



Welcome to your...

Community of Practice (COP)

Session # 4

January 20, 2016

Warm Up

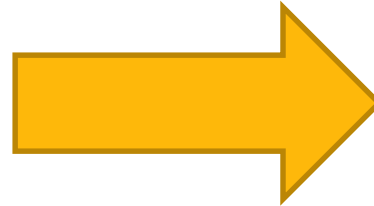
The Generations of the U.S. Workforce

- Write down the 4 generations and the years that define them
- Think of a two defining characteristics of each generation
- What generation are you?
- What generations do you have on your team?

Agenda

- The Performance Evaluation
 - Preparing
 - Conducting
- Resources
 - Technicalities
 - Expanded resources

Preparing for Performance Evaluations



Best Practices

- Generations within your team



Defining the U.S. Workforce

The Four Generations:

- Generation Y or Millennials
- Generation X
- Baby Boomers
- Veterans or Traditionalists

Personal and Work Values by Generation

Characteristic	Veterans 1922–1945	Baby Boomers 1946–1964	Generation X 1965–1980	Generation Y 1981–2006
Core Values	Respect for Authority	Optimism	Skepticism	Realism
	Conformers	Involvement	Fun	Confidence
	Discipline		Informality	Extreme Fun
				Social
Work Ethic and Values	Hard Work	Workaholics	Eliminate the Task	What's Next?
	Respect for Authority	Work Efficiently	Self-Reliance	Multitasking
	Sacrifice	Crusading Causesm	Want Structure and Direction	Tenacity
	Duty Before Fun	Personal Fulfillment	Skeptical	Entrepreneurial
	Adhere to Rules	Desire Quality		Tolerant
		Question Authority	Goal-Oriented	
Work is	An obligation	An exciting adventure	A difficult challenge	A means to an end
			A contract	Fulfillment
Communications	Formal Memo	In person	Direct	E-mail
			Immediate	Voice mail
Feedback and Rewards	No news is good news	Don't appreciate it	Sorry to interrupt, but how am I doing?	Whenever I want it, at the push of a button
	Satisfaction in a job well done	Money	Freedom is the best reward	Meaningful work
		Title recognition		
Messages that Motivate	Your experience is respected	You are valued	Do it your way	You will work with other bright, creative people
		You are needed	Forget the rules	

Best Practices

- Generations within your team
- Fixed versus Growth Mindset
- Employee Self-Review

[Performance Eval Resources\Planning for Performance Reviews.docx](#)

- Evaluate Yourself

Evaluate Yourself: Suggestions

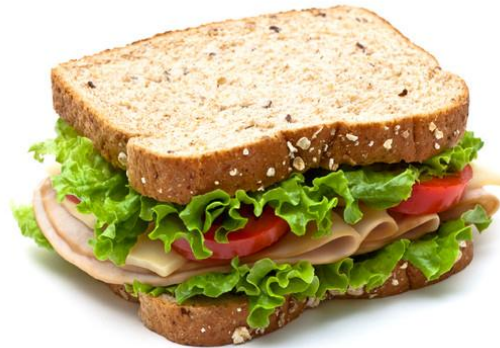
- In 2015, did I regularly provide my employees with feedback and discuss any performance issues as they arose?
- What documentation will I bring to the table?
- How will I alter my approach for each employee based on their:
 - Generation
 - Level of self-awareness
 - Performance issues (if any)

Conducting Performance Evaluations



Best Practices

- Specifics, specifics, specifics
- Sandwich
- Summarize



Communicating Performance Issues

1. Describe the issue
2. Describe the expectations
3. Determine the cause
4. Generate solutions
5. Agree on solutions



Common Pitfalls

- Central tendency
- Favoritism
- Grouping
- Halo Effect
- Holding a Grudge
- Prejudice
- Recency
- Sunflower Effect
- The System Administration “4 or 5”

Time to Discuss

Think of a positive and negative performance evaluation experience as an Employee and then as a Supervisor...



Questions to Consider

- What made the experience positive or negative?
- What sticks out in your mind the most?
- What would you have done differently?
- What would you repeat?
- Which common pitfalls did you experience as an employee?
- Which, if any of the common pitfalls did you or your supervisor fall into?

Common Pitfalls

Central tendency
Favoritism
Grouping
Halo Effect
Holding a Grudge

Prejudice
Recency
Sunflower Effect
The System
Administration “4 or 5”

Resources for You

- System Resources
 - Performance Evaluation Learning Guide
 - <https://www.cu.edu/employee-services/performance-management-learning-guide>
 - Technicalities on Employee Services Website
<https://www.cu.edu/employee-services/performance-management>
 - Performance ratings (for University Staff)
<https://www.cu.edu/ope/efficiency-and-effectiveness/presidents-task-force-efficiency/aps-5009-performance-ratings> (PDF Version)
 - Trista's example
- COP Website
 - <https://www.cu.edu/employee-services/eld/cop>

Timeline



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

System Administration | Performance Management

Performance Management	Classified Staff	University Staff
Performance Cycle	April 1 – March 31	February 1 – January 31
Evaluations due to HR*	May 1	March 1
Evaluations not required if employee was hired after	Evaluation required. If no goals have been set for a new employees, evaluate the core competencies	December 1, 2015
Performance plans	Required	Optional
Performance plans to HR*	Copy of first page by June 1	Not required
Planning and evaluation form	Classified Staff Planning and Evaluation Form	n/a
Rating form	n/a	University Staff Rating Form
Planning template	n/a	Plan and Evaluation Form
Documented coaching sessions	At least one documented coaching session per year	None

*Please send all evaluations and copies of performance plans to Ashley Eschler, 1800 Grant St. 4th floor (400 UCA)

For more information, please visit <https://www.cu.edu/employee-services/performance-management-cu-system>

Good Luck & See You Next Time!

