

Effective Performance Appraisals

Presented by: Ed Bennett
University Consultants
P. O. Box 9172
Asheville, NC, NC 28815
(704) 298-2740

Determining Your Performance Appraisal Mind Set

1. Before my performance appraisal I typically:
 - a) try not to think about it T__ F__
 - b) do a self-assessment of my strengths and areas where I could use improvement T__ F__
 - c) make sure I can justify all mistakes or incidents of poor performance T__ F__

2. When it comes to Performance Appraisals, my strategy is:
 - a) argue or negotiate for the highest rating T__ F__
 - b) let the boss have his/her say and get it over with as quickly and painlessly as possible T__ F__
 - c) learn as much as I can--it's a good tool for professional growth and development T__ F__

3. Based on my experience, I generally assume that most bosses:
 - a) will put as little time and effort into my Performance Appraisal as possible (so why should I waste my time?) T__ F__
 - b) will use Performance Appraisal as a power play (so I need a few tricks of my own) T__ F__
 - c) will have good intentions and will try their best (but may need my help) T__ F__

4. When my boss criticizes me, I feel:
 - a) he/she cares enough to tell me where I need to improve T__ F__
 - b) I have to defend myself T__ F__
 - d) I should just ignore or forget it because my boss usually doesn't know what he/she is talking- about T__ F__

5. From my experience, in the days immediately following a Performance Appraisal discussion, I should:
 - a) stay clear of my boss for a few days because there are usually ill feelings T__ F__
 - b) write up a plan of action for areas needing improvement T__ F__
 - c) look for chances to take advantage of the fact that my boss usually feels guilty T__ F__

Performance Evaluation

Ways to Guarantee Its Failure

Supervisors:

- When you get the evaluation forms, put them on the bottom of the pile and forget them.
- Don't bother preparing for the evaluation interview - after all, you see the person every day, anyway.
- Let employees know that the whole thing is just more paperwork and wasted time but "they" want you to do it.
- Use the occasion as a golden opportunity to remind the employee who's boss.
- Hint darkly that a negative evaluation in the files can haunt the employee forever.
- Talk about the employee's family, the pennant race, the latest James Bond movie anything as long as you don't mention the job.
- Send in nothing but glowing reports - do you want them to think you're running a crummy department?
- Do all the talking - you know what your employees need better than they do, that's why you're the boss.
- Be vague about what you expect from the employee during the next year - that way he/she will be able to feel justified in forgetting the whole interview as soon as it's over.
- Make promises - if you can't deliver later, you can always say they wouldn't approve your request.
- Don't waste your valuable time on a lengthy interview - start looking at your watch after three minutes.
- Or better still, skip the interview entirely - just send in the report.

Subordinates:

- Don't take the evaluation seriously - you know it's just a meaningless gimmick.
- Be sure to blame somebody else for any inadequacies in your performance - don't admit that you could be doing anything wrong.
- Figure out what your boss wants to bear, and then give him/her a snow job - that should keep the supervisor off your back for a while.
- Don't ask the supervisor any questions about the job - after all, you don't want him/her to think you're stupid.

Ways to Make It a Success

Supervisors:

- Prepare thoroughly for each evaluation interview. As soon as you finish an interview, it's time to start preparing for the next one. Keep running notes on each employee's performance during the year - just before evaluation time you'll be able to review them and get a clear picture of what the person has done and where he/she needs improvement.
- Let the employees know that you're really interested in making the interviews as productive as possible both for them and for the department.
- Set goals together with each employee, and make sure they are specific.
- Give employees a chance to tell you what they expect, and how they think their talents can be used to best advantage.
- Give employees balanced pictures of their past performance - don't equip them with either halos or pairs of horns.
- Don't let the evaluations take the place of day-to-day coaching, criticism, and counseling.
- Remember that the best way for you to develop yourself for promotion is to develop the subordinates under you.

Subordinates:

- Do your share of preparation for the evaluation interview. Think through what you want to cover. This is the best chance you'll ever get to have a thorough talk about your future.
- Don't absorb the compliments on your work and close your ears to any unfavorable judgments - be willing to listen to criticism and evaluate it as objectively as you can.

Performance Appraisal Self-Audit

Use this self-audit to check your effectiveness in conducting effective performance appraisals.

1. Do you provide performance feedback to employees on a day-to-day basis?
2. Do you have a current and accurate job description or list of responsibilities for each employee under your supervision?
3. Have you defined and communicated performance expectations, goals, or standards for your employees?
4. Do you maintain any productivity or performance-related records for your work unit that can be used to help appraise performance?
5. Do you document poor performance on a performance appraisal or disciplinary warning form?
6. Do you prepare performance appraisals on time in accordance with the policy or practice of your organization?
7. Do you refer to work samples or relevant job records when preparing a performance appraisal in order to provide an accurate and detailed assessment of the employee's performance?
8. Do you advise the employee in advance when scheduling a performance appraisal discussion?
9. Do you discuss unusual or troublesome employee performance issues with your superior or Human resources specialist?
10. Do you conduct performance appraisal discussions in an office or area that assures privacy?
11. Do you discuss and evaluate an employee's work performance on an objective and constructive basis that avoids personal insults or unreasonable criticism?
12. Do you give the employee credit for achievements and recognize accomplishments?
13. Do you offer constructive suggestions for improvements of performance when needed?
14. Do you review relevant policies, guidelines, or performance definitions in order to provide consistent ratings?
15. Have you obtained any required approvals from superiors or the Human Resources specialist prior to discussing performance or pay issues?
16. Do you encourage employee comments and questions during the performance appraisal discussion?
17. Do you make written comments about specific performance issues on the appraisal form to clarify or explain performance ratings?
18. Do you obtain the employee's signature on the performance appraisal form?
19. Do you document specific performance deficiencies on the performance appraisal and communicate a final warning in situations where discharge is likely?
20. Have you followed the procedures for performance appraisal, discipline, or discharge in your firm's management policy, employee handbook, or union agreement?

Score five points for each answer. Total your score and rate your performance appraisal practices according to the following scale:

- | | |
|-------------|---|
| 100-85: | You are using sound appraisal practices. |
| 85-65: | You need to improve appraisals. |
| 60 or less: | Your appraisal practices may cause serious employee relations problems or legal liability. Immediate improvement is needed. |

General Ideas About Performance Appraisal

The following items ask your opinion about performance appraisal in general and as it is carried out within your organization as a whole. For these items, please indicate the extent to which you agree or disagree with each by circling the number which most closely corresponds to your opinion.

1 – Strongly Disagree 2 – Disagree 3 – Slightly Disagree 4 – Neither Disagree Nor Agree
 5 – Slightly Agree 6 – Agree 7 – Strongly Agree

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Performance appraisal cannot be objectively and unemotionally carried out by managers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Few people really understand what the objectives of performance appraisal are. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Most people have a real understanding of how performance appraisal results are used in my organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. In my organization, <i>salary</i> decisions are based on performance appraisal results. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. In my organization, <i>promotion</i> decisions are based on performance appraisal results. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Supervisors and subordinates pretty much agree on what constitutes good or poor performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Current performance appraisal practices provide accurate feedback to the subordinates. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Most supervisors are not rewarded for doing performance appraisal well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Most managers would not carry out performance appraisal of their subordinates unless the organization required them to. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Most subordinates would not practice in performance appraisal unless the organization required them to. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Performance appraisals are fairly and honestly done in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Performance appraisal motivates individuals to improve their performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. It wouldn't make much difference to our business if performance appraisals were not done. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Performance appraisal typically leads to productive changes in the subordinate's behavior. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. Overall, subordinates (i.e., appraisees) are satisfied with our performance appraisal system. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. Overall, supervisors (i.e., appraisers) are satisfied with our performance appraisal system. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. Performance appraisals lead to better supervisor and subordinate understanding of what the subordinate's role should be. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. Salary decisions <i>should</i> be based on performance appraisal results. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. Promotion decisions <i>should</i> be based on performance appraisal results. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. A subordinate's self-appraisal <i>should</i> be based on goals previously agreed to by the supervisor and subordinate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Performance appraisals <i>should</i> be based on goals previously agreed to by the supervisor and subordinate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. Performance appraisal <i>should</i> be done only for the subordinate's personal development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Problems with Evaluation Interviews

The performance ratings are of little value until the supervisor communicates the results to the employees. In our experience, most supervisors do this very poorly. Our suggestions for improvements include 1) hints for conducting the interview, and (2) guidelines for giving constructive feedback.

Hints for Conducting the Evaluation Interview

Supervisors who go into evaluation interviews with a plan are much more effective. A good plan includes the following:

- _____ **Preparation** -- Be ready to discuss past performance against your expectations.
- _____ **Put employee at ease** -- Reduce stress by telling the employee that this is a time to review past work and look for improvements in performance, satisfaction, and development.
- _____ **Budget time** -- Allow about half of the time for the employee to discuss his/her behavior and make suggestions.
- _____ **Balance** -- Be sure your positive and negative comments are in balance with your ratings. If you employee is 90 percent effective, make 90 percent of your comments positive.
- _____ **Focus on future** -- Toward the end of the interview, focus on future objectives and how you can help the employee achieve them.

Guidelines for Giving Constructive Feedback

It is not enough to tell employees what they can do to improve. We have to say it in a way that they can receive it. The following guidelines and good and bad examples should help. "Mark "X" for bad examples "/" for good examples."

1. Focus on behavior rather than the person.
 - _____ "You are just too irresponsible."
 - _____ "You have been absent six times and late eight times in six months. That is too much."
2. Focus on actual experiences rather than judgment.
 - _____ "Your quality is too far below average."
 - _____ "Your records shows 10 percent more rejected work than standard."
3. Focus on sharing information rather than giving advice.
 - _____ "You must start using another method."
 - _____ "I have found this method to be more effective in my experience."
4. Focus on time and place.
 - _____ "You have had this problem all along."
 - _____ "We had a conversation about this June 4 and then again on July 8 in your office."
5. Focus on the amount of information the employee can receive.
 - _____ "I've got a list of 15 things we need to discuss."
 - _____ "For now, let's try to work on these three items."
6. Focus on alternatives rather than single answers.
 - _____ "This is the way you should do it."
 - _____ "We have discussed three possible alternatives. If the first one does not work, we'll try to other two."
7. Focus feedback on the value it has to the receiver rather than on the relief it provides for the sender.
 - _____ "I've been waiting for three weeks to get this off my chest."
 - _____ "I think what I have to share may help with your problem."

Preparation for the Appraisal

1. Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions.
2. Understand thoroughly the duties and requirements of the particular position held by the employee to be appraised.
3. Review the employee's record and the job anecdotal file with its compliments and criticisms.
4. Consider seniority apart from performance. An employee with a short service record may not necessarily be less effective than one with a longer term of employment.
5. Consider the requirements in terms of the level of the position. A clerk may very well be meeting the requirements of his/her position more effectively than his/her immediate supervisor does in his/her position in a higher classification.
6. Evaluate on the experience of the entire appraisal period. It is better not to consider only single accomplishments or failure or the most recent performance. Important single instances of faulty or brilliant performance should also not be ignored, but should be considered in context with the total performance for the period.

The Performance Appraisal Interview

1. Over a long period of time, build up an atmosphere which encourages the exchange of ideas and feelings about the job.
2. Formulate, in advance, your portion of the review. Determine what you want to accomplish in the interview and plan your discussion accordingly.
3. Tell the employee ahead of time --- at least several days --- when he/she will be inter-viewed.
4. Make sure that the physical arrangements are suitable. There should be privacy and a reasonable degree of physical comfort.
5. Some employees will resent the evaluation; prepare for this by having all the facts and avoid surprises, if possible.
6. Throughout the interview, emphasize the employee's personal development and growth.
7. Let the employee understand that your opinion or appraisal may not be perfect.
8. Be open-minded about the opinions and facts presented by the employee.
9. Do not dominate or cross-examine. Avoid arguments; listen attentively as well as politely.
10. Remember that the employee must do most of the talking at some point t of the interview.
11. Control the interview. Do not let it get out of hand. Pull the employee back from detours, escapes, or fruitless conversation.
11. You should close when you have made clear whatever points you intended to cover. Always reassure the employee of your interest in his/her progress, and indicate willingness to take up the discussion again at any time.
12. Permit the employee to review the appraisal form, secure his/her signature and forward a copy to the Personnel Office. A copy of the appraisal will be retained by the department.

Ground Rules

Much of the current skepticism about the value of the appraisal interview has its roots in the simple fact that good managers are not necessarily good counselors. Most people to whom this particular responsibility falls have to learn how to handle it--and what proficiency they achieve generally is acquired only through the painful and sometimes costly process of trial and error.

The learning process is further complicated by the volumes that have been written about appraisal in general. Indeed, it is not surprising that, confronted as they are by an apparently unending torrent of advice on the subject, many managers should now have the feelings that conducting an appraisal interview is some esoteric art that they will never be able to master.

In actual fact, any manager with a reasonable degree of sensitivity for the feelings of others and a genuine desire to help his/her subordinates develop can conduct an effective appraisal by following a few simple and straightforward principles. Here they are:

1. Before you discuss the employee, discuss the job. You and the employee may have different ideas about the exact nature of his/her responsibilities. If you have a short written job description, review it together to see if it needs revision. If you do not have one, ask the employee such questions as these:
 - What are all the things you do on your job?
 - Which do you think are the most important?
 - Which take most of your time?
 - Are there ways in which you think we could use your talents and your time more profitably?
 - Do we agree on what your job is?
 - Do we agree on the standards by which your performance should be appraised?

2. Ask before you tell. When you are ready to review an employee's strengths and weaknesses, the following questions can act as guidelines:
 - What do you feel you have done well in your job?
 - Are there areas in which you would have liked to have done better?
If so, what are they?

If these questions do not reach the areas you feel need discussion, more specific questions may need to follow the general ones suggested above. Self-criticism is more readily accepted than criticism from you, and it is often more severe than your judgment.

You may also find these additional questions helpful:

- What do you think are your greatest strengths?
- Where do you feel less competent?
- Do you feel that you are growing more competent or less as time goes by?
In what ways? How? Why?
- Have you been doing anything that you hope will increase your competence in any way?
- Is there anyway in which you think I, or someone else, could help you to make yourself more valuable to the College? Do I do anything that makes your job harder?

3. Listen. The effectiveness of your interview will increase with your understanding of the employee you are counseling. If you talk when he/she wants to talk, you may miss some of the best opportunities you will ever have to find out what makes the employee tick.

Of course, listening is more than a matter of just keeping silent while the other person talks. How you hear the words and how you respond to them do much to determine what the employee will say in the course of the interview. There are at least four levels of listening:

- You remain silent but you ignore what the employee is saying because you are thinking what you will say next.
 - You pay attention but say nothing in response except "uh-huh."
 - You pay attention to what the employee is telling you. This gives the employee a chance to correct any misunderstanding on your part. Assurance that you consider his/her words and ideas important enough to listen to encourages the person to go on talking.
 - You try to detect the feeling behind what he/she is saying. If strong feelings are present, you put them into words. You might respond by saying, "You feel pretty bitter about this" or "That gives you a real sense of achievement."
 - Your accurate recognition and calm acceptance of the employee's feelings will help the person communicate more openly and completely.
4. If the employee's self-appraisal is more favorable than your appraisal, ask him/her to tell you why. If you still disagree, restate the employee's want to consider his/her judgment as well as your own and that you think the appraisee's feelings are important even if you must disagree. Review and state the points on which you do agree. Then discuss your differences.
5. In appraising an employee's mistakes, consider the number of mistakes in proportion to the number of decisions he/she had to make; consider how much freedom the employee was given to act on his/her own judgment; and try to recall the person's performance over along period of time. In comparing the mistakes of two employees, consider the relative difficulty of the tasks assigned to them.
6. Try not to be unduly influenced by things that affect your feelings by do not otherwise affect and employee's value to the College. Among these might be such sources of bias as the following:
- You are a clean-desk employee. Your subordinate's desk is always cluttered.
 - You and the employee share certain interest in work or recreation.
 - He/she ahs some mannerisms that annoy you though they on do not seem to annoy anyone else.
 - You are always punctual. Your subordinate is usually a little late, though he/she makes it up by working overtime.
 - You are aggressive. The appraisee is submissive.

Remember that you are trying to help employees to develop themselves, so that they can give the College the best that they have to offer. You are not trying to remake your subordinates in your own image. Remember Billy Sunday's advise to parents: "If the Lord had wanted two of you, he would have made your twins.

7. When you must criticize, criticize the employee's performance, not the employee personally. The person may be able to change his/her performance. It is doubtful whether he/she can do much about changing personally.
8. If you are partly at fault, admit it. The employee may become more willing to admit his/her mistakes if you admit yours.

9. Never discuss another's performance. Unfavorable comparisons cannot be kept confidential. They always leak.
10. If you want cooperation, do not undertake a performance interview too soon after a disciplinary interview.
11. Do not discuss salary or promotion during performance appraisals. Such discussions may be interpreted as a commitment. Instead, focus on helping the employees improve their competence in their present jobs.
12. It is not necessary that you agree on everything. When you cannot agree, try to state your position and the employee's so that each of you understands the other. Then tell him/her that you will continue to think about what you have said.
13. Be yourself. Do not try to copy someone else's counseling methods if they do not make sense to you. Experiment until you find out how to conduct an interview in which both you and your subordinates can relax and be yourselves. You will get nowhere as long as you are all putting up a front.
14. Don't try to do too much. Unless you are unusually skillful or lucky, some goals will generally be beyond you. Four in particular are seldom attained:
 - You cannot make an unfavorable appraisal a happy experience.
 - You cannot make a suspicious employee trustful.
 - You cannot make a belligerent employee cooperative.
 - You cannot make a defensive employee self-critical.
15. If subordinates are really deficient and must be corrected, here are four things you can do:
 - Let employees know exactly where they stand. Otherwise, they may suspect that your appraisal is worse than it actually is.
 - Point out that if you didn't think they could become satisfactory employees, you wouldn't be keeping them on the payroll.
 - Tell them what you think they can do to improve.
 - If they show any desire to improve. Offer them your help.
16. For your good employees, here are five things you can do:
 - Identify the employees that you feel sure are potential managers Or top level specialists, and put their identification on the record.
 - Let them know that you recognize and appreciate what they are doing for the university.
 - Invite employees to tell you how they would like to develop and what they would like from you.
 - Help them along these lines to the extent of your ability.
17. It is more important to develop strength than to correct weakness. Successful colleges are run not by little paragons who have corrected all their faults, but by well-balanced teams of able employees, each of whom has his/her own weaknesses.

Your job is not to produce super-employees. Your job is to discover talent and develop it.

Common Appraisal Errors

1. The error of the "halo effect"
2. The error of "leniency, softness, or spinelessness"
3. The error of the "central tendency"
4. The error of "prejudice and partiality"
5. The error of "contrast"
6. The error of "association"

Self-Checklist: Common Mistakes in Evaluations

Instructions: Recall the last evaluation that you did on an employee. Check "yes" or "no" for each of the following questions.

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | 1. Did you concentrate on results rather than activities? |
| ___ | ___ | 2. Did you rate the employee sincerely rather than just "go through the motions"? |
| ___ | ___ | 3. Were you careful not to assign the same rating to each factor that you evaluated? |
| ___ | ___ | 4. Did you have a clear definition of words such as "good," "satisfactory" and "excellent"? |
| ___ | ___ | 5. Did you avoid the tendency to rate persons higher than you should have? |
| ___ | ___ | 6. Did you avoid the tendency to rate all people average or above regardless of their performance? |
| ___ | ___ | 7. Were you careful to consider the entire rating period rather than just recent behavior? |
| ___ | ___ | 8. Did you avoid letting personal likes influence you? |
| ___ | ___ | 9. During the evaluation interview, did you focus on behaviors rather than judgments? |
| ___ | ___ | 10. During the evaluation interview, did you make helpful recommendations for the future? |

A Case Study: Which Supervisor is the Most Effective Evaluator?

Study carefully the characteristics of each of the following supervisors.

MARY: Mary is easy going and gets along well with most everyone. She is very cooperative and knowledgeable about the work. She has an even temper and rarely gets stirred up even when subordinates take advantage of her. Mary is extremely patient, cautious, and conservative. She believes that the best way for employees to improve is to let them discover their own weaknesses. Mary encourages her people to look for their problems and try to find ways to improve themselves. She believes that there is not too much the supervisor can do to help a person improve unless the person really wants to. She gets a lot of input from subordinates during evaluations and generally agrees with their judgments of themselves.

HENRY: Henry is a very friendly supervisor. He believes that a "pat on the back" is about the best thing a supervisor can do for employees. When Henry walks through the place, he speaks and smiles to almost everyone, and they seem to enjoy his company. He believes that employees will perform if they like you. He does not like to say negative things to employees for fear that they will get discouraged. During evaluations, he does most of the talking, praising employees about what good work they have done. Although he mentions the negatives, he downplays these because he does not want to hurt his employees' feelings.

JIM: Jim is a hard charger. He feels fully qualified to evaluate his people and thinks he should point out their mistakes clearly so they can improve. Jim takes pride in being able to influence his people, and they know that Jim knows the best way to do the jobs in his department. Employees frequently ask his advice on how to do their jobs. Jim sizes up problems quickly and comes down pretty hard when an employee makes the same mistake several times.

HELEN: Helen spends a lot of time seeking out ideas and opinions of her subordinates. But it is clear that she is the decision maker of the group. She believes that discussing job problems lead to improvements. She listens well and often summarizes employees' ideas accurately. Helen is careful to recognize the positive things that employees do but she does not go overboard on it. Most of her evaluation sessions are discussions between her and a subordinate. Employees often remark that Helen has a knack for putting her finger directly on their problem. When mistakes occur repeatedly, she will discipline an employee firmly. But she constantly looks for ways to improve.

Rank these supervisors "1" through "4" according to which you think is the most effective evaluator. Briefly, tell why you ranked each person as you did.

Case Study 2

You recently rated the employees in your group according to the company's employee-evaluation plan. You find that John Brown, one of your machine operators, turns out more than satisfactory quantity and quality of work, but that is about all you can say for him. You have noticed that he has as little as possible to do with the other workers--seems to consider himself better than they are. He shows no initiative on the job--never goes ahead with anything on his own--and takes as much time off as he can get away with. You know that he taking some kind of college course at night.

You call in Brown and start going over his evaluation with him. You tell him that the quality and quantity of his work are high but that his value as an employee is lowered by his tardiness and absentee records and by his attitude toward his fellow workers. During the interview, he tells you that he is studying management courses at night and that in three years he will graduate; then he is going to quit and get a good job somewhere.

You know that the company is always looking for good people and that there are many opportunities within it for advancement.

1. What might be some of the reasons for Brown's attitude toward his fellow-workers?
2. What might be some of the reasons for his lack of initiative?
3. What might be some of the reasons for his taking time off?
4. How would you straighten him out in relation to each of the above?
5. How would you go about getting Brown to change his attitude?

Case Study 3

You have just finished rating John Jones, and the quality and quantity of his work for this period are far below that shown on his previous ratings. When his work fell off suddenly several months ago, you asked him the reason, and you have talked to him about its several times since then. The only information you could get from him was that he was having trouble at home and that, as soon as it cleared up, he would be his old self again.

Now, when you discuss his rating with him and show him his previous ratings, he tells you that his wife left him several months ago and that he has been taking care of the three children. He says that as soon as school reopens in the fall, he will not be worrying about having the children running loose all day and he will be able to concentrate on his job.

1. Should you accept this as an excuse? Justify your answer.
2. If other workers notice that you are tolerating Jones's low production, should you tell them the reason why?
3. What are Jones's obligations to the company?
4. What are the company's obligations to Jones?
5. What should you say to Jones?

Case Study 4

You have been reviewing the employee evaluations you made of Jane Doe over the last five years, and you find that they are better than average. In the present rating, she is poor in all categories. You have observed that something is wrong with her, but you have no idea what it could be.

Now when you start to talk to her about the ratings, she tells you that she is washed up as far as the company is concerned. You ask her why, and she tells you that six months ago Harry White was promoted instead of her to be one of your assistants. She states that she thought that she was being groomed for the job band that she is sorely disappointed.

This comes as quite a surprise to you because you never thought of her as having enough ability to do supervisory work. It is true that she did minor jobs for you, but they were of the office-girl type.

Even though her past ratings were better than good, there is no indication that she could handle a work crew. Most of the people in the group are older and more experienced than she is.

1. How does Jane Doe see the facts?
2. How do you see the facts?
3. How are you going to change Doe's attitude?

Case Study 5

You have under your jurisdiction several supervisors. It is part of their job to discuss periodically with their workers the employee-evaluation sheet. Most of these supervisors dislike this task. They put it off until the last minute and then get it over with as fast as possible.

1. What are some reasons for his attitude?
2. What are some of the advantages of discussing ratings with employee?
3. What are some of the important things for the supervisor to consider during such discussions?