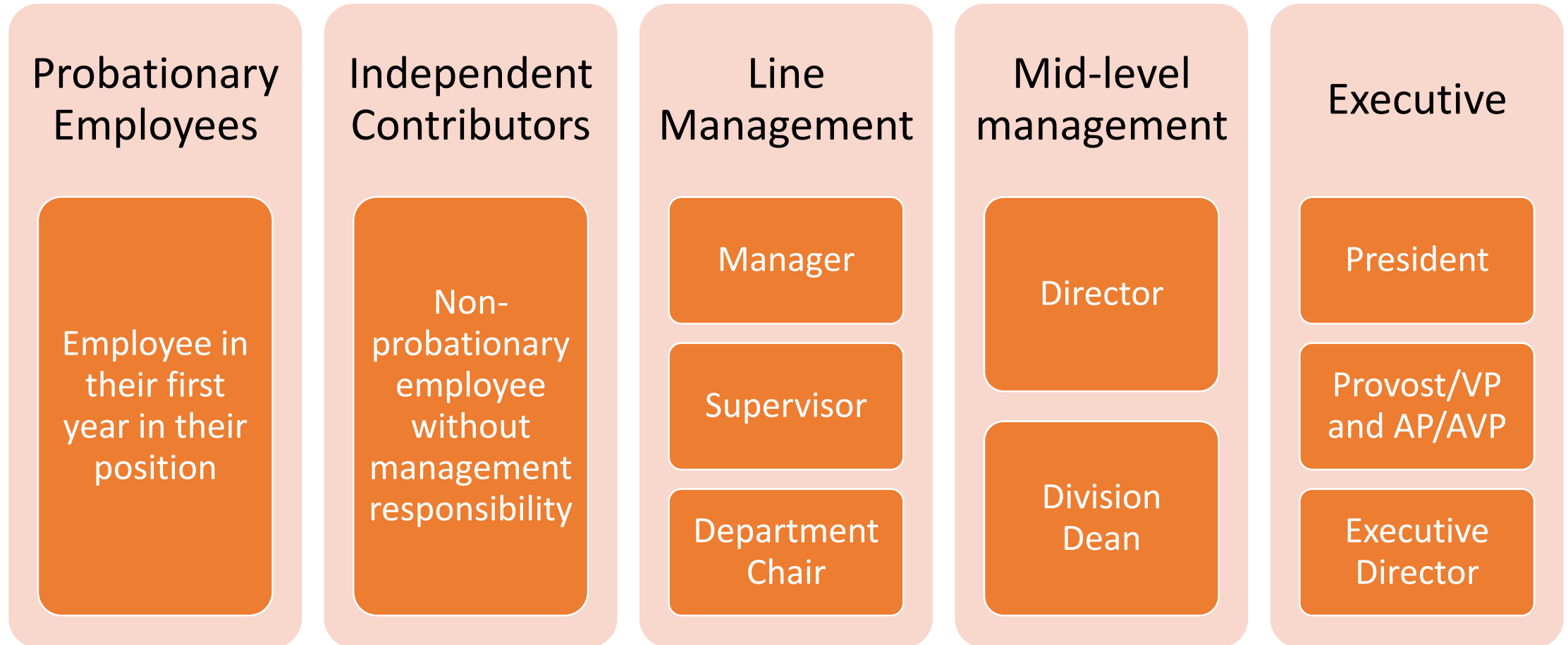
Sources:

“The Four Stages of Contribution” Korn Ferry Consulting

https://dsqapj1lkrkc.cloudfront.net/media/sidebar_downloads/FourStagesContribution_Research-Primer.pdf

Wiseman, Liz. *Multipliers: How the Best Leaders Make Everyone Smarter*. HarperBusiness

Leadership Behaviors – Types of Positions at the College



Contribution – How it fits together



Functional Competency

