
Not Just Another Meeting

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

Coastal Training Technologies Corp.
500 Studio Drive
Virginia Beach, VA 23452

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Table of Contents

Not Just Another Meeting

Preparation Materials	Introduction8 Training Session Checklist9 Trainer’s Instructions for Using the Book <i>The Human Touch Performance Appraisal</i>10 Tips for Transferred Learning11 Possible Session Agendas12 Trainer’s Personalized Session Agenda13 Invitation Memo to Participants14 Trainer’s Instructions for the Pretraining Survey15 Pretraining Survey Answers16
Training Materials	Introducing the Session to Participants18 Video Case Study Discussion Guide19 Assessment Exercise29 Evaluation Exercise30 Common Performance Appraisal Problems31 Performance Appraisal Skill Practice32 Maintaining Written Records33 Posttraining Survey Exercise34 Follow-Up Memo35
Participant Materials	Pretraining Survey Evaluation Worksheet Skill Practice Exercises Supervisor’s Guide Observer’s Guide Posttraining Survey Session Evaluation Form
Overheads	Overhead 1: Learning Objectives Overheads 2 and 3: Ten Tips for Conducting Human Touch Performance Appraisals Overhead 4: Putting the Employee at Ease Overhead 5: Questions to Ask When Preparing for a Performance Appraisal

Not Just Another Meeting

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

Introduction

The performance appraisal is an important tool for helping employees grow and succeed in an organization. As a trainer, you are responsible for teaching supervisors the importance of conducting organized, professional performance appraisals. Your goal is to show that a performance appraisal isn't just another meeting. Rather, it's an ongoing commitment to continuous employee development.

This Training Leader's Guide, coupled with the video program *Not Just Another Meeting* and the AMI How-To Book *The Human Touch Performance Appraisal*, will provide the tools you need to present an effective training session. Participants should walk away from your session with tips they can immediately use. They should be able to:

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

Before conducting the training, we encourage you to view the video and read this guide at least twice. The more familiar you are with the subject matter, the more valuable the session will be for participants. And that makes for a win-win situation!

Icon Key



Flip Chart



Read or
Paraphrase



Overhead



Worksheet



Video



Ask and Discuss

Training Session Checklist

Use this checklist to help you gather all necessary materials for the 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

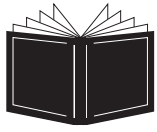
- Create a relaxed environment.
- Make sure all seats have a good view of the visuals.
- Make sure there is enough light to take notes when participants view the video *Not Just Another Meeting*.
- Provide an adequate writing surface for participants.
- Check for good acoustics.
- Verify that your room 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 the 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
- Videotape—*Not Just Another Meeting*
- AMI How-To Book—*The Human Touch Performance Appraisal*
(one for each participant)
- Overheads
- Paper and Pencils
- Additional Equipment
- Participant Handouts



*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 AMI'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—Provant Media has made training even easier with its self-study programs. By combining the effectiveness of the video *Not Just Another Meeting* and AMI'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 *The 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.

Possible Session Agendas

Two session agendas have been provided to help guide you through your *Not Just Another Meeting* training 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
Video Case Study Exercises	45 minutes	19
Assessment Exercise	15 minutes	29
Common Performance-Appraisal Problems	15 minutes	31
Session Evaluation	5 minutes	

3-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	18
Video Case-Study Exercises	45 minutes	19
Assessment Exercise	15 minutes	29
Break	10 minutes	
Evaluation Exercise	10 minutes	30
Common Performance-Appraisal Problems	15 minutes	31
Performance-Appraisal Skill Practice	35 minutes	32
Break	10 minutes	
Maintaining Written Records	15 minutes	33
Posttraining Survey	10 minutes	34
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: *Not Just Another Meeting* Training Session

Conducting employee performance appraisals is a key part of your job as a supervisor. It's your chance to motivate, set goals and simply listen—all of which makes for better employees and better supervisors.

Please plan to attend our training session on the performance-appraisal process. The session will be held (**Insert Date**) at (**Insert Time**). During the session, we'll cover:

- Your role and responsibility in conducting performance appraisals.
- The correct way to prepare and plan for appraisals.
- The importance of providing meaningful feedback to employees.
- The essential elements of effective performance appraisals.

The training will be tailored to your specific needs so please take a few minutes to complete the enclosed Pretraining Survey and return it to me by (**Insert Date**). Be candid! I'll use the responses to develop a program that addresses critical areas participants have identified.

Please mark your calendar so that you may attend this very important training session.

Trainer's Instructions for the Pretraining Survey



1. Complete the Invitation Memo to Participants on the preceding page. Be sure to fill in the correct name, date, and time where indicated.
2. Enclose a copy of the Pretraining Survey (included with Participant Materials) with each invitation memo. Ask participants to return their completed surveys at least five days before the session.
3. Distribute the memo and the survey to each participant.
4. Upon receiving the completed Pretraining Surveys, read each one to assess potential questions, problems, or scenarios to discuss in your training session.
5. Be prepared to tailor your session to focus on areas participants identified in the Pretraining Surveys. In addition to two proposed agendas, we've provided a blank agenda sheet to assist you in customizing your session.
6. After the session, use the Pretraining Survey and the Posttraining Survey (both are included with Participant Materials) to help you determine if you met your training goals or if more training is needed.

Pretraining Survey Answers

INSTRUCTIONS: The questions below highlight key performance-appraisal points. Consider each question and write your answers in the spaces provided.

1. The most important thing in the performance-appraisal process is the performance appraisal form. **True or False?**
False.
2. When is feedback about an employee's performance most effective?
Feedback is best dealt with as close to the actual event as possible.
3. Job descriptions should not be used in the performance-appraisal process because they are often outdated and don't truly reflect an employee's performance. **True or False?**
False.
4. An employee's personal characteristics should be discussed in a performance appraisal. **True or False?**
False.
5. It is more effective to build on strengths than on weaknesses. **True or False?**
True.
6. Managers should take their own performances into consideration when evaluating one of their employees. **True or False?**
True.
7. How do employees usually feel when going into a performance appraisal?
 - A. Nervous
 - B. Sad
 - C. Joyful
 - D. Confident**A. Nervous**
8. When discussing past performance, it isn't necessary to waste time with details because the employee has already been through the situation. **True or False?**
False.

Not Just Another Meeting

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

Introducing the Session to Participants

Trainer's Instructions



Time Required:

- 10 minutes

Materials Needed:

- Overhead 1

Objective:

- To emphasize the importance of the topic and introduce participants to each other in order to set the stage for training.
-

1. Start the session by introducing yourself. Read or paraphrase the following:
Thanks to all of you for taking time from your busy schedules to be here. I'll take that as a sign that you, too, understand how important performance appraisals are. In fact, as I'll show you today, the performance appraisal is one of the most important tools you have to help your employees grow and succeed in our organization.

We'll cover a lot of ground today, and I'd like to take just a minute to outline what we'll be doing.

We'll be watching a video that shows some "dos" and "don'ts" of appraisals. Then, we'll all have a chance to practice what we have learned. Of course, we'll have plenty of time for questions and answers. Keep in mind that this is your session. I want it to be helpful to you, so please ask questions!



2. Display Overhead 1, Learning Objectives. Read or paraphrase the following:
After completing this training session, you should be able to:
 - Understand your role and responsibility in conducting performance appraisals.
 - Adequately prepare and plan for appraisals.
 - Understand the importance of providing meaningful feedback to employees.
 - Identify the essential elements of an effective performance appraisal.



3. Have participants answer the following questions individually:
 - What is your name and what department do you work in?
 - What performance-appraisal role do you take in your position?
 - What is one thing you would like to learn from this session?



Video Case Study Exercises

Time Required:

- 45 minutes

Materials Needed:

- Video: *Not Just Another Meeting*
- Video Case Study Sheets

Objective:

- To present different appraisal scenarios and give participants a chance to discuss how they would handle each situation.
-

Trainer's Instructions



1. Divide participants into teams of four.
2. Explain that participants will watch a series of video vignettes of performance appraisal situations. Read or paraphrase the following:
In the video we're about to watch, you'll see nine case studies of performance appraisal situations. After each scenario, we'll pause the tape so you can answer questions and think about how you'd handle each situation. Then I'll start the video again, and we'll see how the narrator handled it.

While you're watching, keep in mind that a performance appraisal isn't just another meeting. Rather, it's an ongoing commitment to making your employees the best they can be. That's why some of the examples in the video take place outside the formal appraisal setting.



3. Play the first vignette in its entirety.
4. When the first vignette is done, stop the video and ask the questions found on the Video Case Study Sheets (included in the Training Materials).
5. Allow each group five minutes to discuss the video. Then, call on a representative from each group to explain the group's answers.
6. After each group has responded, play the video to show how the narrator handled the situation. This viewpoint gives participants concepts to consider after watching each vignette.
7. Continue this process for each vignette.



Video Case Study 1: “Since you’re in the neighborhood. . .”

1. Show video to the first fade-to-black. The scenario is as follows:

SCRIPT

Dave: Hey Lou! Right now is a really good time for me to do your performance appraisal. Do you have a few minutes?

Lou (*busily*): Right now?

Dave: Won’t take long. Promise.

Lou (*reluctantly*): Yeah, okay. . .I guess.

Dave: Good! Meet you in five minutes, conference room.

Dave exits. Lou looks annoyed and confused. Rick enters.

Rick: Hey! How goes it?

Lou (*sarcastically*): About like usual. Been here 10 minutes and Dave’s already screwed up my day.

2. Stop video at the fade-to-black. Base discussion around the following questions:
 - **What chance does the supervisor have of conducting a good performance appraisal?**
 - **Why is allowing adequate preparation time important?**
 - **Has this type of situation ever happened to you? How did you handle it?**
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

In the example we’ve just seen, the supervisor stands a poor chance of conducting a good performance appraisal because the employee has had no time to prepare.

Allowing adequate time for preparation is essential. So, be sure to schedule the meeting well in advance to give both you and your employee time to identify areas that need to be discussed and questions that need to be answered.

In addition, scheduling the meeting in advance let’s your employees know that you respect and value their time and responsibilities. In other words, it shows you care.

Narrator’s Comments

Video Case Study 2: “I knew that. . .”



1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Laura: Where did I put. . . Ah! Here it is. Let’s see. . . It says your scrap rate is 2 percent. As I remember, we set your goal at 1.5 percent.

Laura looks concerned and perplexed as she continues to read. Tracy looks confused.

Tracy: I could be wrong, but I think that’s the old rate from seven months ago.

Laura (*surprised and embarrassed*): Oh, you’re absolutely right! Sorry.

Laura begins to dig through the file.

Tracy (**relieved**): Scared me for a minute.

Laura (*giving up looking*): Well, we’ll come back to that later, if we’ve got time.

Tracy looks concerned again.

Laura: So how is that project with Mike coming along?

Tracy (*annoyed*): John. I’m working with John.

Laura: Oh! Sure. John. That’s right! So how are things going?



2. Stop video at the fade-to-black. Base discussion around the following questions:
 - Where could this manager improve her performance?
 - What steps should you take to prepare for a performance appraisal?
 - What are some questions to ask yourself before conducting an appraisal?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

Narrator’s Comments

The previous scene illustrates the consequences of not being adequately prepared. A performance appraisal is no time to improvise. In order to be effective, you need to have a clear, well-thought-out agenda based on accurate, organized information.

A very good technique to assist in your planning is to answer a few basic questions:

- What results do I want?
- What contribution is my employee making?
- What contribution should my employee be making?
- Is my employee working near his/her potential?
- Does my employee know clearly what is expected?
- What training, if any, do they need?
- What are my employee’s strengths?



And finally, be sure to ask yourself: How has my performance helped or hindered my employee? By answering these few questions, you can lay the foundation for a performance appraisal that is much more than an impromptu improvisation. It is a carefully planned opportunity to demonstrate how you can help your people succeed.

Video Case Study 3: “One call solves it all. . .”



1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Dave: Now, another thing I wanted to talk to you about in this appraisal is the complaints we've been getting the last two weeks.

Lou: Complaints? I haven't heard about any complaints!

Dave: Some of our clients have complained that when you service equipment you don't tell the building engineer you were there. Now, Lou, you really need to keep them up to date.

Lou (confused): But the engineer isn't always there. . .

Dave (interrupting Lou): Oh. . .and. . .



2. Stop video at the fade-to-black. Base discussion around the following questions:
 - **When should you conduct a performance-problem discussion? Why?**
 - **How would you feel if you were in this employee's shoes?**
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

Narrator's Comments

In the last example, the manager demonstrated the popular “one-call-solves-it-all” approach to performance appraisals. Instead of addressing performance issues as they occurred throughout the year, he waited until the formal performance appraisal. As a result, he sabotaged his own goal of helping his employee improve.

Why? Because performance issues are best dealt with as close to the actual event as possible. Waiting until the performance appraisal to discuss something that happened months, weeks, or even a few days ago makes it very difficult to improve the employee's behavior.

In addition, surprising the employee with information in the appraisal only creates a defensive attitude that's counterproductive to your goal. So give feedback on a regular basis. And use the performance appraisal as an opportunity to review and measure long-term progress and plan for the future.

Video Case Study 4: “Who me?”



1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Laura: There are a few things that I need to discuss with you, and I want to be very honest with you. First of all, you’ve come in late on a number of occasions . . . and that just can’t go on.

Tracy: Come on. I haven’t been late that much.

Laura: We both know that isn’t the case.

Tracy (*rolling her eyes to show disbelief*): Look, maybe I’ve missed the bus a couple of times. I’ll try to do better, okay?

Laura: I’d appreciate it if you would.



2. Stop video at the fade-to-black. Base discussion around the following questions:
 - What could this supervisor have done differently?
 - What is an example of specific feedback?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

Narrator’s Comments

We’ve just seen what happens when you’re not very specific in communicating with an employee in an appraisal. In order to be specific, you need to first keep accurate, ongoing, detailed records of the employee’s performance. Then, refer to this information specifically—for example, exact dates, times, etc.—rather than using broad generalities like “sometimes” or “on a number of occasions.”

4. Start video again and see the same situation done correctly.



Video Case Study 5: “The sky is the limit . . .”

1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Mark: Your sales figures are excellent as always. What do you see yourself accomplishing over the next six months?

Ryan: Well, I’m sure that I can keep my sales up . . . I might even be able to do a little better.

Mark: I’m sure you can. You’re a good employee and you do a really good job. You’ve improved your sales every year, so I think it’s reasonable to assume that you’d do even better over the next six months.

Ryan: I’ll try my best.

Mark (wrapping up): I know you will. You always do. And I really appreciate that. So I guess that about wraps it up.

2. Stop video at the fade-to-black. Base discussion around the following questions:
 - Does this employee know what’s expected of him?
 - What could this supervisor do to improve?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

In the previous scene, the supervisor came up short in terms of setting goals with his employee. In a performance appraisal, you should work with your employee to set goals and objectives that you both agree on.

They should be specific, measurable, attainable, realistic, and timely.

As you probably know, one of the most basic principles of management is “measurement is motivation.” By using the performance appraisal as an opportunity to set specific, measurable goals and objectives, you increase your effectiveness at motivating the employee to achieve those goals because they know exactly what is expected of them.

4. Start video again and see the same situation done correctly.



Narrator’s Comments

Video Case Study 6: “As I recall . . .”



1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Laura: To start with, I want to give you some feedback on how I think you’ve been doing. I’m going to be honest with you, and you might disagree with me. But I don’t want you to take it personally because I’m just doing my job. Okay?

Tracy shows concern, but nods in agreement.

Laura: I guess one of my biggest concerns is your attention to detail over the last couple of months. There are just too many things falling through the cracks.

Tracy (defensively): We’ve been pretty busy, you know. It’s just hard . . .

Laura (interrupting): I agree. We have been busy. But the fact of the matter is that you’re not following through the way you need to. Believe me, I know it isn’t easy. When I was in your position, we used to get . . . well, things just seemed to come in waves. In fact, I remember one time we had three systems go down in two different locations at four in the afternoon. It wasn’t pretty . . .

Tracy begins to get the “how-many-times-have-I-heard-this-before?” look on her face.

2. Stop video at the fade-to-black. Base discussion around the following questions:
 - What could this manager do to improve?
 - How much time should each person spend talking in a performance appraisal?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

In the previous example, the manager not only interrupted the employee, but she dominated the conversation. As a manager, it’s easy to do. But effective listening is one of the most important tools you have in the performance appraisal.

In fact, as we’ll see in this next scene, a good rule of thumb is to spend 60 to 70 percent of the time listening closely to your employee evaluate their own performance.

4. Start video again and see the same situation done correctly.



Narrator’s Comments

Video Case Study 7: “Can I have this dance?”



1. Show video to the next fade-to-black. The scenario is:

SCRIPT

Dave: Awhile back, you were spotted by the safety inspector without your hard hat on. Any particular reason?

Lou (*surprised*): Oh . . . well . . . it must have been when I was looking down one of the elevator shafts. I either had to take it off or it was going to fall off.

Dave: I figured it was something like that. They can get in the way sometimes. But, listen, do me a favor, huh? Try and do a better job at following guidelines, okay? I’ve got enough to deal with as it is.



2. Stop video at the fade-to-black. Base discussion around the following questions:
 - How could this manager improve when communicating problems?
 - Why is it important to be candid when reviewing performance?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

Narrator’s Comments

You’re probably familiar with situations similar to the one in the last example. In these kinds of situations, you need to resist the temptation to dance around the issue. When there is a problem with an employee’s performance, you need to quickly, caringly, and candidly confront the employee.

Why? Well, there’s the issue of legal compliance. But just as important is the issue of respect. You need the employee’s respect to help them achieve their goals. As we’re about to show you, addressing performance problems in a caring and candid manner is one of the best tools you have to ensure that respect.

4. Start video again and see the same situation done correctly.

Video Case Study 8: “And which slice would you like?”



1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Laura: One of your primary goals in our last review was to improve on attention to detail. And I've really noticed a marked change for the better in the last three months.

Tracy: Thanks.

Laura: Even when things got hectic, I don't recall getting any complaints about things slipping through the cracks the way they used to.

Tracy: Yeah, I've really been focusing on that.

Laura: It shows. In fact, you've been doing a decent job on all three of the major goals we outlined last time. Not that there isn't room for improvement—we can always get better. But on the whole, I think you've really made an effort to move forward.

Tracy: I'm glad you think so.

Laura (concerned): Which is why I'm so concerned about what happened on the Q-Tech order two days ago.

Tracy (apologetic): No big deal. It was just one of those things, I guess. Nobody's fault, really.

Laura: Wouldn't you agree, though, that it's your job to make sure those things don't happen?

Tracy: Yeah, but like I said...

Laura: I've got to be honest with you. I really wanted to give you a satisfactory rating today. But, I just can't dismiss how you handled the Q-Tech situation.

Tracy: I agree, I could have handled it better. But things got worked out okay.

Laura: Nevertheless, as much as I don't like to, I'm going to have to rate you as average.

2. Stop video at the fade-to-black. Base discussion around the following questions:
 - What could this supervisor do better?
 - How should you treat isolated performance issues?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

The previous scene is a prime example of how easy it is to base your evaluation on one slice of the pie, rather than on the whole. A good performance appraisal is based on the employee's entire job performance and not just on a single event.

In fact, a manager can run the risk of a lawsuit when they incorrectly give a good performance rating to a poorly performing employee. Or, for that matter, a poor rating to a good employee.

The best course of action is to look at the big picture. Evaluate the employee's total performance and treat isolated incidents as learning experiences.



Narrator's Comments



Video Case Study 9: “The dog ate it, honest!”

1. Show video to the next fade-to-black. The scenario is as follows:

SCRIPT

Dave: What specifically do you feel is causing the problem with your performance?

Lou: Well . . . I’ve had a lot of problems at home with my son. He is not doing too good in school. He’s been sick a lot and now he’s falling behind in his classes. It’s sort of, well, it’s tough to keep focused on things here at work, you know.

Dave: I’m sorry to hear that.

Lou: That and the fact that he’s got this . . . attitude. I just don’t want him...He’s just been on my mind a lot.

Dave: Sure, I understand. It’s tough. See if you can concentrate on your job a little more. Might help take your mind off things awhile.

Lou: I’ll try.

Dave: That’s all I can ask.



2. Stop video at the fade-to-black. Base discussion around the following questions:
 - What can you do when an employee has personal problems affecting the job?
 - Why is it important to keep the conversation focused on the job?
3. After the discussion, tell participants you will return to the video to hear what the narrator has to say about the situation.

The previous scene was a typical example of how outside influences-like personal problems-can enter the performance-appraisal arena. Dealing with them effectively is one of the biggest challenges you face as a manager.

The key is to not let these kinds of issues distract you from your goal of evaluating the employee’s on-the-job performance. You can do this by listening carefully, empathizing, and-in a caring way-keeping the employee focused on outlining specific steps to take to improve their performance.

4. Start video again and see the same situation done correctly.

Narrator’s Comments

Assessment Exercise

Time Required:

- 15 minutes

Materials Needed:

- AMI How-To Book: *The Human Touch Performance Appraisal*

Objective:

- To have participants evaluate their own performances and look for ways to improve.
-

**Trainer's
Instructions**



1. Have participants turn to page 85 in the AMI How-To Book *The Human Touch Performance Appraisal*.
2. Have participants complete the “Applying The Human Touch” exercise on page 85 to evaluate their own performances.
3. Read or paraphrase the following:
Any areas that you rated three or below are areas for improvement. What can you do to move your threes to fours or fives?
4. Show overhead 3 and 4, then read or paraphrase the following:
Here are 10 tips that you can use for conducting *The Human Touch Performance Appraisal*.

**Trainer's
Instructions**



Evaluation Exercise

Time Required:

- 10 minutes

Materials Needed:

- Evaluation Worksheet (included in Participant Materials)

Objective:

- To teach participants the difference between evaluating performance and evaluating personality.
-

1. Group participants into teams of three or four. (If you prefer, you can conduct this discussion in a large-group format.)
2. Hand out the Evaluation Worksheet.
3. Ask participants to decide if the comments on the worksheet are an evaluation of performance (PF) or an evaluation of personality (PS).
 1. (PF) Your work is always accurate and on time.
 2. (PS) You don't dress or act like the rest of us.
 3. (PF) When you show up for work late, the other employees have to cover for you.
 4. (PF) You are dependable, courteous, and a team player.
 5. (PS) You're not a "people person."
 6. (PS) You're not a detail person.
 7. (PF) Your attitude is affecting customers.
 8. (PS) You are easy to work with.
 9. (PF) The errors in your report resulted in three production errors.
 10. (PF) You are easy to work with because you are timely and accurate.

Common Performance-Appraisal Problems

Time Required:

- 15 minutes

Materials Needed:

- AMI How-To Book: *The Human Touch Performance Appraisal*

Objective:

- To give participants a chance to review common performance appraisal problems and consider ways for improvement.
-

**Trainer's
Instructions**



1. Have participants turn to pages 10 and 11 in the AMI How-To Book. *The Human Touch Performance Appraisal*.
2. Read the paragraphs on page 10 under the subtitles “Preparing for the Meeting,” “Conducting the Appraisal Meeting,” and “Following Up.”
3. Give participants five minutes to complete the “Common Performance-Appraisal Problems” exercise on page 11.
4. Discuss participants’ answers.
5. Read or paraphrase the following:
 Preparing for the appraisal is critical. It’s also important to put the employee at ease during the appraisal. Keep in mind these important steps:
 - What results do I want?
 - What contribution is my employee making?
 - What contribution should my employee be making?
 - Is my employee working near his/her potential?
 - Does my employee know clearly what is expected?
 - What training, if any, does he/she need?
 - What are my employee’s strengths?
 - How has my performance helped or hindered my employee?



Performance-Appraisal Skill Practice

Time Required:

- 35 minutes

Materials Needed:

- Skill Practice Exercises (included in Participant Materials)
- Supervisor's Guide (included in Participant Materials)
- Observer's Guide (included in Participant Materials) one copy of each worksheet is needed for each participant.

Objective:

- To give participants hands-on experience with performance appraisals from the perspective of a supervisor, employee, and third-party observer.
-

Trainer's Instructions



1. Tell participants that they will now have the chance to practice conducting a performance appraisal.
2. Have participants number off into groups of three.
3. Explain that during each skill practice, one person will act as the supervisor, one will be the employee, and one will be an observer. Each person will switch roles after each exercise. Remind participants that the purpose of this exercise is to provide an opportunity to practice their skills in a controlled environment.
4. Distribute the Skill-Practice Exercises (included in Participant Materials) to participants.
5. Distribute the Observer's Guide (included in Participant Materials) to each observer. Explain that his or her role is to act as a third-party observer and then provide feedback after each exercise.
6. Ask the supervisors to explain the background of each situation to their groups as they begin.
7. 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 to the questions on the Supervisor's Guide (included in Participant Materials).
8. Have participants switch roles and complete the exercise until each individual has a turn at all three roles.

Maintaining Written Records

Time Required:

- 15 minutes

Materials Needed:

- AMI How-To Book: *The Human Touch Performance Appraisal*

Objective:

- To emphasize the importance of written records.

Trainer's Instructions



-
1. Have participants turn to page 76 in the AMI How-To Book *The Human Touch Performance Appraisal*.
 2. Read the paragraphs on page 76 about maintaining written records.
 3. Have participants complete the “Take a Moment” exercise on page 74.
 4. Discuss participants’ answers when they’ve completed the exercise.
 5. Read or paraphrase the following:
Maintaining written records is not only important to your performance appraisal, it’s also an important legal safeguard.

Posttraining Survey Exercise

Trainer's Instructions



Time Required:

- 10 minutes

Materials Needed:

- Posttraining Survey (included in Participant Material); one copy for each participant

Objective:

- To provide feedback on the information and transferred knowledge from the session.
-

1. Distribute the Posttraining Survey to participants. Read or paraphrase the following:

Now that we've had a chance to role play and discuss case studies from the video, I hope you're feeling well versed in the performance-appraisal process.

No matter how many times I've gone through these exercises myself, I can't help but stress the importance of planning ahead. A well-organized appraisal benefits both you and your employee.

Planning is equally important for a trainer like me. And you can help me by completing the Posttraining Survey. Your answers will be used to evaluate whether or not this session has been effective. Your answers won't be used against you in any way, so please be candid. I'll use your responses to plan future sessions.

2. Allow eight minutes for participants to complete the survey.
3. Discuss the following questions:
 - Why is evaluating yourself as a manager important?
 - What is the first thing you should do in the performance-appraisal interview?
 - Is it appropriate to ask an employee how he/she feels about his/her performance in the performance-appraisal interview?
 - Who should be responsible for setting the goals and objectives for an employee?
 - Why is it important to put goals and objectives in writing?
 - What are the most important elements in conducting a performance appraisal?
 - Is it more important to build on strengths or weaknesses?
 - What are two questions a manager should ask himself/herself before conducting an appraisal?
 - Why is it important to be candid and specific when discussing an employee's past performance?

Follow-Up Memo

The following memo should be personalized and sent to each participant one to two weeks after your training session. By following up, you'll help ensure that the information you presented in your training session will be used in the participant's work environment.

(Today's Date)

TO: (Participant's Name)
 FROM: (Trainer's Name)
 RE: *Not Just Another Meeting* Training Session

I'm glad you were able to attend our training session on performance appraisals. It was a great group to work with, and I appreciate you taking time away from your regular responsibilities to participate.

I hope you left the session with a better sense of the following:

- Your role and responsibility in conducting performance appraisals.
- The right way to prepare and plan for appraisals.
- The importance of providing meaningful feedback to employees.
- The essential elements of effective performance appraisals.

Now that you've had some time to reflect on what you learned, I'd like to hear your thoughts on the session. I want to hear the good and the bad, since that will help me finetune future sessions.

If you have any questions, please contact me at **(Insert Number)**. I look forward to hearing from you, and thanks again for your participation.

Not Just Another Meeting

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

Pretraining Survey

INSTRUCTIONS: The questions below highlight key performance-appraisal points. Consider each question and write your answers in the spaces provided.

1. The most important thing in the performance-appraisal process is the performance-appraisal form.
True or False?

2. When is feedback about an employee's performance most effective?

3. Job descriptions should not be used in the performance-appraisal process because they are often outdated and don't truly reflect an employee's performance. True or False?

4. An employee's personal characteristics should be discussed in a performance appraisal. True or False?

5. It is more effective to build on strengths than on weaknesses.
True or False?

6. Managers should take their own performances into consideration when evaluating one of their employees.
True or False?

7. How do employees usually feel when going into a performance appraisal?
 - A. Nervous
 - B. Sad
 - C. Joyful
 - D. Confident

8. When discussing past performance, it isn't necessary to waste time with details because the employee has already been through the situation. True or False?

Evaluation Worksheet

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

1. Your work is always accurate and on time. _____
2. You don't dress or act like the rest of us. _____
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're not a detail person. _____
7. Your attitude is affecting customers. _____
8. You are easy to work with. _____
9. The errors in your report resulted in three production errors. _____
10. You're easy to work with because you are timely and accurate. _____

Skill Practice Exercises

INSTRUCTIONS: The supervisor in each group should read a scenario and then take a few minutes to prepare a performance appraisal. The supervisor and employee should begin the mock appraisal, with the observer reviewing the appraisal.

Scenario One

You are Joe's supervisor. He is a personal bank at your First Bank branch office. 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 existing customers exceeds the goal of 2.95, but 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. He is punctual and has a satisfactory attendance record.

Scenario Two

You are Sally's supervisor. She has been on the line for the past six months. Her work is accurate and she often finishes before deadline. As a result of being so efficient, she usually has spare time on her hands. The problem is that she spends that time unproductively.

Scenario Three

You are Tom's supervisor. He is one of your bakery delivery drivers. Tom is a safe driver and hasn't had an accident or ticket in the past year. He averages 17 deliveries per day, while the rest of your drivers average 23. Tom has a very good relationship with his customers because he takes the time to listen to them.

Supervisor's Guide

INSTRUCTIONS: You're the supervisor in our role-play exercise, and you're getting ready to conduct a performance appraisal. (Choose a participant to act as your employee.) What questions do you need to ask and answer to prepare for the process? Write those in the spaces provided. Then, proceed with the appraisal based on one of the scenarios described on the Role-Play Exercises handout. (The observer in your group will critique your appraisal when you are done.)

1.

2.

3.

4.

5.

Observer's Guide

INSTRUCTIONS: In this role-play exercise, you are a third-party observer. Your role is to watch the supervisor conduct a performance appraisal. Take notes and be prepared to discuss your observations.

1. Was the supervisor prepared?
2. Did the supervisor have a plan for the appraisal?
3. Was the supervisor specific? Did he/she use facts?
4. Did the supervisor offer suggestions to help the employee?
5. Were the consequences of improving/not improving performance explained to the employee?
6. Did the supervisor solicit self-development goals from the employee?

Posttraining Survey

INSTRUCTIONS: The questions below highlight key performance-appraisal points you've learned in your training session. Consider the questions and write your answers in the spaces provided.

1. Why is evaluating yourself as a manager important?
2. What is the first thing you should do in the performance-appraisal interview?
3. Is it appropriate to ask an employee how he/she feels about his/her performance in the performance appraisal interview?
4. Who should be responsible for setting the goals and objectives for an employee?
5. Why is it important to put goals and objectives in writing?
6. What are the most important elements in conducting a performance appraisal?
7. Is it more important to build on strengths or weaknesses?
8. What are two questions a manager should ask himself/herself before conducting an appraisal?
A.

B.
9. Why is it important to be candid and specific when discussing an employee's past performance?

Session Evaluation Form

Not Just Another Meeting

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 how to conduct effective performance appraisal.	5	4	3	2	1
This training program helped to understand the importance of performance appraisals.	5	4	3	2	1
As a result of this program, I am more confident in my ability to conduct performance appraisals.	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

Not Just Another Meeting

O v e r h e a d s

Learning Objectives

After completing this training session, you will be should able to:

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

Questions to Ask When Preparing for a Performance Appraisal

- What results do I want?
- What contribution is my employee making?
- What contribution should my employee be making?
- Is my employee working near his/her potential?
- Does my employee know clearly what is expected?
- What training, if any, does he/she need?
- What are my employee's strengths?
- How has my performance helped or hindered my employee?

Ten Tips for Conducting Human Touch Performance Appraisals

1. Allow daily communication.
2. Use an up-to-date job description.
3. Evaluate yourself before your employee.
4. Prepare and plan for the appraisal.
5. Put the employee at ease during the appraisal.

**Ten Tips for Conducting
Human Touch Performance Appraisals
(con't)**

6. Evaluate performance, not personality.
7. Be candid and specific.
8. Set goals and objectives.
9. Put mutually decided objectives in writing.
10. Use the HUMAN TOUCH. Care about your employees!

Putting the Employee at Ease

- Inform each employee in advance when the appraisal will be held and how long it will take.
- Allow for a warm-up period at the start of the appraisal.
- Discuss the importance of the performance appraisal with the employee.
- Let the employee talk.
- Listen.

Notes

Notes