



Recognizing Diversity in Performance Appraisals

Change Agent States for Diversity “TOOL FOR CHANGE”



Description	Institutionalizing diversity accountability: Measuring and rewarding diversity competencies and actions through the performance appraisal process.
Strategy behind tool	Organizational dynamics often dictate that ‘what gets measured gets done.’ System practices and documents reflect system commitments and expectations for their employees. Identifying diversity skills and program efforts in the performance appraisal process clarifies the level of competencies and performance required by all employees in the organization.
Goals and outcomes:	<ul style="list-style-type: none"> A. System practices will reflect a commitment to being an inclusive organization that seeks and promotes diversity in the workforce, program participants, clientele, educational partners and program content. B. The Plan of Work will establish a framework for working effectively within an environment of increasing diversity; outlines the aims, goals and objectives, and actions to be taken to achieve a strong institutional and personal commitment to diversity and inclusiveness. C. Each employee will assume personal responsibility for developing a diversity foundational knowledge and competency base for their leadership or support roles for system programs and outreach. Individuals in all positions and program areas will see diversity competencies related to program outputs and an integrated part of their on-going, basic job responsibilities.
Readiness	The organizational climate must be prepared for incorporation of diversity efforts into routine job responsibilities. Leadership must be committed to the need, visible in the process and diligent in articulating the vision and benefit to the system. Organizational leaders at all levels, including staff development, and training resources, etc, must be trained and prepared to help strengthen incorporation of the plan, available to counsel employees and involved in establishing measurable criteria.
Evaluation method	Performance appraisal documents are developed which identify bench marks and expected performance standards that can be tracked and measured. The performance appraisal documents are aligned with the goals and outcomes identified in the organizational strategic plan.
Target group	All employees at all levels in the organization.
Development of appraisal document	Top leadership appoints a Performance Appraisal Committee. This would be a representative group of employee-leaders from all levels within the organization charged to agree on performance standards which incorporate diversity competencies and design an appraisal document. Understanding and commitment from employees in all divisions and at all levels is essential for success. The costs of meeting expenses, travel and time for this committee work must be supported by leadership.
Bench marks and standards for performance	<p><u>Competencies:</u> 1) Understanding of Diversity, 2) Effective use of Data Analysis, 3) Plan of Work, 4) Accountability of action.</p> <p><u>Levels of Performance:</u> 1) Unsatisfactory, 2) Does Not Meet Expectations, 3) Meets Expectations, 4) Exceeds Expectations, 5) Exemplary. For more detail see attached Diversity Matrix.</p>

	<p><u>Examples of System Expectations:</u> Committees/boards/volunteers/participants are reflective of community demographics. Programs are reflective of community demographic needs. Administration, faculty, agents, and support staff:</p> <ul style="list-style-type: none"> • Have knowledge and skills to work with specific demographics of community. • Work positively to create an inclusive work environment. • Can articulate the organizational vision and some personalized benefits for creating an inclusive work environment. . • Have awareness of a) personal communication, learning, leadership, and work styles and b) how to accommodate and bridge across these different styles. • Are committed to creating an inclusive work environment which exceeds legal compliance requirements with affirmative action and ADA.
Key Partners	<p>Extension Diversity Coordinator, Extension Director, Human Resources Coordinator, Regional Directors, County Directors, agents, support staff, Diversity Catalyst Team/Taskforce.</p>
Getting buy-in	<ul style="list-style-type: none"> • Administrative commitment must be in place. • The Diversity Catalyst Team or Taskforce will help focus on system concerns. • Diversity assessments will help establish the need. (See Climate Assessment Tool). • Performance Appraisal Committee: Having broad representation on the committee that identifies the benchmarks and performance standards assures some measure of employee buy-in.
Time frames and steps for development/ implementation	<p>Expect work on major system changes to be a long term and inclusive process for implementation to be successful. The Performance Appraisal Committee process might take a year. The committee will likely need to meet several times over the course of 6-9 months. Implementation of the Appraisal process might take another year to complete a performance cycle.</p> <p>Step 1: Appointment of committee. Step 2: Administrative charge at first meeting. Step 3: Review current performance standard documents. Step 4: Agree on revised performance standards. Step 5: Request organizational feedback electronically or at various regional or state meetings, one or more times. Step 6: Revise standards incorporating as many comments as possible. Step 7: Determine a proposed system timeframe and plan for implementation. Step 7: Present proposal to key administrator for approval and implementation. Step 8: Implement plan and allow employees one year to be trained and perform before are evaluated using the new Performance Appraisal Tool. Step 9: Review results, invite employee input, and adjust tool and plan as necessary. Step 10: Report results and system changes to the organization.</p>
Barriers to effectiveness and ways to address the barriers	<ul style="list-style-type: none"> • Lack of strong leadership commitment and support • Lack of strong committed diversity task force representing recognized system leaders. • Discouragement with the ‘long-term-nature’ of system-change work. • Discouragement and distraction with budget and staff turnover constraints. • Discouragement with typical grumbling comments such as ‘this too shall pass’ as employees struggle to understand, personalize, adapt work styles, and gain confidence with changed organizational expectations.

Issues to consider	A 3-5 year strategic training plan on broad foundations of diversity work is needed to create awareness, knowledge, and skills to lay a foundation for the application of the organizational expectations and measurement.
Costs associated with project	Committee time, travel and meeting expenses in preparation. Consider electronic options vs. printing costs. Budget support for ongoing staff development training. Follow up assessment to assure performance appraisals are done accurately Meetings to make adjustments as needed.
Communication/ media/ Promotion	Internal through system communication channels. Promoting by incorporating diversity competency into new and all ongoing employee training
Training	<ul style="list-style-type: none"> • Awareness training on foundational diversity issues • Business case for diversity in Extension included in all system training. • Training for groups involved in recruitment and hiring. • Training for groups involved in Program development. • Training plan includes guidance for developing relationships with new audiences.
Good resources	Tools for Change at CASD website www.casd.cornell.edu "Leading Change", John P. Kotter (Harvard Business School professor)
Contact people	JoAnn Powell or Judy Barth, Colorado Cooperative Extension (970)491-7887 or (970) 491-6345. JoAnn.Powell@colostate.edu Judith.Barth@colostate.edu