Bureau of Indian Education
Performance Management

Presenters:

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What is performance management?
Performance

- Planning: Work and setting expectations
- Monitoring: Good & Bad performance on a continual basis
- Developing: Capacity to perform
- Rating: The performance
- Rewarding: Good performance
Performance

- **New Forms**
  - Non-Supervisory DI 3100 (September 2009)
  - Supervisory DI 3100S (September 2009)
  - [http://www.bie.edu/hr](http://www.bie.edu/hr)

- **GPRA Goals**
- **Critical Elements - What to do**
- **Standards - How to do it**
**Performance**

- **Important Timeframes**
  - Employee's receive annual performance management training prior to implementation of Employee Performance Appraisal Plans (EPAPs).
  - EPAPs are to be developed and put in place with **60 days** of the beginning of the appraisal period.
    - For Bargaining Unit Employees - Supervisors must meet privately with employees to discuss the developed EPAP and seek employee input.
  - During the rating period, the employee and the rating official shall meet at **least twice**, in private, to discuss performance expectations and results.
  - At least 1 mid-year review should be conducted throughout the appraisal period. For bargaining unit employees this must occur by **January 31st**.
  - Within **30 days** following completion of the appraisal period, the rating official shall review the performance of each employee.
Performance

- Effective Critical Elements
  - Observable
  - Achievable
  - Exceedable
  - Measurable
Performance

- Support the work unit
- Job related
- Communicate performance expectations
- Are clearly stated and are understandable to all parties
- Within the employee’s control
Addressing Poor Performance

Step 1 - Communicate expectations and performance problems

Step 2 - Provide an opportunity to improve

Step 3 - What action to take?
Employee Recognition

- The Good: Employees who meet or exceed expectations, whether by an individual act or through sustained levels of performance

- The Bad: Employees who do not meet expectations

- The Ugly: Misconduct by employees
Performance

- What's the difference between Poor Performance and Misconduct?
  - Performance = “I can’t”
  - Misconduct = “I won’t”

Does it fall within the Employee’s Performance Appraisal?
Communicating Good and Bad Performance
Performance

Step 1 - Communicating Expectations and Performance Problems

- Are you sure the issue is primarily a performance problem (as opposed to misconduct?)

- Have you communicated performance standards to the employee?

- Are the standards clear, measurable and reasonable?
Performance

Step 1 - Communicating Expectations and Performance Problems

- Have you asked the Human Resource staff to review the standards for any possible problems?
- Have you told the employee what critical elements he or she is failing in?
- Have you counseled the employee on how to improve to an acceptable level?
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- Step 1 - Communicating Expectations and Performance Problems (Informal Stage)
  - Why Counsel an employee?
    1. An opportunity to clarify expectations.
    2. An opportunity to discuss performance problems.
    3. It is required by the Collective Bargaining Agreement
How can I effectively counsel an employee?

- Meet with the employee to discuss the performance problem

- Provide specific examples of poor performance

- Provide ways that performance can be improved
Effective Counseling Tips

- Make sure you can state clearly what would constitute acceptable performance

- Conduct the counseling session in a private place

- Allow adequate time for comments

- Clearly state performance expectations
Performance

Effective Counseling Tips
- Focus on the poor performance and how to improve it
- Maintain a constructive tone
- Seek cooperation, NOT confrontation
- Remember your goal
- End session on a positive note
Performance

- Step 2 - Provide an opportunity to improve (Formal Stage)

Opportunity period:
Performance Improvement Plan (PIP)

- Inform employee in writing of the critical element(s) that he or she is failing in.
- What is needed to bring performance up to an acceptable level.
- What assistance will be provided.
- Consequences of failing to improve during PIP.
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Special Considerations

- Medical (FMLA)
- Approved Leave
- Official Time
Step 3 - Taking Action

Deciding What Comes Next

- Improvement
- No Improvement
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• Step 3 – Taking Action

  • Termination during probationary period
  • Contract non-renewal
  • Removal
  • Downgrade
Performance

- Rating Levels and Point Assessment
  - Exceptional 5 points
  - Superior 4 Points
  - Fully Successful 3 points
  - Minimally Successful 2 points
  - Unsatisfactory 0 points

- No bell curves
Performance

- Narrative summaries must be written for each critical element assigned a rating of Exceptional, Minimally Successful, or Unsatisfactory.
  - Examples of employee’s performance that substantiate and explain how the employee’s performance falls within the levels assigned.

- All ratings of record of Exceptional, Minimally Successful, and Unsatisfactory must be approved by the reviewing official prior to discussion with the employee.
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Errors in Evaluation

- The Halo Effect
- Excessive Leniency
- Excessive Strictness
- Central Tendency
- Personal Bias
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Failure to Communicate

- Acting like a parent
- Comparing workers
- Getting off track
- Contradicting yourself
- Failure to listen to the employee
- Failure to adjust to employee differences
- Inadequate preparation and insufficient information
Performance Management Responsibilities

Supervisors and Managers are responsible for:

- Determining critical results and performance indicators with employee input
- Monitoring employee performance and communicating
- Conducting progress reviews
- Assist employee throughout the rating period in improving identified areas
- Prepare rating of record and meet with employee
- Recognize and reward good performance
- Taking remedial action for employees who do not achieve critical results
Performance Management Responsibilities

- Employees are responsible for:
  - Participating in determining critical results and performance indicators
  - Assurance of a clear understanding of what is expected
  - Managing their performance to achieve critical results
  - Whenever possible, seek performance feedback
  - Participate in their performance discussions
  - Take action to improve in the identified area(s)
Performance

• Reconsideration
  ○ Informal
    ▶ An employee must discuss their dissatisfaction with the rating official before requesting a formal reconsideration unless the employee requests in writing to move directly to the formal stage and this is allowed by the Bureau/Office reconsideration process.

    ▶ Informal discussion should occur within 7 calendar days of the employee’s receipt of the Employee Performance Appraisal Form

    ▶ Decision of rating official decision must be communicated to the employee within 7 calendar days of the informal reconsideration discussion.
• Reconsideration Continued

□ Formal
  ✓ To request a formal reconsideration, the employee should send a written request to their servicing Human Resources Office within 7 calendar days of receipt of decision of the informal meeting.

□ Review by Human Resources
  ✓ If it is not accepted, the request will be returned to the employee with an explanation of the reason(s) for non-acceptance.
  ✓ If accepted, the request for reconsideration is referred within 14 calendar days of receipt to the reconsideration official, reconsideration committee, or other designee established by the Bureau/Office.
  ✓ 20 days to issue decision.
  ✓ Decision is final.
Performance

RECAP

- Communicate clear performance standards and expectations to employees.
- Provide regular and frequent feedback on performance.
- Provide an opportunity to improve
- Reward and recognize
Questions?