
The Human Touch
Performance Appraisal II

T r a i n i n g L e a d e r ' s G u i d e

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The Human Touch
Performance Appraisal II

P r e p a r a t i o n M a t e r i a l s

Introduction

How do you feel about performance appraisals? Some people look forward to them while others dread them. No matter how you feel about them, performance appraisals can bring out strong feelings, both from the employee's viewpoint and that of management.

As a manager, conducting performance appraisals is one of the most important opportunities you will have to help your employees, yourself, and your company. Done correctly, performance appraisals can help close the gap between the actual performance of your employees and the performance needed to meet corporate objectives.

Performance appraisals can be compared to an annual check-up: both provide an opportunity for an honest assessment of how you're doing. You need to know what you're doing right so you can continue with those activities. And you also need to know what changes, if any, you need to make. You expect your doctor to be honest and specific. Your employees expect the same from you.

Participants attending this training session will learn the following about the Human Touch Performance Appraisal:

- Recognize your role and responsibility in conducting a performance appraisal.
- Adequately prepare and plan for the appraisal.
- Explain the importance of providing meaningful feedback to employees.
- Identify the essential elements of an effective performance appraisal.

Before conducting this training session, we encourage you to view the video and read through this guide at least twice to become comfortable with the format and subject matter. This will ensure that your participants get the most from their training.

Icon Key



Flip Chart



Read or
Paraphrase



Overhead



Worksheet



Video



Ask and Discuss

Training Session Checklist

Use this checklist to help you gather all the necessary materials for your training session.

Meeting Preparation

- Determine your training objectives.
- Measure the current status of your participants, using the Pretraining Survey.
- Choose different ways to train to ensure transfer of information.

Location

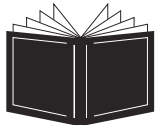
- Create a relaxed environment.
- Make sure all seats have a good view of the visuals.
- Make sure there is enough light to take notes when participants view the video.
- Provide an adequate writing surface for participants.
- Check for good acoustics.
- Verify that your room is accessible and equipped for participants with disabilities.

Video Equipment

- Make sure the VCR is properly connected to the monitor.
- Test the VCR, and check monitor for proper picture, color, and volume.
- Make sure the tape is rewound and ready to play before beginning your session.
- Check all other equipment for proper operation.

Materials

- Training Leader's Guide*
- Video—*The Human Touch Performance Appraisal II*
- How-To Book—*The Human Touch Performance Appraisal*
- Overheads
- Paper and Pencils
- Additional Equipment
- Participant Worksheets



*The Human Touch
Performance Appraisal*
by Charles M. Cadwell

Trainer's Instructions for Using the Book **The Human Touch Performance Appraisal**

Group Training Sessions

The Human Touch Performance Appraisal, part of Coastal's How-To Book Series, is an excellent complement to your group training session. Throughout this guide, we have included several exercises from *The Human Touch Performance Appraisal*. To use the book effectively, you may:

- Use the exercises we have developed for this course, incorporate other exercises from the book that you feel better meet the needs of your organization, or use a combination of both.
- Assign reading of an entire chapter of the book that covers an area you wish to emphasize in your session.
- Assign reading of the entire book and completing of assigned exercises.

Self-Study

No time to call everyone together for training? No problem—Coastal has made training even easier with its self-study programs. By combining the effectiveness of the video, *The Human Touch Performance Appraisal II*, and Coastal's How-To Book, *The Human Touch Performance Appraisal*, your employees can improve their skills through self-guided study.

Written in a user-friendly, easy-to-understand style, the book includes interactive exercises in each chapter to help the reader process the information and put it into action—ensuring that the information makes an impact.

On-the-Job Reference Tool

Providing copies of the book to each training participant allows you to continue instilling the importance of improving workplace performance after your session is completed. The book is an excellent tool for continued learning and provides an easy, hands-on reference for use on the job.

Order discounted copies for all your session participants today.

Tips for Transferred Learning

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1. Adults learn when they feel they need to learn.

Discuss ways your training will help participants improve job performance by learning how to motivate employees.

2. Adults learn through practical application.

Use the exercises found in this Training Leader's Guide, or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the How-To Book *Human Touch Performance Appraisal*, for your participants to take back to their jobs for continued and reinforced learning.

3. Adults learn by solving realistic problems.

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4. Adults learn in an informal environment.

Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

5. Adults learn by different training methods.

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6. Trainers learn through follow-up methods.

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions, etc., can help you evaluate the information being used on the job site.

● Preparation Materials

Possible Session Agendas

Two session agendas have been provided to help guide you through your *Human Touch Performance Appraisal II* session. You can modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided on page 13 if you wish to create your own agenda.

1 1/2-Hour Session

| Activity | Time | Page |
|--|-------------|-------------|
| Introducing the Session to Participants | 10 minutes | 18 |
| Show Video and Review | 35 minutes | 19 |
| Planning for the Appraisal Exercise | 20 minutes | 21 |
| Exercise from the Book | | |
| <i>The Human Touch Performance Appraisal</i> | 20 minutes | 24 |
| Session Evaluation | 5 minutes | |

3-Hour Session

| Activity | Time | Page |
|--|-------------------|-------------|
| Introducing the Session to Participants | 10 minutes | 18 |
| Show Video and Review | 35 minutes | 19 |
| Break | 10 minutes | |
| Planning for the Appraisal Exercise | 20 minutes | 21 |
| Evaluating Performance, Not Personality Exercise | 15 minutes | 23 |
| Exercise from the Book | | |
| <i>The Human Touch Performance Appraisal</i> | 20 minutes | 24 |
| Performance Appraisal Skills Exercise | 35 minutes | 25 |
| Break | 10 minutes | |
| Posttraining Survey | 20 minutes | 27 |
| Session Evaluation | 5 minutes | |

Trainer's Personalized Session Agenda

You may want to plan a session that is different from the agendas provided on page 12. Below is a blank agenda to assist you in outlining your session.

| Activity | Time | Page |
|----------|------|------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Invitation Memo to Participants

This memo can be sent to your participants approximately one to two weeks prior to your training session. Modify the memo to fit your specific needs.

(Today's Date)

TO: (Participant's Name)
FROM: (Trainer's Name)
RE: *The Human Touch Performance Appraisal II* Training Session

As a supervisor, a very important part of your job is to conduct performance appraisals. If done properly, performance appraisals can be a valuable tool for improving the work of your employees. But if they are done improperly, they can destroy motivation and waste time.

Conducting a performance appraisal properly involves more than just filling out forms. The forms are important, but as you will learn, conducting a Human Touch Performance Appraisal is more involved than that. This training session will teach you how to conduct a performance appraisal that will be rewarding for both you and your employees.

On (insert date), we will hold a training session on the performance appraisal process and how to properly conduct performance appraisals. During the session, participants will learn how to:

- Recognize their roles and responsibilities in conducting performance appraisals.
- Adequately prepare and plan for the appraisal.
- Explain the importance of providing meaningful feedback to employees.
- Identify the essential elements of an effective performance appraisal.

To help us get the most out of our training session, please take the time to complete the enclosed Pretraining Survey, and return it to me by (insert date). Your honest response to these questions will help us place emphasis on critical areas.

Please mark your calendars so you can attend this very important training session.

Thanks!

Trainer's Instructions for the Pretraining Survey



1. Complete the Invitation Memo to Participants (page 14), and send it along with a copy of the Pretraining Survey (included with Participant Materials) each participant. Ask participants to complete the survey and return it to you at least five days before the training session.
2. Use the Pretraining Survey to evaluate the needs of your participants. This survey will allow you to design the training session to emphasize areas or topics of importance.
3. A Posttraining Survey is also provided for use at the end of the training session to determine if your training goals have been met or if further education and training are necessary.

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T r a i n i n g M a t e r i a l s

Introducing the Session to Participants

Time Required:

- 10 minutes

Materials Needed:

- Overhead 1

Objective:

- To introduce participants to each other and create an environment conducive to training.
-

Trainer's Instructions



1. Ask participants to introduce themselves and briefly explain their jobs.
2. After all participants have finished their introductions, introduce yourself to the group. Then, describe the agenda for this training session and outline the training goals.
3. Show Overhead 1 and read or paraphrase the following to the group:
During this session, you will learn how to:
 - Recognize your role and responsibility in conducting a performance appraisal.
 - Adequately prepare and plan for the appraisal.
 - Explain the importance of providing meaningful feedback to employees.
 - Identify the essential elements of an effective performance appraisal.

Before we get started, let's take a few minutes to discuss our personal thoughts on performance appraisals. Think about the last performance appraisal you gave.

4. Give participants a moment to think about this statement, and encourage them to write down their thoughts if they choose. Then discuss the following questions:
 - **What is your best and/or worst memory of a performance appraisal that you have given or received?**
 - **What are the key ingredients of a good performance appraisal?**
 - **As a manager, what do you hope to accomplish with a performance appraisal?**



Show Video and Review

Time Required:

- 35 minutes

Materials Needed:

- Video—*The Human Touch Performance Appraisal II*
- *The Human Touch Performance Appraisal* Worksheet
- *The Human Touch Performance Appraisal* Worksheet—Trainer’s Guide

Objective:

- To show video and discuss as a group.
-

**Trainer’s
Instructions**



1. View the video *The Human Touch Performance Appraisal II*.
2. Provide each participant with *The Human Touch Performance Appraisal* Worksheet (found in the Participant Materials). A Trainer’s Guide for this worksheet is on page 20.
3. Give participants 15–20 minutes to fill out the worksheet.
4. After they have completed the worksheet, discuss their answers as a group.

The Human Touch Performance Appraisal Worksheet—Trainer's Guide

1. How will daily communication with the employee help him or her overcome apprehension about the appraisal?
By providing daily communication, managers and supervisors can help employees become more comfortable talking with them. More importantly, frequent feedback lets employees know how they're doing. Without feedback, employees tend to assume that their performance is acceptable. It also demonstrates to your employees that you care about them.
2. Can a performance appraisal be done without an up-to-date job description, performance standards, or specific objectives?
No. To conduct a performance appraisal appropriately, the manager must have an up-to-date job description, performance standards, and specific objectives.
3. Does every employee need feedback? Why or why not?
Every employee needs feedback in one way or another. New employees need the feedback to understand how they are doing and veteran employees need to know their status and what new things they should be doing.
4. How does being candid and specific benefit the employee?
By being candid and specific, managers leave no doubt as to how they view an employee's performance.
5. Why is it important to evaluate the performance, not the person?
Whatever the manager's opinion of the employee's personality, it is job performance alone that counts. That's how an up-to-date job description can really help. By outlining specific tasks and responsibilities, the performance appraisal can focus on those things rather than a person's personality.
6. In what ways can you help put employees at ease in order to reduce fear or apprehension?
Let employees know ahead of time when a performance appraisal will be held and why it is beneficial for both the employee and the company. Also, let them know by what standards or methods they will be evaluated.
7. Why is it important that you evaluate yourself before you begin evaluating others?
It is important to evaluate yourself before your employees because the manner in which you treat employees has a direct effect on their job performance.

Planning for the Appraisal Exercise

Trainer's Instructions



Time Required:

- 20 minutes

Materials Needed:

- Planning for the Appraisal Worksheet

Objective:

- To teach the participants how to properly prepare themselves for the performance appraisal interview.
-

1. Read or paraphrase the following:
Merely filling out a performance appraisal form is not enough. You need to collect information, set goals, and evaluate your own performance before the employee walks into your office. This exercise covers all of the questions you need to ask yourself before conducting the appraisal interview. Think of an individual that you will interview in the near future. Answer the questions on the worksheet with that person in mind.
2. Distribute a copy of the Planning for the Appraisal Worksheet (included with the Participant Materials). Give the participants 10–15 minutes to complete the worksheet.
3. After the participants have completed the worksheet, discuss their answers as a group.
4. When discussing their answers on the worksheet, be sure to refer to the Planning for the Appraisal Worksheet—Trainer's Guide found on page 22. The Trainer's Guide explains ways for the participants to find the answers to the questions.
5. Read or paraphrase:
Answering those questions will ensure you give a fair and thorough appraisal. Remember, preparing for the appraisal also includes:
 - Scheduling the appraisal with the employee.
 - Preparing the employee for the appraisal by describing how he or she will be evaluated.
 - Making sure there will be no interruptions.
 - Having a warm-up ready to put the employee at ease just before the appraisal interview begins.

Planning for the Appraisal Worksheet—Trainer's Guide

1. What results do I want from this interview?
A good way to outline what you want from the interview is to review the employee's job description. Reviewing and possibly updating the job description will help you focus on setting his or her performance goals.
2. What contribution is my employee making?
The appraisal process is ongoing. Continually be aware of how your employees are performing. It is also a good idea to get feedback from other people. During the performance appraisal interview, ask employees what they feel they are contributing.
3. What contribution should my employee be making?
Again, refer to the job description and the feedback from others. Your own observations should clue you in to where the employee needs to be contributing more.
4. Is my employee working near his/her potential?
Does your employee need further training and development? This is a time when you should also be evaluating your own performance. Are things you are doing inhibiting or influencing good work performance?
5. Does my employee know clearly what is expected?
Sometimes employees aren't performing up to the desired standards because they don't understand what is expected of them. Before you give them a bad evaluation, make sure they had clear performance guidelines. Again, an up-to-date job description would remedy this problem. Be sure to communicate with employees about their responsibilities and ask for their input on what their job descriptions should say.
6. What strengths do my employees have that I can build on?
Sit down and think about this or ask other employees or managers what they see as that person's strengths. Once you have the list, how can you build on those strengths?

Evaluating Performance, Not Personality Exercise

Time Required:

- 15 minutes

Materials Needed:

- Evaluating Performance, Not Personality Worksheet

Objective:

- To help participants understand the difference between evaluation of performance and the evaluation of personality.
-

**Trainer's
Instructions**



1. Read or paraphrase:

Even though we are trained managers, it is hard not to judge people by their personalities and appearances. To be a caring and fair manager, you need to understand that inclination and be sure employee evaluations are based on performance alone.

2. Distribute the Evaluating Performance, Not Personality Worksheet to each participant. Give participants 5–10 minutes to complete the worksheet.
3. Ask a group, discuss the answers on the worksheet.

* Trainer's Note: Numbers 2, 5, 7 and 8 are (PS) while numbers 1, 3, 4 and 6 are (PF).

*Exercise from the Book, **The Human Touch Performance Appraisal***

Time Required:

- 20 minutes

Materials Needed:

- The How-To Book—*The Human Touch Performance Appraisal*

Objective:

- To teach the participants the importance of setting mutual goals.
-

Trainer's Instructions



1. Read or paraphrase:
Setting performance goals is an essential step in the appraisal process. Together, you and the employee need to set mutual performance goals so the employee has something to work towards and you have criteria for further evaluations.
2. Have participants read pages 33 and 34 in the book, *The Human Touch Performance Appraisal*. Ask them to complete the Take a Moment exercise on page 35.
3. After the participants have completed the exercise, discuss their answers as a group.
4. Read or paraphrase:
Involving employees in setting mutual goals not only ensures that they will “buy in” to the level of performance, but it also takes the guesswork out of the appraisal process. Always remember to write down the goals.

Performance Appraisal Skills Exercise

Trainer's Instructions



Time Required:

- 35 minutes

Materials Needed:

- Performance Appraisal Scenarios
- Supervisor's Guide
- Observer's Guide
- Eight Steps for Conducting a Performance Appraisal Handout

Objective:

- To offer each participant the opportunity to prepare, plan, and conduct a performance appraisal in a controlled environment.
-

1. Read or paraphrase the following:
Now that we know all of the steps for conducting a performance appraisal, we will have the chance to develop our skills. In this exercise, each of you will play the roles of the supervisor, the employee, and the observer.

In a moment, you will receive several handouts. The Performance Appraisal Scenarios describe three different performance appraisal situations. We will work through each of the three scenarios, alternating roles each time.

You will also receive a handout outlining the Eight Steps for Conducting a Performance Appraisal. Use this to help you prepare for and evaluate the appraisals you are about to conduct. The third handout, the Supervisor's Guide, will help the person playing the supervisor prepare for the skill practice, and the Observer's Guide will help the Observer identify important things to look for during the skill practice.



2. Break participants into groups of three, and distribute a copy of each handout to each participant. (All handouts are included in the Participant Materials.)
3. Instruct participants to read the scenarios and determine who will play the Supervisor in each. Then give participants time to prepare for the scenario in which they will play the Supervisor.
4. When participants have finished preparing, begin the first skill practice scenario. Instruct the Supervisors to talk to the Employees as if they were actually conducting a performance appraisal. Ask the Employees to respond as they think actual employees would respond.

● Training Materials

5. Instruct the Observers to use the Observer's Guide and the Eight Steps for Conducting a Performance Appraisal Handout to provide feedback to the Supervisors.
6. Have participants switch roles and continue through the scenarios until each participant has been allowed to practice in each of the three roles.

Posttraining Survey

Time Required:

- 20 minutes

Materials Needed:

- Posttraining Survey

Objective:

- To evaluate the effectiveness of the training session.
-

Trainer's Instructions



1. Read or paraphrase to the group:
This worksheet is designed to evaluate the effectiveness of this training session. It will help us determine what areas we need to improve for future sessions. Your honest response to these questions is appreciated. In no way will it be used to penalize you.
2. Distribute the Posttraining Survey (included in the Participant Materials) and give participants time to complete it. Collect completed surveys from each participant. If time allows, discuss answers as a group. Answers will vary for each participant.

Follow-Up Memo

This memo below should be personalized and sent to each participant one to two weeks after your training session. By following up in this manner, you will give your participants the opportunity to review and use what they learned in their work environment.

(Today's Date)

TO: (Participant's Name)
FROM: (Trainer's Name)
RE: *The Human Touch Performance Appraisal II* Training Session

Earlier this month, you attended a training session in which we talked about how to conduct a Human Touch Performance Appraisal. During the session, you learned how to:

- Recognize your role and responsibility in conducting a performance appraisal.
- Adequately prepare and plan for the appraisal.
- Explain the importance of providing meaningful feedback to employees.
- Identify the essential elements of an effective performance appraisal.

If you would like to continue your own self-study on how to give a Human Touch Performance Appraisal, you are welcome to contact me or (name/department) for use of the *The Human Touch Performance Appraisal II* video, *The Human Touch Performance Appraisal* self-study book, and other materials we have collected on performance appraisals.

Our hope is that you have been able to put the ideas you learned to work within your area. If you have any questions, please contact me at extension (###).

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P a r t i c i p a n t M a t e r i a l s

The Human Touch Performance Appraisal Worksheet

INSTRUCTIONS: Read the questions and write your answer in the spaces provided.

1. How will daily communication with the employee help him or her overcome apprehension about the appraisal?
2. Can a performance appraisal be done without an up-to-date job description, performance standards, or specific objectives?
3. Does every employee need feedback? Why or why not?
4. How does being candid and specific benefit the employee?
5. Why is it important to evaluate the performance, not the person?
6. In what ways can you help put the employee at ease in order to reduce his/her fear or apprehension?
7. Why is it important that you evaluate yourself before you begin evaluating others?

Planning for the Appraisal Worksheet

INSTRUCTIONS: Think about an employee with whom you will be doing a performance appraisal sometime in the future. Read the questions and write your thoughts in the space provided.

1. What results do I want from this interview?
2. What contribution is my employee making?
3. What contribution should my employee be making?
4. Is my employee working near his/her potential?
5. Does my employee know clearly what is expected?
6. What strengths does this employee have that I can build on?

Evaluating Performance, Not Personality Worksheet

INSTRUCTIONS: Label each comment as either an evaluation of performance (PF) or personality (PS).

1. Your work is always accurate and on time. _____
2. You don't care about your customer's needs. _____
3. When you show up for work late, the other employees have to cover for you. _____
4. You are dependable, courteous, and a team player. _____
5. You're not a "people person." _____
6. You speak unenthusiastically. Sometimes, customers have difficulty understanding you. _____
7. You have a lot in common with management. _____
8. You have a sweet disposition. Everyone here really likes you. _____

Performance Appraisal Scenarios

Scenario 1

You are the supervisor of Joe, a personal banker at your branch office of First Bank. Joe is excellent with elderly customers and small-business owners. They ask for him when they come in and are willing to wait until he is available. His cross-sell ratio for current customers exceeds the goal of 2.95. His cross-sell ratio for new customers falls short of the goal of 2.10. Joe volunteers to help with special projects, especially loan projects. However, he resents working Saturdays and only does so when asked. Joe eventually wants to be a branch manager. Joe is also punctual and has a satisfactory attendance record.

Scenario 2

You are the supervisor of Sally, who has been your secretary for the past six months. She accurately completes the work you give her, often finishing before the deadline. As a result of being an efficient worker, she usually has spare time on her hands. The problem is that she spends that time unproductively.

Scenario 3

You are the supervisor of Tom, who is one of your bakery delivery drivers. Tom is a very safe driver and during the past year had no accidents or tickets. Tom averages 17 deliveries per day while the rest of your drivers average 23. Tom has a very good relationship with his customers because he will take time to listen to them.

Supervisor's Guide

INSTRUCTIONS: As a supervisor, what questions do you need to ask and answer to prepare for your appraisal?
Write the questions and their answers below.

1.

2.

3.

4.

5.

Observer's Guide

INSTRUCTIONS: As an observer, your role is to observe the other participants during the skill practice and record your observations. After the skill practice, you should be prepared to discuss your observations with the supervisors.

1. Was the supervisor prepared?
2. Did the supervisor start the appraisal with a warm-up?
3. Did the supervisor ask the employee for his or her opinion of his or her performance?
4. When the supervisor assessed the employee's performance, did he or she use specific examples?
5. Did the supervisor offer suggestions to help the employee?
6. Did the supervisor explain the consequences of improving/not improving performance to the employee?
7. Did the supervisor solicit self-development goals from the employee?
8. Did the supervisor and the employee set mutually agreed upon goals and put them in writing?

Eight Steps for Conducting a Performance Appraisal

1. Control the environment.
 - Schedule a time.
 - Reduce interruptions.
 - Warm-up.
2. State the purpose of the discussion.
 - Go over advantages of the appraisal process.
 - Tell what information will be used for the evaluation.
3. Ask for the employee's opinion.
 - Ask how the employee thinks he or she did.
 - Use open-ended questions.
 - Use your best listening skills.
4. Present your assessment.
 - Be candid and specific.
 - Give corrective feedback.
 - Give positive feedback.
5. Build on the employee's strengths.
 - Ask the employee to name his or her strengths.
 - Share your opinion of those strengths.
 - Focus on performance, not personality.
6. Ask for the employee's reaction to your assessment.
 - Listen to what the employee has to say.
 - Reach an agreement on the evaluation rating.
7. Set specific goals.
 - List opportunity areas for improvement.
 - Identify current training needs.
 - Set realistic but stretching goals.
8. Close the discussion.
 - Summarize the meeting.
 - Sign the appraisal form.
 - Thank the employee and explain the next step.

Posttraining Survey

INSTRUCTIONS: Read the questions and write your answers in the space provided.

1. Why is evaluating yourself as a manager necessary?

2. What is the first thing you should do in the performance-appraisal interview?

3. What are two ways to put a employees at ease in the performance-appraisal interview?

4. Is it appropriate to ask an employee how they feel about their performance in the performance-appraisal interview?

5. Who should be responsible for setting the goals and objectives for an employee?

6. Why is it important to set goals and objectives for an employee?

7. What are the most important elements in conducting a performance appraisal?

8. Is it more important to build on strengths or weaknesses?

9. What are two questions a manager should ask himself or herself before conducting an appraisal?
 - A.

 - B.

10. Why is it important to be candid and specific when discussing past performance?

Session Evaluation Form

The Human Touch Performance Appraisal II

INSTRUCTIONS: Please circle the number that best describes your evaluation of the training session.

| | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|-------------------|-------|-----------|----------|----------------------|
| This training program concentrates on practical issues of the performance appraisal. | 5 | 4 | 3 | 2 | 1 |
| This training program should help me perform the appraisal more effectively. | 5 | 4 | 3 | 2 | 1 |
| As a result of this program, I am more confident in my ability to motivate employees. | 5 | 4 | 3 | 2 | 1 |
| The objectives of the program were clearly presented. | 5 | 4 | 3 | 2 | 1 |
| Opportunities to ask questions and discuss issues were sufficient. | 5 | 4 | 3 | 2 | 1 |
| The session was well organized. | 5 | 4 | 3 | 2 | 1 |

The best part of this program was: _____

This program could be improved by: _____

Additional comments: _____

I would recommend this session to others. (Circle one.) **Yes** **No**

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O v e r h e a d

Session Objectives

- Recognize your role and responsibility in conducting a performance appraisal.
- Adequately prepare and plan for the appraisal.
- Explain the importance of providing meaningful feedback to employees.
- Identify the essential elements of an effective performance appraisal.

Notes

Notes