

# PERFORMANCE REVIEWS FROM A COACHING PERSPECTIVE

Presented by:



## COACHING FOR PERFORMANCE

### OBJECTIVES

Participants will be able to:

- Identify their personal strengths and challenges as a performance coach
- Learn what should happen during a Performance Review.
- Use a three-part feedback and coaching model to give on-the-spot coaching
- Document performance using the CITY OF MARSHFIELD Performance Feedback Form

### AGENDA

1. The performance management process. Performance planning. Performance coaching. Performance review. Two sides of Performance.
2. Performance coaching. Feedback and coaching. Do's and don'ts. Balancing coaching styles. Reflection: Your coaching style.
3. Critical coaching skills. Maintaining and enhancing self-esteem. Active listening with empathy. Describing behavior and impact.
4. Feedback and coaching model. What? So What? Now What? Using questions to create dialogue. Practice.
5. The performance review process. Goals of performance review. Guidelines for writing performance reviews. Documenting performance review comments. Conducting the performance review meeting. Handling conflict and emotional reactions.
6. Practice. Role-play a performance management opportunity.

### THE PERFORMANCE MANAGEMENT PROCESS

As a leader, one of your most important responsibilities is enhancing/supporting others' performance—supporting others so they can more fully contribute to CITY OF MARSHFIELD's mission.

Performance management is an ongoing process that comprises:

Performance Planning	Providing context and direction for the work Providing training, tools and resources Setting clear expectations
Performance Coaching	Providing timely and objective feedback Coaching for improved performance Following up to provide support
Performance Review	Formally reviewing performance on a regular basis Jointly devising development plans for continued growth and success Documenting performance conversations and performance related milestones/issues

## TWO SIDES OF PERFORMANCE

The dynamics of performance include the skills, knowledge and characteristics needed to perform a job successfully:

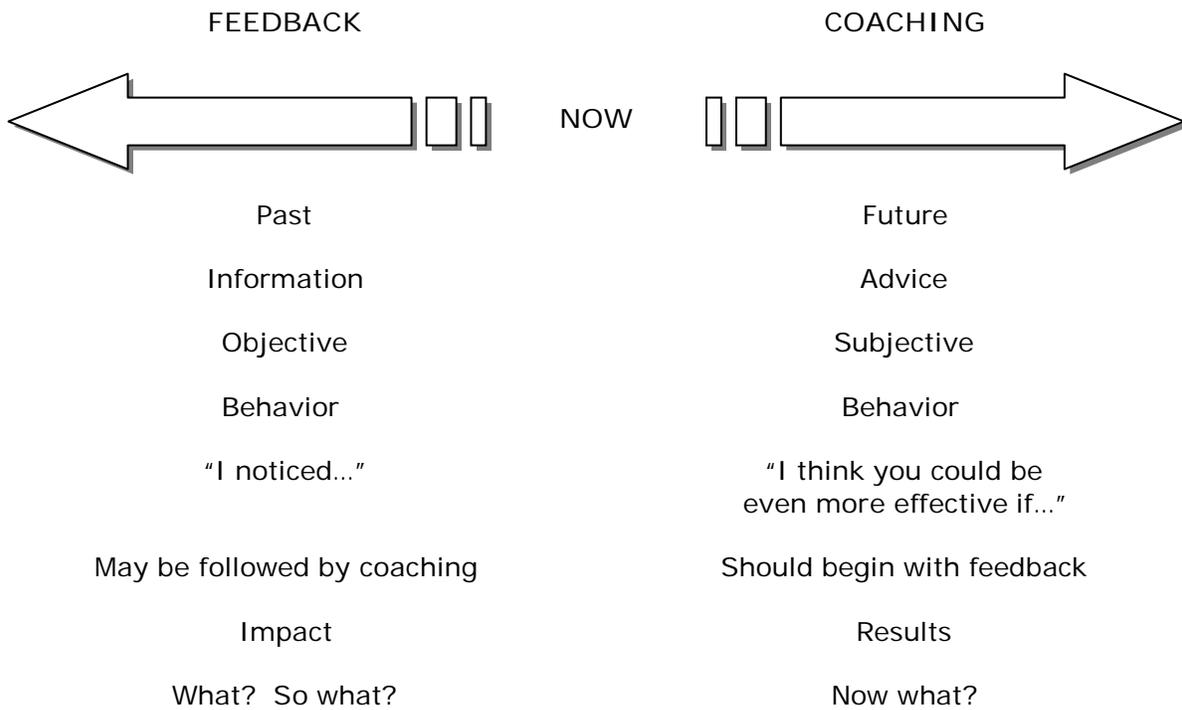
- Skills and knowledge in the functional area of each employee’s job are critical to achieve results, but don’t guarantee top performance.
- The second component of performance comprises the behaviors consistent with CITY OF MARSHFIELD’s leadership competencies.

<p>WHAT?</p> 	<p>Fulfillment of job requirements</p> <p>What results did the employee achieve?</p>	<p>Focus on RESULTS</p> 
<p>HOW?</p> 	<p>Demonstration of CITY OF MARSHFIELD leadership competencies</p> <p>How did the employee get results?</p>	<p>Focus on BEHAVIORS</p> 

## FEEDBACK AND COACHING

FEEDBACK is information about observed behavior and its impact on others and/or results.

COACHING is advice, suggestions, and support for the future to make the most of the feedback received so optimum results can be obtained.



## COACHING FOR PERFORMANCE

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### EXERCISE: DO/DON'T FOR GIVING FEEDBACK AND COACHING

Do...	Don't...

THE BALANCING ACT: ARE YOU “TOUGH ENOUGH”?

The “Pushover” Leader	The Courageous, “Tough Enough” Leader	The “Too Rough” Leader
 <p>Shies away from explaining what is important to CITY OF MARSHFIELD Loses control of the conversation Speaks deliberately without energy and passion Provides too much information and self-justification Provides no deadlines or assigned accountability</p> <p>Avoids or “smooths” conflict; tries too hard to maintain “friendship”</p> <p>Shows excessive sensitivity that erodes confidence Speaks as child-to-child or child-to-parent Uses sarcasm to deliver feedback “humorously”</p> <p>Waits until too late to consider alternatives; gets stuck with limited choices</p> <p><b>Enable</b></p>	 <p>Asserts what is important in a way that sells the goals Guides and directs the two-way conversation Shares and generates energy and passion</p> <p>Provides headline information and responds to requests for more Negotiates deadlines and accountability</p> <p>Creates a solution-oriented, “can-do” environment where creative options are considered and exploited Shows confidence and sensitivity</p> <p>Speaks as adult-to-adult</p> <p>Avoids use of sarcasm; addresses issues directly</p> <p>Raises questions or feedback while there is time to find/explore alternatives</p> <p><b>Empower</b></p>	 <p>Insists on goals and demands compliance</p> <p>Monopolizes the conversation Stifles energy and passion; overwhelms with fast talk</p> <p>Provides little information and expects compliance on “my say-so” Sets aggressive, unrealistic deadlines and accountability Has to “win” conflicts, even at the expense of the ongoing relationship</p> <p>Arrogantly confident; lacks sensitivity</p> <p>Speaks as parent-to-child</p> <p>Uses sarcasm to put a “superior edge” on feedback Has his/her mind made up; doesn’t want alternatives or questions</p> <p><b>Intimidate</b></p>

## EXERCISE: YOUR COACHING STRENGTHS AND CHALLENGES

1. Review the Do/Don't lists on page 5 and the descriptions of the three Coaching styles on page 6.
  - Place a star next to the items that you consider your strengths (Do's you consistently DO; Don'ts you consistently avoid; Characteristics of the "tough enough" leader that you consistently demonstrate).
  - Circle the ones that you consider your challenges (Do's you often forget or omit; Don'ts you often DO; Characteristics of the "pushover" or "too rough" leader that you often demonstrate).
2. From the starred and circled items, determine your key strengths and challenges as a coach:

- Strengths

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- Challenges

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### COACHING SKILL #1: MAINTAINING AND ENHANCING SELF-ESTEEM

Strengthening people's belief in their own competence is a foundation of effective leadership. Research has shown that people are motivated to work at a level consistent with their perceptions of their own competence. As a leader, you have significant impact on others' perceptions of their own competence, simply by how you talk to and treat them.

Maintaining and enhancing self-esteem does not mean that you tell others they are doing well when they are not performing up to the standards you have set—it does mean showing that you believe in their ability to improve performance with applied effort.

When you challenge a person's self-esteem, you are likely to get a defensive reaction, and the other person won't "hear" your feedback. Defensive reactions include justifying their own behavior, attacking you or others, or withdrawing.

#### TO REDUCE DEFENSIVENESS:

##### Say It in Private

- To avoid embarrassment for either party, give feedback in private.

##### Speak as Adult-to-Adult

- Adult-to-adult conversations lead to rational problem solving; Parent-to-child instructions cause resentment.
- Avoid use of sarcasm.

##### Explain the "Why"

- Be sure the other person understands not only why performance needs to be improved, but also why the result is desirable in the first place.
- Don't finish the conversation until you are sure the change seems reasonable from the other person's perspective.

##### Offer Support

- If you want the other person to improve, what are you willing to do to help make it happen?
- Find out what's getting in his/her way; show genuine interest.
- Express your confidence that he/she can be successful.

### TO REDUCE DEFENSIVENESS (CONT.)

#### Avoid Blame

- Focus on the behavior, not the person.
- If you focus on what you want, instead of just telling the other person what is wrong, it is easier for him/her to make changes.
- Use “I” or “we” statements to take ownership of your feedback and your commitment to the solution.
- Don’t bring up past transgressions that have been addressed.

#### Listen

- Listen with the intention of understanding the other person’s point of view, not just to defend your own agenda.
- Reflect feelings if the employee expresses strong emotions.
- Ask engaging questions to clarify the employee’s side of the story and possible solutions.

#### Focus on Changeable Behavior

- Make sure your feedback concerns something within the employee’s capability to change.
- Describe behaviors rather than using labels when giving feedback.

#### Use Good Timing

- Give feedback as soon after the event as possible so the employee can make the connection and understand the impact of his/her behavior.
- Ask if the employee has time to discuss the issue.
- Don’t “save up” constructive feedback and “dump” all at once or after a more severe problem has evolved.

### COACHING SKILL #2: ACTIVE LISTENING REVIEW

Active listening is a key skill for performance coaching because it creates two-way dialogue. This helps reduce defensiveness, promote self-esteem, and defuse emotional exchanges, which, in turn, enables people to engage in productive problem solving.

Active listening includes the following skills:

- Listen without interrupting.
- Restate, in your own words, what you understand the other's key message to be—before rebutting or making your own statement.
  - You are having a problem getting everyone scheduled for training because of the team's workload.
  - So, your number one concern is...
- Acknowledge feelings you hear behind the speaker's message.
  - It sounds like this is really frustrating for you.
- Clarify to ensure you're getting the right message.
  - If I understand you correctly, you're telling me you think you're ready for more responsibility... is that right?

## COACHING FOR PERFORMANCE

### EXERCISE: LISTENING WITH EMPATHY

Below are some sample employee statements. Read each one carefully and then check the responses that best represent listening with empathy. Keep in mind that listening with empathy does not mean that you agree with what the employee has said, nor does it offer your opinion or advice. It simply reflects what concern and/or emotion the other person is expressing (frustrated, apprehensive, etc.).

Employee's Statement	Active Listening Response
A. They always get the interesting and challenging projects, and you save the routine ones for me.	<p>What evidence do you have for that?</p> <p>You're forgetting about last quarter, when I gave you that state-of-the-art project.</p> <p>You feel like I'm overlooking you, and that I'm unfair in the way I assign projects.</p>
B. Quality improvement is the type of work I can really sink my teeth into. I enjoy finding and solving problems. I get to work with different areas, so I develop a better understanding of the entire process, and I like the freedom to move around.	<p>That's the kind of attitude we like to see around here.</p> <p>Sounds like you're really enjoying your work in quality improvement.</p> <p>I can understand that, because that's how I feel about my job.</p>
C. When I first started working here, I really thought I was going to get somewhere. Well, it's been two years now, and I'm still doing the same job.	<p>Getting ahead is important to you. You're disappointed with your progress?</p> <p>Be patient, and soon it will be your turn for promotion.</p> <p>Maybe it's because you haven't worked hard enough.</p>
D. Solve one problem and up pops another. What's the use?	<p>I'm surprised you feel that way.</p> <p>Give me some specific examples so I know exactly what you are talking about.</p> <p>It can be pretty frustrating, and even discouraging, to encounter problem after problem.</p>

## COACHING FOR PERFORMANCE

### EXERCISE: RESPONDING WITH EMPATHY AND QUESTIONING

How would you respond if an employee made the statements below?

- Use empathy to show that you heard both the employee's concerns and feelings.
- Use questioning to begin problem solving the task.

EXAMPLE: There's no way we can get that done by tomorrow. I have too much to do already!	
Empathy:	It sounds like you're feeling overwhelmed.
Questioning:	Let's discuss priorities and what is realistic. What's already on your plate?

1. What do you want—the project done fast or with high quality results?	
Empathy:	
Questioning:	

2. It's not my fault we missed the deadline. Joe didn't get me the information I needed on time.	
Empathy:	
Questioning:	

## COACHING FOR PERFORMANCE

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### EXERCISE: RESPONDING WITH EMPATHY AND QUESTIONING (CONT.)

3. Why can't I work with Chris on the project instead of with Pat? You know Pat and I don't see eye-to-eye!	
Empathy:	
Questioning:	

4. I'm not sure about how to handle the situation with this customer, so it would be better if you spoke with her.	
Empathy:	
Questioning:	

5. Priorities are constantly changing. No one cares about my problems. It's just, "Do this, do that, and hurry up!"	
Empathy:	
Questioning:	

## COACHING SKILL #3: DESCRIBING BEHAVIOR AND IMPACT

### LABELS VS. OBSERVABLE BEHAVIORS

Labels	Behaviors
<p>General Evaluative Opinions/Conclusions Gut Feelings</p>	<p>Specific Descriptive Actions (what said/did) Observable</p>
<p>Examples:</p> <p>Responsible</p> <p>Team Player</p> <p>Bad Attitude</p> <p>Immature</p>	<p>Examples:</p> <p>Holds standup meetings as scheduled.</p> <p>Follows through on commitments to team; listens to other team members' ideas.</p> <p>Frequently overheard complaining that "Management doesn't know what they are doing. They're always changing priorities."</p> <p>Tells inappropriate jokes.</p>

#### WHAT?

- What did the person do or say? Describe the situation and the behavior.

#### SO WHAT?

- What was the impact of this behavior?

## THE FEEDBACK AND COACHING MODEL

This model describes a straightforward way to ensure you give meaningful, specific feedback and coaching to your employees every time. The “What” and “So What” focus on giving feedback. The “Now What” is about coaching and action planning.

Step	Elements	Key Points
WHAT?	<p>What happened?</p> <p>What is the behavior or performance you're giving feedback on?</p> <p>What is the result that is not being achieved?</p>	<p>Ensures you are on the same starting point</p> <p>Is specific and objective—not vague, a label, or someone's interpretation of the behavior</p> <p>Focuses on behavior the person can change</p>
SO WHAT?	<p>Why is this a concern?</p> <p>What is the impact on others or on achieving desired results?</p> <p>What will be the consequences to the employee of not changing?</p>	<p>Explains why behavior must change and why it's important</p> <p>Must be specific to gain agreement</p> <p>Most effective when articulated by the person being coached, not the coach—Ask (What do you think the impact of this was/might be?) and LISTEN to the response!</p>
NOW WHAT?	<p>What can the person do differently in the future to get a different result?</p> <p>How can you, as the coach, support the effort to change?</p> <p>What are the immediate, short term, and long-term behavior changes key to future success?</p>	<p>Creates an action plan for changing behavior</p> <p>Must be specific—not I'll try harder.</p> <p>Most effective when articulated by the person being coached, not the coach—Ask, What do you think you can do differently now and in the future...? and LISTEN to the response!</p>

## TWO-WAY COACHING: QUESTIONS TO ASK

At each step in the feedback and coaching model, the discussion will be more effective if the employee is involved and comes up with ideas for improvement rather than being told what to do differently.

Step	Possible Questions to Ask Your Employee
<p><b>WHAT?</b></p> <p>I saw...</p> <p>I noticed...</p> <p>I heard...</p>	<p>Do you remember this?</p> <p>How would you describe what occurred?</p> <p>Why did you decide to do it that way?</p> <p>What's causing you to... [be late, lose your temper, forget to complete the paperwork, etc.]?</p>
<p><b>SO WHAT?</b></p> <p>This is a concern because...</p> <p>If your results don't improve...</p>	<p>What do you think the impact of this was / might be?</p> <p>What did you notice about the customer's/co-worker's reaction?</p> <p>How do you think the customer/co-worker felt when this happened?</p> <p>Why do you think this is a problem?</p> <p>Can you see why this is unacceptable?</p> <p>What would you do in my place if results did not improve?</p>
<p><b>NOW WHAT?</b></p> <p>I think you could be more effective by...</p> <p>I can support you by...</p>	<p>What can you do differently to get the result we're looking for?</p> <p>How would you like to address the situation?</p> <p>What might get in your way?</p> <p>How can you/I/we overcome that obstacle?</p> <p>When will you start? What timetable is reasonable?</p> <p>What type of employee/leader would you like to be going forward?</p>

# Using a Balanced Response

### **What?**

A balanced response is a technique for providing constructive feedback without being confrontational or diminishing self-esteem. The balanced response identifies the “pluses” and the concerns about performance or ideas in a helpful way that encourages problem solving.

### **When?**

Performance results could be improved by specific, constructive suggestions.

Someone offers an idea that has potential and needs modification to make it more useful.

You want to overcome concerns.

You are involved in a brainstorming session.

### *Examples:*

*Direct Report: “Rolling out this new reporting format now would be a big mistake. We need another two weeks of development before we can say it’s more efficient and informative.”*

*Manager: “You’re right about the additional time. It would mean that we have a format that’s reliable. How can we do this without appearing unresponsive?”*

*Direct Report: “We should consolidate the work units. It would involve reconfiguring the entire office, but it would improve communication and productivity.”*

*Manager: “Consolidating the two work units would give us more resources during our peak periods. How can we reconfigure the office without spending a lot of money?”*

### USING THE FEEDBACK AND COACHING MODEL

You have an employee who has just been transferred to your team, and he is repeatedly late for work. His last manager didn't address the lateness problem because the employee's results were good. In the last 2 months, he has been 15 minutes late 2 times, and 20 minutes late one time. Plan how you will give him feedback and coaching to correct this behavior.

WHAT is the performance you want to address? What have you seen/heard (behavior, not interpretation)?

SOWHAT is the problem? Why is this performance unacceptable? What are the consequences/ impact of this behavior?

NOWWHAT can the employee do differently to meet performance expectations and/or achieve desired results?

## USING THE FEEDBACK AND COACHING MODEL (CONT.)

One of your employees is just the most negative person! She has good results—she meets all her performance standards, but she is constantly complaining about CITY OF MARSHFIELD, the customers, and the work—not to mention her complaints about her husband, kids, and school. You’ve had other employees come to you to say they just don’t like working with her because she’s “bringing everyone down.”

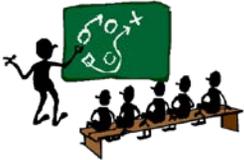
How can you give her feedback and coaching to correct this behavior?

WHAT is the performance you want to address? What have you seen/heard (behavior, not interpretation)?

SOWHAT is the problem? Why is this performance unacceptable? What are the consequences/impact of this behavior?

NOWWHAT can the employee do differently to meet performance expectations and/or achieve desired results?

## THE PERFORMANCE COACHING DISCUSSION

<p>1. Create a Positive Climate</p> 	<p>Be positive and give your full attention Encourage the other person to speak candidly Build trust and confidence</p>
<p>2. Clarify the Situation: WHAT?</p> 	<p>Present objective, specific, descriptive feedback—without subjective judgments/labels—about gaps between desired and observed behavior Identify differences in perception Show good will and confidence in the person’s ability to close the gap Decide how you’ll gauge success by focusing on the desired behavior</p>
<p>3. Agree on Impact: SO WHAT?</p> 	<p>Identify the impact of the gaps and what’s at stake—to the person, department and CITY OF MARSHFIELD Identify wants, needs and minimum requirements for each goal What are the consequences of not improving performance? Commit to goals you both can feel good about</p>
<p>4. Build a Plan: NOW WHAT?</p> 	<p>Don’t settle for “I’ll try harder” Identify obstacles to overcome Clarify specifics: What will the employee do differently in order to get different results? Who will do what, how, and by when? How will you both know things have improved? How can you support your employee in making the change?</p>
<p>5. Follow up</p> 	<p>Don’t rely on blind faith Check on what you expect; agree to a plan for tracking/monitoring key milestones Keep your commitments Revisit when reviewing or evaluating performance issues Document observations/performance conversations</p>

## WRITING A PERFORMANCE EVALUATION

### GETTING READY TO REVIEW OR EVALUATE PERFORMANCE

- Set up a file to collect information, highlight and document significant events for each employee: include copies of customer feedback, performance results, direct observations, reports, and examples of both behavior/performance and feedback discussions.
- Discuss performance regularly throughout the year, both to provide timely feedback and to track performance relative to goals.
- Set a date to meet with each employee.
- Revisit the employee’s performance plan so you can assess performance for each job requirement and goal.
- Ask employees to prepare for the meeting by completing the Key Accomplishments and CITY OF MARSHFIELD Competencies sections of the Performance Feedback Form.

### PERFORMANCE COMMENTS

Purpose	Tips for Writing
<p>Provide relevant and helpful feedback to the employee.</p> <p>Provide documentation of performance strengths and deficiencies.</p> <p>Form a springboard for meaningful development discussion and goal-setting for the future.</p>	<p>Describe observable behaviors—not personality traits or labels.</p> <p>Focus on the facts—not impressions or interpretations.</p> <p>Indicate where goals were achieved, exceeded, or fell short.</p> <p>Be specific—with examples.</p> <p>Focus on areas that can be improved—with realistic increments.</p> <p>Indicate the plan to address gaps in a specific time period and with appropriate support or monitoring.</p> <p>Suggest next steps.</p>

### A FEW REMINDERS...

Below are some ways to respect your employees and the law when managing performance, writing performance evaluations and conducting performance reviews:

#### L A N G U A G E

- Use gender-neutral job titles to identify employees, customers and vendors.
- Describe adult males as “men”, adult females as “women.”
- Avoid references to gender, race, ethnicity, physical abilities, sexual orientation, family situations, etc. in describing performance, even if you think you are being complimentary (e.g., Although Marcia is a single parent, she is willing to work overtime when needed to meet customer needs is NOT appropriate).

#### R E L E V A N C E

- Reserve performance feedback for those behaviors that impact results or customer service. If there is something that just “rubs you the wrong way” but is not against policy, and/or does not affect the employee’s performance (e.g., hairstyle), it does not belong in a performance review.

#### D O C U M E N T A T I O N

- If you observe a pattern of behavior that is counter to CITY OF MARSHFIELD core values, document specific examples of behavior, e.g., raised voice with customer. Avoid vague references/labels (bad attitude) or subjective interpretation of behavior (doesn’t care about customers).
- Keep detailed records with dates, customer names and number of occurrences of the behavior in question. Also keep records of your discussions with the employee on this subject.
- Give the employee feedback and inform him/her you are documenting a performance deficiency. Be sure he/she understands the expectations, coach him/her on how to improve, and be clear what the consequences of not improving will be.

#### R I G H T T I M E A N D P L A C E

- Show respect for your employee and the importance of the performance review process by setting aside a dedicated time and place for the review discussion.
- Schedule at least an hour for the discussion—this is one hour per year that your employee has your undivided attention.
- Choose a place that will be private, to respect your employee’s privacy.
- Ensure that you and your employee will not be interrupted during your discussion. Do not take (or make) phone calls or get involved in other conversations.
- If it’s impossible for you to ensure privacy or non-interruption in your office, arrange to hold the discussion in another location.

## WRITING PERFORMANCE COMMENTS—PRACTICE

One of your employees has a record of being late for work. You gave him feedback in May and then again in August, and he has repeatedly promised—and even come up with plans on how—to do better. Although his promptness improves for a month or two after each discussion you’ve had with him, he is still late—either in the mornings or coming back from lunch break—at least once a month. Now it’s time for his performance review.

<p>Is this a performance-related behavior that should be noted in the Performance Feedback Form?</p>	<p>Yes No</p>
<p>Which CITY OF MARSHFIELD Competency would this behavior fall under?</p> <p>How would you rate this employee on that Competency, assuming this is the key behavior you would be citing?</p> <p><b>Unsatisfactory    Needs Improvement    Meets Expectations    Exceeds Expectations</b></p> <p>—                      —                      —                      —                      —                      —</p>	
<p>What comments will you add to document this behavior on the employee’s Performance Feedback Form?</p>	
<p>Does this comment/example meet the SMART criteria?</p>	<p>Specific                      Realistic Measurable                      Time-based Action-Oriented</p>

## WRITING PERFORMANCE COMMENTS—PRACTICE

After you gave your employee feedback about the impact her complaining is having on her working relationships with her co-workers, she really did make an effort to be more positive. She told you she didn't realize that it bothered anyone, and she thought it was just a way of socializing—"Hey, everyone complains!" You've noticed her smiling more often, and her complaining about the work and CITY OF MARSHFIELD has decreased significantly to the point where it's not a problem any longer. Now it's time for her performance review.

<p>Is this a performance-related behavior that should be noted in the Performance Feedback Form?</p>	<p>Yes No</p>
<p>Which CITY OF MARSHFIELD Competency would this behavior fall under?</p> <p>How would you rate this employee on that Competency, assuming this is the key behavior you would be citing?</p> <p style="text-align: center;"><b>Unsatisfactory   Needs Improvement   Meets Expectations   Exceeds Expectations</b></p>	
<p>What comments will you add to document this behavior on the employee's Performance Feedback Form?</p>	
<p>Does this comment/example meet the SMART criteria?</p>	<p>Specific                      Realistic Measurable                  Time-based Action-Oriented</p>

WRITING PERFORMANCE COMMENTS—PRACTICE

Example on Screen		
Is this a performance-related behavior that should be noted in the Performance Feedback Form?	Yes	No
Which CITY OF MARSHFIELD Competency would this behavior fall under?		
How would you rate this employee on that Competency, assuming this is the key behavior you would be citing?		
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>
—	— —	— —
<b>Exceeds Expectations</b> — —		
What comments will you add to document this behavior on the employee's Performance Feedback Form?		
Does this comment/example meet the SMART criteria?	Specific Measurable Action-Oriented	Realistic Time-based

### THE PERFORMANCE REVIEW MEETING

Now that you've been giving timely feedback all year to help your employee perform at his/her best, the performance review is the time to "hit the highlights" of the year's performance and to work on developmental plans for the future. Decide what you want to focus on—what are the most important areas to discuss to "bring out the best" in your employee.

The Performance Review has 3 components:

1. Performance Evaluation Review and Documentation
2. Coaching
3. Development planning

### DISCUSSING AND DOCUMENTING THE PERFORMANCE EVALUATION

Your performance review meeting with your employee should be a two-way dialogue that both of you are looking forward to as a rare opportunity for you to spend time together focusing on one person—your employee. It's your chance to show you care and are interested in your employee's development and make the link between their performance and CITY OF MARSHFIELD's success. The first step is reviewing the performance feedback forms you've both completed.

### COACHING

A good place to start is with appreciation for the contributions that the employee has made to the success of the business throughout the year. Focus on the positive aspects of his/her performance—what stands out about this person, what are his/her real strengths in living the values and in accomplishing the essential functions of the job? Your feedback will be more helpful, meaningful and sincere when you are specific and cite examples of behavior—rather than just telling the person, "You've done a great job!" Create a dialogue by asking your employee what areas of the job give him/her the greatest satisfaction, and discuss how his/her strengths have been leveraged to achieve optimal performance.

## COACHING FOR PERFORMANCE

### THE PERFORMANCE REVIEW MEETING (CONT.)

In discussing areas for improvement, the process is similar, but the discussion may be more sensitive. Remember that your intention is to help your employee contribute to CITY OF MARSHFIELD's success, be successful him/herself, and grow and develop.

#### DEVELOPMENT PLANNING

Employees are responsible for their own growth and development plans, and should come to your meeting with the Growth and Development Action Plan section completed and ready for discussion. Remember the SMART formula for developmental coaching and planning. Ask your employee what skills s/he would like to develop in the coming year, and work together to frame a plan that will further build the employee's strengths, provide opportunities to improve in the areas identified, and allow new development in his/her areas of interest.

#### AND NEXT...

Your goal in the performance review process is to strengthen your working relationship with your employee, leaving him/her feeling confident, motivated and recharged in his/her commitment to the success of CITY OF MARSHFIELD and to his/her own enhanced performance.

After the performance review, it's time to begin the cycle again—with performance planning. As you and your employee set objectives for the next year, ask for some feedback from him/her about how well you have supported his/her efforts. Ask how you can better support him/her over the next weeks and months.

# COACHING FOR PERFORMANCE

## SETTING SMART GOALS

To be effective, goal statements must be specific, measurable, action-oriented, realistic, and time-bound (SMART). Use the following guidelines to determine if the goals created meet the SMART criteria:

Criterion	Definition
<b><u>S</u></b> pecific:	Outcome or result for which the person will be held accountable Enough detail to eliminate confusion over what is required
<b><u>M</u></b> easurable:	Expressed in terms that can be measured, clearly observed, or otherwise verified
<b><u>A</u></b> ction-oriented:	Includes an action; something specific for which to plan and do
<b><u>R</u></b> ealistic:	Challenging but realistic given the current environment, available resources, and the person's experience and skill level
<b><u>T</u></b> imeframe:	Includes a realistic target date or deadline by which it will be met