Participant Coursebook

Light The Fire

Leveraging Appraisals for Maximum Performance

EDGETraining

systems inc.

By Tony Iyoob

Copyright © 2007, Edge Training Systems, Inc.

Participant Coursebook

AGENDA

I. Employee Performance

II. Measurable Behaviors

III. Utilizing Smart Goals

IV. Effective Goals & Objective

V. Video Presentation

VI. Conducting Proper Performance Reviews

VII. Identifying Developmental Goals

VIII. Wrap Up Summary

COURSE OBJECTIVES

By the end of today's session, you should be able to...

• Effectively Create Measurable Goals
• Identify Measurements to Achieve Results
• Conduct Proper Performance Reviews
• Create Effective Action Plans
• Take Action to Accomplish Goals

Notes:

EMPLOYEEE PERFORMANCE

Managing and Appraising the Performance of your employees is a critical part of your job as a supervisor or manager. But if you're not staying actively involved with the development and plans of those employees, then you're missing a real opportunity.

To be truly effective, the Performance Appraisal process should be on-going, with dialogue and feedback that flows both ways throughout the year.

When done correctly, it is an invaluable system from which to mentor, coach and provide recognition to your employees. It helps keep both parties on track, maximizes performance, and ensures that there are no surprises at the end of the year

Why do we appraise performance?

- **Links performance to development**

- **Identifies strengths & areas for development**

- **Serves as a base for performance discussions between employees and their supervisors**

- **Provides necessary documentation to support promotions, merit increases, etc.**

Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

EMPLOYEE PERFORMANCE

Why don't associates do what they are supposed to do?

Some reasons are listed below:

1. Employees don't know _____ they are supposed to do.

   They were never given clear expectations

2. Employees don't know _____ to do it.

   They were never trained or trained improperly

3. Employees don't know _____ they should do it.

   They were not given all the facts

4. Employees think they _____ doing it.

   Employees do not receive regular performance feedback

5. There are obstacles _____ _____ _____.

   Broken equipment, no authority to do things or lack of ability

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MEASURABLE BEHAVIORS

What exactly is a measurable behavior? Well, a measurable behavior is anything a person says or does that can be observed and measured.

Some quick questions that we would ask to determine if a statement describes a measurable behavior are:

1. Can I or someone else see it?

2. Can I or someone count the number of times it occurs?

If the answer to both of these questions is a yes, the statement describes a measurable behavior.

Why is this important to a supervisor? Many managers waste a lot of time trying to correct or change attitudes, perceptions, etc. This time could be more effectively spent identifying the correct behaviors and reinforcing them.

Notes:

MEASURABLE BEHAVIOR ACTIVITY

Place a "X" next to each statement below that describes a measurable behavior.

Remember: A measurable behavior is anything that can be measured.

1. _____ He rotates stock every time he puts away a delivery

2. _____ Kevin is always late

3. _____ Charles just doesn't cut the mustard

4. _____ She makes a mistake completing the checklist once a day

5. _____ Justin is a good worker

6. _____ Daryl has a great attitude

7. _____ Shelly has a lot of potential

8. _____ He needs to communicate more effectively

9. _____ Brian reduced database entries by 4% in the 2nd quarter

10. _____ Cindy is very good driving the forklift

11. _____ Whenever I am on the line, Jane inspects every item that comes through her area

12. _____ Ernest, the Manager, talks to each of his employees when they start work every day

13. _____ Steve needs to take more initiative to be successful

14. _____ Mike cleans the restrooms every hour, restocks them and signs the cleaning checklist

15. _____ Carol works fast because she wants a raise

16. _____ Sam, our maintenance tech, routinely completes his preventative maintenance
by completing the checklist, dating and signing each item and turning it in to
his shift supervisor

17. _____ I observed Ron lifting products using the wrong procedure on two occasions

18. _____ Her mind is always somewhere else

SETTING GOALS & OBJECTIVES

Setting goals is an important part of improving the performance of your employees. But, goals need to be set properly. Otherwise, you set people up for failure and they might never reach their performance goals. This can act as a de-motivator and cause turnover (among other things).

Smart goals help us in a number of different ways. It provides a structure, clear focus, along with a way to determine levels of accomplishment as well as providing measurable improvement.

The beginning of the year is the time to focus on the goals and objectives of those you supervise. It's important that you sit down with your employee and help them identify exactly what their goals and objectives are.

By assisting your employee to specifically identify their critical goals and objectives for the year, you'll help them establish direction for on-going activities; identify expected results; and heighten performance levels by setting aggressive, yet - achievable targets.

There are effective goals and objectives, and ineffective goals and objectives. Your job as a manager is to help your employee write goals that are clear, concise, measurable and self-fulfilling.

Once the employee's Goals and Objectives have been determined, and the specific tasks have been laid out, you have the "WHAT."

But just as important is the "HOW." How will the employee complete the critical tasks? The first step is to assess the employee's current knowledge and skills. Once you have done this you need to identify any additional knowledge and skills that he or she needs to successfully achieve his or her critical tasks.

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

SETTING SMART GOALS & OBJECTIVES

When writing goals, follow the S.M.A.R.T. acronym:

S_____	
M_____	
A_____	
R_____	
T_____	

Winners must have two things: definite goals and a burning desire to achieve them.

WRITING SMART GOALS

Your job as a manager is to help your employee write goals that are clear, concise, measurable and self-fulfilling. *Write a SMART goal for your associate.*	
Specific	
Measurable	
Achievable	
Relevant	
Timebound	

It is not much where we stand, but in which direction we are going.

VIDEO COMPONENET – LIGHT THE FIRE

As you watch the video, list ideas and thoughts you gain from the video. Please be prepared to report out your thoughts and ideas to the group.

CREATING PERSONALIZED ACTION PLANS

Action Plans

Use the following pages to create your own personalized action plan for further development. This action plan should include steps to build on the strengths you have identified, and to further develop areas of need.

>1. State your objective (what do you want to do?) regarding this particular strength or need.

>2. Plan appropriate actions, learning experiences, and exercises to further develop this area.

>3. Identify other people and resources that you can turn to for assistance in developing this area.

>4. Finally, set specific target dates or milestones for completion of these development activities.

You might want to turn to your supervisor, peers, or others to help develop your action plan. Discuss this plan with others, get additional ideas and feedback, and involve others in helping you achieve your objectives.

As you reach your objectives and complete these plans, turn to a new strength or need and continue to develop your skills and abilities as an effective leader.

Notes:

SAMPLE ACTION PLANS

Vision:	Objective:
To facilitate a smooth relocation of the department in the next 6 weeks. **Assessment:** *Lots of rumors flying and people getting worried. Need to get the facts out.*	*#1. Publish a weekly newsletter communicating current information about the upcoming change and distribute to all staff by Friday of each week.*

Actions I will take:	People/Resources to help me:	Target Dates:
1. Interview leaders & gather info	*Shari & Albert*	*Completed Tue.*
2. Write articles for newsletter	*Shari & Albert*	*Completed Wed.*
3. Get photos for newsletter	*Rubin*	*Completed Wed.*
4. Design newsletter layout	*Larry*	*Completed Wed.*
5. Edit articles and write headlines	*Larry*	*Thurs. by noon*
6. Check for late-breaking news	*Shari & Albert*	*Thurs. by 2pm*
7. Finalize layout	*Larry*	*Thurs. by 3pm*
8. Print newsletters	*Rubin*	*Thurs. by 5pm*
9. Staple & fold newsletters	*Shari, Albert, Rubin & Larry*	*Fri. by 10am*
10. Distribute newsletters	*Shari, Albert, Rubin & Larry*	*Fri. by noon*

Vision:	Objective:
To be promoted to manager of traffic & billing **Assessment:** *I am very detail-oriented, which is good for this job, but I have trouble managing multiple priorities which is a requirement of this position. I spend too much time doing bookkeeping detail work my staff could probably learn to handle. I need to delegate better.*	*Delegate at least 15% of the computer detail work I am currently doing myself to my staff to free up at least one hour per day for management of other projects.*

Actions I will take:	People/Resources to help me:	Target Dates:
1. Review the detail work I am currently doing to see what can be appropriately delegated.	*IT training library has a good program on MS Excel*	*May 11*
2. Meet with staff members to discuss my plan for developing their skills through delegation of some of my work.		*May 16*
3. Schedule a training meeting for all of the staff to teach them basic MS Excel programming skills they will need to complete the work.		*June 3*
4. Delegate specific assignments to staff members.		*June 7*
5. Follow-up with staff members to review progress on new assignments.		*June 10*

YOUR PERSONALIZED ACTION PLAN

Using the template provided, create your personalized action plan.

Vision:	Objective:	
Actions I will take:	**People/Resources to help me:**	**Target Dates:**

Vision:	Objective:	
Actions I will take:	**People/Resources to help me:**	**Target Dates:**

ACTION PLAN FOR DEVELOPING OTHERS

On-going dialogue and feedback allows you to fine tune the goals, objectives and the performance of your employees. At a minimum you should have a conversation with your employee once a month.

Besides the specific tasks that the employee must accomplish, it's important to develop the employee personally.

> How can you help your employee achieve his or her personal goals?
> How can you help them attain new skills?

Another reason for more on-going dialogue between managers and employees in the Performance Appraisal Process is, well, priorities change. What seemed important in January may change in June, and in the mean time two other priorities may have been added to the plate.

Things change. On-going feedback and dialogue can help make sure that you're on top of those changes. If you've been coaching your employee all along, a mid-year review won't hold any surprises for either of you.

Mentoring, coaching, and recognition -- this is how you fine tune the individual members of the team to make sure that they are all working together towards the same unit goals.

Never forget, however, that dialogue and feedback must flow in all directions to be truly effective

Supervisors and managers who don't welcome feedback from their employees are missing out on all the "gifts" that will come their way…if they only pay attention and listen.

As the end of the year approaches, you'll prepare for the actual performance appraisal. If you've maintained ongoing two-way dialogue with your employee, there shouldn't be any surprises in store for either of you.

Also, it's important to remember that effectively appraising an employee's performance lies in going beyond merely evaluating their performance against their goals and objectives.

IDENTIFYING THE DEVELOPMENT NEEDS OF OTHERS

Employee Name: _____

Growth Area: _____

Current Skill / Knowledge	Developing Skill / Knowledge	Coaching Opportunity	Formal Training Needs
What do they know or are able to do today?	What do they need, want or desire to be able to do?	What coaching or mentoring will they need from you?	What specific training needs will you need to provide?

ACTION PLAN FOR DEVELOPING OTHERS

Using the template provided, create an action plan for developing others.

STRENGHTS ON WHICH TO BUILD:

Strength:	Actions:	Resources/People:	Milestones/Target Dates:
Objective:			

DEVELOPMENTAL NEEDS TO ADDRESS:

Need:	Actions:	Resources/People:	Milestones/Target Dates:
Objective:			

CONDUCTION PERFORMANCE APPRAISALS

Some Things to Remember

- Judge The Performance, Not The Performer
- Be Specific & Descriptive In Your Evaluation
- Support Statements With Specific Examples
- Provide Constructive Feedback & Coaching
- Let Employee Share Opinions And Thought
- Actively Listen Without Evaluating

Review the Employee's Job Description

- Verify essential Job duties from the job description
- Prepare the performance objectives
- Review departmental goals and objectives

Basic Communication Skills

- Paraphrase for understanding
- Be an active listener
- Don't interrupt
- Listen without evaluating
- Don't project motives on to other people
- Use "I" statements when you speak
- Use an effective verb such as "I feel," "I sense," etc.
- Be careful with questions

Notes:

CONDUCTION PERFORMANCE APPRAISALS

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

PERFORMANCE APPRAISAL PROCESS

1. Performance Planning/Setting Expectations:

At a scheduled time the manager and employee will meet to discuss the employee's performance expectations.

- Define the employee's performance expectations for the review period
- Link the performance expectations to the departmental goals.
- Set a date for the progress review discussion.

2. Mid-Year Progress Review:

At a scheduled time, approximately mid-way through the cycle, the manager and employee will meet to discuss the following items:

- Conduct mid-year performance reviews
- Employee performance to date.
- Adjustments or course corrections to the performance expectations
- Set a date for the performance development discussion.

3. Annual Evaluation:

At a scheduled time near the end of the cycle, the employee and manager meet to discuss the employee's performance during the review period.

- Discussion of the manager ratings with examples of behaviors that influenced ratings.
- Discussion of the final copy of the review.

4. Performance Development Discussion:

At a scheduled time, before the beginning of the next cycle, the employee and manager meet to hold the performance development discussion:

- Set expectations for the next review
- Set goals & objectives for next year
- Finishes old cycle & begins new cycle

COMMON ERRORS IN PERFORMANCE REVIEWS

In many cases, the most uncomfortable thing a supervisor has to do is conduct a performance appraisal. Much of the discomfort comes from the lack of understanding as to why employee reactions to the appraisal are sometimes less than positive.

But often, the employee's negative feelings or defensiveness can be a symptom or rater error or bias. Raters can make errors for many different reasons, such as; strong personal bias or prejudices; lack of understanding about the system or process; discomfort with ranking or critiquing performance; or lack of commitment to appraising performance.

If a manager is aware of these errors and takes action to avoid or minimize them, the performance review process can be a positive and productive experience for all concerned.

The following pages explain the eight most common errors managers make in appraising performance:

Feedback on performance is always important and biases often get in the way of effective feedback. When praise is deserved, it should be communicated. When performance is less than expected, suggestions for improvement should be offered.

Good managers seek to minimize the effect of bias in appraising performance. Accuracy and sincerity will serve to enhance the functioning and performance of individuals, departments and entire organizations.

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

EIGHT WAYS TO RUN A PERFORMANCE REVIEW

The Halo Effect

Probably the most common rater error, the halo effect occurs when the rater gives favorable ratings to all job duties based on good performance in a favored job function. To avoid this, the rater should rate each job duty or function separately, based on the performance expectations for each.

The Pitchfork Effect

This is the extreme opposite of the halo effect. This effect signifies a dislike for one particular trait in others. If an employee has that trait, the rater might rate all job duties negatively. To avoid this, the rater must rate each job duty separately, just as in the case of the halo effect.

The Central Tendency

Some raters have a tendency to avoid high or low ratings and rate people in the middle of the scale. Consequently, employees are rated in the middle of the scale in relatively all areas, even though there are areas they do better or worse in. Raters with this error must realize that people must be recognized for the areas they do well in just as they must be cognizant of areas they need to improve in.

The Recency Error

Some raters get caught in the trap of relying on memory of recent events when appraising performance. The rater suffers from a lack of historical perspective on performance because documentation is often negligible or non-existent. Performance that exceeded or fell below expectations is often forgotten. Employees who are aware that the rater only values achievements at the end of the rating period may focus energies and performance on that period. To avoid this error, raters should keep good, year-long documentation of employee performance.

Length of Service Bias

This occurs when a senior employee is assumed to be performing well based on his or her experience. This error is frequently linked to situations where employees have shown job mastery for several years and the rater assumes the employee will continue. The rater tends to monitor the employee less closely, if at all. These employees may develop a false sense of security. Managers must communicate and counsel senior employees just as they would with employees of less seniority or experience.

EIGHT WAYS TO RUN A PERFORMANCE REVIEW

The Loose Rater

Raters who seek to avoid conflict or to point out performance weaknesses fall victim to this error. The rater prefers not to confront the employee with information that could lead to a defensive reaction. Employees of loose raters do not get the benefit of honest feedback on their performance and do not know how or what to improve. They may also find themselves working for another manager who assumes competency and then rates poorly or demotes or terminates based on incompetence. Loose raters are often insecure in their own positions and need to enhance their own self-confidence and self-esteem in dealing with negative situations.

The Tight Rater

Tight raters feel that no one can live up to the high standards set for them. They often establish unachievable, unrealistic goals for their employees. Ratings on the high side of the scale are rare. Employees under tight raters are often frustrated because they are unable to please the boss. Turnover is usually high as people who stay often compromise self-esteem. Raters who fall in this category need training in creating SMART goals. They must recognize achievement and accomplishment when appropriate.

The Competitive Rater

Competitive raters often have difficulty separating their own performance from their subordinates. They rationalize that no one under their direct control should be given ratings higher than their own. To overcome this tendency, the rater must realize that each worker must be rated on how well he or she carries out assigned responsibilities. It is important for people to learn to see and deal with their own biases as they affect their work.

Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

DOCUMENTING PERFORMANCE

In order to create an accurate assessment of an employee's performance it is essential to capture and document observations, comments and examples over the course of the entire review cycle.

- These comments and examples should help you formulate and justify the ratings you give employees at the end of the cycle.

- To be fair and accurate you must collect both positive and negative examples of performance as appropriate. You must also collect documentation on all of your employees.

- Capture your comments along with examples. You may also electronically attach work samples, kudos or other documents.

- The better your documentation the easier your justification will be for employee ratings, recommendations for promotion, discipline or termination.

Documentation should reflect facts, not opinions. The wording should be specific to a behavior/incident and should include a time frame for changing the behavior.

Why is it important to document?

1. _____

2. _____

3. _____

4. _____

5. _____

**Remember To Always Consult With Your Human Resources Department
To Discuss Situations In Which You Are Unsure Of How To Handle.**

DOCUMENTING PERFORMANCE

What should you document?

I. Achievement

    A. Exceptional achievement on a project or day-to-day activity.

    B. Exceptional effort to resolve a problem or accomplish a goal.

    C. Complimentary letters from customers, supervisors, peers, etc.

II. Attendance

    A. Dates of absences/tardiness.

    B. Type of absence: sickness, vacation, unexcused, etc.

    C. Reasons/excuses given.

III. Feedback

    A. Performance appraisal (or notation that it took place if evaluated on a separate sheet).

    B. Periodic assessment of progress.

IV. Problems

    A. Facts or specific incidents, including dates and times, places, names of witnesses, etc.

    B. Cite exact shortcomings that demonstrate how performance is declining.

    C. Cite policies or practices violated.

    D. Cite assignments given which were not completed.

    E. Cite goals agreed to which were not met.

    F. Record all warning of potential disciplinary action or discharge.

DOCUMENTING PERFORMANCE

Some of the more common issues in keeping records are as follows:

1. No Written Explanation of Reason Behind Discharge

A critical incident takes place. The facts are related verbally to obtain approval. No final write-up is done. Six months later the discharged employee files for unemployment compensation or files an EEO charge and we can't remember why we fired him or even back up our decision.

2. Missed Opportunities

Because of lack of time or failure to review records periodically, we do not act when we could. Then, when we want to act, we have to go back a few steps. Or, the employee never repeats that offense and we are stuck until another critical incident occurs.

3. Failure to be Consistent

We do not document the same things on all employees, or our assessments are particularly harsh on a few.

We give pay increases to employees who are not performing.

We let a person's performance slide, and then we get mad and document every minor infraction to get rid of the problem.

4. Making Subjective Comments

Making such comments as "He's lazy", "The work is too physical for her", "I don't think he can learn that", is subjective, not objective, and takes the credibility away from your records.

Remember: Accurate Documentation Records Not Only Reflect Employee Performance, They Also Reflect Your Performance

---

PROVIDING CONSTRUCTIVE FEEDBACK – THE *BEER* MODEL

Behavior	Specifically describe the behavior that you want to provide feedback on. May be either positive behavior or negative behavior.
Effect	Describe the effect of this behavior on others or on performance.
Expectation	Define your expectation. What exactly are you asking the employee to do?
Result	Define the results or consequences. These may be defined as positive consequences, or negative consequences.

Use this model to provide honest, professional, concise and immediate feedback for either positive or negative behaviors that you observe.

The BEER Model Example

Behavior	John, this is the third time you have been late in the past month.
Effect	You know that when you don't start on time you put the whole team behind schedule.
Expectation	I expect you to make arrangements so you will get here on time, or call me if you will be late.
Result	I'm sure, if you make those arrangements, that we won't have this conversation again.

THE *BEER* MODEL

Working in groups of two or three, each individual will select one of the situations below and write a BEER feedback message. Individuals will then share their written message for the group to discuss and edit.

1. Your employee shows no interest in a team meeting.

Behavior	
Effect	
Expectation	
Result	

2. Your employee misses an agreed upon deadline.

Behavior	
Effect	
Expectation	
Result	

3. Your employee has been voted "Employee of the Year."

Behavior	
Effect	
Expectation	
Result	

4. You overhear your employee acting rudely toward another employee.

Behavior	
Effect	
Expectation	
Result	

5. Your employee takes the initiative to help a newly hired employee feel welcomed and part of the team.

Behavior	
Effect	
Expectation	
Result	

QUICK REFERENCE

SMART Goals	Employee Performance
Specific *Measurable* *Achievable* *Relevant* *Timebound*	*Do they know How to do it?* *Do the know What to do?* *Do they know Why they need to do it?* *Are there Obstacles in their way?*
Measurable Behaviors	**Setting Goals & Objectives**
Can I Observe it? *Can I Quantify it?* *Can I Measure it?*	*State Your Objective* *Plan Appropriate Actions* *Identify Resources to Assist You* *Set Specific Target Dates or Milestones*
Identifying Needs	**Developing Others**
Identify Current Skills *Identify Skills to Develop* *Identify Coaching Opportunities* *Identify Formal Training Needs*	*On-going Dialogue* *Continuous Feedback* *Mentoring, Coaching & Recognition* *Creating Measurable Goals* *Follow Up and Performance Feedback*

PERSONALIZED ACTION PLAN – SAMPLE TEMPLATE

Vision:	Objective:	
Actions I will take:	**People/Resources to help me:**	**Target Dates:**

PROGRAM EVALUATION	**Light the Fire:** *Leveraging Appraisals for Maximum Performance*

Class Name:	Date:
Name (Optional):	

Please circle the number which best reflects your opinion of this training program.

	Not at all ⟷ Very				
1. The objectives of this course were relevant to the knowledge/skill requirements of my job.	1	2	3	4	5
2. The course materials were useful and relevant to my job.	1	2	3	4	5
3. The course content was presented in a clear and understandable manner.	1	2	3	4	5
4. This course has increased my confidence level to apply this training to my job.	1	2	3	4	5
5. The information in this course was informative and helpful.	1	2	3	4	5
6. How would you rate the delivery skills of the instructor(s)?	Not at all ⟷ Very				
Course presentation/Visuals	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Able to Stay on Topic	1	2	3	4	5
Encouraged Participation	1	2	3	4	5
7. How would you rate the facilities & Classroom?	Not at all ⟷ Very				
Comfort	1	2	3	4	5
Service & Friendliness	1	2	3	4	5
Workshop Supplies	1	2	3	4	5

8. Please list three ideas or skills that you will apply to your job.

_____

_____

_____

Use the back of the form if you have additional comments or suggestions.
Thank you for your comments and feedback.

PROGRAM EVALUATION

If you have any additional comments about the program, please feel free to express them in the space below. Thank you for your time and thanks again for joining us at the program.