



A Manager's Guide to Performance Conversations

Agenda

- Purpose for Performance Conversations
- Goals
- Regular Feedback
- Productive Conversation
- Recognizing Accomplishments
- Supporting Learning and Growth
- Using the Overall Rating to Differentiate Performance
- Resources

Purpose for Performance Conversations

- Regular, productive conversations
- Build trust
- Feedback supports learning and growth
- Recognize accomplishments
- Hold development conversations
- Lead to motivation, engagement, and retention
- Support strategic goals

Goals

Why?

- Goals provide direction
- Goals make expectations clear
- Setting goals early makes it easier to evaluate later



How?

- Set goals early in the performance cycle
- Set goals collaboratively
- Focus on expected results
- Use the SMART acronym
- Track goal progress



Regular Feedback

SBI Feedback

Situation

- Describe the place, time, or circumstance
- “In yesterday’s meeting”

Behavior

- Describe what you observed (not your feelings or impressions)
- “You raised a good point about setting community norms”

Impact

- Describe the specific results of the behavior
- “Doing so could help everyone feel safer and valued in our meetings.”

Inquire

- Ask for the person’s perspective
- “What are your thoughts about next steps?”

SBI Feedback

Inquire

- Ask for the person's perspective
- "What are your thoughts on how yesterday's meeting went?"

Situation

- Describe the place, time, or circumstance
- "In yesterday's meeting"

Behavior

- Describe what you observed (not your feelings or impressions)
- "You interrupted Kelly at least three times."

Impact

- Describe the specific results of the behavior
- "Kelly shared with me that they feel disrespected, and the entire group missed what Kelly had to say."



What is Your Feedback Message?

A direct report has missed a deadline and didn't let you know that they were behind on the work. The next part of the project is now delayed, and the colleague working on it is overwhelmed because they had planned on doing their part of the work at the stated time.

Productive Conversation

- No surprises
- Clear expectations
- A fair, equitable process
- Free from bias (recency, etc.)
- Collaborative goal setting
- Two-way conversation about accomplishments and areas for development
- Clear, respectful, future-focused feedback – both positive and constructive

Recognizing Accomplishments

What?

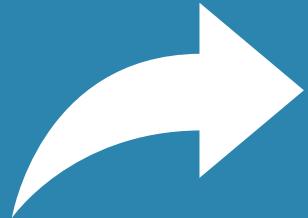
- Respond to accomplishments listed
- Share alternative perspectives
- Provide your own additional thoughts

How?

- Use observable behavior
- Use STAR stories



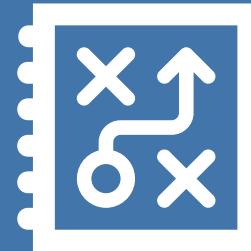
Supporting Learning and Growth



Respond to the professional staff member's suggestion for their learning and growth



Add your own thoughts



Collaboratively decide on an area to focus on



Provide feedback on areas for improvement

Using the Overall Rating to Differentiate Performance

Rating	Definition	Application guidance
Exceptional achievement	Contributions have tremendous and consistently positive impact and value to the department and or the organization. May be unique, often one-time achievements that measurably improve progress towards organizational goals. Easily recognized as a top performer compared to peers. Viewed as an excellent resource for providing training, guidance, and support to others. Demonstrates high-level capabilities and proactively takes on higher levels of responsibility.	Reserved for work that is truly extraordinary across the board. It could involve unique, one-time initiatives that required the mastery of different skills and a significant time commitment to skill building and completion of a project or event. This rating also indicates work that had a far-reaching impact in moving the department ahead on a significant goal.
Achieved more than expected results	Consistently demonstrates high level of performance. Consistently works toward overall objectives of the department and or organization. Viewed as a role model in position. Demonstrates high levels of effort, effectiveness, and judgment with limited or no supervision	Applies to an employee who consistently demonstrates a high level of performance. Throughout the entire performance year, the employee worked “above and beyond” to successfully achieve goals and they often worked with very limited or no supervision.
Fully achieved expected results (good, solid performance)	Consistently demonstrates effective performance. Performance is reflective of a fully qualified and experienced individual in this position. Viewed as someone who gets the job done and effectively prioritizes work. Contributes to the overall objectives of the department and or the organization. Achieves valuable achievements in several critical areas of the job.	Describes employees who consistently demonstrate effective performance, who get the job done and effectively prioritize work. Typically, the majority of employees will receive an overall rating of achieved expected results.
Partially achieved expected results	Working toward gaining proficiency. Demonstrates satisfactory performance inconsistently. Achieves some but not all goals and is acquiring necessary knowledge and skills	Demonstrates uneven or inconsistent performance. The employee might perform some goals well, but other goals require additional training, coaching, and feedback.
Did not achieve expected results	The quality of performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels.	Should not come as a surprise to an employee — regular performance discussions should have been in place consistently before assigning this overall rating. An employee receiving this rating should already be on a Performance Improvement Plan.

Performance and Merit

Do

- Use the review of the last year's performance to inform the merit allocation
- Allocate a larger percentage of the merit pool to exceptional performers
- Stress that "Achieved expected results" is not a mediocre rating; it represents good, solid performance

Don't

- Use merit to address equity; compression
- Assign the same merit percentage regardless of performance
- Inflate ratings because you think that's all you can do to reward someone



Resources

[Performance Development Overview](#)

[Goal Setting](#)

[Providing Feedback](#)

[Reducing Bias in Performance Conversations](#)

[Recognizing Accomplishments](#)

[Supporting Learning and Growth](#)

[Overall Rating](#)

[Performance Timeline and Steps-By-Step Guides](#)

Reach out to the HR Service Center - hr@drexel.edu

Discuss with your [HR Business Partner](#)

What questions
do you have?