

Performance Management in Organization and Schools

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Learning Objectives

- Understand what is performance management in the general work setting
- Performance Management Cycle and key components of the cycle
- Performance management in the school setting
- Some challenges in the school environment
- Personal Sharing: Faculty evaluation

ARE WE THERE YET !?!



MATT GROENING

The Challenge

“I want to ensure that all my teachers are at least good”

“I want to make sure that my students learn from the teachers”

“How can I make sure my teachers continue to learn the latest technology?”

“What are we going to do with all these satisfactory yet traditional teachers?”

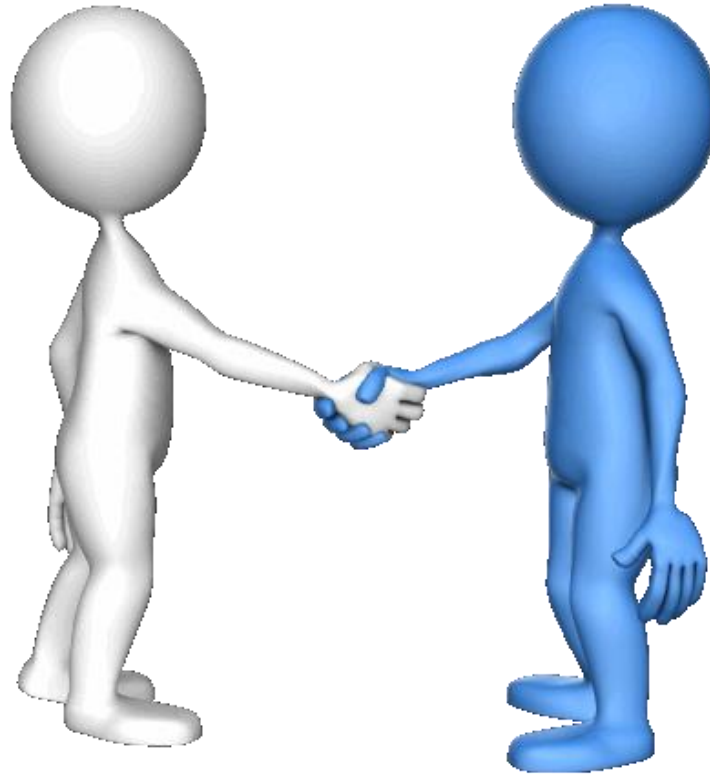
What does the organization or school desire?



But usually, what happens?



What is Performance Management in the General Setting?



What is Performance Management?

- **Performance management** is the process through which managers ensure that employee activities and outputs are congruent with the organization's goals.
- **Performance Appraisal** is the process through which an organization gets information on how well an employee is doing his or her job.
- **Performance Feedback** is the process of providing employees information regarding their performance effectiveness.

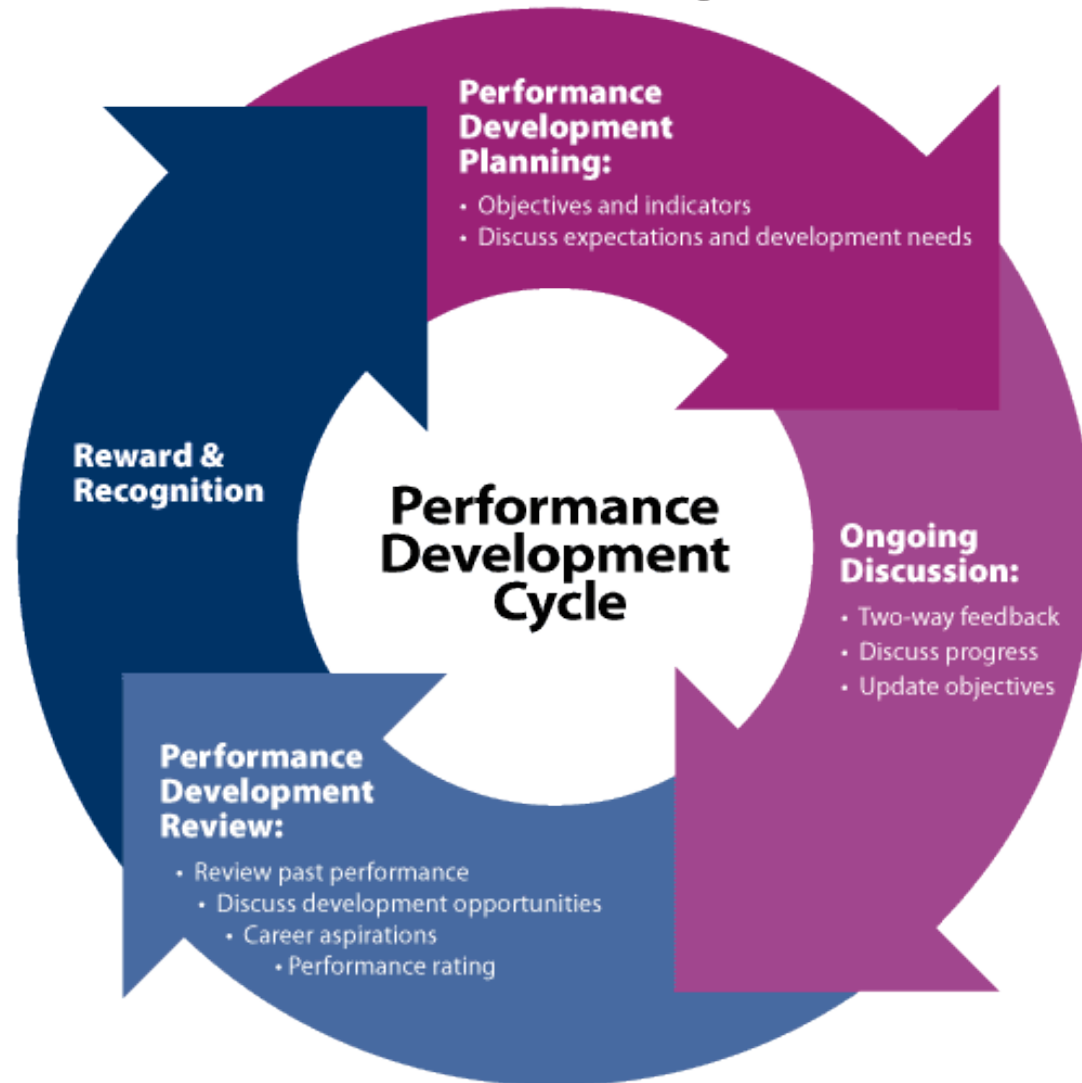
What is Performance Management?

- Align individual objectives to organizational objectives
- Enable expectations to be defined and agreed in terms of role responsibilities and accountabilities
- Provide opportunities for individuals to identify their own goals and develop their skills
- Motivating people by providing them with recognition and opportunity to use and develop their skills and abilities

Objectives of Performance Management

- Align individual and organizational objectives
- Improve organizational performance
- Improve individual performance
- Provide basis for personal development
- Develop a performance culture

Performance Management Cycle



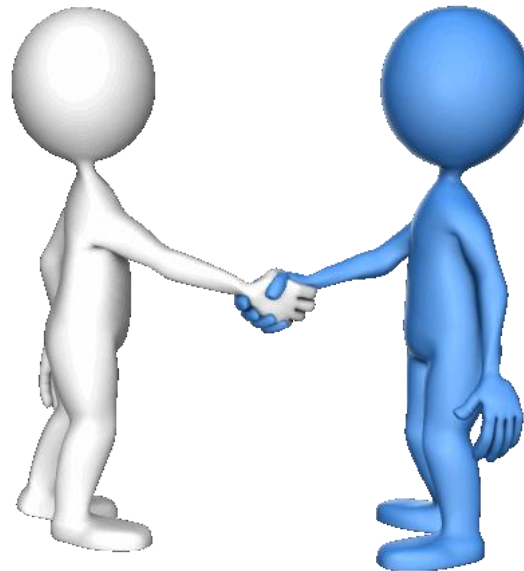
Key Performance Management Activities

- Performance and development planning
- Defining performance measures
- Concluding performance agreements
- Managing performance
- Reviewing, analyzing and assessing performance formally



1. Performance and Development Planning

- Agreement between the manager and the Individual
- Role profile vs Job description
- Identification of priorities



Role Profile

- Different from a job description
- Defines role in terms of key results expected
- Updated a formal performance agreement is developed
- Key elements of a role profile:
 - Key result areas
 - What role holder needs to know and be able to do
 - Behavioural competencies needed

4. Managing Performance

- Continuous process throughout the year, not a one time event
- Main activities are:
 - Providing feedback
 - Updating objectives
 - Continuous learning on the job
 - Coaching

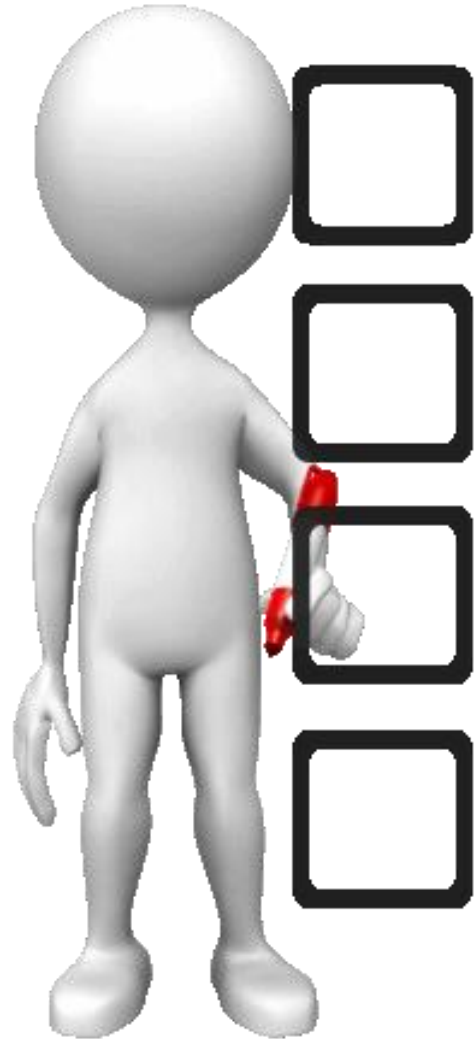


Formal Performance Review

- Formal review: once or twice a year
- Meeting includes review of :
 - agreement,
 - goals,
 - measurement
 - giving feedback
 - positive reinforcement and dialogue



Formal Performance Review



5. Analyzing and Assessing Performance

- Measure the goals versus what has been accomplished
- Identify development areas
- Start the discussion on performance development plans and personal development plans
- Give feedback

Providing Feedback



Guidelines on Providing Feedback

- Build feedback on the job
- Provide feedback on actual events
- Describe, don't judge
- Refer to and define specific behaviors
- Define good work or behavior



Guidelines on Providing Feedback

- Ask questions
- Select key issues
- Focus
- Provide positive feedback
- Provide constructive feedback
- Ensure feedback leads to actions



360-degree Feedback

- Multi-source feedback
- The systematic collection and feedback of performance data derived from a number of the stakeholders on their performance
- Feedback is coming from the manager, peers, as well as the direct reports

Benefits of 360-degree feedback

- Increased employee self awareness
- Creation of development activities that are more specific to the employee
- Increased involvement of employees at all levels

360-degree feedback: Advantages and Disadvantages

Advantages	Disadvantages
Employees get a broader perspective of how they are perceived by others	People do not always give frank or honest feedback.
It gives employees a more rounded view of their performance.	Employee may be put under stress in receiving or giving feedback
Increased awareness of and relevance of competencies	Lack of action following feedback
Feedback is perceived as more valid and objective	Can be time consuming and resource intensive

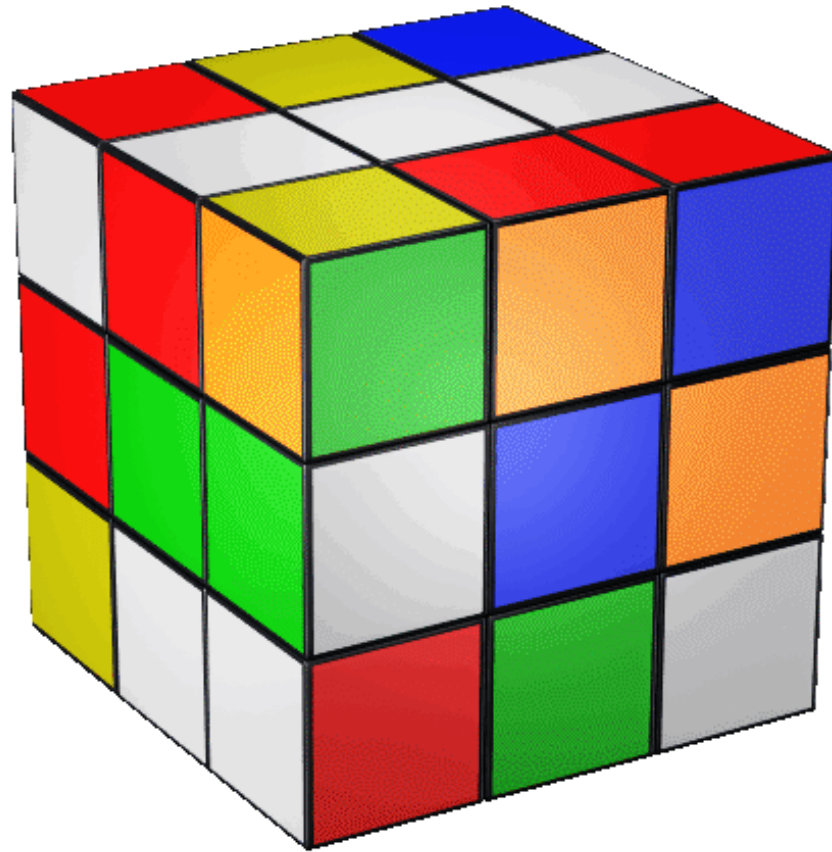
360-degree feedback: Criteria for Success

- It has the active support of management
- There is
- Accurate
- Comprehensive communication
- No one
- There is



SS

If performance is below expectation,
what do you do?



**What about the school setting?
How can this be applied?**

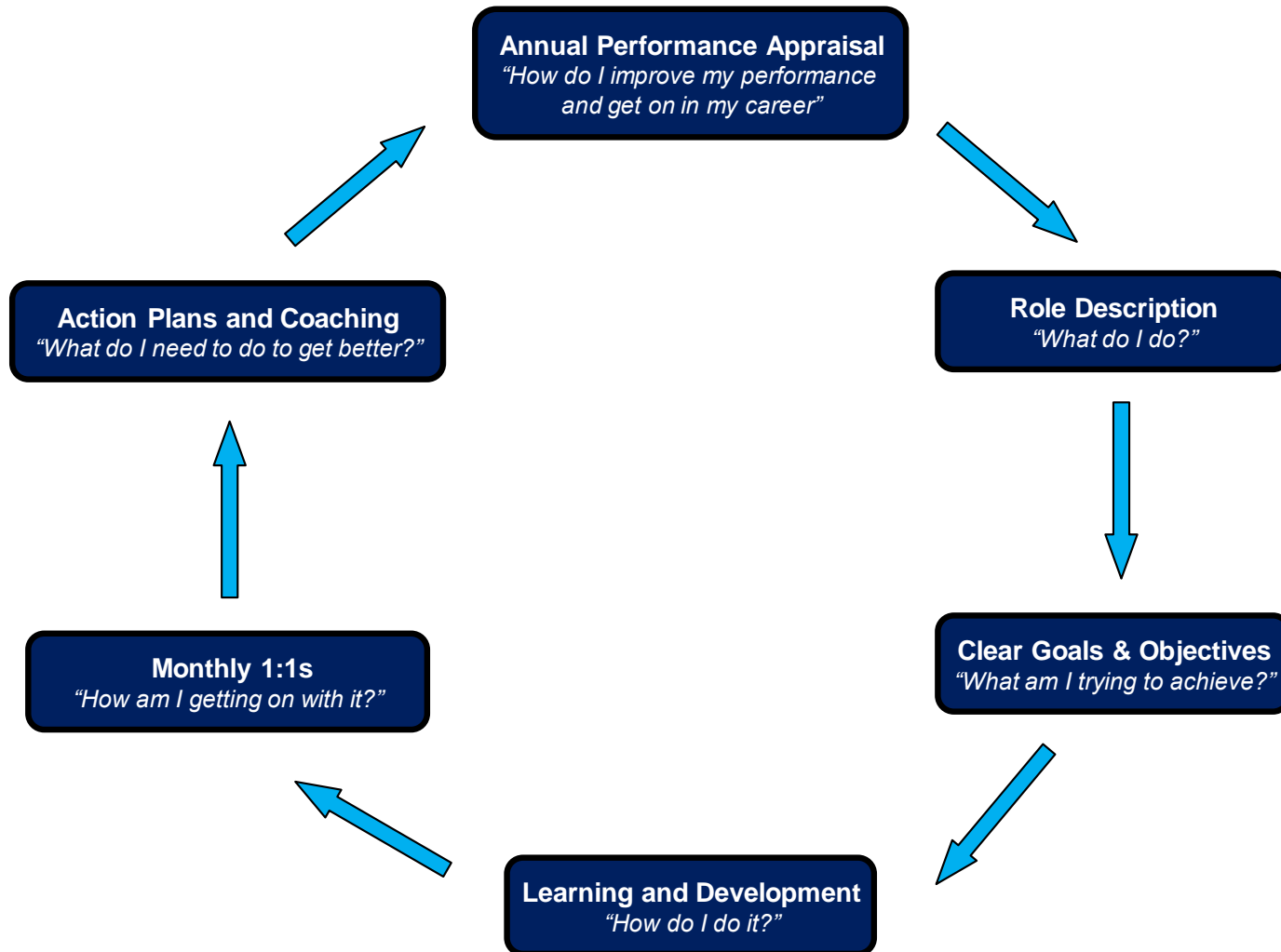
Possible Metrics for Schools

- Number of enrolles
- Number of faculty who are Ph.D.
- Number of board passers
- Number of courses offered
- Number of graduates to freshmen
- Teachers' evaluation
- Support staff evaluation and development

In most schools of education, what is the goal?

- Is it happy teachers?
- Beautiful schools?
- Quality curricula?
- More enrollees? More budget?
- More courses?
- Competition with other countries?
- Expansion?

Performance Management Cycle



My Experience at DLS-CSB

- Orientation with the School
- Orientation with the Dean
- Understanding performance measurement
- STAR evaluation
- Peer evaluation
- Dean evaluation

Sample STAR Evaluation

- Planning and Preparation
- Classroom environment
- Instruction
- Professional responsibility
- Learner centered practices

Sample Evaluation of STAR

DE LA SALLE-COLLEGE OF SAINT BENILDE
CENTER FOR LEARNING AND PERFORMANCE ASSESSMENT
STUDENT TEACHER ASSESSMENT REPORT
2nd Term, SY 2013-2014

INSTRUCTOR:	BONGATO, ANA MARIA	CLASS SIZE:	25
SUBJECT/SECTION:	HRNEEDS/TH002	RETRIEVAL RATE:	84% (21)
SCHOOL/PROGRAM:	SMIT - HRMP	GENDER STATISTICS:	52% M / 38% F / 10% U
OVERALL MEAN (Parts I-III)	3.75	INTERPRETATION:	Outstanding
OVERALL MEAN (Parts I-IV)	3.74	INTERPRETATION:	Outstanding
OVERALL MEAN (LC Practices)	3.80	INTERPRETATION:	Manifested to a Very Great Extent

PART I - PLANNING AND PREPARATION

- | | MEAN |
|---|------|
| 1. The teacher puts together information from various sources. | 3.81 |
| 2. The teacher relates the current lessons to the past topics. | 3.86 |
| 3. The teacher relates with the students as unique individuals. | 3.76 |
| 4. The teacher connects the lesson to the students' interests. | 3.81 |
| 5. The student can understand the flow of the teacher's discussion. | 3.76 |
| 6. The teacher grades are computed from various sources (e.g. attendance, quizzes, projects, recitation, and portfolios). | 3.62 |
| 7. The teacher prepares thought-provoking tests, projects, and problem sets. | 3.76 |

Sample Evaluation of STAR

PART II - CLASSROOM ENVIRONMENT

	MEAN
1. The teacher values the students' views.	3.67
2. The teacher urges the students to take part in class discussions.	3.76
3. The teacher allows creative ways to draw out an answer.	3.71
4. The teacher treats each student fairly.	3.71
5. The teacher develops a warm and caring relationship with the students.	3.71
6. The teacher gives the students opportunities to think critically in this class.	3.71
7. The teacher ensures the students' active participation throughout the session.	3.76
8. The teacher affirms the students when the course objectives are attained.	3.81
9. The teacher instills the value and importance of the lessons.	3.76
10. The teacher encourages the students to set good study habits for the student's learning.	3.67
11. The teacher ensures that all students participate during group activities.	3.71
12. The teacher makes good use of the students' class time.	3.71
13. The teacher facilitates smooth transitions from one activity to another.	3.76
14. The teacher makes sure the students understand the classroom procedures (e.g. passing of requirements, scheduling of exams, etc.).	3.76
15. The teacher upholds order in class.	3.81
16. The teacher knows what to do when students misbehave in his/her class.	3.67
17. The teacher dialogues with the students when there are difficulties that cause class interruption.	3.71

Sample Evaluation of STAR

PART V - LEARNER CENTERED PRACTICES

	MEAN
1. The teacher respects the student's ideas during class interaction.	3.81
2. The teacher tries to know each one of the students in class.	3.67
3. The teacher creates a caring atmosphere in class.	3.71
4. The teacher is approachable regarding the student's concerns.	3.86
5. The teacher appreciates the student's points of view.	3.71
6. The teacher provides challenging tasks.	3.81
7. The teacher engages the students to think critically about issues.	3.86
8. The teacher is able to elicit active participation from the students.	3.81
9. The teacher gets the student's feedback about the content of the lesson.	3.76
10. The teacher exposes the students to activities that require deep thinking.	3.71
11. The teacher allows the students to disagree with his/her ideas.	3.81
12. The teacher gives students enough requirements that are workable.	3.86
13. The teacher schedules consultation hours.	3.71
14. The teacher helps the students if they are having difficulty with the course.	3.86
15. The teacher gives the students enough freedom to raise the students' ideas.	3.81
16. The teacher provides time for the students to reflect the things they have learned.	3.90
17. The teacher solicits the students insights on the topics covered.	3.86





Thank you!

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