

THE PERFORMANCE EVALUATION PROCESS

A. SUPERVISORS SHOULD:

1. Translate organizational goals into individual job objectives and requirements.
2. Communicate their expectations regarding staff performance.
3. Provide feedback to staff.
4. Coach the staff on how to achieve job objectives and requirements.
5. Diagnose the staff's relative strengths and weaknesses.
6. Determine a development plan for improving job performance and ability utilization.

B. STAFF MEMBERS SHOULD GET THE ANSWERS TO:

1. What am I expected to do?
2. How well am I doing?
3. What are my strengths and weaknesses?
4. How can I do a better job?
5. How can I contribute more?

WHY PERFORMANCE EVALUATIONS FAIL

1. Evaluator does not know what employee has done.
2. Performance high points and low points are discussed in generalities vs. specifics.
3. Evaluator not skilled in determining current level of performance.
4. Evaluator fails to set specific objectives for interview.
5. Neither evaluator or employee adequately prepared.
6. Self-evaluation is ignored or minimized.
7. Evaluation only historical rather than historical and developmental.
8. Evaluation interview is one-way communication.
9. Too much emphasis on filling out form and not enough on problem solving/planning.
10. No mechanism for follow-up prior to next review.

COMMON ERRORS IN THE EVALUATION PROCESS

The first clue to understanding why errors occur in the evaluation process is to recognize that evaluators are human. They are subject to the same problems and forces that influence all human behavior.

HALO EFFECT

Rating a person excellent in one quality, which in turn influences the evaluator to give a similar rating or higher-than-deserved rating on other qualities.

HORN EFFECT

Rating a person unsatisfactory in one quality, which in turn influences the evaluator to give that person similar, or lower-than-deserved ratings on other qualities.

CENTRAL TENDENCY

providing a rating of average or around the middle of the scale for all qualities. This is the most common and most serious kind of error.

STRICTNESS

Rating consistently lower than the normal or average; being overly harsh in rating performance qualities.

LENIENCY

Rating consistently higher than the expected norm or average; being overly loose in rating performance qualities.

RECENCY

Rating influenced by most recent behavior; failing to recognize the most commonly demonstrated behaviors during the entire evaluation period.

ERRORS IN THE EVALUATION PROCESS CONT...

PERFORMANCE DIMENSION ORDER

Two or more dimensions on a performance instrument follow or closely follow each other and both describe or relate to a similar quality. The evaluator rates the first dimension accurately and then rates the second dimension similarly to the first because of their proximity.

INITIAL IMPRESSION

Rating based on first impressions; failing to recognize the most consistently demonstrated behaviors during the entire evaluation period.

SPILLOVER EFFECT

Allowing past performance evaluation ratings to unjustly influence current ratings; Past performance ratings, good or bad, result in a similar rating for the current period, although demonstrated behavior does not deserve the rating, good or bad.

STATUS EFFECT

Over rating staff in higher-level jobs or jobs held in high esteem and under rating staff in lower level jobs or jobs held in low esteem.

SAME AS ME

Giving the rate a rating higher than deserved because the person has perceived qualities or characteristics similar to those of the evaluator.

DIFFERENT FROM ME

Giving the rate a rating lower than deserved because the person has qualities or characteristics dissimilar to the evaluator.

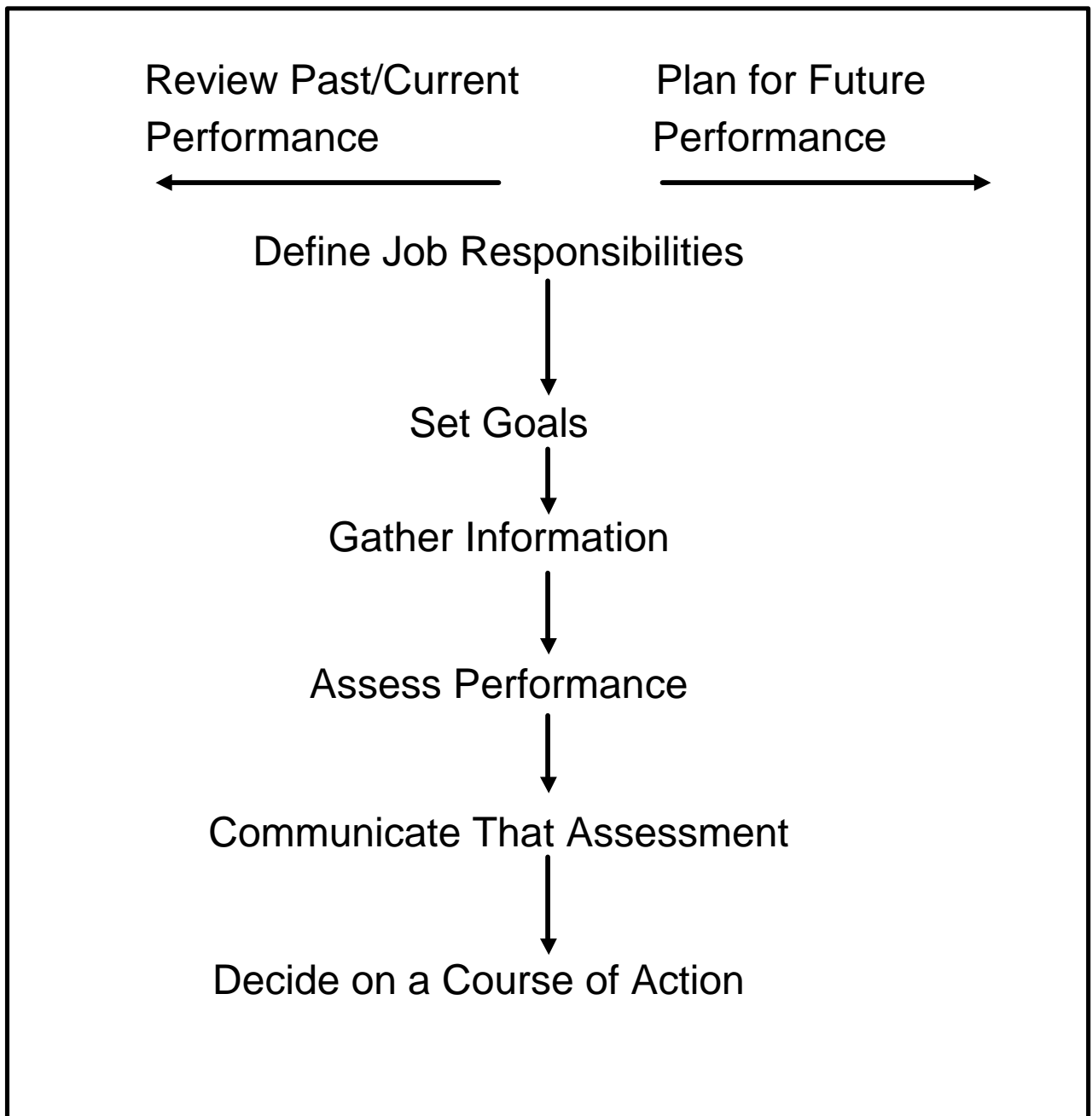
LEGAL REQUIREMENTS FOR EVALUATION

To summarize the result of court cases, Thompson, Klasson, and Lubben suggest that a performance evaluation process should have the following characteristics in order to meet the legal requirements.

1. The overall evaluation process should be formalized, standardized and made as objective as possible.
2. The performance evaluation system should be as job related as possible.
3. A thorough, formal job analysis for all employment positions being rated should be completed.
4. Although useful, subjective supervisory ratings should be considered as only one component of the overall evaluation process.
5. Evaluators should be adequately trained in the use of appraisal techniques that employ written qualification criteria for transfer or promotion decisions.
6. Evaluators should have substantial daily contact with the employee being evaluated.
7. If the evaluation involves various measures of performance, the weight of each measure in relation to the overall assessment should be fixed.
8. Opportunities for promotion or transfer should be posted and the information made available to all interested individuals.
9. Whenever possible, the evaluation should be conducted by more than one evaluator or include a review process. All such evaluations should be conducted independently.
10. The administration and scoring of performance evaluations should be standardized and controlled.

PERFORMANCE REVIEW AND DEVELOPMENT

The process of observing, identifying, measuring and developing human behavior.



WHAT IS JOB PERFORMANCE?

BEHAVIORS: Behavior is simply balances; activity on the job.	Checking all such leave* Preparing a tabular summary; Distributing to entire staff. <i>*Leave = sick leave, annual leave, etc.</i>
PERFORMANCE: Which is evaluated by the organization according to a set of criteria and termed performance.	Leave balances are checked accurately and distributed in a time timely manner.
RESULTS: Which results in any one or more outputs.	Leave report written.
EFFECTIVENESS: Which can result in desired unit or and organizational outcomes and hence effectiveness.	Report proves useful, as leave associated costs have been reduced.

CHARACTERISTICS OF AN EFFECTIVE EVALUATOR

Circle the number that best reflects where you fall on the scale. The higher the number, the more the characteristic describes you. When you have finished, total the numbers circled in the space provided.

- | | |
|---|----------------------|
| 1. I like being responsible for productivity. | 1 2 3 4 5 6 7 8 9 10 |
| 2. I like people, and enjoy talking with them. | 1 2 3 4 5 6 7 8 9 10 |
| 3. I don't mind giving constructive feedback. | 1 2 3 4 5 6 7 8 9 10 |
| 4. I give praise freely when it is earned. | 1 2 3 4 5 6 7 8 9 10 |
| 5. I am not intimidated by workers who tell me what they really think. | 1 2 3 4 5 6 7 8 9 10 |
| 6. I seek new ideas and use them whenever possible. | 1 2 3 4 5 6 7 8 9 10 |
| 7. I respect the knowledge and skill of the people who work for me. | 1 2 3 4 5 6 7 8 9 10 |
| 8. I follow up to be sure commitments, goals and standards are being met. | 1 2 3 4 5 6 7 8 9 10 |
| 9. I am sensitive to the needs and feelings of others. | 1 2 3 4 5 6 7 8 9 10 |
| 10. I am not worried by employees who know more about their work than I do, | 1 2 3 4 5 6 7 8 9 10 |

TOTAL_____

A score between *90 and 100* indicates that you have excellent characteristic to conduct effective evaluations. A score between *70 and 89* indicates that you have significant strengths but also some improvement needs. Scores between *50 and 69* reflect a significant number of problem areas. Scores below *50* call for a serious effort to improve. Make a significant effort to grow in any area where you scored *6 or less*, regardless of your total score.

YOUR ATTITUDE TOWARDS PERFORMANCE EVALUATION

Indicate to what extent you agree or disagree with the following statements by placing the appropriate number from the key in the space provided.

KEY: 1 - Strongly disagree
2 - Tend to disagree

3 - Tend to agree
4 - Strongly agree

- ☐ A. Supervisors should conduct formal performance evaluations with each staff member at least twice a year.
- ☐ B. My organization's current evaluation system is an effective way to develop my staff members.
- ☐ C. Staff members should participate in setting their performance goals.
- ☐ D. Supervisors should ask for a self-evaluation from staff members before they formulate their rating.
- ☐ E. Supervisors should tell staff members their ratings.
- ☐ F. Supervisors should discuss every aspect of the performance evaluation with the staff members.
- ☐ G. Evaluating performance ranks with planning and organizing as important management functions.
- ☐ H. Most performance evaluations are subjective.
- ☐ I. Supervisors frequently recognize staff members for their good work.
- ☐ J. Staff members want the boss to tell them when they are not doing well.
- ☐ K. My organization's current evaluation system is viewed by staff members as being fair.
- ☐ L. Staff members should be evaluated by more than one person.
- ☐ M. My last performance evaluation, conducted by my boss, was accurately and competently done.

ATTITUDES TOWARD EVALUATION

Compare your responses to 350 supervisors who have responded to this performance evaluation survey. Their mean scores were:

A. 3.1	H. 3.0
B. 1.5	I. 2.7
C. 3.4	J. 2.4
D. 2.1	K. 2.0
E. 3.5	L. 2.9
F. 3.9	M. 2.8
G. 3.2	

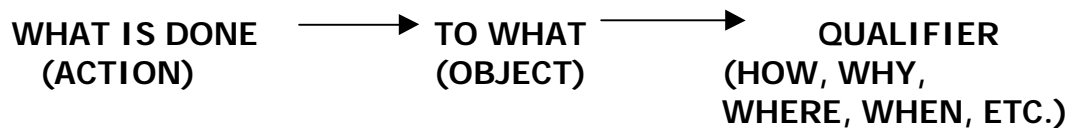
These results indicate that generally supervisors:

- Do not feel comfortable letting staff rate themselves.
- Probably do not praise staff enough.
- Are not sure staff want to hear negative feedback.
- Feel one person—the boss—should rate a staff member.
- Believe that all aspects of evaluation, including the rating, should be discussed with staff.
- Agree that staff should participate in setting performance goals.
- Consider their evaluation systems ineffective in developing staff.
- Feel most staff consider their evaluations unfair.
- Do not believe they are being accurately and competently assessed by their superiors.

WRITING TASK STATEMENTS

Task statements include all the critical elements of a specific job. The creation of task statements clarifies performance expectations. These statements reflect what the employee is expected to DO.

A task statement consists of three components:



TASK STATEMENT EXAMPLES:

Collates	data from clients visits	at the end of each day.
<i>(Action)</i>	<i>(Object)</i>	<i>(When)</i>

Submits	quarterly reports	to the Commissioner.
<i>(Action)</i>	<i>(Object)</i>	<i>(Where)</i>

GOALS AND STANDARDS SKILLS

GOALS: REACHED BY MUTUAL AGREEMENT; NEGOTIATED

STANDARDS: SET FOR THE EMPLOYEE OR SUPERVISOR BY:

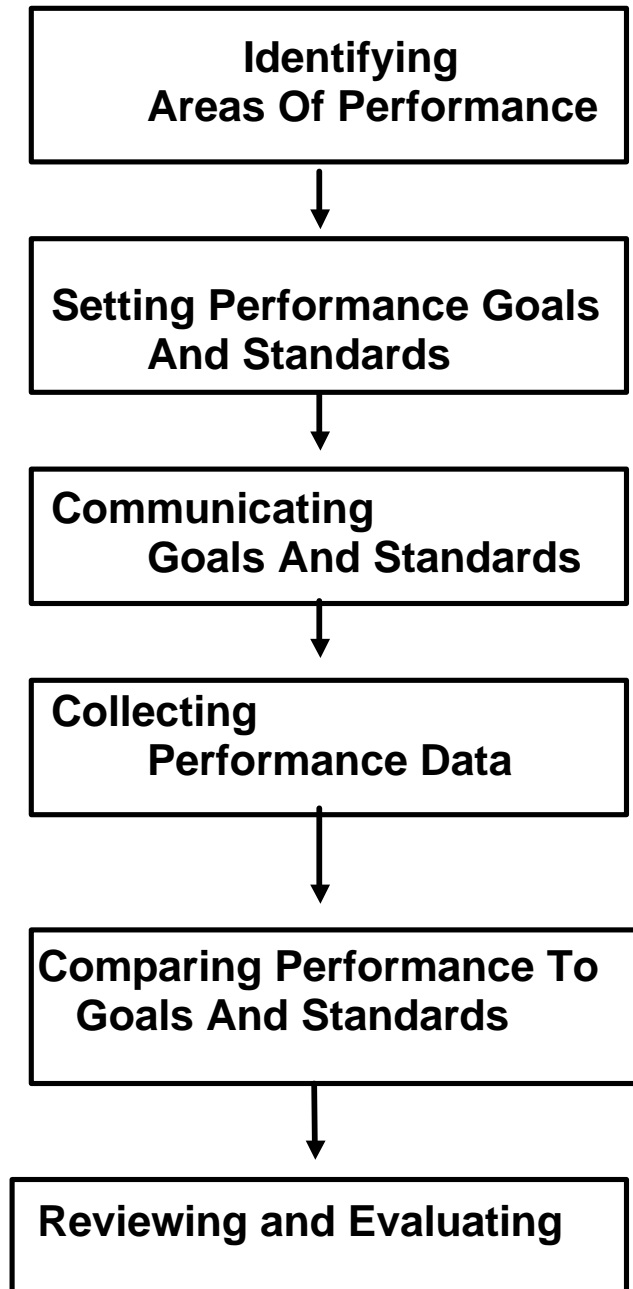
- POLICY
- PRODUCTION REQUIREMENTS
- SAFETY REGULATIONS
- LEGAL CONSTRAINTS
- CONTRACT
- MANAGEMENT PREROGATIVE

GOAL AND STANDARD SKILLS ARE DESIGNED TO--

- Focus attention of supervisors and employees on job priorities.
- Help employees understand what is expected of them.
- Document performance objectives.
- Provide basis for day-to-day discussions about performance.
- Increase likelihood of recognition for above/below average performance.
- Provide basis for performance evaluation discussions.
- Improve productivity by reducing the gap between "what is" and "what ought to be."

A PROCESS FOR ESTABLISHING PERFORMANCE GOALS AND STANDARDS

**GOALS AND
STANDARDS
SKILLS:**



PERFORMANCE STANDARDS

STANDARDS

Criteria for differentiating the level or degree of results are provided by the performance standard. To describe results, measurement terms of how much, how well, when, and in what manner are used and may be further identified through:

1. Quality of output
2. Quantity of output
3. Timeliness of output
4. Effectiveness in use of resources
5. Positive and negative effects
6. Manner of performance
7. Method of performance

Quantitative measures may be identified by statements such as:

- No more than (quantity or quality measures)
- No less than (quantity or quality measures)
- Within (a time measure)
- No later than (a time measure)

GOALS

The setting of performance goals follows the identification and description of performance standards. Goals are specific outcomes or desired results from performance behavior.

Goals should:

- Cover the full range of job responsibilities.
- Cover important aspects of job.
- Be appropriate to work required.
- Be meaningful to work required.
- Be challenging.
- Be feasible and obtainable.
- Be measurable.
- Be observable.

SETTING GOALS AND STANDARDS

EMPLOYEE NAME: _____ WORK AREA: _____

JOB TITLE: _____ DATE: _____

I. List various components of the job:

II. List those which have the greatest impact upon productivity:

III. Establish quality or quantity standards for each component:

IV. Difference between actual output and standard:

STANDARD	OUTPUT	DIFFERENCE

V. Establish an improvement goal for each component.

IMPROVEMENT GOAL	DATE

DOCUMENTING PERFORMANCE

1. Complete a precise, written job analysis.
2. Weigh job responsibilities and goals according to importance.
3. Provide timely feedback immediately following the performance.
4. Record incidents of and your communications about performance.
5. Keep a running record.
6. Note specific examples of good and poor performance.
7. Be clear and concrete in writing.
8. Interact frequently with those whom you evaluate.
9. Ensure that files adequately portray effective and ineffective performance.
10. Represent the employee's total performance--all responsibilities and goals over the entire rating period.
11. Seek other people's assessment of the employee's performance.
12. Standardize data-gathering procedures.

SAMPLE CRITICAL INCIDENT FILE

NAME: _____	
EFFECTIVE EXAMPLES Date: Incident: Notations: Date: Incident: Notations: Date: Incident: Notations: Date: Incident: Notations:	INEFFECTIVE EXAMPLES Date: Incident: Notations: Date: Incident: Notations: Date: Incident: Notations: Date: Incident: Notations:

WORK EVALUATION CONSIDERATIONS

Evaluation Of Results

- Major work on schedule/standard
- Major work off schedule/standard
- What can be done to save results?
- Critical factors affecting progress
- Forecast, under current conditions

Evaluation Of Employee's Attitude, Behavior, Methods

- What contributed to good results?
- What contributed to poor results?
- Suggestions for emphasis, change, modification

Evaluation Of Resources/Potential Obstacles

- What resources are needed/available?
- Effect of schedules, deadlines
- Effect of quality, quantity standards
- Effect of inputs from others
- Effect of relationships
- Suggestions for emphasis, change, modification

Work Forecast

- Critical work ahead
- prognosis according to current conditions

Recommended Remedial Actions

- Work content, strategies, resources, schedules, priorities, relationships

Possible Help Needed

- Supervisor, peers, others
- Follow-up such as discussions, observation, other

INEFFECTIVE EVALUATION INTERVIEW BEHAVIOR

SUPERVISOR:

- Gives little or no advance notice.
- Has not documented evidence.
- Quotes hearsay.
- Criticizes attitudes and/or motives.
- Springs surprises.
- Gets diverted by excuses.
- Loses control of interview.
- Gives general feedback with few specifics.
- Is relatively uninterested in employee's explanations.
- Does not ensure that employee understands problem.
- Fails to get commitment to change.
- Fails to get plan for improvement.
- Restricts interview time.
- Rejects employee's feelings and emotions.
- Uses interview to punish employee.

EFFECTIVE EVALUATION INTERVIEW BEHAVIORS

SUPERVISOR:

- Gives advance notice.
- Presents documentation.
- Sticks to observed behavior.
- Sticks to goal.
- Refuses to discuss rewards.
- Listens to employee.
- Controls interview.
- Discusses evidence available to both supervisor and employee.
- Gives specific feedback.
- Makes sure employee understands problem.
- Gets commitment to change.
- Gets plan for improvement.
- Allows sufficient time.
- Accepts employee's feelings.

NON-EVALUATIVE APPROACHES

What conditions in an interview leads to employee defensiveness rather than to the more desired cooperation? When a supervisor or manager exhibits evaluative--that is, blaming behavior, this will almost always lead to defensive behavior from staff members. Similarly, the more personal, negative and accusatory the evaluation - the more hostile and defensive people will become.

The way to avoid evoking such defensive behavior is by using descriptive (non-evaluative) rather than evaluative approaches to evaluation discussions. By simply stating, in an impersonal way, that a problem exists and then describing that problem, the supervisor makes it possible to arrive at a joint decision or even a decision initiated by his or her staff member on how to solve the problem. Some examples of both evaluative and descriptive statements that supervisors might make in commenting on staff behavior or performance are as follows:

EVALUATIVE VS. NON-EVALUATIVE COMMUNICATION APPROACHES

EVALUATIVE VS. DESCRIPTIVE

"You simply can't keep making these stupid mistakes"

VS.

"There is a still a problem in reducing the number of scrap parts produces."

"The accident was your fault. You ignored the safety regulations."

VS.

"This accident seems to involve some differences in interpreting the safety regulations."

CONTROL VS. PROBLEM ORIENTATION

"John, I'd like to see you doing X Y and Z over the next week."

VS.

"John, what sort of things might you do to improve this situation"?

"I've decided what you must do to reduce mistakes."

VS.

"Have you thought about what you might do to reduce mistakes."

NEUTRALITY VS. EMPATHY

"I really don't know what we can do about your concerns."

VS.

"At this moment I can't think of anything, but I know where we might look for help."

"Too bad, but we all go through that at some point."

VS.

"I think I might know how you feel. I can remember one experience I had that was similar."

"You could have something there, but let's get back to the real problem."

VS.

"I'm not sure I understand how that relates to this problem. Why don't you fill me in before we go on"?

SUPERIORITY VS. EQUALITY

"Bob, I've worked with this problem for ten years and ought to know what will work."

VS.

"This idea hasn't worked before. Can you explain how we might make it work this time"?

"The supervisory staff thought this policy through pretty thoroughly."

VS.

"We've only discussed this policy at the supervisor's meetings and I'm interested in your reaction and thoughts."

"Oh, the rationale would be of no interest to you people on the line."

VS.

"Let me go over the rationale with you. You might find it helpful."

CERTAINTY VS. CONTINGENCY

"I know what the problem is, Tom. I don't think I need another opinion."

VS.

"I have a viewpoint of the problem, Tom, but I'd be interested in your perception."

"This is the way we're going to do things, period."

VS.

"Let's try this for a couple of weeks, then we can reconsider, based on that experience."

These examples of communication approaches are all designed to help supervisors and managers reduce the defensive reaction often brought on by providing feedback. Several other benefits result from using non-evaluative techniques, including:

1. Improved creativity in solving problems, due to greater staff member input.
2. Less managerial/supervisory reluctance to discuss performance problems.
3. A clearer understanding by people of how and why they need to change work behavior.
4. The growth of a climate of cooperation, which increases individual and group motivation to achieve performance goals.
5. Greater staff member self-reliance, which improves the individual's ability to diagnose problems and react quickly with less supervisory assistance.

The supervisor who implements constructive, non-evaluative evaluation techniques becomes more of a leader and less of a disciplinarian. Non-evaluative communication approaches, when correctly used, should make the process a little less painful and intimidating for all concerned.

SAMPLE EVALUATION SUMMARY FORM

Employee Name _____ Position _____

❖COMMENTS ON STRENGTHS AND ACCOMPLISHMENTS

Identify the two or three most significant strengths and job accomplishments.

❖COMMENTS ON AREAS REQUIRING DEVELOPMENT

Identify two or three areas where this employee needs to improve.

❖PERFORMANCE ASSESSMENT OVERALL RATING (check one)

☐ Exceeds Expectations ☐ Meets expectations ☐ Needs Improvement ☐ Unsatisfactory

If there is a change in rating, state the major reason for that change.

GUIDELINES FOR CONDUCTING A PERFORMANCE EVALUATION SESSION

Performance evaluations will go smoothly if on-going coaching has been provided. At review time, follow the steps below to conduct effective performance evaluation sessions.

1. Put the employee at ease and state the purpose of the meeting—to discuss how they are doing on the job so they can grow professionally and gain clarity about their performance.
2. Engage the employee in the discussion by asking open-ended questions about their self-assessment on each of their goals and/or competencies.
3. Practice active listening skills by showing interest in the employees' point of view. Be prepared to change your point of view based on new facts presented.
4. Discuss strengths and then growth areas for each of their goals and/or competencies. Recognize and reinforce achievements.
5. Express criticism directly and constructively. Discuss problem areas by coaching. Emphasize 2-3 priority areas where improvement is most necessary. Describe how these changes could have greater impact on the employee, team, client, supervisor, or organization.
6. Seek the employee's opinion on ways they can improve in their growth areas.
7. Ask the employee how you can help them improve in these growth areas.
8. Stay focused on the specifics of the performance evaluation process—do not discuss salary.
9. End on an upbeat note. Thank them for their contribution to the organization.

PERFORMANCE ACTION PLAN

NAME: _____ DATE: _____

I. Selected Improvement Goals:

1)
2)
3)

II. Methods for achieving each improvement *(use additional pages as needed)*:

1)
2)
3)

III. Deadline for each improvement and evidence that it has been reached:

WHEN	HOW MEASURED
1)	
2)	
3)	

IV. Support and resources needed to accomplish the improvements:

1)
2)
3)

V. Next review to check progress: _____

AFTER THE EVALUATION

#1 - PUT IT IN WRITING

- Selected improvement goals.
- Methods for achieving each improvement.
- Deadlines for each improvement and evidence that it has been reached.
- Support and resources needed to accomplish the improvements.

#2 - FOLLOW THROUGH

This is the foundation for the next performance evaluation.

- Schedule periodic meetings with the employee to monitor progress.
- Be prepared to offer motivational and formative feedback as needed.
- If the improvement plan is not working, be prepared to change it.

#3 – REFLECT

Take the time to reflect your performance as the evaluator.

Questions to consider are:

- What did I do well?
- What did I do poorly?
- What did I learn about the employee?
- What did I learn about myself and the job? Did the employee give you any insights about your performance as supervisor?
- What, if anything, will I do differently the next time?

Today's Program

- Understanding Performance Evaluation
- Why Performance Evaluations Fail
- Preparing to Evaluate Performance
- Documenting Employee Performance
- Conducting the Evaluation Discussion
- Planning for Future Performance

The Performance Evaluation Process

Supervisors should:

- Translate goals into job objectives
- Communicate expectations
- Provide feedback to staff
- Coach the staff on how to achieve job objectives
- Diagnose staff's relative strengths and weaknesses
- Determine a development plan for improving job performance

The Performance Evaluation Process

Staff Members should get the answers to:

- What am I expected to do?
- How well am I doing?
- What are my strengths & weaknesses?
- How can I do a better job?
- How can I contribute more?

Why Performance Evaluations Fail

- Evaluator does not know what employee has done.
- Performance high points and low points are discussed in generalities.
- Evaluator not skilled in determining current level of performance.
- Evaluator fails to set specific objectives for interview.

Why Performance Evaluations Fail

- Neither evaluator or employee are adequately prepared.
- Self-evaluation is ignored or minimized.
- Evaluation only historical.
- Performance evaluation interview is one-way communication.
- Too much emphasis on filling out form.
- No mechanism for follow-up.

Common Errors

- | | |
|-------------------------------|----------------------|
| • HALO EFFECT | • INITIAL IMPRESSION |
| • HORN EFFECT | • SPILLOVER EFFECT |
| • CENTRAL TENDENCY | • STATUS EFFECT |
| • STRICTNESS | • SAME AS ME |
| • LENIENCY | • DIFFERENT FROM ME |
| • RECENCY | |
| • PERFORMANCE DIMENSION ORDER | |

Legal Implications

- Equal pay for equal work
- Absence of discrimination on the basis of age, sex, religion, color or national origin
- Accommodation of the physical and mental needs of the physically and mentally challenged; and the veteran's of the Vietnam era
- Equal employment opportunity

Performance Evaluation

The process of observing, identifying, measuring, and developing human behavior.

Performance Review and Development

Review
Past/Current
Performance

Plan
for Future
Performance



Performance Review and Development

Define Job Responsibilities

Set Goals

Gather Information

Assess Performance

Communicate That Assessment

Decide on a Course of Action

Performance

BEHAVIOR

PERFORMANCE

RESULTS

EFFECTIVENESS

Performance

- **Behavior:** Activity on the job
- **Performance:** Occurs when behavior is evaluated by the organization according to a specific set of criteria.
- **Results:** Outputs of performance
- **Effectiveness:** Achievement of desired unit or organizational outcomes

Survey Mean Scores Responses of 350 Supervisors

A. 3.1	H. 3.0
B. 1.5	I. 2.7
C. 3.4	J. 2.4
D. 2.1	K. 2.0
E. 3.5	L. 2.9
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G. 3.2	

Generally Supervisors...

- Do not feel comfortable letting staff rate themselves
- Probably do not praise staff enough
- Are not sure staff want to hear negative feedback
- Feel the boss--should rate a staff member
- Agree that staff should participate in setting performance goals

Generally Supervisors...

- Consider their evaluation systems ineffective in developing staff
- Believe that all aspects of evaluation, including the rating, should be discussed with staff
- Feel most staff consider their evaluations unfair
- Do not believe they are being accurately and competently assessed by their superiors

Task Statements

Three components of task statements are:

- What is done (Action)
- To What (Object)
- Qualifier (How, Why, When, Where, etc.)

Task Statement Example

ACTION	OBJECT	WHEN
Collates	Client data files	At the end of the day.

Goals and Standards

GOALS

Reached by mutual agreement;
negotiated

STANDARDS

Set for the employee

Standard Skills Are Determined By

- Policy
- Production requirements
- Safety regulations
- Legal constraints
- Contract
- Management prerogative

Goals and Standard Skills Are Designed To

- Focus attention on job priorities
- Help employees understand what is expected
- Document performance objectives
- Provide basis for day-to-day discussions
- Recognize above/below average performance
- Provide basis for evaluation discussions
- Reduce the gap between "what is" and "what ought to be"

Goals and Skills Standards

- Identifying areas of performance
- Setting goals and standards
- Communicating goals and standards
- Collecting performance data
- Comparing performance to goals and standards
- Reviewing and evaluating

Performance Standards

- Criteria for differentiating the level or degree of results are provided by the performance standard.
- To describe results, measurement in terms of how much, how well, when, and in what manner are used.

Performance Standards

- Quality of output
- Quantity of output
- Timeliness of output
- Effectiveness in use of resources
- Positive and negative effects
- Manner of performance
- Method of performance
- No more than (*quantity or quality*)
- No less than (*quantity or quality*)
- Within (*a time*)
- No later than (*time*)

Performance Goals

- The setting of performance goals follows the identification and description of performance standards.
- Goals are specific outcomes or desired results from performance behavior.

Performance Goals Should

- Cover the full range of job responsibilities.
- Cover important aspects of job.
- Be appropriate to work required.
- Be meaningful to work required.
- Be challenging.
- Be feasible and obtainable.
- Be measurable.
- Be observable.

Documenting Performance

- Complete a precise, written job analysis
- Weigh job responsibilities and goals according to importance
- Provide timely feedback immediately following the performance
- Record incidents and your communications about performance
- Keep a running record
- Note specific examples of good and poor performance

Documenting Performance

- Be clear and concrete in writing
- Interact frequently with those whom you evaluate
- Ensure that files adequately portray effective and ineffective performance
- Represent the employee's total performance-- over the entire period
- Seek other people's assessment of the employee's performance
- Standardize data-gathering procedures

Preparation

- What has the employee done since the last evaluation?
- In what ways have strengths and weaknesses in the employee's job approach effected this performance?
- What is the employee's potential?

Work Evaluation Considerations

- Evaluation of results
- Evaluation of employee's attitude, behavior, methods
- Evaluation of resources/potential obstacles
- Work forecast
- Recommended remedial actions
- Possible help needed

Ineffective Interview Behavior

- Gives little or no advance notice.
- Has not documented evidence.
- Quotes hearsay.
- Criticizes attitudes and/or motives.
- Springs surprises.
- Gets diverted by excuses.
- Loses control of interview.
- Gives general feedback with few specifics

Ineffective Interview Behavior

- Is relatively uninterested in explanations.
- Does not ensure understanding of problem.
- Fails to get commitment to change.
- Fails to get plan for improvement.
- Restricts interview time.
- Rejects employee's feelings and emotions.
- Uses interview to punish employee.

Effective Interview Behavior

- Gives advance notice
- Presents documentation
- Sticks to observed behaviors
- Sticks to goals
- Refuses to discuss rewards
- Listens to employee
- Controls interview

Effective Interview Behavior

- Discusses evidence available to both supervisor and employee
- Gives specific feedback
- Makes sure employee understands problem
- Gets commitment to change
- Gets plan for improvement
- Allows sufficient time
- Acknowledges employee's feelings

Communication Approaches

Evaluative vs. Descriptive

"The accident was your fault. You ignored the safety regulations."

VS.

"This accident seems to involve some differences in interpreting the safety regulations."

Communication Approaches

Superiority vs. Equality

"Bob, I've worked with this problem for ten years and ought to know what works."

VS.

This idea hasn't worked before. Can you explain how we might make it work this time?"

Benefits

- Improved creativity in solving problems due to greater staff input
- Less supervisory resistance to discuss performance problems
- A clearer understanding by people of how and why they need to change work behavior

Benefits

- The growth of a climate of cooperation, which increases individual motivation to achieve performance goals.
- Greater staff member self-reliance, which improves the individual's ability to diagnose problems and react quickly with less supervisory assistance.

Conducting A Session

- Put the employee at ease
- State the purpose of the meeting
- Ask open-ended questions about their self-assessment
- Practice active listening skills
- Discuss strengths and then growth areas
- Recognize and reinforce achievements.

Conducting A Session

- Express criticism directly and constructively
- Coach and describe the impact of change
- Seek the employee's opinion on ways to improve
- Ask the employee how you can help them improve
- Stay focused on the specifics
- Thank employee for their contribution

After the Evaluation

Put It In Writing

- Selected improvement goals
- Methods
- Deadline
- Support and resources

After the Evaluation

Follow Through

- Schedule periodic meetings
- Give motivational and/or formative feedback
- Change plan if necessary

After the Evaluation

Reflect

- What did I do well?
- What did I do poorly?
- What did I learn about the employee?
- What did I learn about myself and the job?
- What, if anything, will I do differently the next time?

**Next Supervisory Series
Program**

**Managing Change
April 3, 2003
1:30 pm – 3:30 pm**
