Quality Performance Reviews
An Overview
This presentation explains the required and recommended components of performance review for staff at The University of Iowa.
Performance management happens regularly over the year, in some situations daily. These informal conversations about the work between supervisor and employee are very effective. Yet, occasionally there is a need for a more comprehensive look at what is going on. We recommend quarterly visits about the person's goals, quality of work and any mid-course corrections that might be useful. In situations where the supervisor and the employee do not have the opportunity for regular informal conversations, this need is even greater.

Once a year, by March 31st, it is required that every University of Iowa staff member receive an annual review, which covers their accomplishments over the last year, a performance descriptor (for P&S non bargaining unit employees), and goals for the next year.

---

**Why have a formal review?**

- People work best when they know:
  - What they are expected to do
  - How what they do makes a difference to the unit, to their supervisor and/or to the customer
  - How well they are doing their job
  - What they need to learn and grow to contribute to the growth of the unit
The performance review is often viewed with anxiety on the part of the supervisor and sometimes that is because they need to give feedback that is not positive. Yet studies show that even negative feedback is better than being ignored. To engage employees in more productive work, feedback and coaching is critical. Focusing on the persons strengths has the best outcome for engagement, but even feedback focused on weaknesses is better than none at all.
The performance review process can help you:
Be a teacher or coach
Guide the employee to the most effective work
Ensure that all of your employees are working toward the same goals and outcomes
Demonstrate trust that employees can use their own methods to achieve the desired result
Delegate the work based on that trust
ENGAGE YOUR EMPLOYEES/INCREASE PRODUCTIVITY IN THE WORK THAT MATTERS
Quality reviews

- Components of a quality review:
  - A back and forth conversation between employee and supervisor
  - Review last year’s performance
  - Describe performance in terms of 1) needs improvement, 2) effective performance, 3) commendable performance and 4) distinguished performance
  - Set goals for the upcoming year
Two Aspects of Performance

- Results – what the employee has achieved and contributed
- Competencies - how the employee achieved the results: knowledge, behaviors and abilities

What they do and how they do it are interrelated and integral to overall performance. We want our employees to achieve great things while holding true to the universities core values. An employee that gets great results by taking credit for other’s work only achieves one aspect of good performance. Another employee that is a great team player, works hard to keep everyone on board but doesn’t produce results is also lacking the whole.
During the meeting

The most important aspect of the review discussion is to identify and agree to future plans for success:
- to build on good performance and/or
- to overcome any performance concerns.

It is future-oriented based analysis from the past year’s performance.
Preparing for the meeting

- Set aside private time and place for a confidential face to face meeting
- Ask the employee to reflect on the last year’s accomplishments and challenges and their goals for the upcoming year
- Think about how you want to guide this employee
- Consider what they are doing well, what they could do better and how they can grow in their role and in the organization
Global change
As workforces have become more diverse and more widely dispersed, navigating across cultural and geographic lines has required interactions that are fluid and complex.

Generational change
As millennials and other younger workers have gained a foothold in organizations, they have expected peers and authority figures alike to communicate with them in a dynamic, two-way fashion.

Technological change As digital networks have made instant connectivity a norm of business life, and as social media platforms have grown more powerful and more ubiquitous, a reliance on older, less conversational channels of communication has ceased to be tenable.

Why is the dialogue so important?
- Study after study indicates that aspects of the employee’s relationship with the supervisor is correlated with engagement and productivity
- Yet many supervisors carry a workload in addition to managing their employees and some are not even in close proximity to their employees
- Several changes challenge the employee-supervisor relationship
Most supervisors are people people. During faculty focus groups at The University of Iowa in the fall of 2011, most faulty wanted to retain their position as supervisors, despite concern about the overall administrative burden on our faculty.

We want to help others and want to see our employees grow and develop. Yet guiding another adult, giving them feedback, and making sure they are on track can be challenging.

Given the tools, the time and the confidence, performance management in general and the performance review discussion can be one tool to enable supervisors to encourage growth.
QUESTIONS

Please Contact:
• Your Human Resources Unit Representative
• Your Senior Human Resources Leader
• Organizational Effectiveness 335-2687
• University of Iowa Health Care Learning and Development 365-7542