

P4P "TOOLKIT"

Training Objective

To provide guidelines for effective implementation of the P4P program



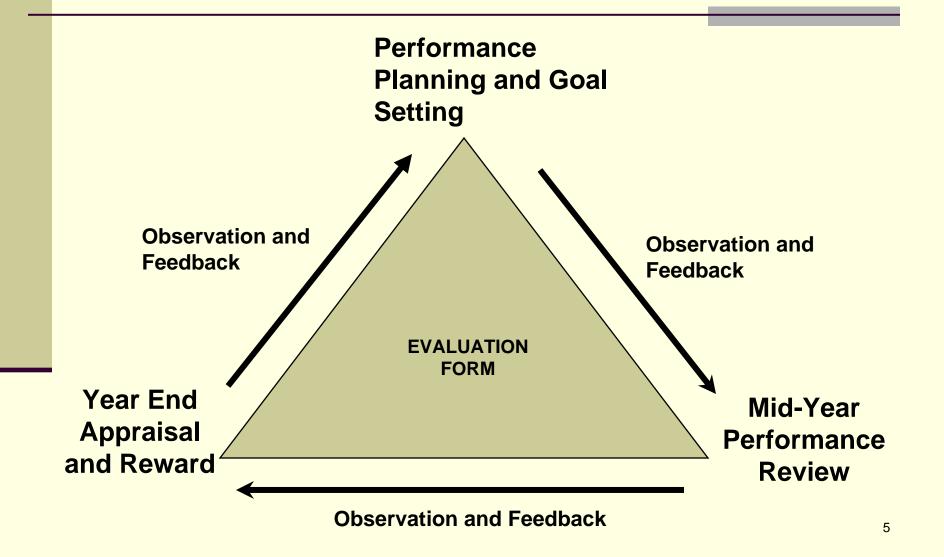
Training Program Overview

- Review of Key P4P Program Elements
- Defining and Assessing Levels of Management Competency
- Writing Observations of Behavior
- Giving Performance Feedback
- Probationary Review Process

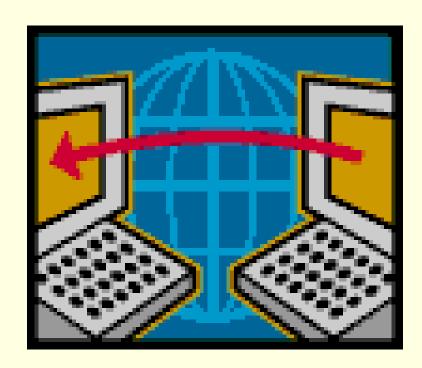
Review of Key P4P Objectives

- Create a meaningful/fair reward system
- Link financial rewards to accomplishing County business objectives
- Create a consistent county-wide approach to manager appraisals/reward
- Provide a flexible compensation system

P4P Annual Cycle



Accessing the Management Evaluation Form

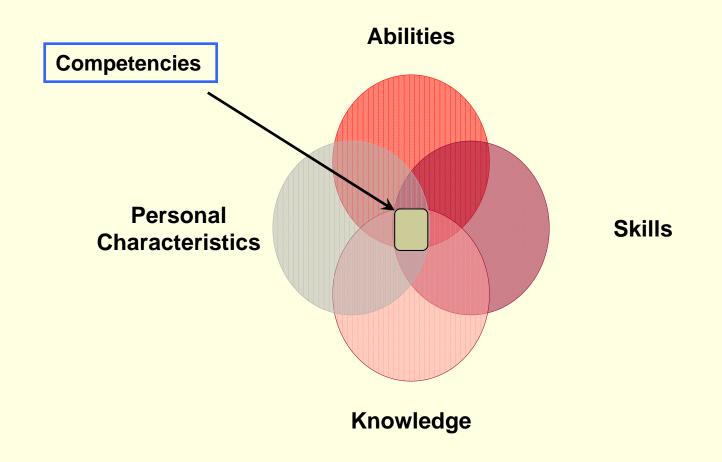


Click <u>HERE</u> for Instructions Click <u>HERE</u> for Handout

Defining
And
Assessing
Core
Competencies



Core Competencies



What is "Competency"?

- A personal characteristic proven to drive superior job performance... describes what top performers do more often with better results than their average counterparts.
- Establishes a causal link between certain behaviors and the achievement of success... describes what makes people effective in a given role.
- The tools that individuals use for successful or exemplary (best-in-class) performance.
- The traits or characteristics, including an individual's knowledge, skills, leadership, growth, decisiveness, achievement, excellence and quality of things they do; that they use to achieve successful or exemplary, (best-in-class) performance of any type.

P4P Core Competencies

- Results
- Judgment/Decision Making/Problem Solving
- Effective Communication
- Functional Expertise
- Planning/Organizing
- Collaboration/Team Building
- Supervision and/or Leadership

Written Observation of Behavior

The Objective:

- To write a description of *HOW* the manager performed each competency that is so clear and complete that
- someone who does not know and had never seen the manager could read what the supervisor wrote
- and understand exactly what the manager did over the course of the year. (his/her observable behavior)

Observations of Behavior Common Elements

- Factually explains/describes something
- Typically factual, first-hand information
 - If second hand –fully verify the facts
- Shares a memory or event in a way that others understand
- Is written without emotion, usually in the third person (she/he/they).
- Does not usually include the pronoun "I"
- Often contains several main points of explanation, each of which is explained further with several supporting details

Competency Assessment Tools

- Handout: Competency Criteria by Classification Level
 - Provides generic examples of behavior appropriate to classification
- Handout: Competency Rating Criteria
 - Provides generic descriptions of observable performance by rating
- Combine to create a framework for assessment
 - Creates a consistent Countywide frame of reference
- Use to differentiate between levels of performance

Behaviorally-Based Observations of Performance: Exercise 1

- Example 1:
- Throughout the review period, Jack has made good decisions. He has gathered data, received input from others, and considered the pros and cons of each decision.
- Example 2:
- Jessica is a great team player! She is has a participative style, is liked by others and looks for effective outcomes.

Behaviorally-Based Observations of Performance: Example 1

Jack consistently demonstrates an ability to make sound project decisions. He consistently and logically identifies the decisions to be made and what information is necessary for decision-making. He gets required data, involves his peers, staff and others in the planning. He accurately identifies benefits and impacts of each decision and selects the best option. His work on planning the number of gates needed to handle the new air carrier (airport expansion project) and on determining the square footage for Court renovation project show his high level of ability in judgment/decision making.

Behaviorally-Based Observations of Performance: Example 2

Jessica continuously exhibits an inclusive, collaborative approach to problem solving and decision-making. She sought input from everyone on the P4P workgroup to address tasks like refining the P4P form, on time completion of the training manual and in planning training delivery. She works hard to grasp diverse perspectives. She looks for and values win-win outcomes, such as joining the expertise of an outside consultant with that of County trainers. Her work with the P4P Working Group to resolve the reward dilemma is the most significant example of her exceptional collaborative abilities.

Behaviorally-based Observations of Performance – Exercise 2

- Read "Sam and Helen in 2008"
- Use Planning and Organization competency; write assessment from the available information, make assumptions as necessary.
- Write a behaviorally-based observation of Sam's performance
- Rate Sam's performance in the competency

Behaviorally-based Observations of Performance – Exercise 3

"Sam and Helen in 2009"

- Exceptional
- Exceeds
- Meets
- Needs Improvement

Giving Constructive Feedback



Giving Constructive Feedback

What is it?



Constructive Feedback ...

- Is intended to help build or lead to improvement
- Is "formative"; to foster positive changes in behavior, skill, attitude or other characteristics
- Is honest, direct and forthright
- Is focused on behavior, <u>not</u> at the person him or herself

Effective Feedback is...

- Appropriate
- Based on fact
- Timely
- Specific
- Readily Acted Upon
- From the heart and given with care
- Plus -- self-generated assessment is a powerful motivator

Feedback Role Play

"Information Release"





Click **HERE** for Handout Click **HERE** for Handout

Dealing With Disagreement

- Most disagreements can be resolved by checking for understanding and clarifying each person's position.
- If differences continue to exist:
 - Summarize your understanding of the manager's position
 - Check to see if that is the way he or she sees it
 - Restate your position
 - Ask the manager how they would suggest resolving the difference or what action plan they propose to move to resolution

Key Communication Skills

Getting Your Message Across

- Non-Verbal Communication
 - "Body Language"
 - No words are so clear as the language of body expression <u>once one has learned to</u> read it
 - When working with other people, verbal communication is only one way that you show others emotion, approval, disappointment and confidence

Active Listening

- Active Listening
 - When you use our own words to repeat back what you think another person has just communicated, you are clarifying their message
- Many Factors Affect Listening

Benefits of Active Listening

- Helps deal with and "defuse" strong feelings
- Helps speaker understand their own emotions
- Facilitates problem solving
- Keeps the responsibility with the speaker
- Prevents defensiveness opens channels of communication
- Promotes a closer, more meaningful relationship between listener and speaker

P4P Goals

- Create 2 goals per manager
- One goal <u>must</u> be a program goal
 - Program goals relate to the core business of the County/ Department
- Second can be either program goal or personal development goal
 - Individual goals relate to personal professional development of a manager's capabilities in a specific competency area

Behavioral Research Indicates

- Identifying specific goals increases performance
- Collaborative goal setting increases acceptance



 Challenging but attainable "stretch" goals result in higher performance (once accepted)

Goal Setting and Achievement

- At the beginning of the year write the goals in the space provided Be concise.
- At the end of the year complete the Goals section as follows:
 - Individually rate and score each goal according to the performance criteria
 - 2. Determine the percentage of completion for each
 - 3. Assign one of three evaluation rating scores available for each goal:
 - Accomplished (4)
 - Substantially Accomplished (2)
 - Not Accomplished (0).

PROBATION

- New Separate Form
- No longer integrated with annual evaluation (not part of P4P)
- Form on County Website in P4P Section under "Additional Management Resources"
- Complete form when manager passes probation

Next Steps....

- Attend Optional Training III (Recommended!!)
- Goal Completion Date Approx. the Week Ending 12/5
- Keep Notes of Observed Performance Throughout Year
- Give On-Going Feedback
- Complete Final Review Approx. Week Ending 12/5
- Review Additional P4P Information as it Becomes Available

"Putting It All Together"

P4P Class III

- Conducting Year End Performance Evaluation Meetings
- Completing The Form
- Common Rating Errors
- Managing Difficult Conversations
- Understanding P4P Rewards









Questions?









