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# 50 Activities for Performance Appraisal Training

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Over the years, our experience of managing and training individuals has proven to us the benefits of participative and active learning. We believe that training can be enjoyable and extremely motivating when conducted in this way, because it leads to a greater understanding and a more powerful learning experience for each individual involved. When theories and concepts are included as part of the training process, we always confirm participants' understanding by giving them an opportunity to practice.

We feel very strongly that the subject of appraisal training is perceived by many people to be uninteresting. We hope the activities in this manual will convince them otherwise.

We would like to express our thanks to all of those who have helped us throughout the development of the activities. Our task has been made easier by their involvement and enthusiasm.

Wendy Denham  
Jane Jestico





# Introduction

Maximizing the potential of every employee is the highest priority for many companies. More and more companies have introduced an appraisal system in recent years, while others have reviewed and improved their existing system, as they have identified the direct relationship between the development of their employees and the success of the company. The rise in the number of appraisal systems and their improved quality have not been matched with similar changes in the field of appraisal training. The combination of these factors led the authors to produce this manual.

## **The Activities**

All the activities are participative, involving the participants in a variety of exercises. A choice of practical tasks, case studies, graphics, questionnaires, and role plays is included. Some of the activities include an explanation of a theory, followed by an opportunity to practice to confirm the participants' understanding. Others begin with the participants completing a task that is then reviewed to consolidate the key learning points and principles.

For some people, appraisals are an extremely emotive subject. To allow for this, the content of some activities is unconnected to the appraisals. Once the learning points have emerged from the activity, they can be more easily related to the key elements within the appraisal process.

Sometimes the same subject might be approached in a variety of ways. For example, the importance of using good questions during the appraisal process is demonstrated through a competitive exercise, a case study, and the design of a questionnaire. This provides the trainer with the flexibility to cater to most learning styles.

By slightly changing the emphasis of the activities, the content becomes suitable to all categories of appraisers with different levels of experience. Most of the activities can be adapted to groups of various sizes. A few of the exercises are useful for an appraiser to complete with the appraisee. Some of the activities refer to the appraisal system of the participants' company. However, most of these can be applied to participants from different companies. The timing of the activities will need to be adjusted accordingly.

## **The Location**

Training should not always be confined to a formal training environment. When discussing certain subjects, such as an appraisee's performance, the activity can be conducted in the workplace.

## **The Trainer**

There is sufficient information within each activity to fully support the inexperienced trainer, while providing stability for the most advanced trainer to adapt it to his or her own preferred training style. In many cases, the participants would benefit considerably from their line manager leading the activity.



### **The Materials**

For ease of identification, all handouts for the participants are numbered using the same number as the activity. For example, Activity 26: Keeping on Track includes Handouts 26.1, 26.2, and 26.3.

Where appropriate, it is suggested that some handouts be made into transparencies for use with an overhead projector. In addition, some activities include overhead masters to be made into transparencies.

To relate certain activities directly to the participants' actual company appraisal system, the trainer will need to collate information regarding that system before running the activity.

### **The Subject**

Some activities can be linked to provide focused training on one subject area. Where appropriate, this is mentioned within the activity.

To ease selection, the activities have been categorized using two types of matrix:

- The skills
- The process

There are six headings in the skills matrix:

- Management
- Listening
- Questioning
- Objectivity
- Feedback
- Communication


There are six headings in the process matrix:

- Introduction to Appraisals
- Preparation
- Writing
- The Interview—The Past
- The Interview—The Future
- Understanding the System

### **A Note on Terminology**

The person administering the activities is referred to as the “trainer” and those at the receiving end as the “participants.”





# Symbols



Handout



Transparency





# Index to Activities by Skill

Activity No.	Activity Title	Page No.	Management	Listening	Questioning	Objectivity	Feedback	Communication
1	Actions Speak Louder	1				•		
2	An Appraisal Interview	5				•	•	
3	Ask, and You Shall Receive	13			•			
4	The Beginning and the End	23						•
5	The BOFF Principle	29				•	•	
6	Both Sides of the Coin	41	•					
7	Bull's-eye!	45						•
8	But That's Not What I Meant	55						•
9	But when have I got the time?	61	•					
10	Choosing the Right Route	69	•			•		
11	Competition Time	77			•			
12	Confirm It in Writing	81					•	•
13	Discovering the Carrot	91	•					
14	Do I appear neutral?	97		•		•		
15	Do you really mean that?	101				•	•	•
16	Easy Listening	107		•				
17	The evidence I shall give...	111				•		
18	For Better or Verse	115	•					•
19	Good question!	119			•			
20	How would you handle it?	129	•					
21	I Think I Have the Answer	139				•		
22	I think that's what you said!	141						•
23	In Summary	143		•				•
24	It's all experience!	153	•					



Activity No.	Activity Title	Page No.	Management	Listening	Questioning	Objectivity	Feedback	Communication
25	Just Stick to the Facts	157				•		
26	Keeping on Track	159		•	•			
27	Let Me Explain	167						•
28	The Motivation Minefield	169	•					
29	My Learning	175						•
30	Pathway to the Future	179	•					•
31	Perception of You and Me	185					•	
32	The Perfect System	189	•					•
33	Picture This	193	•					
34	Piece by Piece	195						•
35	Praise versus Criticism	199				•	•	
36	A Question of Design	207			•			
37	Ready, Set, Go!	215	•					
38	The Right Person for the Job	219				•		•
39	Sharpen your Targets	227						•
40	The Silent Message	237	•					
41	So you know their job?	239						•
42	That's different!	243		•	•			
43	To Let You Know	251						•
44	Touch, Then Ask	253		•				
45	We Always Listen	257		•				
46	What do you think?	267			•			•
47	What's your view?	271	•					
48	Where do I go from here?	273	•					
49	Why am I here?	283						•
50	Write or wrong!	289						•

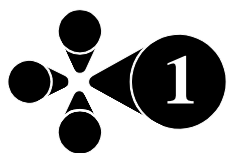


# Index to Activities by Process

Activity No.	Activity Title	Page No.	Introduction to Appraisals	Preparation	Writing	The Interview The Past	The Interview The Future	Understanding the System
1	Actions Speak Louder	1	•					
2	An Appraisal Interview	5				•		
3	Ask, and You Shall Receive	13		•		•		
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5	The BOFF Principle	29				•		
6	Both Sides of the Coin	41		•				•
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24	It's all experience!	153				•	•	



Activity No.	Activity Title	Page No.	Introduction to Appraisals	Preparation	Writing	The Interview The Past	The Interview The Future	Understanding the System
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29	My Learning	175						•
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40	The Silent Message	237	•					•
41	So you know their job?	239			•			•
42	That's different!	243				•		
43	To Let You Know	251			•			•
44	Touch, Then Ask	253				•	•	
45	We Always Listen	257				•	•	
46	What do you think?	267			•			•
47	What's your view?	271	•					•
48	Where do I go from here?	273					•	
49	Why am I here?	283		•				•
50	Write or wrong!	289			•			



# Actions Speak Louder

<b>DESCRIPTION</b>	<p>This activity is based on participants reading a series of statements and deciding which statements apply to whom. This leads to a discussion on how quickly people make judgments about one another, how accurate these judgments are, and the effect of these judgments during the appraisal process.</p>
<b>SITUATIONS</b>	<p>This group activity can be used when covering the topic of stereotyping and objectivity. It is most effective with individuals who have not met before or who know only a little about one another. It can be used as an icebreaker. It is an exercise that can stimulate a great deal of discussion.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To highlight how participants stereotype and make judgments</li><li>• To examine the accuracy of these judgments</li><li>• To examine the effect of stereotyping on the appraisal process</li></ul>
<b>TIME</b>	<p>40 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 1.1</li><li>• Name badges</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before the start of the activity, write each of the suggested statements from Handout 1.1 on separate pieces of flipchart paper. Hang each piece of paper on the wall around the room.</li><li>2. Give every participant a name badge. At this stage of the activity, do not state the objectives of the exercise.</li><li>3. Distribute Handout 1.1 and ask everyone to consider individually which statement applies to whom. Allow a few minutes for consideration.</li><li>4. Ask everyone to write the names of the participants to whom each statement applies on the appropriate piece of paper on the wall. Individuals can write more than one name under each statement.</li><li>5. Review the activity by asking the group to comment on how they reached their decisions. Ask why some participants felt that a particular statement applied to certain individuals and others felt that the same statement did not apply. Ask the group if the statements made about them were accurate.</li></ol>



6. Explain the factors that contribute to why people stereotype one another. Ensure that the following points are covered:
  - Past experiences
  - Personal values
  - Beliefs
  - Prejudices and biases
7. Ask the group to comment on the effect stereotyping can have on the appraisal process. List answers on the flipchart, including points such as:
  - Lack of trust in the appraisal system
  - Unfair appraisals
  - Less effective team
  - Unmotivated team
  - Pay and promotional restrictions
  - Poor selection of individuals for new opportunities
8. Conclude the session by asking the group to consider the steps that can be taken to avoid stereotyping. Ensure that the following suggestions are discussed:
  - Be continually aware of personal prejudices, values, and beliefs.
  - Base all decisions on factual evidence.
  - Keep an open mind. Never assume you know the answer before you have asked the individual the question.
  - Allocate ample time to communicate with your team.





## **Statements**

- These people hold left-wing views.
- These people play a musical instrument.
- These people drive a sports car.
- These people are vegetarians.
- These people own a dog.
- These people are introverts.
- These people have children.
- These people are successful.





## An Appraisal Interview

<b>DESCRIPTION</b>	<p>This activity centers on a role play and participant feedback to give participants practice providing critical feedback. In groups of three, participants have the opportunity to practice conducting an appraisal interview using a prepared scenario. The interview focuses on dealing with an employee who is performing just below the company requirements. Within every group, there is an opportunity for each participant to be the interviewer, interviewee, and the observer. The observer leads the discussion after the interview and gives feedback to the interviewer.</p>
<b>SITUATIONS</b>	<p>This is an ideal exercise to follow Activity 5: The BOFF Principle. Alternatively, it can be used as an activity to provide more practical experience to those who have difficulty dealing with poorly performing employees. The skills needed to give critical feedback are not just confined to appraisal interviews, and therefore the activity could be used for all line managers who need to use the skills in everyday work situations.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To practice giving verbal critical feedback</li><li>• To discuss this key skill of giving feedback when employees are underperforming</li><li>• To give the participants the chance to receive feedback on their performance as an appraiser in an interview situation</li></ul>
<b>TIME</b>	<p>60 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 2.1, 2.2, and 2.3</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Describe the activity about to take place, emphasizing that the role play will provide an opportunity for participants to practice skills in the particular area of giving critical feedback within an appraisal interview.</li><li>2. Split the group into teams of three and distribute Handouts 2.1 and 2.2. Explain that the interviewee should use the role play scenario as a guide, then react naturally to the interviewer's questions and behavior. If he genuinely has feelings about the way the interview is being handled, he should react accordingly.</li><li>3. Encourage the observers to use Handout 2.3, the review sheet, to help them lead the discussion after the interview.</li><li>4. Check everyone's understanding of the role play by inviting questions. Inform the group that they have 5 to 10 minutes for each interview, with 5 minutes for discussion. After each round, they should change places so that everyone has a turn at each role.</li></ol>



5. Start the role plays and monitor timing carefully. When participants have finished, the teams should re-assemble.
  6. Encourage a debate on one or two of the following questions:
    - Why is it so difficult to give critical feedback, especially within appraisal interviews?
    - On what occasions might an appraiser have to give negative feedback?
    - What experiences have participants had giving critical feedback and what did they learn from those experiences?
  7. Emphasize that one of the key techniques for giving feedback is to provide specific examples of the person's actions. This increases the objectivity of the feedback and lessens judgmental opinions. It also makes the feedback very difficult to refute. If the result of the person's actions is also mentioned, this makes the feedback even more powerful.
  8. End the session by reminding the group that one of the essential skills in being an appraiser and a manager of people is to be able to give both positive and negative feedback in an assertive manner so that the message is clear and firm. People learn from the criticism they receive as well as the praise, often more so from the former. It can be said that critical feedback tells people if they are on target. The worst thing people can do is to do the same wrong things again and again. People need to know what they are doing and what the impact is. They have to learn to take feedback in order to grow, change, and develop.
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## **Role Play—Employee's Role**

You are Mary who works in the customer service department for the large insurance company Nextime. Your job is to answer the telephone promptly and to handle all customer questions arising from these calls. You can deal with some of the calls yourself, but others have to be passed on to the specialist departments. You are also expected to write letters to customers based on conversations that you have had with them. You work within a team of four, reporting to James, the supervisor. You get along well with the other team members and enjoy their company. You cover for each other during breaks and vacations.

You have worked for the company for about two years and are starting to feel a bit bored with the job. You know you are typically good with the customers and pass on the questions to other departments politely. In spite of this, you know you have been making more mistakes on your letters, although you could not quantify the actual number. Jane, the administrative assistant, has jokingly mentioned the increase in these mistakes, and you have promised her that you will try to improve. The way you answer the phone has not changed, at least no one has told you that it has, and you are not aware of any customer complaints about you. It is appraisal interview time, and you are feeling apprehensive. James has been so busy lately that you have had little opportunity to communicate with him. You are therefore not sure how aware he is of the mistakes you have been making; with luck, they could have escaped his attention. However, he will definitely discuss the times when he has had to question some of the information you have sent out to customers. Still, you believe you are better than the others in the team, so you are confident that these small mistakes will not be discussed.





## **Role Play—Appraiser's Role**

You are James, the supervisor of a team of four in the customer service department of the large insurance company Nextime. The job of the customer service department is to answer the telephone promptly and to handle all customer questions arising from these calls. The team can deal with some of the calls, but others have to be passed on to the specialist departments. The team also writes to the customers to whom they have spoken, confirming their telephone call.

You are about to conduct the appraisal interview with Mary, a member of your staff. Mary has been working in the team for about two years, and for the first 18 months, her work was impressive: She has been accurate in her written communication, pleasant and polite to the customers, and enthusiastic in her approach to all aspects of her work. However, within the past six months, some of these standards have been slipping; in particular, she takes longer than the allowed time for breaks, the standard of letter writing has dropped, and her tone of voice when she first picks up the telephone is abrupt.

With regard to her meal breaks, on at least three occasions within the past month, she has taken longer than the one hour allowed for lunch. You cannot remember the actual days when this occurred, although you do recall it caused others in the team to be late in going to lunch and therefore annoyed them. On two of these occasions, Mary knew you were displeased by the look you gave her.

You have been meaning to speak to Mary about the fall in the standard of letters she has e-mailed to Jane, the administrative assistant, to finalize and send out. Time has been so tight that you have not spoken to Mary, and you know it will be an issue in this interview. Standards such as spelling and organization started falling about four months ago, causing Jane to actually complain to you. In addition to this, you have had to take calls from customers who have needed to have the information in letters they have received from Mary clarified.

The third example of falling standards is in Mary's tone of voice when she picks up the phone. You personally have heard her on two occasions: The first time it happened, Mary was on her way to lunch when she picked up the phone and simply said, "Yes" in an offhand manner. She soon changed her tone and the call seemed to go well. On the second occasion, she said, "Well?" to the customer in a blunt tone. Once again, this was rectified and the rest of the call seemed to pass smoothly.

You will use the appraisal interview to raise these issues.







## The Review Sheet—For Observers

Watch the interchange between the appraiser and appraisee, although the main focus of attention should be on the appraiser. Be aware of the questions asked, how the feedback is given, and how the responses of the appraisee are handled.

You will be giving feedback to the appraiser and leading the review after the role play. In order to do this, record below what actually happened or was said so that you can be very specific in your comments and provide examples.

1. What questions were asked?

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2. How were the critical issues raised?

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3. How were the responses of the appraisee handled?

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4. How successful was the appraiser in making the appraisee aware of the critical areas?

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5. What mood did the appraisee appear to be in during and at the end of the interview?

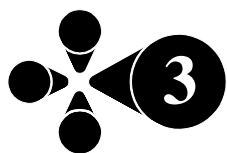
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## Ask, and You Shall Receive

<b>DESCRIPTION</b>	<p>This activity uses questioning skills to gather evidence of an appraisee's past performance. It starts with a discussion on the most appropriate types of questions to use when gathering information. Working in groups of three, participants receive copies of a performance assessment, each containing slightly different information. Participants use the appropriate types of questions to uncover information from the assessments that the other group members are holding. A discussion follows on the effects of certain types of questions and the importance of consultation when gathering evidence for an appraisal.</p>
<b>SITUATIONS</b>	<p>This group activity can be used to highlight two key points: first, the importance of using appropriate questions to uncover information, and second, the need to consult others when gathering evidence for an appraisal.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To highlight the most appropriate questions to use to uncover information</li><li>• To practice questioning skills</li><li>• To highlight the importance of consultation when gathering evidence for an appraisal</li></ul>
<b>TIME</b>	<p>60 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 3.1, 3.2, 3.3, and 3.4</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Introduce the activity by explaining that in many cases it is vital to gather evidence and discuss a person's performance with other parties before writing his or her appraisal. This ensures that the appraisal is balanced and objective and incorporates all areas of the person's work. Point out that relevant and accurate evidence can only be obtained by asking appropriate questions.</li><li>2. Ask the group to brainstorm the types of questions they would use to uncover information about a person's work performance. Answers could include:<ul style="list-style-type: none"><li>• Open</li><li>• Reflective</li><li>• Comparative</li><li>• Focused</li><li>• Hypothetical</li></ul></li></ol>



3. Distribute copies of Handout 3.1 and discuss the examples of each type of question and the benefits each one has to help uncover information.
4. Explain that the group will now be involved in an activity to practice using the types of questions just discussed. Divide the participants in groups of three. In each group, give one person a copy of Handout 3.2, one person a copy of Handout 3.3, and the third person a copy of Handout 3.4. Explain that they are three managers working at a large sports complex. They are about to write an appraisal on Paul Taylor, a lifeguard and swimming instructor, and have decided to hold a meeting to discuss his performance. Paul works with each manager at different times depending on what shift he is working.

Explain that everyone has 10 minutes to read their case study and prepare the questions they wish to ask their two colleagues. After 10 minutes, the meeting will take place. Mention that during the meeting, everyone should note which types of questions they ask and the type of answer they receive.

Make sure that the meetings run long enough to give everyone the opportunity to practice asking a sample of the questions.

5. Review the exercise by asking the group:
  - Which types of questions were most useful and why?
  - Which types of questions were unhelpful?
  - How would the meeting improve the quality of Paul's appraisal?
6. Ask the group if it would be relevant for them to consult others when writing appraisals on their staff.
7. Conclude this activity by asking how they will use what they learned from the activity to help them when they return to the workplace.



## Useful Types of Questions to Uncover Information

TYPE	BENEFITS
<b>Open</b> (How? Why? Where? When? What?) <i>Why did you decide to request this transfer?</i>	<ul style="list-style-type: none"> <li>• Encourages appraisee to talk</li> <li>• Relaxes appraisee</li> <li>• Prevents appraiser from revealing prejudices</li> </ul>
<b>Reflective</b> (You said...) <i>You said that the customer made you feel angry. What other feelings can you recall?</i>	<ul style="list-style-type: none"> <li>• Shows the appraisee that you are listening</li> <li>• Confirms information and feelings</li> <li>• Allows the appraisee to expand on a particular area chosen by you</li> </ul>
<b>Comparative</b> (Compared to...) <i>How does the appointment system in the accounts department compare to that in employee records?</i>	<ul style="list-style-type: none"> <li>• Allows the appraisee to focus on a particular area selected by you</li> <li>• Encourages the appraisee to reveal feelings and attitudes</li> </ul>
<b>Focused</b> (Tell me about...) <i>That's interesting what you said about completing the AC67 forms. Tell me more about the problem.</i>	<ul style="list-style-type: none"> <li>• Encourages the appraisee to give more information on a subject</li> <li>• Shows the appraisee that you are paying attention</li> <li>• Encourages the flow of the interview</li> </ul>
<b>Hypothetical</b> (What if? Imagine you?) <i>Imagine you were the manager of the department; how would you have reacted?</i>	<ul style="list-style-type: none"> <li>• Encourages the appraisee to reveal feelings about alternatives</li> </ul>





## **Briefing Sheet: Clive Summers**

You are Clive Summers, a general manager at a sports complex. You work mainly during the weekdays, but occasionally have to cover weekends. Paul Taylor is a lifeguard and swimming instructor who has worked for you for about two years.

In general, you have found Paul to be an enthusiastic and reliable worker who is eager to progress in his career.

You have noticed that Paul particularly enjoys his involvement with the swimming lessons for the 5- to 16-year-olds. He encourages the children by giving them support and praise. Paul has a particularly good success rate: 97 percent of swimmers entered for tests have passed during the past year. He seems to take particular pride in awarding the certificates and badges at the end of the session.

When you have watched Paul coach the more experienced swimmers, you have been impressed by his knowledge and the way in which he tactfully suggests how they could improve techniques and style. Over the past six months, he has played an active role in coaching the league freestyle 100 m and 200 m representative to improve his personal best time by 3 seconds.

Your main concern is Paul's routine pool control. When completing the task, he does not show the same level of enthusiasm, and on three occasions, you have spoken to him about chatting to swimmers. You have never had the opportunity to witness him helping swimmers who are in trouble and just hope he would be alert enough to notice.

During the past three months, Paul has organized a water polo competition to raise money for charity. You were impressed at his initiative in organizing such an event. Eight teams took part and over \$2,000 was raised for the local hospice. You are well aware of the time and effort this entailed, because last year you were responsible for organizing a similar competition.

You are not aware of Paul's attendance percentage, because you have not had time to check the records. As far as you can remember, he has not taken excessive time off from work.







## **Briefing Sheet: Rachel Rogers**

You are Rachel Rogers, a general manager at a sports complex. Paul Taylor has worked for you as a lifeguard and swimming instructor for about six months. So that you can be home with your family during the weekdays, you work mainly evenings and weekends. These are particularly busy periods when the general public uses the pool, so you mainly see Paul performing his routine pool control and are not as familiar with Paul's involvement with swimming lessons and general coaching.

You are well aware of Paul's enthusiasm to be promoted to supervisor level. He has spoken to you about his ambitions on many occasions and is always eager to hear your suggestions for improving his chances of promotion.

On four occasions, you have spoken to Paul about his failure to notice swimmers breaking the pool rules (for example, non-swimmers in the deep end and young boys splashing and jumping into the water). He was extremely apologetic on both occasions and did mention that he finds it difficult to maintain his concentration as he prefers the actual coaching and teaching parts of his job.

At times you feel Paul lacks his own ideas of how he could develop his job. However, once he has been delegated a project or been given an idea, he takes considerable pride in ensuring that a high standard is achieved. Take the water polo competition, for example: Once you suggested the idea to him and brainstormed how he should go about it, he did very well and impressed everyone.

Paul is always very willing to help out, and when he is working the late shift with you, he will often help with locking up and cashing out.

You have always found Paul to be punctual, but you are very concerned about his attendance rate. His absence rate is 9 percent compared to the company average of 6 percent. This absence is mainly during the weekends and evenings and is made up of odd days with various reasons given.

You have not had time to consult the company training program to decide which courses Paul could be nominated for.





## **Briefing Sheet: Andrew Waters**

You are Andrew Waters, a general manager at a sports complex. You work mainly during the weekdays, but occasionally have to cover weekends. You have worked with Paul Taylor, a lifeguard and swimming instructor, since you joined the company about 18 months ago. You are an ex-professional swimmer who retired due to problems with an injury. Your real interests lie in the teaching and coaching elements of the operation.

In your view, Paul is your best swimming instructor. You have received many comments from parents of students about Paul's ability to encourage the children to improve and achieve the next level. He has a good knowledge of the requirements of each level and rarely has to consult the manual.

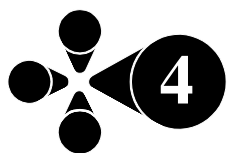
You are equally impressed with Paul's ability to coach the experienced league swim team. In fact, you feel it would be beneficial for him to attend the advanced coaching course to develop his talent.

You know that Paul is not as impressive when he is on routine pool control and is often seen chatting with his friends, but after all, that is a perk of the job! Last January, you saw Paul save the life of a boy who was having difficulties in the pool. Paul was quick to react and followed the procedure exactly, and he used the first-aid he had recently learned. Paul received a letter of gratitude from the boy's parents.

You feel that Paul needs to improve his organizational skills before being considered for promotion to supervisor level. He did not do a good job of taking inventory of the equipment last month. You found many items missing from the list. In fact, you wonder how he was so impressive when he organized the water polo competition. Perhaps if he was given this year's swimming gala to organize, it would be a real test of his skills.

You checked Paul's absence rate and saw that it was 9 percent, well above the company average of 6 percent. This surprised you because you don't recall Paul ever calling in sick to you.





# The Beginning and the End

DESCRIPTION	This activity demonstrates the need to start and finish the appraisal interview professionally. The group members individually critique examples of opening and closing statements. Their findings are then discussed with the whole group and alternative statements are produced for the ones they considered to be poor.
SITUATIONS	This group training activity is aimed at the inexperienced interviewer. It can be used to discuss how to open and close an appraisal interview.
OBJECTIVE	To explain how to start and finish an appraisal interview professionally
TIME	30 minutes
MATERIALS REQUIRED	<ul style="list-style-type: none"><li>• Handouts 4.1 and 4.2</li><li>• Overhead projector and Handout 4.2 as a transparency</li></ul>
METHOD	<ol style="list-style-type: none"><li>1. Introduce the activity by explaining that many appraisers can find it difficult to open and close an appraisal interview in a suitable way.  At the start of the interview, the appraiser may be feeling nervous and therefore appropriate words will not flow spontaneously. Alternatively, the appraiser who is over-confident may interrupt with an unsuitable comment. At the end of the interview, it is necessary to find a closing statement befitting the discussions that have taken place.</li><li>2. Distribute Handout 4.1 and ask the group to assess individually each statement and comment on its effectiveness. Allow 15 minutes for completion.</li><li>3. Reconvene the group and discuss their findings. The review of these statements could include points such as the following:  <b>Opening Statements</b><ol style="list-style-type: none"><li>a. This may encourage the appraisee to participate and see the appraisal as an instrument that could aid his or her future.</li><li>b. Such a blunt and direct statement could easily unnerve and frighten the appraisee.</li><li>c. The words used in this statement reveal that the review has been finalized and the discussion will be one way.</li><li>d. This ensures that the appraisee is aware of the time available and how it will be used.</li><li>e. This allows the appraisee to participate immediately and express his or her views.</li></ol></li></ol>



### ***Closing Statements***

- a. This could be viewed as either patronizing or frightening.
- b. Use of this statement would depend on the skills of the appraisee. Some appraisees may view it favorably and as an opportunity to give feedback about the interview. Others may see it as just another task and feel unable to complete it honestly.
- c. This leading question reveals the appraiser's negative feelings about the appraisal.
- d. This may reinforce the view that the appraisal is a continuous process.
- e. This could allow the appraisee to express his or her views about the future, but could start a new discussion.

The points listed above are suggested areas on which to focus. Participants may view the statements in different ways. If applicable, ask the group to compile alternative statements to replace the ones that they considered to be unsuitable.

- 4. Stress to the group that the type of opening and closing statement they select must be appropriate to the content of the interview. Show the overhead of Handout 4.2 and discuss the ways in which opening and closing statements could be used. Distribute copies of Handout 4.2.
- 5. Summarize the session by emphasizing that whichever type of statement the group decides to use, it is always advisable to prepare in advance.



## Opening and Closing Statements

STATEMENT	COMMENTS
<p><b>Opening Statements</b></p> <ul style="list-style-type: none"><li>a. Let's make this a two-way discussion and use it as a tool to assist your future.</li><li>b. Well let's get straight to the point.</li><li>c. I've written your annual report and here is the completed copy.</li><li>d. I would like to use the next hour to discuss openly your performance during the past 12 months.</li><li>e. Let's start by asking the question, "What do you want to get out of this appraisal?"</li></ul>	
<p><b>Closing Statements</b></p> <ul style="list-style-type: none"><li>a. So you understand the areas that must improve. Off you go and don't forget we will be watching you closely.</li><li>b. That completes the appraisal. Perhaps you could help me review the way I conducted the interview by completing this questionnaire.</li><li>c. I'm glad that's over with, aren't you?</li><li>d. Let's finish by setting a date to review your progress toward these objectives.</li><li>e. So where do we go from here?</li></ul>	







## **Opening and Closing Statements**

An opening statement could be used to:

- Encourage the appraisee to participate
- Relax the appraisee
- Explain the format of the interview
- Outline the objective of the appraisal
- Set a reasonable time frame

A closing statement could be used to:

- Explain how the appraisal could be used in the future
- Set an informal review date
- Assess the appraisal interview that has taken place
- Encourage the appraisee
- Summarize





## The BOFF Principle

DESCRIPTION	This participative exercise centers on the important area of giving feedback within the appraisal process. The activity starts with an explanation of the BOFF (behavior, outcome, feelings, and future) principle. Then the trainer gives a short presentation after which the group members give him or her feedback on his or her performance, using the BOFF principle.
SITUATIONS	This activity can be used when covering a number of different aspects of appraisals: interviewing, writing, preparation, and post-interview review. It also has applications in general management and working alongside others.
OBJECTIVES	<ul style="list-style-type: none"><li>• To provide a formula to use when giving praise and criticism throughout the appraisal process</li><li>• To test the participants' understanding of the principle</li></ul>
TIME	60 to 90 minutes
MATERIALS REQUIRED	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 5.1, 5.2, 5.3, and 5.4</li><li>• Materials for the trainer's presentation</li><li>• Overhead projector and transparencies of Handouts 5.1 and 5.2</li></ul>
METHOD	<ol style="list-style-type: none"><li>1. Prepare in advance a short presentation on any subject.</li><li>2. Explain the purpose and method of the activity.</li><li>3. Show transparencies of Handouts 5.1 and 5.2 to provide the group with a definition of feedback and why it is so powerful and important. Distribute copies of the handouts.</li><li>4. Explain that there are some ground rules to follow when giving feedback. Emphasize that feedback should concentrate on observable behavior, not personality. A dictionary may describe behavior and personality in the following way:<ul style="list-style-type: none"><li>• <b>Personality:</b> individuality; the psychological, emotional, and intellectual physical characteristics</li><li>• <b>Behavior:</b> conduct; mode of action and manners of deportment</li></ul></li><li>5. Distribute Handout 5.3 and explain the ground rules relating to feedback. Make sure that the following points are covered:<ul style="list-style-type: none"><li>• <b>Focus on behavior:</b> Avoid making comments and judgments on the participant's personality. Concentrate on actual behavior.</li></ul></li></ol>



- **Agree to future changes:** Encourage the person receiving the critical feedback to suggest a future change for himself. Imposing the answer on the person will not gain his or her commitment.
  - **Be specific:** Be concise and factual. People can change behavior if they know exactly what it is that needs changing.
  - **Choose timing carefully:** Give feedback at an appropriate time when the receiver will be most receptive.
  - **Keep positive and negative apart:** This is crucial. Often people will join the positive and negative together with words such as *but* or *however*. If the positive and negative are mixed in this way, the receiver will only remember the negative aspects.
  - **Be prepared to give and receive:** The person giving the feedback must be prepared to receive some in return.
  - **Be honest:** Remember that honesty can improve relationships.
6. Using Handout 5.4, describe the BOFF principle—behavior, outcome, feelings, and future. Explain that when giving praise, use only the first three stages of the principle:
- B** “John, you were very clear in those instructions you gave me.”
- O** “That meant I was able to carry out the task without seeking any further clarification from you.”
- F** “That made me feel very confident.”
- Explain that when giving criticism use all four stages of the principle:
- B** “Mary, before the last two regional meetings, you were late in giving me the figures I asked for.”
- O** “That forced me to keep asking you for them. It even made both of us late leaving the office on two evenings.”
- F** “I felt angry and frustrated at having to do this.”
- F** “How can this be resolved for next time?”
7. Explain to the group that you will now give a 5-minute presentation that will have some intentional mistakes. Afterward, they will each have to practice using the BOFF principle to give you one piece of positive and one piece of negative feedback.
8. Carry out the short presentation on any subject.



9. Check that each person follows the BOFF principle and, where necessary, make recommendations. For many people, using BOFF for the first time will feel awkward and strange. It is only through continual practice that it will start to feel natural.
  10. Conclude the session by asking the group for the benefits to the appraisee of using the BOFF principle throughout the appraisal process. Answers may include:
    - The appraisee knows exactly what it is that he or she is doing correctly or what he or she is doing wrong.
    - The feedback is based on factual evidence of behavior and action. It is therefore more objective.
    - The appraisee is given the opportunity, when receiving criticism, to voice his or her views and make recommendations for the future.
    - Giving feedback in this way can improve communication between the appraiser and appraisee.
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## **Feedback—A Definition**

Feedback is the gentle art of praising or criticizing, with justification, another person's behavior through discussion.

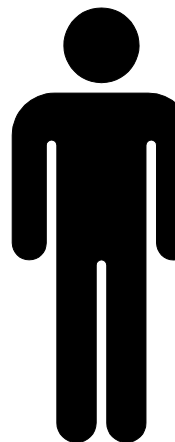






## Feedback...

Helping people  
to grow





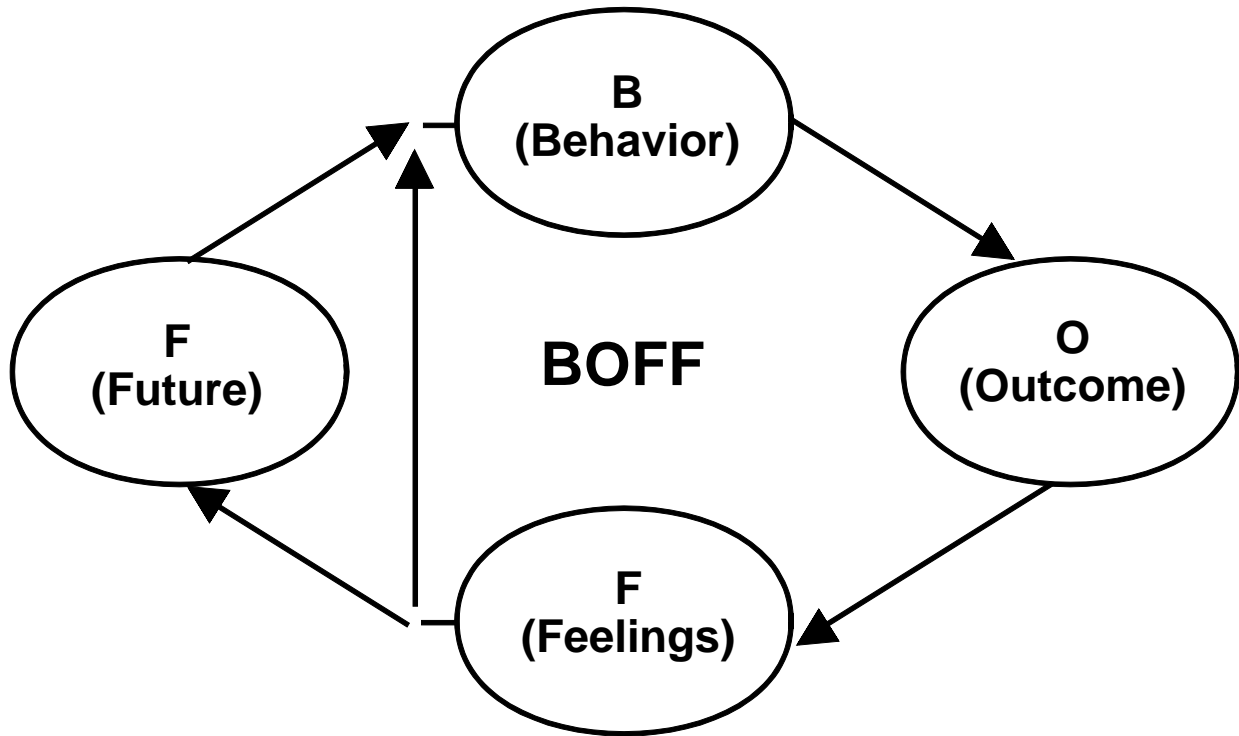


## **The Ground Rules for Giving Feedback**

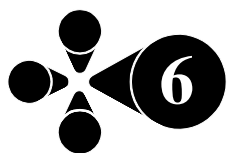
- Focus on behavior
- Agree to future changes
- Be specific
- Choose timing carefully
- Keep positive and negative apart
- Be prepared to give and receive
- Be honest



## Feedback: The BOFF Principle







## Both Sides of the Coin

<b>DESCRIPTION</b>	This is an activity designed to examine the rights of the appraiser and appraisee. The trainer explains the human charter, which lists a person's rights, and then asks the group members to compile an appraiser's charter and an appraisee's charter.
<b>SITUATIONS</b>	This is an activity useful for both appraisers and appraisee. It can provoke much discussion and be used to highlight the need to acknowledge and respect the other party's view during everyday life and in particular during the appraisal process.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To establish the rights of the appraisee and appraiser</li> <li>• To examine the importance of respecting the rights of others</li> </ul>
<b>TIME</b>	45 to 60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 6.1</li> <li>• Overhead projector and transparency of Handout 6.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Explain that this activity starts by examining some basic human rights that apply to everybody. Show the transparency of Handout 6.1 and explain.</li> <li>2. Stress that the human charter is not a new concept, but one that is easily forgotten. First, people can forget that they have these rights. This can create many problems including emotional turmoil, excessive apologies, and additional work. Ask the group how often they have said to themselves: "If only I had said 'no' when I was first asked." Second, we sometimes forget that other people have an equal set of rights. This can cause difficulties in relationships (for example, failing to treat others with respect). Distribute copies of Handout 6.1.</li> <li>3. Divide the participants into two groups. Ask one group to compile an appraisee's charter and the other group to compile an appraiser's charter. Explain that they have 20 minutes to complete this task and that they will be required to present their charter on a flipchart to the other group.</li> </ol>



4. Reconvene the whole group and ask each smaller group to present their work. Invite comments and suggestions from the rest of the group. Answers could include:

**The Appraisee's Charter...**

I have the right to:

- Receive my appraisal when it is due.
- Gather my own evidence.
- Set my own objectives.
- Ask for an explanation of unclear issues.
- State my own opinions.

**The Appraiser's Charter...**

I have the right to:

- Consult others.
- Say "no" to unreasonable requests.
- Adjourn the interview.
- Not be dependent on the appraisee for approval.

5. Ask the group: "Why is it so important to respect the other party's rights?" Answers could include:

- To gain cooperation
- To gain commitment
- To maximize productivity
- To improve and enhance working relationships

6. Summarize the session by stressing that everyone should be aware of and observe basic human rights at all times. Stress that the appraisal process can almost certainly be improved if the participants adhere to the charters they have compiled during this activity.



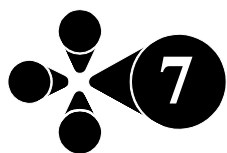


## **The Human Charter**

I have the right to:

- Be treated with respect
- Ask questions
- Make my own decisions
- Explain how I feel
- Express my views
- Say “no”
- Make mistakes
- Change my mind
- Say “I don’t understand”





## Bull's-eye!

<b>DESCRIPTION</b>	This activity centers on setting objectives and developing action plans. First, participants look at some recommended guidelines. They then test their understanding through a practical exercise that is reviewed by linking objective setting and action plans to the appraisal process.
<b>SITUATIONS</b>	This activity has many uses since the guidelines for objectives and action plans apply to anyone involved in setting targets or goals within the workplace.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To explain the theory of setting objectives and developing action plans using the mnemonic TARGET</li> <li>• To demonstrate that the action plan is an integral part of objective setting</li> <li>• To test participants' understanding of the theory through practice and discussion</li> </ul>
<b>TIME</b>	70 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 7.1 and 7.2</li> <li>• Overhead projector and Transparency 7.1</li> <li>• Hit-and-miss cards (use index cards and write the words <i>Hit</i> on one side and <i>Miss</i> on the other)</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before the start of the activity, prepare the hit-and-miss cards.</li> <li>2. Outline the objectives of this activity to the group.</li> <li>3. Lead a general discussion, opening with the question: "Why is it so important to set objectives, especially within the appraisal process?" Make sure that the following points are included: <ul style="list-style-type: none"> <li>• People are motivated if they have something to aim for.</li> <li>• Objectives can challenge an individual.</li> <li>• It is rewarding to reach an objective and to feel success.</li> <li>• Appraisals are not merely for the review of past performance; they are also used to guide people in the future.</li> </ul> </li> <li>4. Explain the difference between an objective and an action plan: <ul style="list-style-type: none"> <li>• An objective is the <i>what</i> you are going to achieve.</li> <li>• An action plan is <i>how</i> you are going to achieve the <i>what</i>.</li> </ul> </li> </ol>



5. Emphasize that the two go hand in hand and there are guidelines for both. Show Transparency 7.1 and elaborate: An objective and an action plan must be on TARGET to make them really effective. An explanation of the mnemonic follows:

<b>Testing</b>	What someone is aiming for should provide enough challenge to make it really testing.
<b>Achievable</b>	It should be challenging enough so that it is almost out of reach, yet not too much so that the person has little hope of achieving it.
<b>Razor sharp</b>	The objective and action plan should be very clear and specific.
<b>Gaugeable</b>	A person must be able to see very clearly how near he or she is to reaching the goal and be able to measure his or her performance at every step of the action plan and on completion.
<b>Enticing</b>	The goal has to appeal to the person reaching for it. Ideally it should come from the appraisee with some advice from the appraiser. This ensures commitment to the goal and the action plan.
<b>Time-related</b>	It is important to have a timeline attached to the objective and each element of the action plan. Neither party is then in any doubt as to when the objective should be reached.

6. Distribute Handouts 7.1 and 7.2 to demonstrate that objectives can be used for both personal and work-related issues. Encourage comments and questions.
7. Introduce the next stage, telling the group that they now have 15 minutes in which to write an objective and the associated action plan that is on TARGET. This should be work related.
8. Critique their work with the group by using the hit-and-miss cards and by making suggestions and alterations where appropriate. Distribute one hit-and-miss card to each individual and request a volunteer to be the first one to read their objective and action plan to the rest of the group.

The others critique the objective and action plan, asking the question: "Is it on TARGET?" If they believe it is, then they show the hit side of the card; if not, then they show the miss side. The volunteer may ask anyone in the group the reason for the decision on Hit or Miss. Continue until everyone has read their objective and action plan and it is apparent that the group understands the theory.



- 
9. Lead a group discussion on the key points that should be considered when setting objectives within the appraisal process. Include the following:
    - Objectives should be set and agreed on jointly with the appraisee. What the appraiser may perceive as achievable may not be in the appraisee's eyes.
    - Make sure that other relevant parties are informed of the objectives set. This avoids infringing on other work.
    - Objectives will naturally stem from elements of past performance that could be improved or new areas in which the appraisee would like to become involved.
    - The appraiser may have to commit to taking action to help the appraisee.
    - Objectives will need to be reviewed regularly and amended as a result of external influences such as changes in company policy.
  10. Conclude the session by comparing a long-distance driver, who needs to know his destination and have a map on how to get there, with an appraisee. If appraisees do not know their target destination and do not have a plan for how to get there, then they are bound to get lost on the way.
-





## **An Objective and Action Plan Should Be:**

**T**esting

**A**chievable

**R**azor sharp

**G**augeable

**E**nticing

**T**ime-related







## A Personal Objective

The following is an example of a personal objective and action plan that meets the TARGET criteria:

By the end of four weeks, I will have improved my fitness in the gym by 10 percent.

**Action Plan:**

- I will have a personal fitness test at the gym, conducted by one of the fitness instructors this week. The test will gauge my current fitness level.
- This will be followed by a recommended fitness regime, based on my requirement to improve my fitness by 10 percent. I will take advice from the instructor as to how to improve my fitness by this amount within a four-week period. The timeline and/or the percentage will be adjusted accordingly.
- I will go to the gym on Monday and Wednesday evenings and Saturday mornings.
- I will wear ankle weights at home for at least one hour every day.
- I will go to the adult swimming sessions and swim at least two additional lengths each time I go. These sessions are at 7:00 on Tuesday mornings.

An example of the same objective, *not* on TARGET:

I am going to become more fit.





## A Work-Related Objective

The following is an example of a work-related objective and action plan that meets the TARGET criteria:

Five weeks from now, I will run a training session for the department supervisors on how the internal distribution system operates.

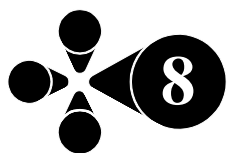
**Action Plan:**

- I will spend a day with the manager at the distribution warehouse and check my knowledge of the system with him. This must take place within one week.
- Within two weeks, I will organize training in those areas where I do not have sufficient knowledge.
- I will speak to the training department within the next week for advice on how to prepare for a training session.
- Within one week of the above conversation, I will design the session and get feedback from the training department, making changes where appropriate.
- I will then run the training session, immediately after which I will obtain feedback from the attendees on its success.

An example of the same objective, *not* on TARGET:

I will improve the supervisors' knowledge of the distribution system.





## But That's Not What I Meant

<b>DESCRIPTION</b>	This activity involves participants ranking a list of words that could be used to describe a person's work performance. Participants discuss how the same word may be interpreted differently and then examine the need to define performance standards.
<b>SITUATIONS</b>	This exercise is suitable for all levels. It can be used as a training session on written or oral communication skills. It is particularly relevant to the writing of appraisals and can form an introduction to the need for well-defined performance standards.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To demonstrate how the same word can be interpreted in various ways by different people</li> <li>To establish the need to define performance standards and to practice writing these standards</li> </ul>
<b>TIME</b>	50 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>Flipchart and markers</li> <li>Handout 8.1</li> <li>Overhead projector and Transparency 8.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Explain the purpose of the activity.</li> <li>2. Distribute Handout 8.1 and ask participants individually to rank the words in order of their meaning. Number 1 should be the word that describes the best standard of work and number 15 the worst.</li> <li>3. List the participants' rankings on Transparency 8.1 so that the whole group can see the individual rankings.</li> <li>4. Discuss with the group the reason for the variations. Ask why there appears to be a consensus of opinion on the very best and worst words, but why opinions vary on the others. Discuss the factors that can influence the individual interpretation of words. Make sure that the following points are covered: <ul style="list-style-type: none"> <li>How the word has been used in the past: previous appraisals, school reports, parental use</li> <li>The various ways in which others have reacted to the word</li> <li>The type of person associated with the word</li> </ul> </li> </ol>



5. Explain that because the statement *Caroline is a good worker* may have many interpretations, there is a need to define words such as *good*. For example, *good* can mean the individual consistently reaches the company minimum acceptable standard of performance in all aspects of his or her job description.
  6. Select four or five words from Handout 8.1 and ask the group to agree on a definition of a performance standard for each word.
  7. Examine the agreed-upon definitions with the group, ensuring that the standards are clear and precise.
  8. Ask the group to discuss how they will use the points from the session when writing appraisals in the future. Answers could include:
    - Review the existing definitions of the company performance standards
    - Make sure appraisees understand the standards
    - Check use of appropriate words on the appraisal document
  9. Summarize the key points from the session.
-



## Group Rankings

Outstanding	_____
Good	_____
Proficient	_____
Exceptional	_____
Satisfactory	_____
Acceptable	_____
Average	_____
Competent	_____
Fair	_____
Unsatisfactory	_____
Adequate	_____
Poor	_____
Reasonable	_____
Superior	_____
Weak	_____



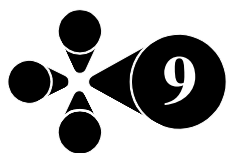


## Group Rankings

Rank the following words from 1 to 15, with 1 being the word that describes the best standard and 15 the worst.

- \_\_\_\_\_ Outstanding
- \_\_\_\_\_ Good
- \_\_\_\_\_ Proficient
- \_\_\_\_\_ Exceptional
- \_\_\_\_\_ Satisfactory
- \_\_\_\_\_ Acceptable
- \_\_\_\_\_ Average
- \_\_\_\_\_ Competent
- \_\_\_\_\_ Fair
- \_\_\_\_\_ Unsatisfactory
- \_\_\_\_\_ Adequate
- \_\_\_\_\_ Poor
- \_\_\_\_\_ Reasonable
- \_\_\_\_\_ Superior
- \_\_\_\_\_ Weak





## But when have I got the time?

<b>DESCRIPTION</b>	This is an activity designed to give appraisers an opportunity to review their time management, with the goal of allocating more time to appraisals. Participants complete a visual chart detailing their current workload and a questionnaire examining how they presently use their time. The chart and questionnaire are reviewed in pairs, and people decide how they will allocate more time to appraisals.
<b>SITUATIONS</b>	This exercise can be used to help appraisers who have difficulty in finding sufficient time for appraisals. It is ideal for those who have a basic understanding of time management and need an opportunity to review its implementation.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To review people's current workload and their time management</li> <li>• To identify how more time can be allocated to appraisals</li> </ul>
<b>TIME</b>	90 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 9.1 and 9.2</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before the session begins, list the following five headings on the flipchart: <ul style="list-style-type: none"> <li>• Review the necessity of each task</li> <li>• Prioritize</li> <li>• Allow time for interruptions</li> <li>• Delegate</li> <li>• Say "no"</li> </ul> </li> <li>2. Introduce the activity by explaining that people often complain about not having enough hours in the day. This is rather a pointless complaint as everyone has the same amount of time available to them—24 hours in a day! The problem is not the amount of time available, but how it is used. Explain to the group that everyone could quickly identify some reasons to account for their lack of time. If these reasons were analyzed in more detail, it would become evident that often they are not reasons, but excuses. This activity gives everyone an opportunity to review their use of time, with the goal of allocating more time to appraisals.</li> <li>3. Distribute Handout 9.1 and explain that the diagram represents an 8-hour working day. Ask the group to list the tasks they might complete during an average day. Then divide the diagram into sections indicating the amount of time spent on each of these tasks. Allow 20 minutes for completion. When completed, do not discuss the results at this stage.</li> </ol>



4. Distribute Handout 9.2 and ask the group to complete the questionnaire individually. Allow 15 minutes for completion. This document will be referred to at a later stage.
5. Reconvene the group and explain that the answers to the questions on Handout 9.2 are directly linked to the principles of effective time management. Reveal the five headings listed on the flipchart and discuss:
  - **Review the necessity of each task:** On a regular basis, everybody needs to review the need for each specific piece of work by asking the question: “Is this what I am here for?” Over a period of time, an individual can acquire additional tasks that might have an impact on other elements of the job. If the content of the job is not reviewed, then time might be wasted on unnecessary tasks.
  - **Prioritize:** Everybody should use a method for prioritizing their daily tasks. For example, each piece of work could be coded to denote the order in which it should be completed:
    - A = This task is a necessity and must be completed immediately.
    - B = This task is important and will be completed subsequently.
    - C = This task is discretionary and may be completed today.

If tasks are not prioritized, then deadlines are missed. Stress that if the category C tasks are never completed, then deadlines become closer and the task will soon fall into category A.
  - **Allow time for interruptions:** Every day, time should be allocated for the unexpected. If the working day is completely booked with tasks, then an interruption will result in a piece of work not being completed.
  - **Delegate:** Regularly review new tasks that could be delegated to others. Initially delegating a new task takes additional time because of the training and monitoring involved. However, the savings at a later date will far outweigh the costs.
  - **Say “no”:** Many people are reluctant to say “no” when they are asked to complete an additional job. This results in a person’s working day becoming blocked with duties imposed by others. Do not accept work from other people who are merely trying to reduce their own work that is outstanding.
6. Have the large group split into pairs. Using the diagram and questionnaire, individuals should discuss with their partners how they currently use their time and identify ways in which more time could be generated.



7. Review the exercise by asking each member of the group to outline briefly their future plans. Summarize the session by stressing that lack of time can be one of the first obstacles an appraiser has to overcome. It is therefore vital that the new time identified during this activity be allocated to appraisals.
-



## How I Use My Time

1. List below your daily tasks:

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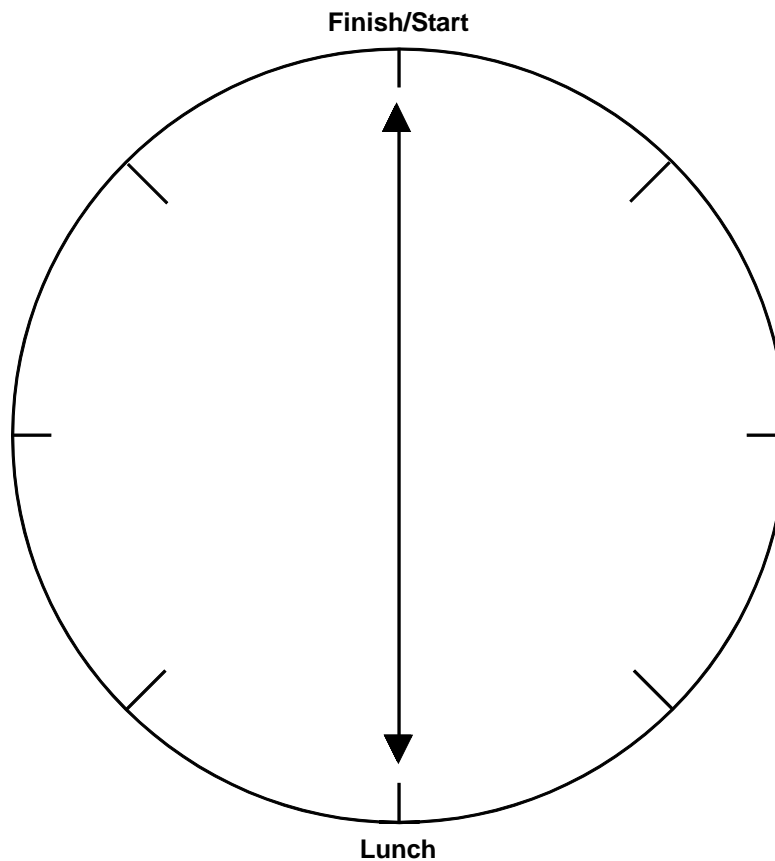
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2. The diagram below represents an 8-hour working day. Divide it into sections representing the amount of time spent on each task:









## Questionnaire

1. When did you last review the necessity of each of the tasks on the diagram?

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2. How do you prioritize your daily tasks?

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3. When have you allowed time for interruptions?

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4. List below the tasks on the diagram that could be delegated to others.

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5. Do any of the tasks on the diagram belong to other people?

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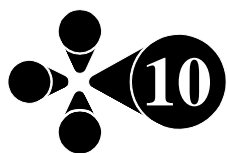
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## Choosing the Right Route

<b>DESCRIPTION</b>	This activity provides individuals with a systematic way of analyzing available options to meet set targets. The trainer explains Pivot Analysis to the group and then gives them an opportunity to practice it using a case study. A group discussion takes place relating this to objective setting and problem solving during an appraisal interview.
<b>SITUATIONS</b>	Pivot Analysis is a tool that is useful for people who manage and appraise others. It is equally useful as an instrument for personal use. The case study is a group activity, although the actual method could be explained on a one-to-one basis.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To explain a systematic method of assessing possible courses of action</li> <li>• To practice using Pivot Analysis</li> </ul>
<b>TIME</b>	60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 10.1, 10.2, and 10.3</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Explain the objectives of the activity.</li> <li>2. Distribute Handouts 10.1 and 10.2 and explain the step-by-step instructions for using Pivot Analysis. Stress that the number of “+” symbols or “-” symbols allocated should indicate the strength of the factor (for example, “++++” equals extremely strong for and “-” equals mildly against). These symbols will be used to tip the balance in favor of a particular option.</li> <li>3. Distribute Handout 10.3 and discuss the example. Explain that the number of pivots completed depends on the number of alternatives that have been identified.</li> <li>4. Divide the participants into groups of four, and ask each group to imagine that they are the marketing department of a small mail-order service that supplies household cleaning products. The current position is that the company does not advertise and relies on recommendations for additional business. The desired position is to use a cost-effective form of advertising to the general public to increase sales. Ask the group to use Pivot Analysis to consider the alternatives and select the best course of action, using Handout 10.2.</li> <li>5. Review the exercise by asking each group to discuss the way in which they arrived at their answer. Check that each group has applied Pivot Analysis correctly.</li> </ol>



6. Ask the group to think how Pivot Analysis could be used during the appraisal process. Make sure that the following areas are discussed:
    - Reviewing ways of working
    - Objective setting
    - Setting action plans
    - Career planning
  7. Close the session by stressing that Pivot Analysis is one way of helping the appraisee in objective setting and selecting the appropriate course of action.
-



## **Pivot Analysis**

- Step 1:** Define the situation by writing down your current position and your desired position.
- Step 2:** Write each course of action that could help you achieve your desired position in a blank pivot.
- Step 3:** Consider each course of action and list the advantages on the left-hand side and the disadvantages on the right-hand side.
- Step 4:** Allocate a number of “+” symbols or “-” symbols depending on the strength of that advantage/disadvantage.
- Step 5:** Examine the pivots. Evaluate the balance of each pivot by totaling the “+” symbols and the “-” symbols. Select the best option.
- Step 6:** Consider the selected option and how to turn the negatives into positives.



## The Pivot Analysis

The current position is:

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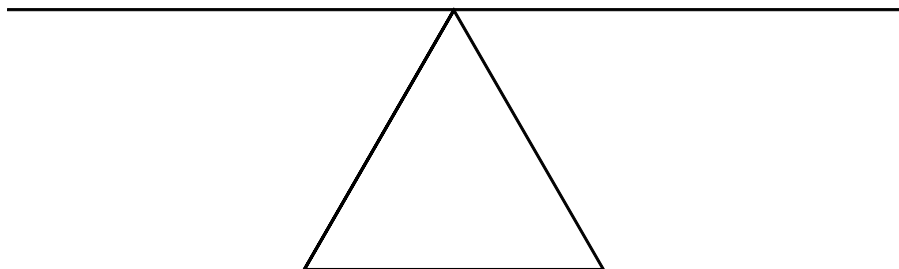
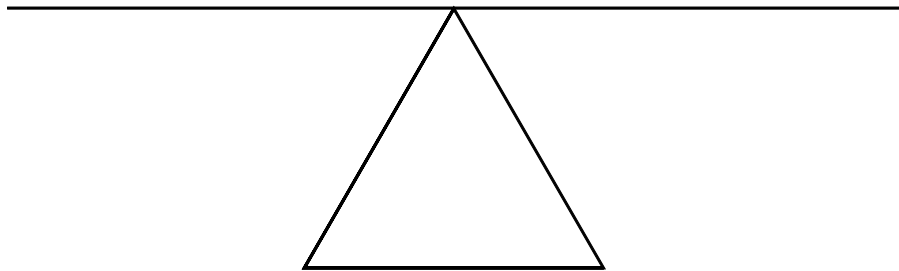
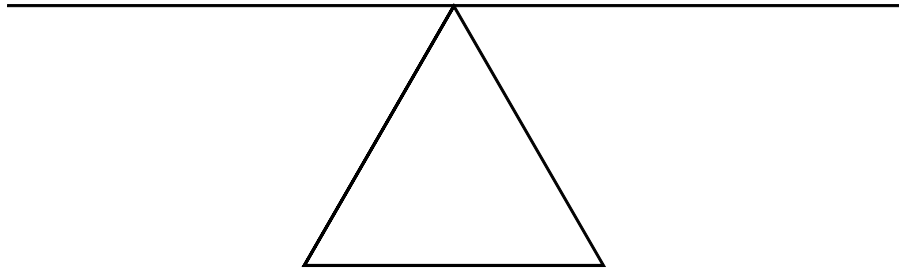
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The desired position is:

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## The Pivot Analysis

**The current position is:** I weigh 140 lbs.

**The desired position is:** I weigh 120 lbs.

Team spirit and motivation: +++++  
Varied menus suggested: ++  
Accurate scales: +

Joining fee: - -  
Takes up Thursday evenings: -

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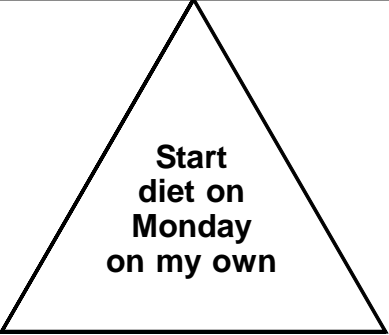


Join  
Weight  
Watchers™

Free: + +

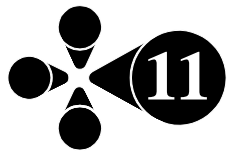
Purchase scales: - -  
Lack of motivation: - - - -  
Work out calories and menus: -

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Start  
diet on  
Monday  
on my own





# Competition Time

<b>DESCRIPTION</b>	This activity checks participants' understanding of the appraisal system and gives them the opportunity to practice their questioning skills. Working in two teams, group members have to think up 10 questions to ask the other team regarding their company appraisal system. The trainer acts as the judge, awarding points at the end for accuracy of knowledge.
<b>SITUATIONS</b>	This is a group training activity, ideally suited at the start of an appraisal workshop to help the group leader understand the participants' level of knowledge of the appraisal system. The activity can also be used to focus on questioning skills.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To reveal the participants' current level of knowledge of their appraisal system</li> <li>• To remind the group of the different types of questions and their uses</li> <li>• To practice using different types of questions</li> </ul>
<b>TIME</b>	The timing of this activity will vary depending on how it is used. If it is run only as a competition to reveal the participants' level of understanding of the appraisal system, then it will last 30 minutes. If it is also being used to explain the different types of questions and their uses, then it will last 50 minutes.
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 11.1</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Outline the objectives of the activity.</li> <li>2. Divide the group into two teams and explain that they will be involved in a competition. The goal of this competition is to test the other team's knowledge of the appraisal system by asking questions. Explain that you will act as judge and will award points for correct answers.</li> <li>3. If an objective of this activity is to explain the different types of questions and their uses, then ask the group to list on the flipchart the different types of questions. Answers could include: <ul style="list-style-type: none"> <li>• Open</li> <li>• Comparative</li> <li>• Hypothetical</li> <li>• Focused</li> <li>• Reflective</li> <li>• Link</li> <li>• Closed</li> <li>• Leading</li> <li>• Multiple</li> </ul> </li> </ol>



4. Allow each team 15 minutes to prepare for the competition. Examples of their questions may include:
    - When should an employee receive an appraisal?
    - What is the objective of the company appraisal system?
    - What is the definition of a company performance standard?
  5. Run the competition by allowing each team to ask one question of the other team in turn. Throughout the competition, keep a record of the scores and the types of questions that are asked. Questions answered incorrectly should be given back to the team who asked it, for a bonus point. When necessary, give the correct answer to the question. At the end of the competition, announce the final scores.
  6. Review the activity by asking the group to comment on the usefulness of each type of question. Use actual examples from the competition to demonstrate the effects of different sorts of questions.
  7. Close the activity by summarizing the participants' current level of knowledge of the appraisal system and listing the areas that may require further explanation.
-



## Good Questions

Type	Example	Advantages	Disadvantages
<b>Open</b> How...? What...? Where...? When...? Why...? Which...?	"What are your views on your performance in the past year?"	Encourages appraisee to talk Can relax the appraisee Prevents appraiser from revealing prejudices	Can produce too long a reply Can be too broad a question
<b>Comparative</b> Comparing... How does... compare with...?	"Comparing this job to your last, what are the differences?" "How does the way you manage the section now compare with how you did it six months ago?"	Helps appraisee to focus and make comparisons Explores appraisee's attitude and feelings	Sets strict guidelines within which to answer May not be an appropriate question
<b>Hypothetical</b> What if...? Imagine...?	"What if you were in charge of the department; what changes would you make?" "Imagine you were in my shoes; what would you do?"	Encourages appraisee to explore alternatives Useful if the appraisee tends to blame other people or situations for their mistakes	Can raise appraisee's expectations if not relevant to the conversation
<b>Focused</b> That's interesting what you said earlier, what else...?	"That's interesting what you said about feeling annoyed; what else did you feel?"	Gives the appraiser more information on a particular issue Gives the appraisee guidance on the flow of questions	Can confine the appraisee to a specific area Can appear aggressive and too probing
<b>Reflective</b> It seems you were...	"It seems you were content to let John take over on that occasion; would that be right?"	Shows that the appraiser is listening Confirms information Confirms feelings	If used too often, it can interrupt the flow of the conversation



## Handout 11.1 (concluded)

Type	Example	Advantages	Disadvantages
<b>Link</b> Moving on... What...?	"Moving on to the way in which you handle customers, what would you say is your main strength?"	Maintains the flow of questions	
<b>Closed</b> Have you...? Did you...? Was it...?	"Did you take all the recruitment interviews during the past year?"	Useful in small amounts to check facts Confirms feelings Stops the appraisee giving lots of information	Can make the conversation sound like an interrogation Conversation becomes one-sided Can unnerve the appraisee if not relaxed
<b>Leading (Value)</b> ... Don't you? ... Aren't you? Wouldn't you agree that...?	"You don't really believe that, do you?" "You are enjoying your current role, aren't you?"	None!	Puts words into appraisee's mouth The appraiser reveals personal opinions It is difficult to refute
<b>Multiple</b> Many questions together	"What are the best things about your job and would you recommend internal promotion and what are your views on training?"	None!	Confusing People forget what has been asked



## Confirm It in Writing

<b>DESCRIPTION</b>	<p>This is an activity that explains how to write effective feedback. The trainer gives a brief outline of how to use the BOFF principle in a written format. Using a case study, participants work in groups to produce two examples of feedback. These examples are reviewed with the whole group, and the trainer distributes suggested answers. The principles of written feedback are applied to reviewing an individual's past performance on an appraisal form. Alternatively, individuals can use the case studies as examples and practice by writing two pieces of feedback for the person sitting on their immediate left. This feedback is on this person's performance in a previous exercise.</p>
<b>SITUATIONS</b>	<p>This activity can follow Activity 5: The BOFF Principle, which establishes how the principle can be used in an oral format. The alternative exercise of group members giving each other feedback is ideally suited to a two-day appraisal workshop when group members have the opportunity to get to know one another.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To explain how the BOFF principle can be applied in writing</li> <li>• To practice writing effective feedback</li> </ul>
<b>TIME</b>	<p>40 minutes, if it is following Activity 5: The BOFF Principle; 50 minutes, if used alone</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Handouts 12.1, 12.2, and 12.3</li> <li>• Overhead projector and Transparency 12.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Introduce the activity by explaining that an effective appraiser gives oral feedback on a continuous basis throughout the appraisal period. However, normally people only write that feedback when they are completing the appraisal document. This can mean that they have less practice at writing feedback and consequently have difficulty in writing it in a constructive and honest way.</li> <li>2. If this activity is not following Activity 5, then show Transparency 12.1 and outline the four stages of the BOFF principle: <ul style="list-style-type: none"> <li><b>Stage 1: B(behavior)</b> Explain what happened</li> <li><b>Stage 2: O(outcome)</b> State the outcome of that action</li> <li><b>Stage 3: F(feeling)</b> State how it made you and others feel</li> <li><b>Stage 4: F(future)</b> Agree on a change for the future</li> </ul> <p>Stress that the fourth stage is only used when giving negative feedback.</p> </li> </ol>



3. Explain to the group that this activity examines how the four stages of the principle can be applied when writing an appraisal.
4. Continue by explaining that when writing feedback, using the BOFF principle, there are a number of guidelines:
  - The first three stages (B, O, F) of the principle are used to review an individual's past performance.
  - Stage 4 (F) can be used to agree on how the individual will operate in the future and to future objectives.
  - All of the stages should be specific and factual.
  - Lengthy sentences should be avoided.
  - Stages 2 (O) and 3 (F) can be linked to Stage 1 (B) by using phrases such as “resulting in...,” “leading to...,” and “meaning that ...”
  - Stage 4 (F) cannot be written until it has been discussed and agreed with the appraisee. It is important that appraisees suggest the change so that they have the commitment to making it work.
  - Avoid imposing Stage 4 by using words such as “must” and “should.” Use phrases such as “it has been agreed...”

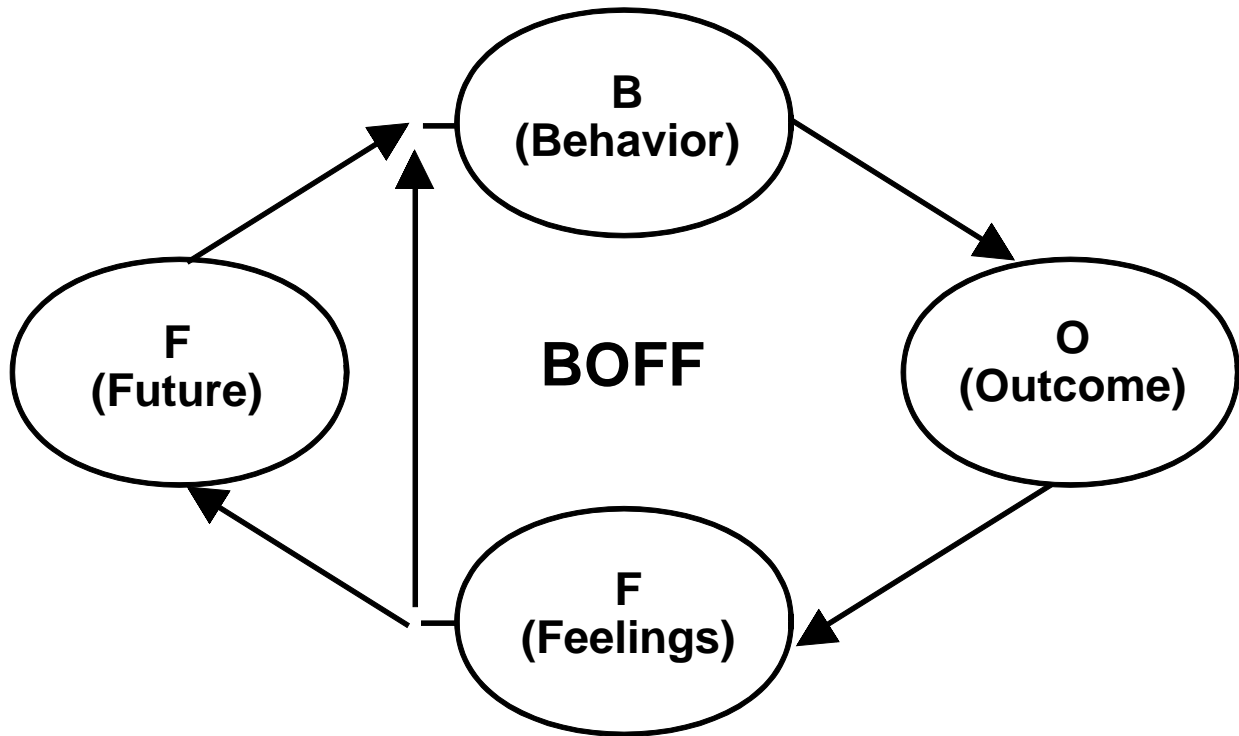
Distribute copies of Handout 12.1, which lists these guidelines.

5. Divide the group into pairs and distribute copies of Handout 12.2. Explain that the group has 15 minutes to review the case study and write two pieces of feedback, using the BOFF principle for the sales assistant, in the way they would record it on an appraisal form.
6. Review the exercise by asking each pair to share their suggestions and checking that the BOFF principle and the additional guidelines have been applied. If necessary, distribute Handout 12.3, which gives two suggested answers.
7. As an alternative to using the case study, ask each participant to write two pieces of feedback for the person sitting on their immediate left. This feedback should review the person's performance during a previous exercise. The written feedback should be reviewed by the person receiving it.
8. Summarize the activity by explaining that as the appraisal form often stands alone as a record of an individual's performance; it is essential that the message be interpreted as it was originally intended. BOFF is a way of ensuring that this happens.





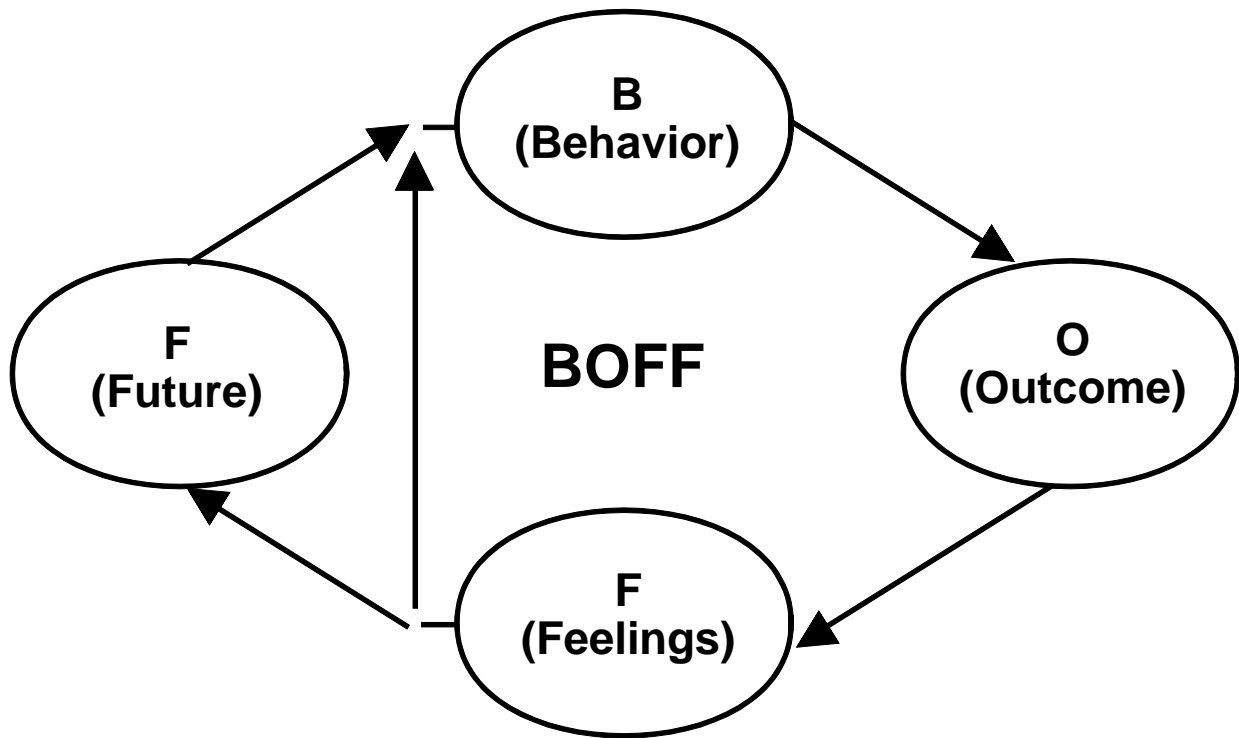
## Feedback: The BOFF Principle







## Writing the BOFF Principle



- Stages 1, 2, and 3 (B, O, F) review past performance.
- Stage 4 (F) sets future targets.
- Be concise.
- Be specific, factual, and concise.
- Link Stage 1 (B) with Stages 2 (O) and 3 (F) ("leading to...").
- Write Stage 4 (F) after the appraisal discussion.
- Do not impose Stage 4 (F) ("Sue must...").





## **Case Study: Roger Smith—Sales Assistant**

Roger Smith is a sales assistant working for an electrical retailer.

### **Customer Service**

Roger is very good with customers, taking time to find out exactly what they require. His knowledge of the available stock means that he is quickly able to serve the customers' needs. He spends most of his day helping the customer, because this is his favorite part of the job. Roger understands the customer ordering service and regularly places orders with the distribution center and other stores. The store regularly receives customer letters commenting on Roger's helpful manner.

### **Ordering Stock**

Despite the fact that Roger has been retrained on a number of occasions, his stock ordering is unsatisfactory. Roger is unable to anticipate requirements, especially for peak trading, and consequently, the shop frequently runs out of lines or has too many boxes stored in the stockroom.

### **Sales Procedure**

Roger adheres to the company cash register procedure and is particularly careful at noticing stolen credit cards and forged checks. Since his last appraisal, Roger has identified four stolen credit cards.

### **Merchandising**

Roger is able to design and implement effective displays. He was recently involved in demonstrating a new type of video recorder. On a couple of occasions, incorrect ticketing had been used to describe goods. This was noticed by customers and dealt with by the manager.

### **General**

Roger's attendance rate is very poor at 87 percent. He dresses appropriately and is generally on time for work.





## **Suggested Answers: Roger Smith—Sales Assistant**

### **Positive Feedback**

- B** Roger knows his current stock position...
- O** ...and is therefore able to answer customer questions accurately and quickly.
- F** This results in satisfied customers feeling they have been served professionally.

### **Negative Feedback**

- B** During the past six months, Roger has over-ordered for his department on 10 occasions.
- O** This has resulted in congestion in the stockroom...
- F** ...and has made me feel frustrated because we wasted valuable staffing resources on sending the stock back.
- F** It has been agreed that Roger will compile estimates of the forthcoming sales for his department to help him improve ordering (written after the interview).







## Discovering the Carrot

<b>DESCRIPTION</b>	<p>This activity begins with the group individually completing a questionnaire to analyze what factors motivate them within the workplace. An explanation of Maslow's motivational theory follows, with individuals then reviewing their questionnaire results against this theory. This theory is then linked to the appraisal process and how the understanding of a motivational concept can help improve work performance and aid in setting objectives and conducting career planning.</p>
<b>SITUATIONS</b>	<p>This activity is suitable for appraisers with all levels of experience.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To understand the motivational theory of Maslow</li><li>• To emphasize the importance of motivating staff effectively</li><li>• To demonstrate how this understanding of motivation can lead to improved work performance within the appraisal process</li></ul>
<b>TIME</b>	<p>50 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 13.1</li><li>• Overhead projector and Transparency 13.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Distribute Handout 13.1 and ask individuals to complete it. Emphasize the following:<ul style="list-style-type: none"><li>• There are no right or wrong answers. The questionnaire simply helps determine what motivates individuals at work, and will be used as the basis for a discussion once it is completed.</li><li>• The questions concern motivational factors in a business environment.</li><li>• Individuals should not spend too long thinking about each question. Instead, they should check the statements that most represent their views and allocate the points accordingly.</li></ul><p>Answer any questions the group may have and then give them 10 to 15 minutes to complete the questionnaire.</p></li><li>2. Suggest that the group finish with a final score and then put the questionnaire aside while the theory is explained to them. The questionnaire will be referred to later.</li></ol>



3. Show Transparency 13.1 and use the following notes to explain the diagram that refers to research carried out by Abraham Maslow, who believed that people are motivated by certain needs. These needs are as follows:

- **Personal:** The working environment and hours of work are of utmost importance to the individual. Personal life is always put before work.
- **Status and advancement:** In this category, it is important to receive positive feedback, with opportunities for career progression.
- **Social:** The person who rates this the highest enjoys being part of the team. There is a desire to be liked, accepted, and involved.
- **Security:** On this level, a secure job is the most important element. Individuals like a routine job that they can complete confidently.
- **Personal achievement and development:** This individual has high personal expectations and sets challenging targets that will further develop skills. New learning opportunities are welcomed.

These needs tend to be hierarchical, in the sense that one level needs to be satisfied before the next level becomes important. For example, an individual would be unconcerned about career prospects if working conditions were intolerable. People may move between the levels. For example, in a time of recession, security may have increased importance for many individuals.

4. Ask the group to refer to their individual scores and compare the results. Explain that the highest score indicates the individual's greatest need.

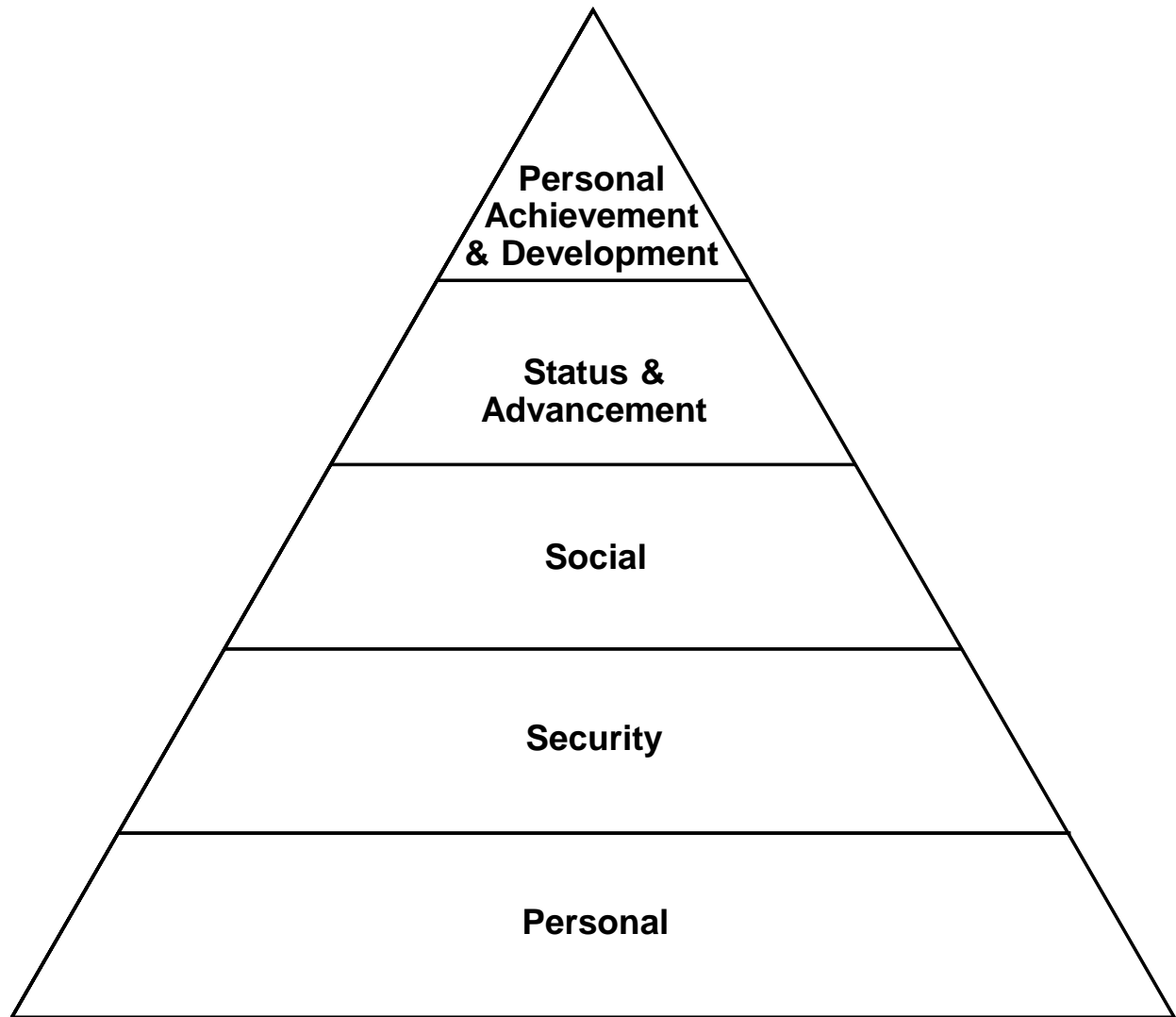
5. Lead a discussion around the question: "As appraisers, why is it important to understand what motivates an appraisee?" Answers could include:

- To set appropriate targets
- To improve the appraisee's performance
- To increase job satisfaction

6. Summarize the activity by stressing the importance of discussing this topic with their appraisees.



## **Maslow's Hierarchy of Needs**







## Motivational Factors: Questionnaire

Within each section, read the statements and check those that most accurately represent your views. Once you have made your choice, allocate 8 points among the statements you have checked. The allocation of points should reflect the extent to which each statement applies to you.

### Section 1

	✓	Points
(a) I like things to stay the same in my job.	<hr/>	<hr/>
(b) I always relish the chance of being given extra responsibility.	<hr/>	<hr/>
(c) I like being part of a team at work.	<hr/>	<hr/>
(d) I have to be stretched to my full capability at all times.	<hr/>	<hr/>
(e) I do not like to work in a dirty environment.	<hr/>	<hr/>

### Section 2

(a) My private life has to come before my job.	<hr/>	<hr/>
(b) I feel concerned about how my colleagues view me.	<hr/>	<hr/>
(c) I have high expectations of myself.	<hr/>	<hr/>
(d) I become frustrated if my talent is not recognized.	<hr/>	<hr/>
(e) Having a stable job is important.	<hr/>	<hr/>

### Section 3

(a) I am interested in promotional prospects and career progression.	<hr/>	<hr/>
(b) I could not work in an environment where I did not get along with others.	<hr/>	<hr/>
(c) I thrive on setting new and challenging goals for myself.	<hr/>	<hr/>
(d) I work mainly for the money.	<hr/>	<hr/>
(e) I like the routine aspects of my job.	<hr/>	<hr/>

### Section 4

(a) I do not like it if the job encroaches on my free time.	<hr/>	<hr/>
(b) I would not consider taking on a job that meant working on my own.	<hr/>	<hr/>
(c) I am eager to progress quickly.	<hr/>	<hr/>
(d) I like to feel confident in what I am doing.	<hr/>	<hr/>
(e) I am always seeking opportunities to develop my skills.	<hr/>	<hr/>



## Handout 13.1 (concluded)

### Section 5

- (a) I like to be involved in new types of learning situations.
- (b) I am concerned with the status I have.
- (c) I like to be one of the team.
- (d) I like to have goals I know I can achieve.
- (e) I work to live, not live to work.

✓

Points

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Section 6

- (a) Comfortable surroundings are essential at work.
- (b) I enjoy the really challenging aspects of my job.
- (c) I must be given credit and recognition for my work.
- (d) I am concerned about the happiness of my colleagues.
- (e) It is important that there is security within my work.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Scoring

Enter the points you have scored in the table below. Then total each column to determine your current level of motivational needs.

Section		Points		Points		Points		Points		Points
1	e		a		c		b		d	
2	a		e		b		d		c	
3	d		e		b		a		c	
4	a		d		b		c		e	
5	e		d		c		b		a	
6	a		e		d		c		b	
<b>Totals</b>										
		Personal			Security			Social		
								Status and advance- ment		
								Personal achievement and devel- opment		



## Do I appear neutral?

<b>DESCRIPTION</b>	<p>This activity involves participants practicing the ability to disguise their own feelings. Participants split up into groups of three: the interviewer, the interviewee, and the observer. The interviewer and interviewee discuss a controversial subject selected by the interviewer, and the observer notes how successfully the interviewer conceals his or her feelings on the subject. The exercise is reviewed by the whole group, and a checklist on how to appear neutral in an appraisal interview is presented.</p>
<b>SITUATIONS</b>	<p>This is a group activity, suitable for appraisers who already have an understanding of the basic skills of appraisal interviewing.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To practice disguising personal feelings</li><li>• To identify the techniques that can help an appraiser appear neutral</li></ul>
<b>TIME</b>	<p>Will vary depending on the number of times the interview is conducted. One interview will take 40 minutes.</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 14.1</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Introduce the session by explaining that an important skill for any interviewer is the ability to conceal personal feelings. If an interviewer reveals his or her own feelings about a particular subject, even subconsciously, then it is likely that the interviewee will express agreement. Only a strong-minded and assertive interviewee will be able to dispute the interviewer's opinion and express an opposing view.</li><li>2. Divide the group into teams of three and ask each team to appoint an interviewer, an interviewee, and an observer. Ask each interviewer to think of a subject on which he/she holds strong personal views, such as politics/religion/moral issues/smoking/professional sports. Explain that the interviewer will question the interviewee on this chosen subject for about 5 minutes, while attempting to appear neutral. The observer should note if the interviewer reveals any personal feelings on the subject either through verbal or nonverbal communication. This exercise can then be repeated with each member of the group adopting a different role.</li><li>3. After each exercise, allow a few minutes for the interviewee to guess what the interviewer's feelings are on the discussion topic.</li></ol>



4. Begin the review of the exercise by asking the interviewers how difficult it was to appear neutral. Ask the observers to comment on the signals that indicated the interviewer's personal feelings on the subject and list the answers on a flipchart. For example:
  - Shaking head
  - Raising voice
  - Making inappropriate comments: "You can't possibly believe..."
  - Turning away from interviewee
  - Losing concentration
5. Distribute copies of Handout 14.1 and discuss each technique.
6. Summarize the key points from the session. Explain that although the techniques discussed can apply to various types of interviews, they are particularly important during an appraisal interview.
7. Conclude the session by asking the group to comment on their experience of appraisers who reveal their own personal views on a subject.

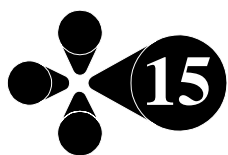




## **Remaining Neutral**

- Be aware of your personal prejudices and biases.
- Use open questions.
- Avoid leading questions.
- Be aware of your facial expressions.
- Monitor your posture and gestures.
- Monitor voice tone and volume.
- Avoid stating personal views.
- Listen attentively.
- Use encouraging responses.
- Be prepared to change your mind.
- Adjourn interview.





## Do you really mean that?

<b>DESCRIPTION</b>	This activity concentrates on writing clear performance reviews on appraisals and improving feedback writing skills. Participants rewrite a series of statements, making them more clear, specific, and appropriate, and add two broad statements they might have written in the past and appropriate alternatives. A review follows, highlighting the need for factual evidence when giving feedback in a written form on the appraisal.
<b>SITUATIONS</b>	This activity is suitable for all those who have recently taken on the responsibility of appraisals and wish to improve their writing skills when giving appraisees feedback on past performance. It would also be an ideal activity to follow Activity 5: The BOFF Principle, because it would enable individuals to continue putting the theory into practice.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To improve a person's ability to write in a clear and concise manner</li><li>• To confirm the need for factual evidence to back up comments on an appraisee's past performance</li><li>• To show how ineffectual and inappropriate broad statements and personal opinions can be when included on the appraisal document</li></ul>
<b>TIME</b>	30 to 45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 15.1</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before the start of the activity, think of a broad statement that comments on the group's behavior and could be used as an opening remark. It should also be one that may arouse some feelings and thoughts, such as "As a group, you are never enthusiastic about anything" or "Participants like yourselves always take liberties when it comes to coffee breaks."</li><li>2. Open the activity with the prepared statement and watch the reaction of the group.</li><li>3. List their comments on the flipchart. These may include:<ul style="list-style-type: none"><li>• "That is your opinion."</li><li>• "I am offended by what you say."</li><li>• "You are very blunt."</li><li>• "That was a very stereotypical comment to make."</li></ul></li></ol>



4. Comment how often blunt, broad statements, similar to the one said to the group, appear on appraisals. These comments serve little purpose other than to annoy and anger, and give no valid information. These statements are seen as personal opinions and judgments, not to be taken seriously.
5. Ask if there is anyone who has been on the receiving end of these sorts of statements, perhaps as an appraisee. Encourage individuals to share their experiences more fully. If there are not many examples from the group, use the following: "If someone was to include on Jenny's appraisal that 'she is not good with customers,' what would this statement mean?"

- "She is rude to them?"
- "She ignores them?"
- "She does not ask enough questions?"
- "She assumes what they want?"

Demonstrate that it would be much clearer to Jenny if the comment actually stated what the appraiser meant. In this example, the appraiser was making a reference to the fact that Jenny does not smile at customers when they walk into the shop. Phrasing it in the following way would have been better:

"Ninety percent of the time, Jenny does not smile at customers when they walk into the shop. This results in the customers feeling unwelcome, and they appear wary about approaching Jenny for advice."

6. Emphasize to the group that when writing comments on past performance, it is vital to include:
  - Actual evidence of behavior
  - Clear references to the behavior/action
  - Specific comments
7. State the benefits of doing this:
  - The appraisee knows exactly what they have done well or poorly.
  - People learn from their mistakes and successes.
  - Both the appraisee and appraiser have the same understanding.



8. Distribute Handout 15.1 and inform the participants that they will now work in groups of three and rewrite the six blunt statements shown. For these six, they will have to decide on what the statements actually refer to and then make up the evidence. When they have completed these six statements, they will then work individually on numbers 7 and 8. For these, they will need to write examples of broad statements that they might have written in the past for one or two staff members. They will then write acceptable alternatives. Allow 15 to 20 minutes.
9. Reconvene the whole group and ask each trio for their revised statements. Request volunteers to read their individual statements about members of their staff and invite comments from the others. Critique these as well, offering suggestions for improvements where appropriate and giving praise where the statements are clear, specific, and backed up by factual evidence.
10. Close the session, emphasizing how important it is for appraisers to be very clear and factual in the written communication on the appraisal form. This will ensure the same understanding by both parties. It also means that anyone else reading the appraisal document understands it fully.



## Do you really mean that?

**Group work:** Rewrite statements 1 through 6, offering acceptable alternatives.

**Individual work:** For 7 and 8, write examples of broad statements that you might have written in the past for one or two members of your staff. Offer acceptable alternatives.

Statements	Alternatives
1. John is always late.	
2. Mary communicates well.	
3. Harry demotivates his staff.	
4. Carol is not good at time management.	
5. Allison works well within the team.	
6. Howard handles phone calls well.	
7.	
8.	







## Easy Listening

<b>DESCRIPTION</b>	Participants complete a self-assessment form, responding to statements concerning their listening skills. Using this information, the group brainstorms the skills of attentive listening and then practices these skills in groups of three.
<b>SITUATIONS</b>	This activity is most suitable for those appraisers who would welcome further self-analysis and practice on this important aspect of communication within the appraisal interview. It would also benefit any manager who needs skills in this area since it is vital to listen well at all stages of the management process. This activity would link with Activity 45: We Always Listen, to provide an alternative exercise.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To assess participants' listening skills</li><li>• To practice attentive listening</li></ul>
<b>TIME</b>	60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 16.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Begin by distributing Handout 16.1 and explaining that the group will now complete a self-assessment questionnaire to establish their skills of listening within the appraisal interview. Tell the participants to imagine they are in an appraisal interview when completing the form and encourage honesty. Mention that a group discussion will follow, ending with an opportunity to practice listening skills.</li><li>2. Give participants 10 to 15 minutes to complete the questionnaire, and then encourage the sharing of their results within a large group. Ask participants for specific examples to demonstrate in what situations they have listened well or poorly. Reinforce those areas where there are similarities among group members.</li><li>3. State that there are many facets to the skill of listening, one of the key facets being attentive listening. This means actually demonstrating to the other party that the listener is really listening to what is being said. This mainly incorporates body language with a few words spoken to clarify understanding.</li></ol>



4. Ask the group to think of all those things that would demonstrate attentive listening. Write their answers on the flipchart. Include the following:
  - Look interested through positive eye contact, not staring or looking away.
  - Sit forward as if eager to listen.
  - Use open hand movements to encourage more information.
  - Occasionally nod the head to show understanding.
  - Repeat one or two words that the appraisee has said with a questioning tone. This will clarify understanding.
  - If appropriate, smile.
  - Ask questions that reinforce the conversation that has just taken place.
5. Divide participants into groups of three, and inform them that they will now practice some of these alternative skills. There will be three rounds, and in each one, there will be a speaker, a listener, and an observer. Each person should take the opportunity to play each part. The listener should select a topic and a type of person who would particularly bore them and ask the speaker to talk on this topic and adopt that person's behavior. Where appropriate, encourage the topic to be related to the appraisal interview or the workplace. The listener should practice the attentive skills, watched by the observer.

At the end of each round, the observer will give feedback to the listener, focusing on how successful the listener was in listening attentively. Each round, including the feedback, should last a maximum of 10 minutes.
6. Review the activity by gathering the thoughts of each group as to how the activity progressed.
7. End the activity by reminding the group of the benefits to both the appraiser and appraisee of listening attentively.

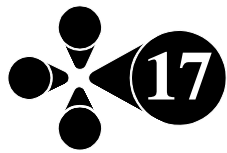


## Listening Skills

Read the following statements and check the box that most applies to your listening skills within an appraisal interview.

Statements	Always	Often	Sometimes	Never
1. Assume what the appraisee is going to say and stop listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Look at the appraisee while he/she is talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Watch what the appraisee is saying with words, how it is said with nonverbal movements, and the tone of voice used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Let your mind wander if the appraisee is repetitious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Appear that you are listening even if you are not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ask questions to clarify your understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ask a leading question to get the answer you want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Sit forward and look as if you are listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Listen to the other person's viewpoint even if it is different from yours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Think about the question you want to ask before the appraisee has finished the sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Take notes while the appraisee is talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Get distracted by your own thoughts while the appraisee is talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Restate what the appraisee has said to confirm understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Play with pens or doodle while the appraisee is talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Concentrate if the appraisee is boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## The evidence I shall give...

<b>DESCRIPTION</b>	<p>This activity demonstrates the importance of factual evidence. The group is split in half. Group 1 compiles a set of guidelines on how to gather evidence. Group 2 is given information outlining a bank robbery, and they extract evidence from it in readiness to present their case for their client to secure a lenient sentence. Group 1 listens to the evidence presented and checks to see if their guidelines have been followed. A group discussion follows examining the need for accurate, specific, and factual evidence in appraisals.</p>
<b>SITUATIONS</b>	<p>This is a practical group activity that can be used to show the importance of basing performance assessments on facts.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To highlight how to gather evidence</li><li>• To demonstrate the importance of using factual evidence during the appraisal process</li></ul>
<b>TIME</b>	<p>50 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 17.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before the start of this activity, arrange for the use of an additional room for break-out group work.</li><li>2. Outline the objectives of the activity.</li><li>3. Divide the group into two. Send Group 2 to the break-out room to await further instructions. Ask Group 1 to compile on the flipchart guidelines on how to gather evidence. They have 20 minutes to complete this task. Their list could include:<ul style="list-style-type: none"><li>• Consult other people.</li><li>• Refer to existing factual records.</li><li>• Observe the situation/individual.</li><li>• Keep records.</li><li>• Learn to distinguish between factual evidence and judgments.</li></ul></li><li>4. Explain to Group 2 that they are a team of defense lawyers representing someone accused of committing a bank robbery. Distribute Handout 17.1, which outlines the incident. Explain that their client is pleading guilty. Their task is to present a case to Group 1 based on factual evidence. For the purpose of this exercise, the factual evidence may be invented, but must be well documented. They have 20 minutes to complete the task.</li></ol>



5. Reconvene the whole group. Ask Group 1 to listen to the evidence presented and to critique the evidence against their guidelines. The review of the presentation could center on the following questions:
    - “Were other relevant parties, such as a doctor, consulted?”
    - “Was evidence from other records included? For example, a character reference or an employer’s reference?”
    - “Were facts, such as the amount the accused owed, included?”
    - “Were judgments avoided? For example, ‘We all know desperate men can do desperate things.’”
    - “Did the case include actual observations that cannot be disputed?”
  6. Summarize the exercise by stressing that factual evidence is difficult to dispute and is accepted more readily. Therefore it is important to spend time gathering and checking the facts.
  7. Ask the group why it is important to use factual evidence in appraisals. Answers could include:
    - To ensure that the system is fair
    - To ensure that the right people receive praise and recognition
    - To avoid disputes
    - To provide exact clarification
  8. Close the session by stressing the benefits of accurate, specific, and well-documented evidence in appraisals.
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## **Bank Robbery**

### **The Incident**

It was Friday, November 17, at 9:00 a.m. when Jim Black entered the bank wearing a black baseball cap, a denim jacket, and jeans. Mr. Black is aged 40, of slim build, and 6 feet tall. He took his place in the line as if he were about to withdraw cash as he did every Friday morning. The bank was crowded with early-morning shoppers and a few businesspeople.

Mr. Black approached the counter and passed a note to the cashier. The note was typed and stated the exact instructions the cashier should follow. Within 10 minutes, he was speeding away down High Street with a money bag zipped inside his jacket.

As instructed, the cashier had waited until she had served three more customers before raising the alarm. The whole incident had been recorded on the bank's new security video system. The cashier had handed over a money bag containing \$40,000. She knew she would be able to identify the man again because she had made a point of studying him very carefully.

Mr. Black was arrested within the hour. He has never denied the charge, but insists that it is completely out of character. Indeed, the antidepressants he has recently been prescribed by his doctor are known to have personality disorder side effects. He claims that he is a desperate man who has foolishly acquired debts amounting to over \$40,000. Faced with a crisis at home and pressure at work, he was forced to turn to crime.

Mr. Black has been employed by the same company for 12 years and, until this year, had never taken a sick day. He is considered to be one of the company's hardest working and conscientious employees.

### **Your Task**

Your task is to present the case for the accused. He is pleading guilty to the charge. You have 20 minutes to gather the evidence, which can be invented but must be well documented.







## For Better or Verse

<b>DESCRIPTION</b>	<p>At the start of this activity, the whole group is asked to imagine they are a team of publishers who will be publishing a poetry book within six months. As a group, they have to set standards for one type of poem they want included in the book. Once these standards are set, the group is then divided into two teams, their task being to write a poem that will then be measured against their set standards. The discussion that follows looks at the importance of setting and assessing standards of performance within the appraisal process.</p>
<b>SITUATIONS</b>	<p>This is a group exercise that is appropriate either to people who have recently taken on the responsibility for appraisals or those who need to refresh their skills. It also links with Activity 8: But That's Not What I Meant.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To show the importance of setting standards</li><li>• To discuss the ways in which an employee's performance can be measured against set standards</li><li>• To evaluate the benefits of setting standards of performance</li></ul>
<b>TIME</b>	<p>45 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 18.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Introduce this activity by explaining to the group that they represent a team of publishers planning a book of poetry, written by various poets throughout the country. The book will contain only one type of poem, and they, as publishers, want to set the standards for it before asking the general public to submit their work. Standards could include:<ul style="list-style-type: none"><li>• Each poem must be 12 lines long.</li><li>• Each line should contain a minimum of 9 words.</li></ul><p>The group has 10 minutes to agree on their set of standards.</p></li><li>2. Split the group into two teams and ask each team to produce a poem, ideally reaching the standards the whole group set. Allow 15 to 20 minutes for this stage. The theme of the poem may depend on the standards set by the group. It may be appropriate to encourage a poem based on appraisals.</li><li>3. Encourage the teams to read their poems to each other, and while this reading takes place, ask the opposite team to rate the poem against the standards the whole group listed at the beginning of the activity. Ask</li></ol>



each team to discuss how they rated the poem and the reasons for these ratings.

4. Distribute Handout 18.1 and ask each group to answer the questions. Allow 10 minutes for completion and lead a discussion using the answers.
5. Point out to the group that standards can relate to a specific task or to a person's actual performance. For example, in this exercise, the standards were concerned with the actual product: the poem. In another situation, as with an employee working within the customer service department, standards may refer to actual performance. Use the following example to elaborate:
  - Every written customer complaint should receive an acknowledgment slip sent within two days.
  - Both written and oral complaints should be recorded on the computer upon receipt.
  - Written complaints should be handled within seven days and a letter, confirming the action taken, should be sent to the customer.
  - The person handling the complaint should take responsibility for all the stages of the complaint and sign the final letter.
6. Emphasize to the group the benefits of setting standards at the very beginning of the appraisal process. Make sure the following points are included:
  - Makes it very clear to the employee what the company requires
  - Everyone involved in the task/department knows what to aim for
  - Helps to make the appraisal process less subjective because there are very specific things detailed that are based on facts, not opinions
  - Employees know what their actual performance will be measured against
  - It is easier to measure performance when there are tangible set standards
7. Close the activity by emphasizing to the group that as appraisers, they need to ensure that there are set standards in place for every task within an appraisee's job description. The person concerned needs to be fully briefed on these standards and understand them. It is then essential that the actual performance be measured against these standards and then used within the appraisal interview and on the appraisal document.



## Review of the Exercise

1. What issues arose when you were producing the list of standards prior to writing the poem?

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2. As appraisers, what lessons can you learn from writing this list of standards?

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3. How successful were you when you measured each other's poems against the standards?

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4. Why is it so important to set standards for a task/performance within the appraisal system?

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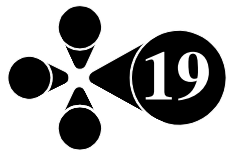
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## Good question!

<b>DESCRIPTION</b>	<p>This activity starts with a brief reminder of the different types of questions, linking it to the advantages and disadvantages of using each type within the appraisal interview. This is followed by a competitive exercise in which the two teams have to ask each other specific types of questions in order to elicit information from the other team. The activity is reviewed according to the lessons learned from the exercise.</p>
<b>SITUATIONS</b>	<p>This activity combines theory with a participative exercise that makes it suitable for a variety of situations. Besides being used for an appraisal skills training course for people new to appraisal interviews, it could be run as a single activity for appraisers at all levels and also for anyone involved in managing others, since questioning is a core management skill.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To explain the different types of questions that can be used in appraisal interviews</li><li>• To practice using the different types of questions</li><li>• To check participants' understanding of the theory</li></ul>
<b>TIME</b>	<p>75 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 19.1 and 19.2</li><li>• Overhead projector and Transparency 19.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before this activity, read Handout 19.2 to understand fully the way in which the competitive exercise works and its rules.</li><li>2. Start the activity by asking the group what types of questions they are familiar with. Write their answers on the flipchart. Ask participants for an example of the type of question they have mentioned.</li><li>3. Show Transparency 19.1 and compare it to the list produced by the group. (Participants might give a different name to the same type of question.)</li><li>4. Ask the group: "Why is it necessary to think about the questions to ask within an appraisal interview?" Their answers might include some of the following:<ul style="list-style-type: none"><li>• Using a variety of questions can provide a more relaxed and less imposing atmosphere.</li><li>• Some questions will feel threatening to the appraisee if he/she is slightly nervous (for example, a series of closed questions).</li></ul></li></ol>



- The question that has been asked might not elicit the information that is required and therefore will have to be asked in another way.
  - Questions in the appraisal interview should be seen as objective and not based on the opinion of the appraiser. For example, a leading question will almost force the appraisee to agree with the views of the appraiser.
5. Tell the group that Handout 19.1 lists types of questions and the advantages and disadvantages of each within an appraisal interview. Emphasize to the group that some questions may have more benefit in other situations such as recruitment interviews or counseling interviews.
  6. Distribute Handout 19.1 and ask the group to read and ask questions for clarification where needed.
  7. Introduce the next stage by requesting two volunteers to be team captains and have each one pick his or her team, ensuring equal numbers on both sides. Give the captains Handout 19.2, which outlines the format and rules of the competition in which they will now take part. Allow 15 minutes in total for the teams to confirm their understanding of the exercise and prepare for it.
  8. Ask each team for its chosen subject. Remind the teams of the scoring system and the other ground rules. Start the competition, keeping a tight control on the rules, recording the score, and maintaining a fast-moving pace. When the teams have had enough practice, inform the managers that for the last round, each team may decide which type of question to ask, although they must choose only one type of question for the whole team.
  9. Ask Team A to reveal what information they managed to obtain from Team B. Ask Team B to rate Team A, on a scale of 1 to 10, for this obtained information. Repeat with Team B, revealing how much information they obtained and being judged by Team A. When they have rated each other, award a bonus of five points to the group that has obtained the most information!
  10. Announce the final scores and ask the teams what lessons they learned from the exercise that they can take forward to their next appraisal interview.
  11. Conclude this activity by emphasizing the following points:
    - Be aware of personal preferences in asking questions. Some may find they automatically ask leading questions. They will need to change!



- Always watch how someone is responding to the question. It might seem an obvious question to the appraiser, yet the appraisee may find it extremely difficult to reply. The question may have to be rephrased.
- An appraiser should never be afraid to ask a question. Even if the answer causes surprise, shock, or even upset, the appraiser can “work” with the answer once the appraisee’s feelings have been confirmed. If the appraiser always guesses what the appraisee is thinking, then mistakes can be made. Assumptions can be dangerous.
- It is important to vary the questions to ensure a two-way conversation and a beneficial interview to both parties.
- Think about the appraisee when asking the questions. For example, limit the number of open questions to someone who readily talks and increase the number with someone who finds it difficult to relax and talk easily.
- If someone chooses not to divulge certain information, then the appraiser will have to think harder about which questions to ask and confront the situation with questions such as “What is it that is stopping you from answering the question?” or “I’m sensing a reluctance to answer the question; why is that?”







## Good Question!

Open Comparative Hypothetical Focused Reflective Link	These are good questions to use, provided they are varied.
Closed	Consider carefully before using.
Leading Multiple	Do not use.





## Good Question

Type	Example	Advantages	Disadvantages
<b>Open</b> How...? What...? Where...? When...? Why...? Which...?	"What are your views on your performance in the past year?"	Encourages appraisee to talk Can relax the appraisee Prevents appraiser from revealing prejudices	Can produce too long a reply Can be too broad a question
<b>Comparative</b> Comparing... How does... compare with...?	"Comparing this job to your last, what are the differences?" "How does the way you manage the section now compare with how you did it six months ago?"	Helps appraisee to focus and make comparisons Explores appraisee's attitude and feelings	Sets strict guidelines within which to answer May not be an appropriate question
<b>Hypothetical</b> What if...? Imagine...?	"What if you were in charge of the department; what changes would you make?" "Imagine you were in my shoes; what would you do?"	Encourages appraisee to explore alternatives Useful if the appraisee tends to blame other people or situations for their mistakes	Can raise appraisee's expectations if not relevant to the conversation
<b>Focused</b> That's interesting what you said earlier, what else...?	"That's interesting what you said about feeling annoyed; what else did you feel?"	Gives the appraiser more information on a particular issue Gives the appraisee guidance on the flow of questions	Can confine the appraisee to a specific area Can appear aggressive and too probing
<b>Reflective</b> It seems you were...	"It seems you were content to let John take over on that occasion; would that be right?"	Shows that the appraiser is listening Confirms information Confirms feelings	If used too often, it can interrupt the flow of the conversation



## Handout 19.1 (concluded)

Type	Example	Advantages	Disadvantages
<b>Link</b> Moving on... What...?	"Moving on to the way in which you handle customers, what would you say is your main strength?"	Maintains the flow of questions	
<b>Closed</b> Have you...? Did you...? Was it...?	"Did you take all the recruitment interviews during the past year?"	Useful in small amounts to check facts Confirms feelings Stops the appraisee giving lots of information	Can make the conversation sound like an interrogation Conversation becomes one-sided Can unnerve the appraisee if not relaxed
<b>Leading (Value)</b> ... Don't you? ... Aren't you? Wouldn't you agree that...?	"You don't really believe that, do you?" "You are enjoying your current role, aren't you?"	None!	Puts words into appraisee's mouth The appraiser reveals personal opinions It is difficult to refute
<b>Multiple</b> Many questions together	"What are the best things about your job and would you recommend internal promotion and what are your views on training?"	None!	Confusing People forget what has been asked



## Good Question! A Competition

There are two goals of the competition:

- To confirm your understanding of the different types of questions
- To establish as much information as possible from the other team on a topic of their choosing

### What is involved?

Your group is divided into two teams. Your team has 15 minutes in which to read these notes, think about your chosen topic, and consider the questions you might ask the other team when the competition starts. Your team should decide on one topic/subject on which you have information. For example:

- A member of the team may have been away on vacation and can talk in detail about the location.
- A member of the team may have a hobby that they know enough about to share.
- Collectively, the team may know enough about one subject to discuss intelligibly.

Once the topic is chosen, the member of the team who has the most information will then give the rest of the team a short lesson. This will get the whole team knowledgeable on the subject before the competition starts.

Within the competition, you have to obtain as much information as possible about the other team's chosen subject, within certain limitations.

The competition will be managed and judged by the trainer, whose decision will be final.

### What is the format of the competition?

1. There will be a series of rounds. At the start of each round, the trainer will announce the only type of question that may be asked by the team asking the questions. For example:
  - In round 1, Team A may ask Team B only *open* questions.
  - In round 2, Team B may ask Team A only *closed* questions.
  - In round 3, Team A may ask Team B only *focused* questions.
  - In round 4, Team B may ask Team A only *comparative* questions.

Each member of the team will be required to ask a question in every round. Therefore, everyone has practice at asking questions. The team may confer as to what questions to ask, although the trainer may set a time limit on this.



## Handout 19.2 (concluded)

2. Questions should be considered carefully as points are awarded as follows:

- When a question has been asked accurately, 1 point is given.
- When a question has been asked incorrectly, 1 point is deducted.
- If you cannot think of a question within the set time frame, 1 point will be deducted.

You can see, therefore, that points are awarded on the accuracy of the questions asked and *not* on the answers.

3. When answering the questions, you may confer as to how the question should be answered. One or two people may then answer the question. There may also be a time limit set by the trainer.

You decide as a team how helpful you will be in the way you answer the questions. There are two things you should consider:

- If you are asked a closed question, you may answer only “yes” or “no.”
- If the group leader believes you are deliberately giving wrong information, then 2 points will be deducted from your score.

You may seek clarification on any of the above from the trainer within these 15 minutes.



## How would you handle it?

<b>DESCRIPTION</b>	The trainer starts this activity by distributing a number of case studies that outline “difficult” appraisal interviews. Working in pairs, participants decide on the techniques the appraiser could use to deal with each situation. The whole group reviews each case study and compiles a general list of possible courses of action to handle difficult interviews. This is complemented by a handout, detailing particular techniques.
<b>SITUATIONS</b>	This activity has most relevance to appraisers who are used to conducting appraisal interviews who are now seeking more information regarding handling the more awkward situations that occur within the interview. The exercise could link with Activity 2: An Appraisal Interview.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To consider all the possible courses of action when confronted with a difficult situation during an appraisal interview</li> <li>• To demonstrate that there are many different ways of handling these situations</li> <li>• To produce a list of all the courses of action available</li> </ul>
<b>TIME</b>	45 to 60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 20.1, 20.2, 20.3, and 20.4</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Open this activity by outlining the objectives to the group. Ask them what would constitute a difficult situation, for them, within an appraisal interview. List their answers on a flipchart. Answers could include: <ul style="list-style-type: none"> <li>• Emotional outburst</li> <li>• Refusal to accept criticism</li> <li>• Unrealistic future career plan</li> </ul> </li> <li>2. Distribute Handouts 20.1, 20.2, and 20.3 and split the group into pairs. Explain that each pair should read the case studies, which outline three difficult interviews, and imagine that they are the appraiser in each one. They should consider the situation and write down what action the appraiser should take to resolve the issue. Allow 15 to 20 minutes to complete this task.</li> <li>3. Review the exercise by asking for a volunteer to write the suggestions from each pair onto the flipchart. This should be completed for all three case studies. Seek clarification from the group where required.</li> </ol>



4. Compare the answers for each case study and comment on the similarities and differences. Say that there is not one technique that can be used in every difficult situation. The way it should be handled will depend on the style of the appraiser and the appraisee. The best advice for these situations is to be aware of all the possible techniques that can be used, and if one is not working, to be able to try another and then continue to do this until the right outcome is achieved. The real skill in these situations is the ability to recognize that a technique is not working and take alternative action immediately.
  5. Ask the group to produce a checklist detailing all the techniques available. This can be written on the flipchart.
  6. Conclude the activity by distributing Handout 20.4 as a reminder of these techniques.
-





## Case Study 1

### The Background

Judy Maples, the appraisee, has been working for the housing authority, in one of the branches in the northwest, for nine years. She is 45 years old and has worked for other building societies. During her nine years with this society, she has progressed to taking responsibility for all the front-desk transactions within the branch. This involves many tasks, including balancing the cash drawers, assigning duties for the staff, and handling new accounts. Judy dislikes change, is very quiet, and prefers her own company. She takes pride in her standard of work and has always been left to run the front-desk operation the way she believes best. This changed with the arrival of the new branch manager, Barry Hopkins. She finds him extremely difficult to relate to since his methods are so different than those of the previous manager, and in her opinion, he is loud and self-opinionated. Because he wants to change so many operations on the front desk, she is having difficulty knowing where to start.

Barry Hopkins is 27 years old and has been working for the housing authority for five years, having joined as a management trainee out of college. He is considered a potential regional manager and is well respected for his managerial skills. He moved to this branch 9 months ago and has enjoyed the normal challenges that face a manager when taking over a branch, especially one from which the last manager retired, having been there for 20 years. He has found that Judy Maples, the supervisor on the front desk, has been used to doing things her way, some of which are not totally in line with organizational policy. He finds her very hard to relate to since they are so very different in character and style of management.

### The Appraisal Interview

It is now the appraisal interview and Barry has asked Judy to prepare her own appraisal. The interview seems to have gone reasonably well so far, although Judy is not forthcoming at all and seems very agitated. She seems to agree with the comments made by Barry, yet it is obvious by the way she agrees that she is not totally happy with the way the interview is progressing and the way things stand generally.

If you were Barry, what action could you now take?





## Case Study 2

### The Background

Paul Dereks has been in the hotel industry his entire career and is now 42 years old. He has held many jobs during that time and has derived much satisfaction from each one. He now works for one of the largest hotel groups in the world and is the assistant manager at one of their international hotels in New York City. The hotel has over 200 rooms and therefore needs many staff to maintain the general operation and the high standard of service on which the hotel has built its reputation. Paul is responsible for the “backstage” areas of the hotel, including the cleaning and maintenance division, the kitchens, and the accounts department. He is slow and methodical, and he dislikes making decisions in a hurry. Paul’s goal is to become the deputy manager of the hotel, and he hopes to use his next appraisal interview to discuss this future career move and how he might work toward it. He has worked for the hotel manager, Brenda Sykes, for two years, and it is she who will conduct the appraisal interview. Paul has raised the issue of becoming the deputy before and has been told that he does not have the skills to be promoted to this position. He does not accept this.

Brenda Sykes is 30 years old and has been with this hotel group since leaving college, having climbed through the various positions to the appointment of hotel manager two years ago. She is a very determined and assertive woman, and has the ability to remain calm under severe pressure. This is obviously a key skill in running such a hotel with all the exceptional issues that it entails. Customer care is Brenda’s forte, and it is her charm mixed with her rational thinking that keeps the hotel at the top. Brenda is about to give the appraisal interview of one of her management team, Paul, and she knows he will raise the subject of being promoted to deputy manager again. How many times does she have to tell him that he does not have the skills to handle this job? It is becoming a difficult situation to handle.

### The Appraisal Interview

Paul’s performance during the past year has now been discussed, and Brenda and Paul are considering what the future holds for him. He has once again expressed his desire to become the deputy manager of the hotel and would like to work toward this so that when the vacancy comes up, he will be ready to be considered. Brenda has voiced her disagreement with this, telling Paul that he will not make the promotion since his style of management is not appropriate. He does an excellent job as the assistant manager and perhaps there are areas within this role that could be expanded to keep him motivated. Paul is not happy and a deadlock has been reached.

If you were Brenda, what action could you now take?





## Case Study 3

### The Background

Mary Markson is 35 years old and has worked for a printing company for four years, during which time she has remained on the dyeline machine. She is happy with this and comes to work for financial reasons. She has no desire to take on more responsibility and knows that she does an excellent job on the machine for which she is responsible. Mary works with two other machinists and together they operate well. She is a private person, preferring to keep her private life separate from her work, unlike some of her colleagues who are quick to tell everybody what they did over the weekend, what sort of mood they are in, and what gossip is "hot." Mary does not mind this as long as they do not pester her about her life. Recently, her standard of work has slipped, letting mistakes go through onto the final printing machine and allowing colors to run into one another. Her manager, David Taunton, has spoken to her about these errors, and she has tried to rectify them, although her standard has not returned to what it was at the beginning of the year.

David Taunton is 52 years old and owns the printing company. Although it is not a large operation, he takes pride in the business that has developed over the years and the reputation the company now has for the high standard it sets and maintains. David knows only too well how quickly this reputation can suffer if one piece of work goes to a customer with an error. This is why he insists on his staff checking and double checking their work before it moves on to the next stage in the printing process. He has started to become worried about Mary, whose standards are normally the highest in the company. Recently, these standards have slipped, and costly errors have been made, although fortunately all have been spotted before leaving the factory. David has spoken to Mary on every occasion and as yet has not been able to get to the root of the problem. Interpersonal skills are not one of David's strong skills, so it is not easy to remain calm when errors like this are being made.

### The Appraisal Interview

David and Mary are discussing Mary's past performance, and this has led to David asking Mary what is behind all the errors she has been making in recent months. Mary is not very forthcoming, and David is getting quite annoyed at Mary's failure to give him a proper answer. He raises his voice and asks her again. At this, Mary bursts into tears.

If you were David, what action could you now take?





## **Handling Difficult Situations: Some Techniques to Use**

- Allow emotional outbursts.
- Be honest.
- Adjourn the interview.
- Repeat the “bad news.”
- Seek alternative options to the problem being explored.
- Vary the questions.
- Remain impartial.
- Give the problem back to the appraisee—ask the question: “If you were giving this interview, what would you do?”
- Use silences.
- Show empathy.
- Seek advice from a third party.
- Suggest someone else be present in the interview.







# I Think I Have the Answer

<b>DESCRIPTION</b>	This activity shows how easy it is to stereotype people. Working in pairs, participants write down three questions they would like to ask their partner. They also write down the answers they believe they will receive. Questions and anticipated answers are exchanged. The actual answers are then compared to the anticipated ones. The activity ends by raising the question of making assumptions about each other, based on little evidence and the need to clarify initial thoughts and interpretations.
<b>SITUATIONS</b>	This activity can be used in a number of ways: as an icebreaker, an exercise between and appraiser and appraisee, and as a training activity.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To demonstrate how quickly and easily an individual can stereotype others</li> <li>• To analyze the ways in which stereotyping can be avoided during the appraisal process</li> </ul>
<b>TIME</b>	30 to 40 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Introduce the activity by explaining that this exercise gives the group an opportunity to examine the effect of subjectivity on the appraisal process.</li> <li>2. Divide the group into pairs and ask each person to write down three questions they would like to ask their partner. If necessary, give guidance regarding the type of questions that can be asked. The following types of questions may be appropriate when using this activity as an icebreaker for participants who do not know each other well: <ul style="list-style-type: none"> <li>• “What sort of house do you live in?”</li> <li>• “Where do you like to spend your vacations?”</li> <li>• “What kind of car do you drive?”</li> </ul> <p>The type of question will vary depending on how this activity is being used and if the participants have met before.</p> </li> <li>3. Explain that everyone should also write down the answers they think their partner will give.</li> <li>4. Allow the group time to ask each other their questions and to compare the actual answers with their anticipated ones.</li> </ol>



5. Review the exercise by asking the group how accurate they were in predicting their partner's answers. Ask how they formulated their opinion when anticipating the answers. Write on the flipchart their answers, which may include the following:
  - Appearance and dress, such as "People who wear glasses are intelligent"
  - Posture and gestures, such as "Fiddling with your pencil implied you were nervous"
  - Personal beliefs, such as "Attractive blonde females drive white sports cars"
  - Personal prejudices, such as "A weak handshake is a sign of an ineffective person"
  - Past experiences, such as "You look just like a friend of mine who drives a truck"
6. Stress how quickly people are prepared to make assumptions based on very little factual evidence. For example, relate this activity to attending a business convention or a party, and remind the group how everyone subconsciously decides which person or group looks the most interesting to join or who are "my sort of people."
7. Conclude the session by asking the group if they have had any personal experiences of stereotyping during the appraisal process and discuss.



## I think that's what you said!

<b>DESCRIPTION</b>	In this activity, participants listen to the trainer reading an article from a magazine or newspaper. At various stages, the trainer invites people to summarize what they have just heard in order to practice summarizing in a verbal context. This skill is then reviewed within the whole group and the exercise repeated. The reviews focus on why summaries are useful in an appraisal interview, and the activity ends with some of the group summarizing what has taken place during the activity.
<b>SITUATIONS</b>	Those people who need to develop further their summarizing skills will benefit from this activity. It could link with Activity 23: In Summary, which deals with summarizing, but within a written format.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To develop the interviewing technique of summarizing a conversation</li> <li>• To consider why summaries are useful</li> <li>• To discuss the possible formats for a verbal summary</li> </ul>
<b>TIME</b>	30 to 45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Paper and pens</li> <li>• Articles from magazines or newspapers</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before the start of the activity, select a few articles from magazines and newspapers that could be read to the group. A variety of topics will be useful. Each article needs to be long enough to allow two or three people to summarize at various stages.</li> <li>2. Inform the group that this activity will concentrate on one of the techniques of appraisal interviewing: summarizing.</li> <li>3. Explain that the group will now listen as you read an article. Ask for two or three volunteers who will be prepared to give a summary of what they have heard when you ask them to do so. Suggest that the other members of the group also listen to the article and make notes on how it was summarized by the volunteers.</li> <li>4. Read one of the articles and stop at different stages to request a summary from the volunteers. At the end of the article, ask the group the following questions: <ul style="list-style-type: none"> <li>• "How would you rate each summary on a scale of 1 to 10 and why?"</li> <li>• "What techniques were being used?"</li> </ul> </li> </ol>



5. Continue by asking the group to consider the different formats for a summary. These could include:
  - A summary in three stages:
    - 1) Interrupt the conversation with a statement: "I want to stop you there."
    - 2) In two or three sentences, summarize what has been said.
    - 3) End with a question: "Have I understood it correctly?"
  - Wait for a suitable break and ask the appraisee to summarize.
  - Wait until the end of the conversation and then repeat the key points, ending with a question: "Is that a fair summary of what we have discussed?"
  - As the appraisee is talking, make one-line summaries by reflecting back what the appraisee has said in a questioning way: "So you weren't feeling too pleased at the time?" and "You saw the supervisor and made a complaint?"
6. Request one more volunteer and read another article. This time, ask the volunteer to use whichever style of summary he or she wants from the above list. The remainder of the group will once again comment on the summary made. Allow 5 to 10 minutes for this.
7. Review the exercise by asking the group: "Why are summaries useful in an appraisal interview?" Their answers may include:
  - They ensure that both the appraisee and appraiser have the same understanding of the previous conversation. This eliminates making wrong assumptions.
  - They demonstrate that the appraiser is listening fully.
  - They help the appraiser listen more effectively.
  - They can help the appraiser regain control of the conversation, especially with an appraisee who is extremely talkative.
8. End the session by asking a few members of the group to summarize what has taken place during this activity.



## In Summary

<b>DESCRIPTION</b>	This activity involves the group reviewing a piece of writing that has been summarized in three different ways. Participants decide which is the best summary, sharing their thoughts with another person, who then writes down a short summary of the conversation. The activity is then reviewed in the whole group, linking the activity to the appraisal process.
<b>SITUATIONS</b>	Appraisers who need to consider and develop the skill of summarizing will benefit from this exercise.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To practice the skill of summarizing</li><li>• To highlight the importance of summarizing on the appraisal document</li></ul>
<b>TIME</b>	30 to 45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 23.1, 23.2, 23.3, and 23.4</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Have participants split up into pairs. Explain the activity to the group and distribute Handouts 23.1 through 23.4. Inform participants that they will have 15 minutes to decide individually which out of the three summaries shown is the best.</li><li>2. Monitor the time and at the end of 15 minutes, ask the participants to work in pairs. One person will reveal the summary they selected as the best, giving their reasons. Their partner should listen and ask questions to confirm understanding, and at the end must write down a summary of the conversation. This is shown to the first partner, who rates it on a scale of 1 to 10. The partners then swap roles, and the activity is repeated.</li><li>3. Reconvene the group, and ask which summary they chose and why.</li><li>4. Explain that Summary 2 is the best for the following reasons:<ul style="list-style-type: none"><li>• It covers all six areas of responsibilities.</li><li>• It is an accurate account of Mary's performance.</li><li>• It gives reasons why Mary was rated excellent and good.</li><li>• It is a concise summary of all the areas.</li><li>• It is honest.</li><li>• It contains factual evidence.</li><li>• Those who read the summary will get an accurate and factual account.</li></ul></li></ol>



5. Ask the group how successful they were at the next task they were given: writing a summary of each other's reasons for choosing the best summary.
  6. Suggest to the group that they now produce a list of guidelines for writing summaries on appraisals, based on their experiences of this activity. Guidelines could include:
    - Avoid repeating the whole message.
    - Include all key aspects.
    - Use factual information.
  7. Summarize the activity, adhering to the guidelines produced by the group.
-



## **Mary's Performance Within the Past Year**

Mary is a waitress in a hotel restaurant.

### **Personal Appearance**

Mary's appearance has consistently remained excellent; she always wears the company uniform and it is always clean, pressed, and complete. She has never been spoken to about the way she looks, but it is mainly for this reason that she is now serving at the front of the restaurant where people can see her from the bar and the reception lounge. Her hair is short and easy to maintain, and she looks as if she takes pride in her appearance. Her makeup is always applied well and refreshed after each meal break so that whether she is serving breakfast or dinner, she looks fresh and well groomed. There is one slight concern about her footwear. She wears rather high heels and might trip and hurt herself and others, although she looks accustomed to the shoes and to date there has been no accident.

### **Hygiene**

Mary usually arrives about 20 minutes before her shift starts and uses this time to check over the tables. She has taken on the responsibility of making sure that all the plants in the restaurant and the flowers on the tables are fresh and watered. There has never been a complaint regarding the utensils and china. It is one of Mary's strengths, and she always voices concerns if she feels that hygiene is slipping in other areas that have an impact on the restaurant. For example, when there was a temporary bartender during the summer, Mary commented on the dirty trays and the smudges on the glasses. The vent going to the dining room was replaced after Mary complained of its noise and lack of cleanliness.

### **Service**

Mary has a particularly warm approach to customers, and they all seem to feel that they have had excellent service. Many of the hotel customers speak little English, and Mary takes extra care and attention with them. There was one couple from Japan who could not understand what one of the dishes contained, so Mary got a portion from the kitchen and let them taste it. More recently, she asked other people in the restaurant if they could speak Spanish to help translate for a Hispanic customer. Mary also has the ability to adapt her behavior to the customer. For example, with one customer, she was able to use her humor to bring a smile to his face; with another, she sensed she wanted to be left alone.

### **Dealing with Change**

Mary finds the changing pace within the restaurant difficult to handle. Because she takes time with customers, she allows the pace to drop when it actually needs to be increased. For example, over the Christmas period last year, the hotel was continually full and there were always lines to get into the restaurant at breakfast. Mary failed to recognize the need for speed, which forced the other staff to work even harder. This caused some frustration among her colleagues.



## **Handout 23.1 (concluded)**

### **Product Knowledge**

It is obvious that Mary likes food and has an interest in cooking. She is often found in the kitchen before the restaurant is open, sampling some of the courses and asking questions. The chef appreciates this because it proves that Mary is interested. It also means that Mary can explain the dishes to the customer, thereby promoting them. The negative side of this is that she gives her personal opinion to the customer and can very easily dissuade them simply by her comments. The chef has complained on several occasions that dishes that have been on promotion and have been a bit unusual have been untouched by Mary's customers. This annoys him intensely.

### **Customer Complaints**

Mary has very few complaints to deal with, which is a result of her ability to build rapport with customers quickly. She seems to be able to anticipate problems and deal with them before they become an issue. In fact, Mary has dealt with 8 out of the 15 complaints that were presented to management in the past three months. On every occasion, the customers left satisfied.





## Summary 1

Mary has had a very good year, and she is a very valuable member of the restaurant team. She has now been working in the restaurant for four years and, in the past year, has given no cause for complaint.

Her appearance is consistently acceptable, with the company uniform always being worn and well looked after. She looks appropriate with her short hair and well-applied makeup. It is obvious she takes pride in her appearance.

Mary is always early for her shift, which gives her time to check all the tables and the plants. Her standard of hygiene is excellent, and Mary will always inform management if there are other people who are dropping their standards.

Mary is held in high regard by her customers because she provides such good service. One area that Mary might have to review, although it is not a problem, is the speed at which she works. She could possibly try to work a bit faster, especially at peak times.

Mary keeps herself up to date with all the dishes that the chef creates, and this is of great benefit to the customers.

In recent months, Mary has taken on the responsibility of handling customer complaints that would normally go to management. This is indicative of the high esteem in which Mary is held.

It has been another excellent year with Mary proving that she is an exceptional waitress.





## Summary 2

Overall, Mary's performance this year has been high with excellent standards being achieved in four out of the six key areas of responsibilities: hygiene, service, customer complaints, and personal appearance. In the remaining two, dealing with change and product knowledge, standards have been good.

She achieved a good, rather than an excellent, standard in these two areas because on occasion she has been unable to change pace to keep up with periods of increased business, such as breakfast during the Christmas period. This means that the rest of the team has to work harder.

Mary also gives her personal opinions when making recommendations to customers about the menu items. This results in customers taking her advice and not opting for the special dishes. This annoys the chef because he is often left with food that has been specially prepared.

She has been rated excellent in four areas because of her approach to hygiene, checking every little detail, and reporting where standards are falling such as the dirty trays in the bar.

In addition, she is always attentive to customers, especially the foreign ones who may need to taste the food to understand what is included.

She has taken on some of the responsibility of handling customer complaints, normally dealt with by management. All eight complaints she has dealt with have had a successful outcome, which helps the hotel's reputation.

Mary's attention to her personal appearance is exceptional, as shown by the cleanliness of her uniform and her application of makeup.





## Summary 3

Overall, Mary's performance this year has been good with high standards being achieved in most of the key areas of responsibilities. These high standards were reached in areas such as personal appearance, hygiene, and service. One of the areas that Mary needs to focus on next year is the speed at which she works. Her pace, especially at peak times, such as the Christmas period, is too slow, and this can cause frustration among the other staff. Another problem is that Mary gives her personal opinion of the food, and where her comments are negative, this is passed on to the customer. Mary samples all the food that the chef has prepared and therefore is able to describe what each dish contains. While this is good, and the hotel encourages the staff to describe the dishes to help the customer make choices, Mary takes it too far. This will need some retraining. Apart from these two areas, Mary has had an excellent year and this standard should be maintained in future years.





## It's all experience!

<b>DESCRIPTION</b>	<p>This activity helps appraisers learn from their own experiences of giving appraisal interviews. Working alone, participants list their thoughts on their experiences of appraisal interviews. As a group, participants then share these experiences and consider the most imaginative way of presenting this information to the trainer. The group then gives a presentation and then the trainer guides the group in producing a checklist of best practices for conducting future appraisal interviews.</p>
<b>SITUATIONS</b>	<p>This activity could be used in three distinct ways: first, as a survey to identify the specific developmental needs of a group of appraisers; second, as an icebreaker; and third, as an activity on an appraisal skills course.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To help individuals identify their training needs, based on actual experiences</li><li>• To emphasize to individuals that they can learn from success as well as failure</li><li>• To produce a checklist of good practices for taking future appraisal interviews</li></ul>
<b>TIME</b>	<p>60 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 24.1</li><li>• Material for the group's presentation (this may include items such as blank transparencies, pens, and an overhead projector)</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Explain the stages of the activity to the group and distribute Handout 24.1 for completion. Encourage the group not to share information until they have completed the document, which should take about 15 to 20 minutes. Stay with the group while this stage takes place.</li><li>2. Describe the next stage in more detail. You will leave the room while the group shares experiences. Stress that it is important to share both good and bad experiences as people learn from both. They may choose a person to act as chairperson for this review. They should discuss what they have written and, where possible, group some of the experiences into categories. Allow 15 to 20 minutes for this. Then the group should consider how to present the information to you when you return. They have free rein on the format this presentation takes. They might need more pens and other presentation material. The presentation should last a maximum of 10 minutes.</li><li>3. Watch the presentation and ask questions to seek clarification. If appropriate, ask to see each person's completed Handout 24.1.</li></ol>



4. Produce with the group, a checklist of good practices for appraisers, within the appraisal interview, that can be used as a reminder in the future. Each good practice should relate to a point raised during the presentation. Answers may include:
    - Brief others on the objective of the appraisal system
    - Ask appropriate questions to check understanding
    - Listen attentively
  5. Conclude this session by offering to photocopy this checklist for the group to use in the future.
-





## It's all experience!

Consider your past experiences, as appraisers, within the appraisal interview. Write down your thoughts under the appropriate headings. You have 15 to 20 minutes to complete this before sharing your thoughts with others in the group.

1(a) My best experiences in conducting appraisal interviews have been:

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1(b) On reflection, I believe the reasons for these were:

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2(a) My worst experiences in conducting appraisal interviews were:

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2(b) On reflection, I believe the reasons for these were:

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## Just Stick to the Facts

<b>DESCRIPTION</b>	This activity illustrates the difference between facts, judgments, and irrelevant information. Initially, the group produces a definition for each. Small-group work follows with each group analyzing news events as recorded in a current daily newspaper. The articles are assessed to determine how many facts, judgments, and pieces of irrelevant information are included. The whole group is reconvened and is asked to consider what personal opinion the writer had on the situation or personality. The general discussion links the learning to the writing of appraisals.
<b>SITUATIONS</b>	This is a short, practical activity that can be used to highlight the need for factual and evidence-based appraisals.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To understand the difference between facts, judgments, and irrelevant information</li> <li>• To discuss the importance of using factual evidence in an appraisal</li> </ul>
<b>TIME</b>	30 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Copies of a current daily newspaper</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before the activity, write each of these headings on three separate pieces of flipchart paper: <ul style="list-style-type: none"> <li>• A fact is:</li> <li>• A judgment is:</li> <li>• Irrelevant information is:</li> </ul> </li> <li>2. When the activity begins, outline the objectives and ask the group to define collectively the three headings listed on the flipchart. Possible definitions are: <ul style="list-style-type: none"> <li>• A fact is: an event that is verifiable from experience or observation</li> <li>• A judgment is: a deduction or viewpoint</li> <li>• Irrelevant information is: data or material unconnected to the matter at hand</li> </ul> </li> <li>3. Divide the participants into two groups and give each group the same selection of articles from a current daily newspaper. Explain that each group should use the definitions on the flipchart to decide which sentences or phrases of each article fall into which category. Allow 15 minutes for the exercise.</li> </ol>



4. Review the exercise by examining each group's suggestions and comparing differences between the two groups.
5. Ask the group to consider the writers' personal opinions about the subjects of the articles. Stress that it is very easy to determine the personal opinion of a writer if the article is composed of a high percentage of judgments.
6. Stress that views expressed on an appraisal should be based on factual information. An appraisal based on facts is generally accepted by the appraisee since the information cannot be disputed. Ask the group where they will be able to obtain this factual information. Answers could include:
  - Working alongside the individual
  - Consulting others
  - Recording information throughout the appraisal period
  - Referring to formal records (for example, the attendance record)
  - Referring to the individual's previous appraisal

Point out that irrelevant information is often included to add to the length of the assessment. This serves no purpose for the appraisee and often indicates that the appraiser has not thoroughly conducted their investigations to uncover the factual information.

7. Summarize the key points of the session.
-



## Keeping on Track

<b>DESCRIPTION</b>	This activity gives individuals an opportunity to practice keeping the interviewee on the relevant topic of conversation. One person chooses a topic to discuss and is then interviewed by a partner who has the task of keeping the conversation confined to this area in spite of the interviewee's attempts to sidetrack. The discussion is watched by an observer who uses the review sheet to give feedback to the interviewer. The exercise is reviewed with the whole group, making the connection to appraisal interviews.
<b>SITUATIONS</b>	This activity is best used with a group of people who can share ideas and experiences, although it could be used outside the training environment with two or three people who need to practice skills in this area.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To practice the skills involved in keeping an interviewee's attention on the relevant topic of conversation</li> <li>• To give feedback to the interviewer on the skills used during the practice session</li> <li>• To explore the techniques that can be used to help an appraiser in similar circumstances</li> <li>• To discuss the application of the techniques to appraisal interviewing</li> </ul>
<b>TIME</b>	45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 26.1, 26.2, and 26.3</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Introduce the activity by asking the group if they find keeping an appraisee's concentration on the relevant topic of conversation within the appraisal interview easy or difficult. Explore with the group what makes it easy or difficult.</li> <li>2. Explain that they will now experience keeping an appraisee on-topic within an exercise and ask each person to think of a topic that they will be willing to talk about. Encourage a work-related topic. Inquire if there is anyone who naturally finds it difficult to stray off the point. They might prefer to use either Handout 26.1 or 26.2 as a basis for the discussion. Once they become more familiar with the subject, they can continue with their own words. Explain that those who use these scripts will have to inform the person interviewing them to ask the opening question found at the top of the handout.</li> <li>3. Divide the group into teams of three and continue explaining that they will each have the opportunity to be the interviewer, interviewee, and observer. In round 1, the interviewee will be asked questions on their chosen topic and will make every attempt to sidetrack the conversation</li> </ol>



- to other topics and thoughts. They are purposely trying to annoy and frustrate the interviewer by not answering the questions directly. The interviewer should attempt to intervene and keep the answers related to the questions. This is watched by the observer, who monitors the skills and techniques used by the interviewer and then gives feedback.
4. Distribute Handouts 26.1 and 26.2 to those who would like to use a script.
  5. Emphasize the timing of the exercise: 5 minutes for each discussion followed by 5 minutes of review. The activity is then repeated twice with participants changing roles for each round.
  6. Monitor timing carefully and make sure that the teams return after 30 minutes.
  7. Review the exercise by exploring which of the techniques used were helpful. These could be listed on a flipchart. Depending on the discussion, it might be necessary to reiterate these techniques. Include:
    - Give feedback to the appraisee.
    - Repeat the original question.
    - Interrupt the appraisee.
    - Ask the appraisee why the question is not being answered.
    - Emphasize the time and the purpose of the interview.
    - Explain that you would like to hear their views at another time.
    - Vary the questions—use more closed questions.
  8. Ask the group in what appraisal interviews might they experience this reluctance to answer a question. Answers might include:
    - The appraisee is enjoying the time with the appraiser and wants to tell him/her the “whole story.”
    - The appraisee is reluctant to give a straight answer because it might show him/her in a bad light.
    - The appraisee is naturally talkative.
  9. Close the session by saying that there is no one right way to handle this situation. As appraisers, they have to monitor the timing and the flow of the conversation and assess whether the person is sidetracking the question deliberately. Where this is the case, they need to take action and resume control of the appraisal interview by using one of the techniques discussed.
  10. Distribute Handout 26.3 as a reminder of the variety of techniques available.



## Suggested Script for the Practice Session—1

*Opening question to be asked by the interviewer:*

**What aspects of your job have you most enjoyed in the past year?**

*Interviewee's answer:*

Where do I begin? I have had such a full year, and it's been so exciting! For a start, I suppose I enjoy the challenge of dealing with the customers, whether it is on the phone or face-to-face. For example, there was that lady who insisted we give her a refund on that old settee she had bought from us 10 years ago, and it was obvious that she had allowed her pets to climb all over it and dig their claws into it. Don't misunderstand me, I like animals—cats in particular, because they are so independent yet loving. My mother had three, so I grew up with them always around, and they were so soft and playful. There is never a dull moment with cats. I know some people don't like them because they find them too independent, but I suppose you just have to be clear about why you have them. Perhaps a dog suits other people. I don't know what it is about pets: some love them, some hate them. So anyway, there was this customer with her settee, and she kept on insisting that it was not acceptable for the settee to deteriorate the way it had and could I see her point of view? No. I had to go and get the manager to deal with her in the end. Finally, it was dealt with by the head office.

As for the other customers, one lady I had to deal with wanted to know how she could get replacements for the sidearms on her armchair—you know the extra pieces we put on so that they can be washed easily? The trouble was the material on the armchair was so faded that new sidearms would have looked really odd. I know that people like having the loose covers because it's cheaper to replace just two sidearms instead of a whole chair although they never think of replacing the whole thing so that it will all match and look really good, or perhaps even buy double of some of the small extras at the time of purchase. I know the company motto is that the customer is always right—it is just difficult to understand sometimes. It's also different when you are the customer yourself. Last week I went into the shoe shop where I had bought a pair of boots the previous week and the sole had already started to come away. The assistant was so rude from the outset that I could feel myself getting even more annoyed. Why is it that some people are just so rude? Especially when they are doing the job within a service industry...

**Continue as appropriate...**







## Suggested Script for the Practice Session—2

*Opening question to be asked by the interviewer:*

**Where do you see yourself within the company in three years' time?**

*Interviewee's answer:*

Funnily enough, I have been thinking about that over the past few months. There seem to be so many opportunities within the company that it is difficult to know which way to turn. It's also difficult to find out about what is available so that you know whether you are interested in the job. I've seen some that I like. For instance, the job of foreperson appeals to me because there are many different aspects to the job from what I can see. Although I have only seen two people actually do it within my area, they really tackle it in a different way. John has a very straight manner and wants to know in detail what it is you are doing and where you are at any one time. He needs to know everything and I wouldn't dare change a thing when he is around. I'm not saying that is wrong, it's just the way he is and he won't change. He believes that he is paid to know what is going on and also that keeping a tight rein on us is motivating. I suppose it is quite a protective stance to take. I certainly would feel confident that he would stand by me through thick and thin and would fight for me if necessary.

Harry adopts a different approach, and it is strange moving from John's area to Harry's. How can two people who do more or less the same job operate so differently? Beats me. Harry is so relaxed, and as far as he is concerned, as long as we meet our quota each day and there is always someone to watch the machines, he is happy to let us decide our own way of operating. He comes down to the factory floor and just asks the odd question or two to check that we know what we are doing and that everything is running smoothly, and then he is away again after patting us on the back or making recommendations when we have strayed off the line. Funny, isn't it? I still believe that he would support me in the same way as John if there was any trouble. I can remember at school watching two football coaches. They also worked in very different ways, and it was interesting watching them make us work!

Perhaps I would do it totally different if I was made foreperson. I think I would take a piece of Harry and a piece of John and combine the two plus add a bit of my own. I like to know what is going on, especially if I was in a position of management. Can you imagine being asked a question by the senior management and not knowing the answer? I got caught not knowing an answer the other day by Harry, and I felt so embarrassed. What happened was this...

**Continue as appropriate...**





## Techniques to Use

- **Give feedback to the appraisee.** Tell them that they are not answering the question and what effect this is having on the interview and you.
- **Repeat the original question.**
- **Interrupt the appraisee.** Interrupt with a statement, followed by a summary of what they have said, and then refocus the conversation with another question.
- **Ask the appraisee why the question is not being answered.**
- **Emphasize the time and the purpose of the interview.**
- **Explain that you would like to hear their views at another time.**
- **Vary the questions—use more closed questions.**





## Let Me Explain

<b>DESCRIPTION</b>	<p>This is a practical exercise designed to show the importance of clear and concise language. Working in pairs, one group of participants has to write a series of instructions on how to complete a specific task such as tying a tie. These instructions are carried out by another group who critiques the format and language. The lessons learned are applied to appraisal writing.</p>
<b>SITUATIONS</b>	<p>This group activity is suitable for all levels. It is a practical exercise useful for raising energy levels while learning about effective writing skills.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To give individuals the opportunity to produce clear and concise written instructions</li><li>• To receive feedback on the format and language of the written instructions</li><li>• To produce guidelines for effective appraisal writing</li></ul>
<b>TIME</b>	<p>40 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Set of cards; each card has a specific task written on it</li><li>• Materials for completing each task such as: pack of playing cards, shoe and laces, tie, wig and ribbon, pens and pencils</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before this activity starts, write on separate cards a specific task from the following list:<ul style="list-style-type: none"><li>• Tying a tie</li><li>• Lacing a shoe</li><li>• Playing cat's cradle</li><li>• Playing solitaire</li><li>• Braiding</li></ul></li><li>2. Give a brief introduction to the activity by explaining that this exercise highlights the importance of good writing techniques.</li><li>3. Divide the group into pairs. Give each pair a card that indicates a specific task.</li><li>4. Explain that each pair should write a set of instructions to describe exactly how to complete the task they have been given.</li><li>5. Once written, arrange for each pair to exchange their instructions with another pair who have written instructions for a different task. Issue the appropriate materials and ask each pair to watch each other carry out their instructions. Stress to the group that when completing the task, they must follow the instructions exactly and not deviate from them.</li></ol>



6. Review the exercise by asking the group what elements of the written instructions helped them and what elements hindered them, for example, clear format or poor handwriting.
  7. Ask the group to consider the exercise that has just taken place and apply the lessons learned to produce guidelines for effective appraisal writing skills. A volunteer from the group could list these guidelines on the flipchart. These might include the following:
    - Use a clear format.
    - Make handwriting legible or type out.
    - Check spelling.
    - Punctuate correctly.
    - Use language the receiver will understand.
    - Avoid jargon.
    - Avoid abbreviations.
    - Check understanding.
    - Consider length.
  8. Summarize the session by stressing that since an appraisal might be read by many different people, without the opportunity of any discussion to clarify the meaning, it is vital to follow these guidelines.
-



## The Motivation Minefield

<b>DESCRIPTION</b>	<p>This is a practical exercise looking at the power of motivation and the self-fulfilling prophecy. Participants are given a practical task to complete. Unbeknownst to others, two members of the group have been told to adopt a negative attitude. The review centers on how their negative attitude affected the group's operation and the impact a negative person can have on the appraisal process.</p>
<b>SITUATIONS</b>	<p>This group activity can be used to examine the impact that attitudes can have on a task. In particular, it highlights the influence a negative attitude can have on an appraisal system. Alternatively, the exercise could be used to demonstrate the influence that a negative attitude can have on any aspect of people's lives. It is a practical activity for all levels. The activity can provide a way of discussing attitudes with people who have a negative approach to appraisals.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To demonstrate how the self-fulfilling prophecy affects motivation</li><li>• To discuss the impact a negative attitude can have on the appraisal process</li></ul>
<b>TIME</b>	<p>60 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 28.1</li><li>• Assortment of materials (card, pens, drinking straws, aluminum foil, rubber bands, string, tape, and balloons)</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before the activity starts, brief two members of the group on the purpose of the activity. Explain that the first part of the activity involves the whole group designing and making a children's game. Explain that during the activity, they should adopt a negative attitude toward the task. Suggest that this could mean them taking on tasks reluctantly and using statements such as "I've seen that done before and it was a flop" or "It's ridiculous to attempt that in the time available." Stress that they should not let others know that they are role playing.</li><li>2. Introduce the activity by explaining that the group will now be involved in a practical exercise. At this point, do not mention that the exercise will demonstrate the impact a negative attitude can have on a group. Distribute copies of Handout 28.1, which outlines the task, place the assorted materials on a table in front of the group, and have the group do the exercise.</li></ol>



3. When the group has completed their work, review the exercise by asking the group to comment on the contribution of each member of the team. When appropriate, explain to the group the role the two negative members had been asked to play. Discuss the effect their negative attitude had on the group by asking the following questions:
  - Did the group abandon good ideas because of the two negative people?
  - What effect did they have on the morale of the team?
  - Did other members of the group join in to reinforce the negative opinion?
  - What effect did these people have on the success of the team?
  - How did the group deal with these negative people?
4. Explain that both internal and external messages can act as a self-fulfilling prophecy. If people tell themselves they are going to fail or someone else constantly tells them they are going to fail, then the chances are they *will* fail. Subconsciously, people adopt a negative belief, heading toward failure before even starting. For example, Susan has recently passed her driving test and she was pleased to know that parking was not part of the test, because she feels she is unable to maneuver the car into even the largest of spaces. While she was learning to drive, her husband would shake his head and continually mock her attempts to parallel park in road-side spaces. He would relay to their friends stories of her attempts to park and it soon became a standing joke. Now when faced with a road-side space, Susan will either tell herself she will not be able to park and drive past, or alternatively become so panic stricken that she admits failure before she begins. What started as a joke now acts as a self-fulfilling prophecy.
5. Ask for a volunteer to comment on situations they have experienced when negative attitudes have affected the appraisal process. For example, appraisers confirming the appraisee's negative attitude by saying the appraisal has to be completed just because it is a company requirement. Stress that if these attitudes are allowed to continue, then they can become infectious and spread. Very soon there is a consensus of opinion that is extremely difficult to reverse.
6. Ask the group what steps can be taken to deal with people who have a negative approach toward appraisals. Relate this to how the group dealt with the negative individuals during the practical task. Answers could include:
  - Nip it in the bud!
  - Discuss the reasons behind their attitudes.
  - Explain how the system operates.
  - Offer reassurance and support.
  - Give feedback on the effect their attitude is having on others.
  - Discipline when appropriate.





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7. Conclude the session by stressing that a negative attitude can have an enormous impact on any aspect of people's lives. As appraisers, the participants have a responsibility to deal with negative people and ensure the success of the appraisal system.
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## **Your Task**

You are employed by a large manufacturer of children's games and toys as a member of the design team.

Today your task is to produce a game that could be enjoyed by both boys and girls between 6 and 10 years old. The game you produced must be original and you are particularly driven to create a bestseller for next Christmas.

The only materials available to you are those on the table in front of you. You have 30 minutes to design your game.





## My Learning

<b>DESCRIPTION</b>	This activity involves individuals completing statements that help them focus on themselves and their individual learning. These statements are discussed in pairs and then within the group.
<b>SITUATIONS</b>	This activity is an effective way of exploring people's feelings, which could then form part of a company's training needs analysis. It is also an ideal activity to link with any of the other activities or at the end of a full day's training. Alternatively, it could be used as an individual or pair activity at any stage during the appraisal process.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To provide a method of self-assessment for appraisers</li><li>• To evaluate an appraiser's learning after completing a training activity</li></ul>
<b>TIME</b>	40 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 29.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before this activity takes place, read Handout 29.1 and decide which statements to ask the group to complete. Write these statements on the flipchart.</li><li>2. Introduce this activity by commenting on the fact that often, people are so busy looking after others that they forget to spend a few moments focusing on themselves. On many occasions, this would help to clarify thoughts, review a situation, consider a particular issue, and reflect on feelings. Doing this will help the personal learning and development process.</li><li>3. Reveal the written statements on the flipchart that individuals will now complete. Suggest they take 15 minutes.</li><li>4. Have individuals work in pairs and ask them to compare answers, exploring the differences and similarities. Allow 10 to 15 minutes for this stage.</li><li>5. Ask the pairs:<ul style="list-style-type: none"><li>• "What surprised you in their answers?"</li><li>• "What will you do now with this information?"</li></ul></li></ol>



6. Close the activity by suggesting that people make up their own statements to ask themselves after they have conducted the next appraisal interview as a way of checking their feelings and behavior. (For example, "I know if I had to do that again, I would..."). Suggest that the statements could also be useful for both the appraiser and appraisee to complete as a way of preparing for the appraisal interview. Distribute Handout 29.1, which lists examples of statements to use.
-



## A Range of Statements

I...

Am pleased \_\_\_\_\_

Cannot believe \_\_\_\_\_

Am puzzled by \_\_\_\_\_

Am annoyed by \_\_\_\_\_

Am disappointed \_\_\_\_\_

Feel \_\_\_\_\_

Need help from \_\_\_\_\_

Am happy \_\_\_\_\_

Surprised myself by \_\_\_\_\_

Need to \_\_\_\_\_

Will develop \_\_\_\_\_

Am annoyed that \_\_\_\_\_

Will \_\_\_\_\_

Know if I had to do that again I would \_\_\_\_\_

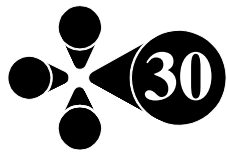
Can learn through \_\_\_\_\_

Believe strongly that \_\_\_\_\_

Am confident in \_\_\_\_\_







## Pathway to the Future

<b>DESCRIPTION</b>	This is a pictorial activity followed by a group discussion on career planning. It involves participants completing two pie charts. The first chart details the percentage breakdown of tasks in their existing jobs. The second chart details their preferred percentage breakdown. The discussion that follows explores the differences and similarities to see if they could adapt the emphasis of their existing job or plan a new career path.
<b>SITUATIONS</b>	This activity can be completed in the workplace by the appraisee and then discussed with the person's line manager. Alternatively, it can be run as a group activity if members of the group have similar jobs. If it is run as a group activity, then the discussions should take place in groups no larger than four.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To give each participant the opportunity to analyze differences and similarities between their current job and their preferred job</li> <li>• To produce an action plan for the future detailing how to adapt the emphasis of an individual's current job or plan a new career direction</li> <li>• To consider how this activity could be used during the appraisal process</li> </ul>
<b>TIME</b>	Up to 70 minutes. Additional time would be needed for participants to discuss their findings with their line manager.
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Handout 30.1</li> <li>• Overhead projector and Transparency 30.1</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Introduce the session by explaining that this activity is an opportunity for everyone to establish the percentage breakdown of tasks within their current and preferred job. Everyone can then use this information to produce a plan for the future.</li> <li>2. Show Transparency 30.1 and explain that the first pie chart details the current percentage breakdown of Harry Wood's job as a production line supervisor. This is a typical weekly breakdown. The second pie chart details his preferred breakdown. Stress that this is a feasible option that Harry has arrived at by considering his preferences, his skills, the company requirements, and the effectiveness of his current role.</li> <li>3. Distribute Handout 30.1 and ask everyone to consider their own work position and to complete the two pie charts individually.</li> <li>4. Reconvene the group and refer to Transparency 30.1 again. Explain that Harry Wood's preferred pie chart shows that the changes he would like to implement include:</li> </ol>



- An increase in the amount of time spent monitoring productivity and dealing with personnel issues
- A reduction in the amount of time spent in discussions with his manager and completing routine documentation

Harry first needs to discuss with his line manager the feasibility of such a change. If it is a viable option, then the next stage would be to produce an action plan showing exactly how it could be achieved. The action plan could involve the following:

- Train an administrative assistant to complete the timesheets.
- Ask his executive assistant to sort the mail every morning.
- Set an agenda for a weekly discussion with his manager.
- Increase the use of internal memos to reduce the need for discussions with his manager.

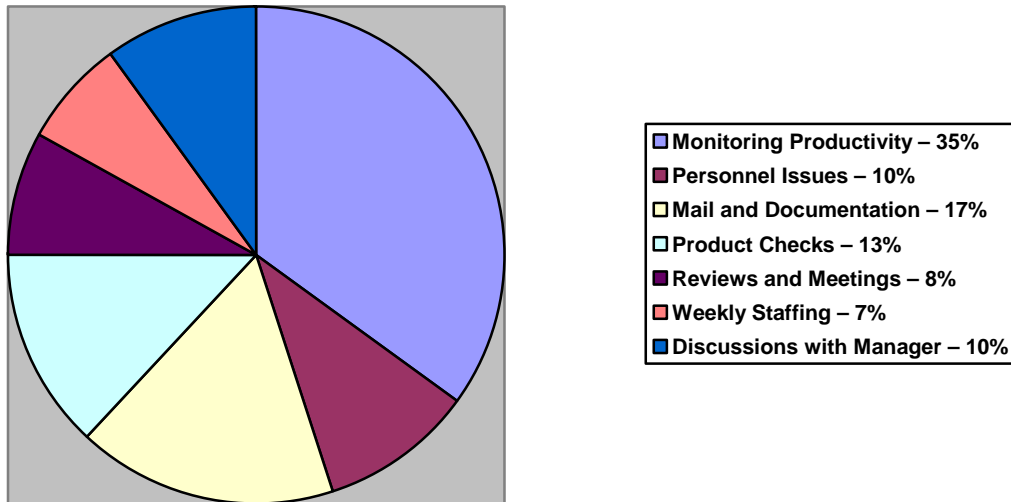
If the desired change is unrealistic, then Harry's preferred option may be more suited to a different role. For example, it might mean that he needs to change his career path and take up the position of personnel supervisor because this would allow him more time to spend with staff and dealing with personnel issues.

5. Divide the group into groups of four and ask everyone to analyze their pie charts with the other three members of the group and brainstorm possible options for the future. Ask them to write an action plan detailing how their future option could be achieved. When the groups have finished, explain that upon returning to work, it will be necessary to discuss their action plan with their line manager and/or appraiser.
6. Ask the group how this information could be used during the appraisal process. Answers could include:
  - Career planning
  - Analyzing training requirements
  - Setting future objectives and action plans
  - Discussing a person's attitude toward certain elements of his work
  - Reviewing the job content of subordinates
7. Summarize the session by explaining that completing pie charts is a task that can aid both appraisees and appraisers.

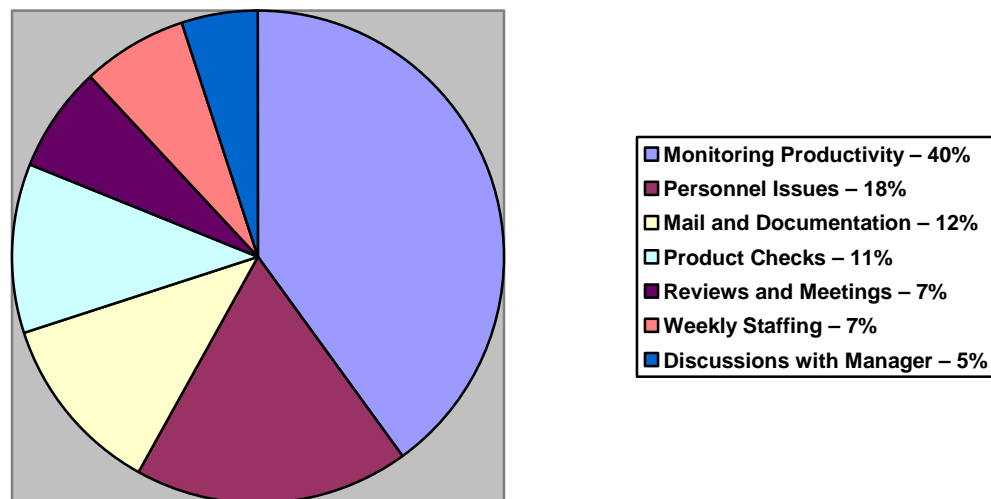


## Harry Wood: Production Line Supervisor

### Current Percentage Breakdown



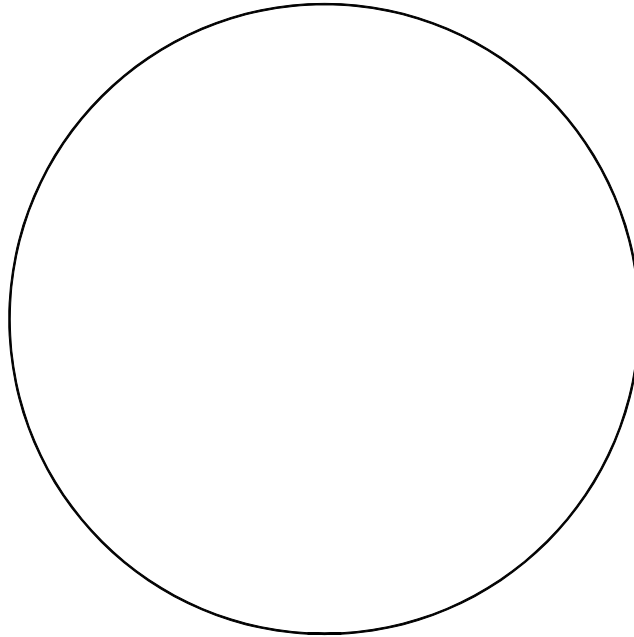
### Preferred Percentage Breakdown



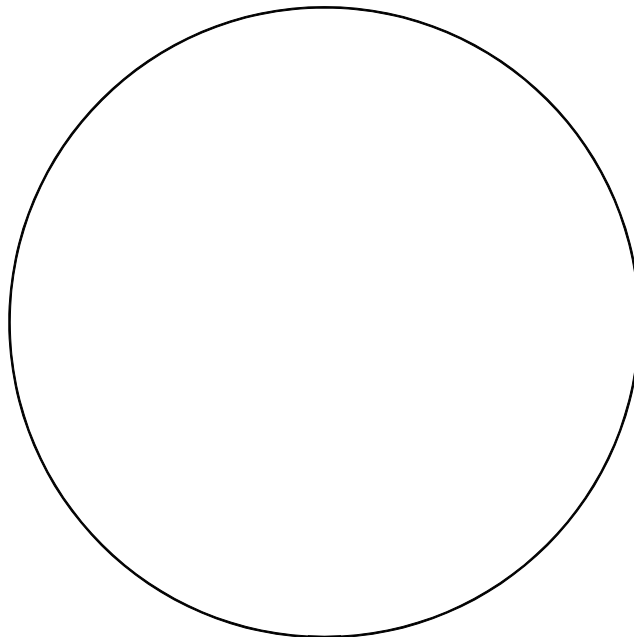


## Career Planning

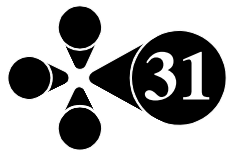
**Current percentage breakdown:**



**Preferred percentage breakdown:**







## Perception of You and Me

<b>DESCRIPTION</b>	This activity focuses on key job skills with the opportunity to assess strengths and weaknesses. The activity starts with the trainer giving an explanation of the theory Four Steps to Learning. The group agrees on the key skills required to complete the appraisee's job. Individually, the appraiser and appraisee then plot the standard of performance of the appraisee on a blank copy of a chart depicting Four Steps to Learning. They discuss similarities and differences and a joint chart can then be produced.
<b>SITUATIONS</b>	This activity may be run as a group training session with appraisees and their relevant appraisers. All of the group should complete similar jobs. Alternatively, this activity is usually suited to a one-to-one discussion between an appraiser and an appraisee. It can be beneficial to both parties when preparing for the actual appraisal interview.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To understand the theory of Four Steps to Learning</li> <li>• To identify the key job skills of the appraisee</li> <li>• To use the theory to assess the appraisee's current work performance</li> <li>• To allow both the appraisee and the appraiser the opportunity to prepare for the appraisal interview</li> </ul>
<b>TIME</b>	Varies depending on the length of discussion between the appraisee and appraiser, but up to 90 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 31.1</li> <li>• Overhead projector and a transparency of Handout 31.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. State the objectives of this activity.</li> <li>2. Explain that learning can progress through four definite stages. Show the transparency of Handout 31.1 and explain each step, using the following statements: <ul style="list-style-type: none"> <li>• <b>Step One—Unaware Inability</b> "When you were first promoted last year and became responsible for a team of staff members, you were unaware of your inability to delegate. You completed most tasks yourself."</li> <li>• <b>Step Two—Aware Inability</b> "When you completed your first training attachment to another section controller, you observed the skill of delegation. You also started to practice some of these skills. At this point, you became aware of your inability to delegate."</li> </ul> </li> </ol>



- **Step Three—Aware Ability**

“Over the following months, you developed the skill of delegation and monitored your own progress carefully. At this stage, you were aware of your ability to delegate.”

- **Step Four—Unaware Ability**

“As an experienced section controller, you now delegate without even stopping to think about it. You are now unaware of your ability.”

3. Ask everyone to brainstorm the key skills required to complete the job of the appraisees in the group and list them on the flipchart. Make sure that there is agreement among the whole group. For example:

**Hotel Receptionist**

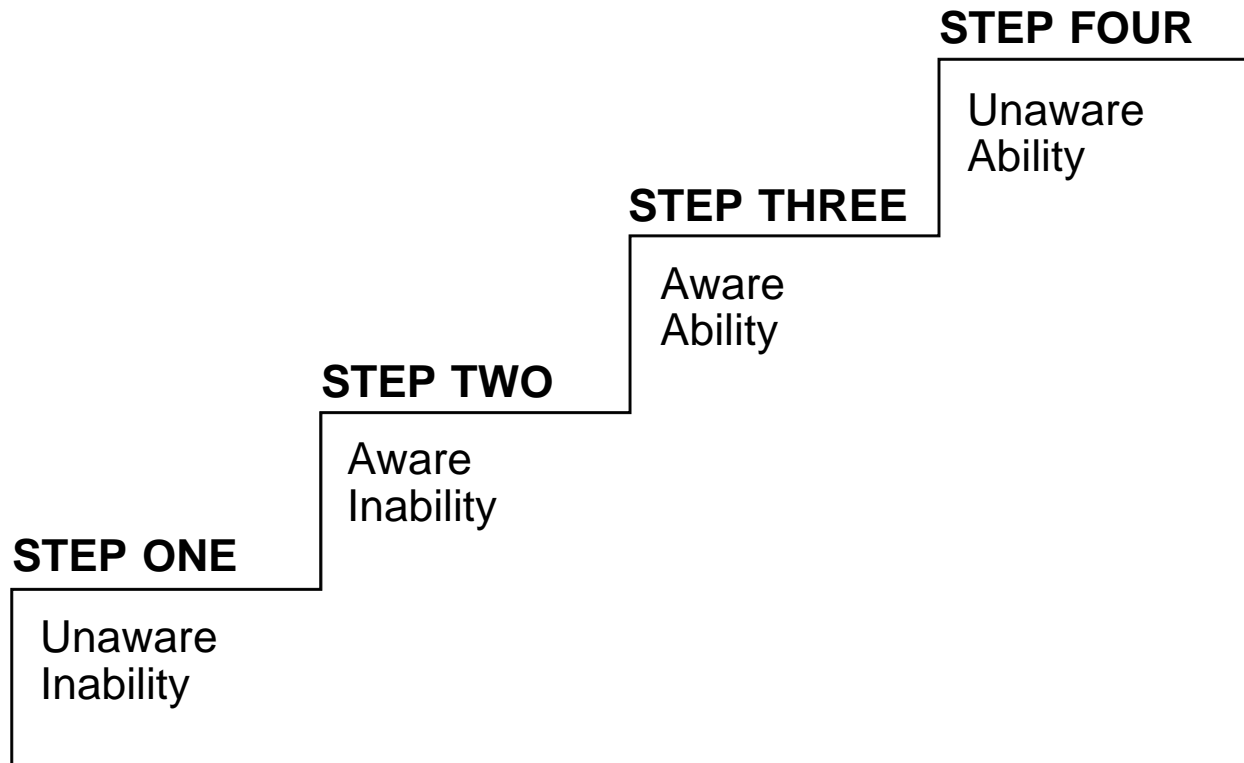
- Accounting
- Writing
- Oral communication
- Listening
- Questioning
- Organization

4. Distribute copies of Handout 31.1 and ask each appraisee and appraiser individually to plot the standard of the appraisee's work performance for each of the key skills.
5. Ask each appraisee to join with their appropriate appraiser and discuss their chart. Stress that they should give the reasons behind their decision and, if appropriate, jointly agree on a new chart.
6. Summarize the theory of Four Steps to Learning and review the exercise by asking everyone how useful they found the activity as a way of preparing for the appraisal interview.
7. Ask the group to suggest other ways in which they could use the theory at work (for example, as an instrument for an informal review to assess new staff).





## The Four Steps to Learning







# The Perfect System

<b>DESCRIPTION</b>	This activity checks the group's understanding of their company appraisal system through an exercise and discussion. Initially, participants take part in an exercise producing guidelines for an imaginary company that wishes to introduce an appraisal system. Working in two teams, participants are asked to produce a list of key elements for the appraisal system and to include the method, timelines, and general guidelines. This is then reviewed in a discussion and compared to their company's actual system. The final stage involves the group producing a definition of their company's actual appraisal system and a graphic depicting the cycle of events.
<b>SITUATIONS</b>	This is a group training activity designed to stimulate discussion about the group's current appraisal system within their company. The first part of the activity, designing an appraisal system, could be run as a separate exercise with the explanation of their company's actual system run as a continuation activity at a later stage. If the activity is run with individuals from different companies, they will need to complete the second part with their line manager in their workplace.
<b>OBJECTIVE</b>	To check the participants' understanding of their company's appraisal system.
<b>TIME</b>	60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 32.1</li> <li>• Information on the participants' company appraisal system</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before this activity, consider the actual appraisal system of the participants' company, including the key elements (method, timelines, and general guidelines), a definition of the system, and the cycle of events.</li> <li>2. Divide the group into two teams and distribute Handout 32.1, which explains their task. They have 15 minutes to complete this.</li> <li>3. Ask one team to present their proposals, giving the reasons behind them. Clarify points where appropriate and encourage the other team to ask questions. Repeat this process with the other team.</li> <li>4. Compare their proposals to the actual guidelines of the participants' company, exploring the similarities and differences. Where required, emphasize the reasons behind some of these guidelines.</li> </ol>



5. Discuss what role the participants have, as appraisers, in putting these guidelines into practice. Make sure that the following points are covered:
    - The theory is easy; putting it into practice is hard.
    - As appraisers, they have a vital part to play in ensuring the success of the appraisal system.
    - They might have to encourage the appraisee to take a more active part in the process by explaining the reasons behind the system.
    - A full understanding of how the appraisal process works leads to a more effective system.
  6. Divide the group into two teams again and ask them to produce a definition of their company's actual appraisal system and a graphic depicting the cycle of events. These should be shown on a flipchart.
  7. Discuss the definitions and graphics in a large group, amending the detail where necessary. Encourage delegates to ask questions on the company appraisal system to ensure that they have a full understanding of the way it operates. Distribute the appropriate information outlining the appraisal system of the participants' company.
  8. Close the session by emphasizing the importance of their full comprehension of the system in order to motivate and encourage others.
-



## **The Task**

You are a board of directors of an engineering company. The company was established two years ago and employs 200 staff, mainly assembly workers.

You strongly believe that it is time to introduce an appraisal system and have come together to discuss the key elements of this system. Consider the timelines, method, and general guidelines of this proposed appraisal system.

Although you will not be responsible for putting the system into operation, you wish to present these key elements to your management team so that they can start to develop the system in more detail.

You have 15 minutes to achieve your task. You will then be asked to present your proposal on a flipchart and justify your decisions.





## Picture This

<b>DESCRIPTION</b>	This activity begins with participants individually producing a visual image that expresses their thoughts about their company's current appraisal system. The participants use the pictures as a base to elaborate on their thoughts. Similarities and differences between the views expressed on paper and verbally are then explored. A future course of action is then compiled, if necessary.
<b>SITUATIONS</b>	<p>Ideally, this activity should be run with participants who all work for the same company. This exercise can be used in three ways:</p> <ol style="list-style-type: none"> <li>1. As an icebreaker to encourage all participants to join in a discussion on their company's system</li> <li>2. As an energizer, providing variety during a course where many of the exercises are written</li> <li>3. As a continuation of Activity 7: Bull's-eye.</li> </ol> <p>If participants generate their pictures as pre-work and bring them to the session, they can be used to discuss, produce, and agree on future objectives and action plans.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To establish the views of the participants on the current appraisal system</li> <li>• To identify any weak spots in the participants' understanding that can be rectified through the production of a future action plan</li> </ul>
<b>TIME</b>	30 minutes, with an additional 15 minutes if action plans are to be completed
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Explain that the group will be taking part in an activity in which they will produce a drawing to express their views on their company's current appraisal system. For example, if a person views the appraisal system as a school report, then he or she might draw a headmaster and a school desk. Stress the following: <ul style="list-style-type: none"> <li>• There are no right or wrong ways and no prizes! Pictures are merely a form of expression.</li> <li>• After the pictures are drawn, everyone will have the opportunity to explain their drawing.</li> <li>• The only words that should appear on the picture are the person's signature.</li> </ul> </li> </ol>



2. Begin the activity and monitor progress. Allow 10 to 15 minutes.
  3. Instruct everyone to place their pictures, once completed, in close proximity on a wall.
  4. Ask each person to elaborate on their picture, sharing their views on the appraisal system. Ask questions to seek clarification. Review similarities and differences in people's views, and summarize on a flipchart.
  5. Lead a discussion on the question: "Why is it important for appraisers to fully understand the appraisal system?" Include the following points:
    - To explain the entire system to their appraisees
    - To carry out the appraisal system in the way the company requires and thoroughly train staff
  6. Suggest to group members that if they do not have a full understanding of the appraisal system, they should now write an action plan, detailing how they are going to increase their knowledge. Allow participants 15 minutes to write action plans.
  7. Critique the action plans, making recommendations where appropriate.
  8. Close the session by reminding the group that they have a responsibility to understand the company's appraisal system to ensure its effectiveness. Encourage the group to seek the views of their staff so that the system is continually appraised and amended.
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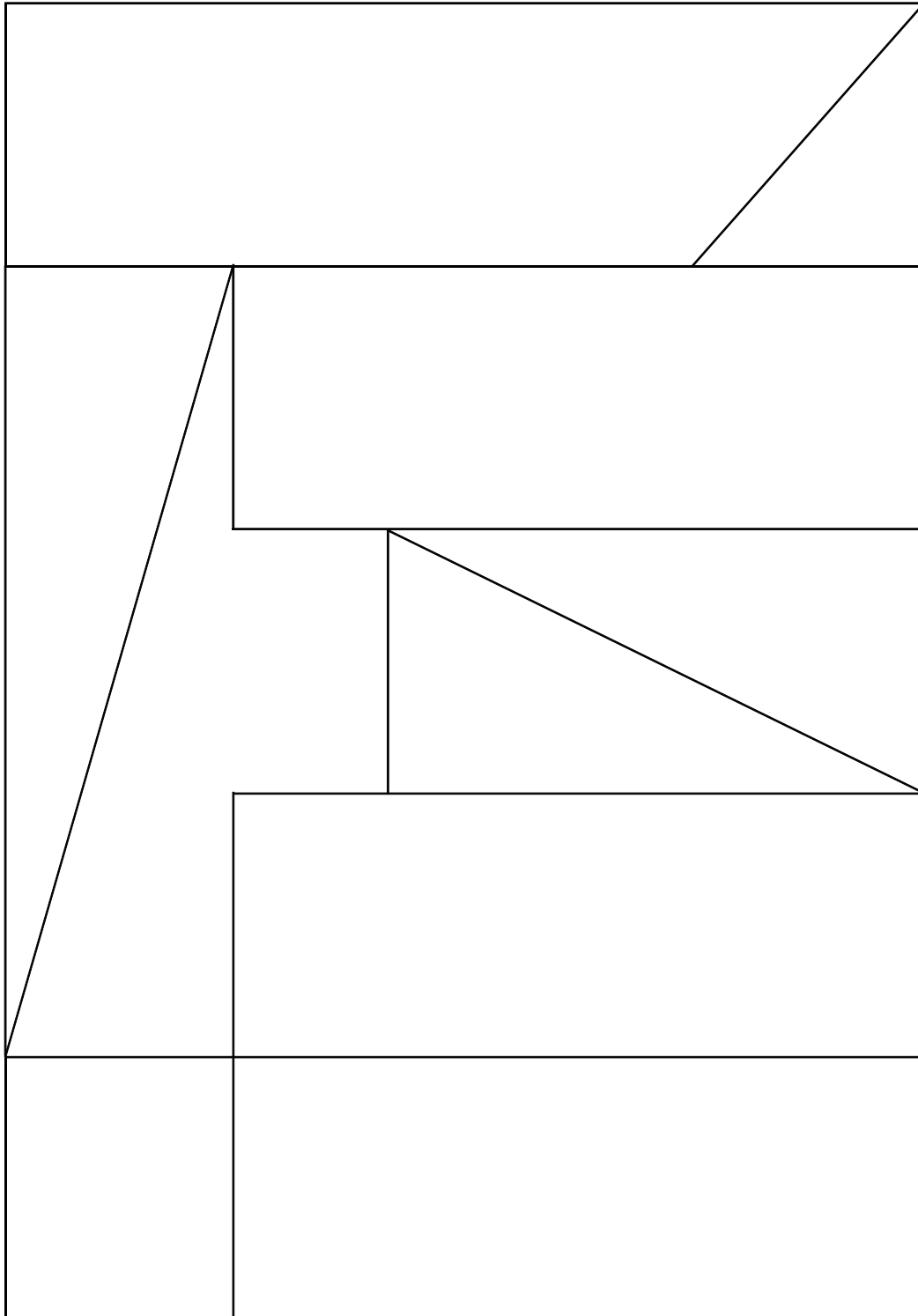
## Piece by Piece

<b>DESCRIPTION</b>	This activity involves completing a puzzle, cut from the letter <i>E</i> . Working in threes, one person follows verbal instructions on how to complete the puzzle from a second person, and the third person in the group observes. A discussion follows, using feedback from the observer, regarding the importance of clear and concise communication. This is then related to communication during the appraisal process.
<b>SITUATIONS</b>	This is a participative exercise, completed in groups of three. It can be used as a general communication exercise. Alternatively, the review of the exercise can focus particularly on communication throughout the appraisal process.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To highlight the techniques of clear verbal communication</li> <li>• To emphasize the importance of clear communication during the appraisal process</li> </ul>
<b>TIME</b>	40 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 34.1</li> <li>• Jigsaw puzzles made from white card stock in the exact format shown on Handout 34.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before the activity, cut out sufficient sets of jigsaw pieces from white card stock, using Handout 34.1 as a template.</li> <li>2. Introduce the activity by explaining that the group will take part in a participative exercise to highlight the importance of clear communication.</li> <li>3. Divide the main group into teams of three, and ask each team to appoint a communicator, a constructor, and an observer.</li> <li>4. Ask the constructors to wait outside the room while the others receive further information on the exercise.</li> <li>5. Tell the communicators that their task is to explain to their constructor how to complete a jigsaw puzzle. Emphasize that this must be done with their back toward the constructor, using only spoken communication. Give each one a copy of Handout 34.1, showing the diagram of the jigsaw, and remind them that this must not be shown to the constructor.</li> <li>6. Brief the observers, asking them to note the techniques that enabled the constructor to complete the task and the techniques that hindered and caused confusion.</li> </ol>



7. Ask the constructors to return to the room and take a seat with their back to their communicator. Give each one a set of loose jigsaw pieces. Begin the activity and allow it to run for a maximum of 10 minutes.
  8. Ask each team to review the exercise by listening to the feedback from the observer and discussing the communication techniques that were useful during the activity and the techniques that hindered the process.
  9. Reconvene the group and ask a volunteer to write on the flipchart the group's thoughts on the helpful verbal techniques. Include the following:
    - Frustrations hidden
    - Objective stated
    - Jargon avoided
    - Variable tone
    - Appropriate words
  10. Explain that the list of communication techniques shown on the flipchart summarizes the key points from the exercise. Lead a discussion relating these points to the appraisal process (for example, the effect on the appraisee if the appraiser shows frustration with the proceedings).
  11. Stress that communication is vital throughout the appraisal process and not just during the appraisal interview. For example, if the appraiser does not explain the objective of the appraisal system to the appraisee before the interview, then the appraisee might appear confused and unable to participate fully in the appraisal process.
-

## Jigsaw Template







## Praise versus Criticism

<b>DESCRIPTION</b>	This activity is a way of highlighting the importance of balancing positive and negative feedback. The group identifies the signals that can indicate that an appraisee has received too much criticism. This is followed by a role play to illustrate the importance of the appraiser recognizing and responding to these signals.
<b>SITUATIONS</b>	This activity illustrates that an appraiser must be able to recognize an appraisee's personal limit for receiving negative feedback. As feedback is continually important and not just at the annual assessment, the learning from this session is useful to managers throughout the year and not merely at the appraisal interview. This activity can be linked to Activity 5: The BOFF Principle, which describes a formula to use when giving feedback.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To identify the signals that indicate that an individual has received too much criticism</li> <li>To explore possible responses and options for the appraiser</li> </ul>
<b>TIME</b>	<p>This activity can be divided into three stages:</p> <ul style="list-style-type: none"> <li>Brainstorming 10 minutes</li> <li>Role play 30 to 45 minutes</li> <li>Review of activity 10 to 20 minutes</li> </ul>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>Flipchart and markers</li> <li>Handouts 35.1, 35.2, and 35.3</li> <li>Overhead projector and transparency of Handout 35.2</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Explain the objectives of the activity.</li> <li>2. Ask the group to brainstorm the signals that could show that an appraisee has received too much negative feedback and list the points on the flipchart. Distribute Handout 35.1 to act as a reminder of these points.</li> <li>3. Explain that research has shown that, on average, an appraisee can receive two or three pieces of negative feedback before reaching personal limits. This amount may be increased if the negative feedback is balanced with some positive.</li> </ol>



4. Show the transparency of Handout 35.2 and discuss the possible options available to the appraiser and the likely outcomes. Make sure that the following points are covered:

- Giving a piece of positive feedback may be the best way of responding to an appraisee who has just begun to indicate reaching personal limits.
- It is important to prioritize the feedback so that if the appraiser decides to conclude the session, the most important elements have already been given.
- Continuing with negative feedback has no value for the appraisee.

Distribute Handout 35.2.

5. Ask for two volunteers to role play the part of the appraiser and appraisee. Distribute copies of Handout 35.3 and allow a few minutes for consideration, then begin the role play.
6. Stop the role play at appropriate intervals and invite feedback from the group on the appraiser's response to the signals given to the appraisee. Other members of the group can interchange with the appraiser and appraisee.
7. Conclude the activity by asking the group to discuss their experiences of an appraisee's personal limits and an appraiser's responses.
-



## **Recognizing Personal Limit Signals**

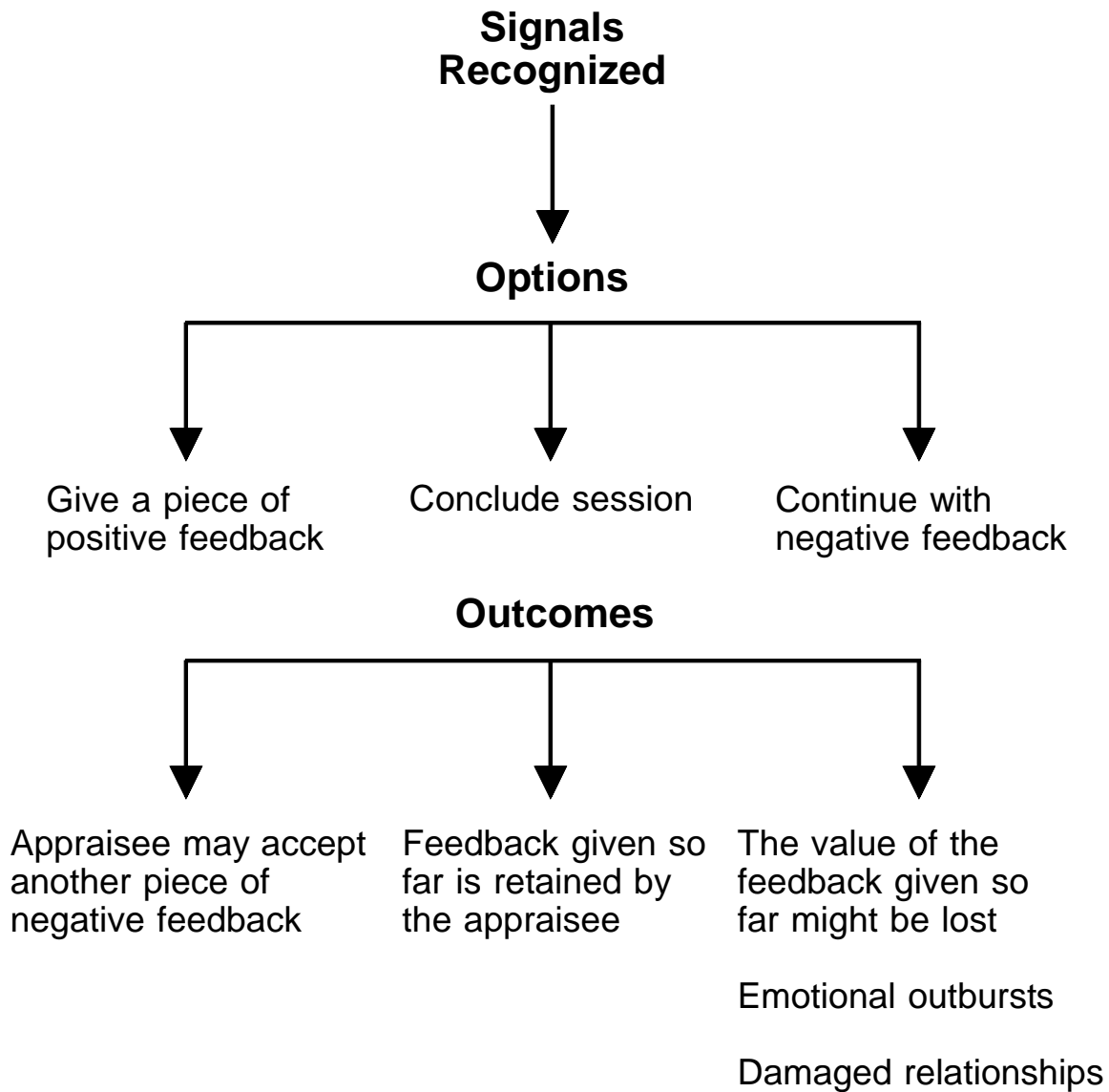
- **Negative body language**  
(shaking the head, turning away)
- **Loss of eye contact**
- **Blame placed on the circumstances**  
“I was running late that day, so I had to rush.”
- **Blame placed on others**  
“My previous boss always wanted it done that way.”
- **Emotional outbursts**







## Responding to an Appraisee's Personal Limits







## **Role Play**

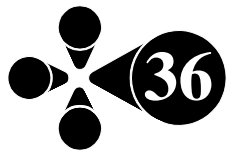
### **Appraisee**

You are Judy Bentley, a cashier employed by a large “do-it-yourself” retailer. You are due to have your appraisal today, which you are dreading, because you know it is going to be bad. You feel that whenever you see your supervisor, she has something to complain about. If it is not your speed on the cash register that she is unhappy with, then it is the organization of the cash desk. Last week, she even called you into her office to discuss your timekeeping, although you had already told her that starting at 9:00 would be difficult. You feel that your supervisor seems to forget the number of times you have been complimented by customers for excellent service and how your cash drawer always balances at the end of the shift.

### **Appraiser**

You are Sue Smith, a cashier supervisor employed by a large “do-it-yourself” retailer. You are due to give Judy Bentley her appraisal today. You feel very frustrated with Judy, because her work is below standard, and although you have spoken to her on a number of occasions, you have not seen a significant improvement in her work. There are numerous critical points you need to discuss under the appraisal headings of punctuality, cash register operation, and maintenance of the cash desk. You are determined to make Judy aware of these negative points.





## A Question of Design

<b>DESCRIPTION</b>	This activity can follow Activity 19: Good question! because it gives participants more opportunity to practice. Participants brainstorm the principles of designing a questionnaire. Working in groups of three, they are given the task of compiling a questionnaire to uncover information regarding an individual's job content. Afterward, they exchange questionnaires and critique each other's work.
<b>SITUATIONS</b>	This activity can follow Activity 19: Good question! because it gives participants more practice in questioning techniques. Alternatively, it can precede Activity 46: What do you think? because it establishes the principles of designing a questionnaire.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To establish the principles of designing a questionnaire</li> <li>• To practice compiling a questionnaire and to receive feedback on its design</li> </ul>
<b>TIME</b>	60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Handouts 36.1, 36.2, and 36.3</li> <li>• Overhead projector and transparency of Handout 36.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Describe the activity about to take place, emphasizing that good questioning skills are vital not only during the appraisal process but in everyday work situations.</li> <li>2. Ask the group to brainstorm the principles of designing a questionnaire and write them on the flipchart. Answers could include: <ul style="list-style-type: none"> <li>• Consider the goal of the questionnaire</li> <li>• Establish the information required</li> <li>• Select appropriate types of questions</li> <li>• Use words and phrases the receiver will understand</li> <li>• Consider layout and length</li> <li>• Avoid abbreviations and jargon</li> <li>• Consider introductions and explanations</li> <li>• Allow adequate time for completion</li> <li>• Evaluate the benefit of individuals completing the questionnaire anonymously</li> <li>• Ensure adequate circulation</li> <li>• Decide how the information will be interpreted</li> <li>• Check and test thoroughly</li> </ul> </li> </ol>



3. Show the transparency of Handout 36.1. Distribute copies of this handout to summarize the principles of designing a questionnaire. If this activity is not being run in conjunction with Activity 19: Good question! then it might be necessary to explain the different types of questions and their uses. This can be done using Handout 36.2. Ask the group to comment on the value of using multiple-choice questions, such as:

“How long have you been responsible for appraisals?”

- Less than 6 months ☐
- 6 months to 1 year ☐
- Over 1 year ☐

Point out that these questions are useful to confirm facts, but may confine the individual to a particular answer and stop them from thinking for themselves.

4. Divide the group into threes and distribute Handout 36.3. Ask the group to read the document and compile the questionnaire. Allow 30 minutes for completion.
5. Ask the group to exchange questionnaires and critique each other's work, using the principles discussed earlier. Allow 20 minutes for completion.
6. Review the exercise by asking the group to comment on the feedback they received.
7. Ask the group when a questionnaire could be used during the appraisal process. Answers could include:
  - Auditing the company appraisal system
  - Collecting evidence for an appraisal
  - Preparation for the appraiser
  - Preparation for the appraisee
  - Analyzing career plans
8. Close the session by stressing that good questioning techniques are essential to use during the appraisal interview as well as everyday work situations.



## **Questionnaire Principles**

- Consider the goal of the questionnaire
- Establish the information required
- Select the appropriate types of questions (such as open/closed/comparative)
- Use words and phrases the receiver will understand
- Consider layout and length
- Avoid abbreviations and jargon
- Consider introductions and explanations
- Allow adequate time for completion
- Evaluate the benefit of individuals completing the questionnaire anonymously
- Ensure adequate circulation
- Decide how the information will be interpreted
- Check and test thoroughly







## Good Question

Type	Example	Advantages	Disadvantages
<b>Open</b> How...? What...? Where...? When...? Why...? Which...?	"What are your views on your performance in the past year?"	Encourages appraisee to talk Can relax the appraisee Prevents appraiser from revealing prejudices	Can produce too long a reply Can be too broad a question
<b>Comparative</b> Comparing... How does... compare with...?	"Comparing this job to your last, what are the differences?" "How does the way you manage the section now compare with how you did it six months ago?"	Helps appraisee to focus and make comparisons Explores appraisee's attitude and feelings	Sets strict guidelines within which to answer May not be an appropriate question
<b>Hypothetical</b> What if...? Imagine...?	"What if you were in charge of the department; what changes would you make?" "Imagine you were in my shoes; what would you do?"	Encourages appraisee to explore alternatives Useful if the appraisee tends to blame other people or situations for their mistakes	Can raise appraisee's expectations if not relevant to the conversation
<b>Focused</b> That's interesting what you said earlier, what else...?	"That's interesting what you said about feeling annoyed; what else did you feel?"	Gives the appraiser more information on a particular issue Gives the appraisee guidance on the flow of questions	Can confine the appraisee to a specific area Can appear aggressive and too probing
<b>Reflective</b> It seems you were...	"It seems you were content to let John take over on that occasion; would that be right?"	Shows that the appraiser is listening Confirms information Confirms feelings	If used too often, it can interrupt the flow of the conversation



## Handout 36.2 (concluded)

Type	Example	Advantages	Disadvantages
<b>Link</b> Moving on... What...?	"Moving on to the way in which you handle customers, what would you say is your main strength?"	Maintains the flow of questions	
<b>Closed</b> Have you...? Did you...? Was it...?	"Did you take all the recruitment interviews during the past year?"	Useful in small amounts to check facts Confirms feelings Stops the appraisee giving lots of information	Can make the conversation sound like an interrogation Conversation becomes one-sided Can unnerve the appraisee if not relaxed
<b>Leading (Value)</b> ... Don't you? ... Aren't you? Wouldn't you agree that...?	"You don't really believe that, do you?" "You are enjoying your current role, aren't you?"	None!	Puts words into appraisee's mouth The appraiser reveals personal opinions It is difficult to refute
<b>Multiple</b> Many questions together	"What are the best things about your job and would you recommend internal promotion and what are your views on training?"	None!	Confusing People forget what has been asked



## **R. D. Sharp: Regional Health Officer**

You are R. D. Sharp, the regional health officer for the southwest region. Your responsibilities include dental care throughout the region, which is currently undergoing great change. You have been requested by the Department of Health to carry out a detailed analysis of the role of the dentist, anesthetist, oral hygienist, and receptionist in order to produce a job description and a structured salary scale for each position.

Having reviewed the first three positions, you now need to turn your attention to the dental receptionist. There are 45 dental receptionists within the region, and the content of their job varies enormously. For example, some receptionists perform routine tasks such as answering the telephone, greeting patients, and booking appointments. Others are involved in completing the appropriate financial claims, updating patients' dental records, and maintaining the accounts system.

Your next step is to compile a questionnaire to review the job content of the dental receptionist, with the final aim of producing a standard job description. Use Handout 36.1 to assist you in the design of the questionnaire.





## Ready, set, go!

<b>DESCRIPTION</b>	This activity provides a way of assessing appraisers' individual standards of preparation for the appraisal interview and helps set guidelines for the future. The participants complete an assessment sheet, responding to statements regarding their preparation for the appraisal interview. This will then highlight the areas in which they are strong and in which they need to improve. In small groups, participants share their findings and identify how they might improve in some areas. The activity ends with the whole group producing a checklist for the future.
<b>SITUATIONS</b>	This activity is most suitable for staff who are fairly new to appraisals, although they need to have had some experience of conducting appraisal interviews. The personal assessment sheet could be used in the workplace, with appraisers asking their appraisees to complete it as well to obtain a second opinion on their preparation skills.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To give appraisers an opportunity to assess their own standard of preparation for the appraisal interview</li> <li>• To emphasize the importance of the preparatory stage of the appraisal interview</li> <li>• To produce a checklist that can be used by the appraisers when preparing for the next appraisal interview</li> </ul>
<b>TIME</b>	45 to 60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 37.1</li> <li>• Paper and pens</li> <li>• Transparency masters and wax pencils for creating overhead transparencies</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Begin the activity by asking the group to rate themselves on a scale of 1 to 10 on how good their preparation is when they are getting ready for an appraisal interview.</li> <li>2. Distribute Handout 37.1, requesting that participants complete the form on an individual basis first. There will be time afterward to share information. Emphasize that there are no points for the best score and they should answer them honestly. Allow 10 minutes for completion.</li> <li>3. Place participants in small break-out groups and encourage them to share their answers. Ask them to discuss the consequences of poor preparation. Allow 15 to 20 minutes.</li> </ol>



4. Reassemble the whole group and request a volunteer to lead the next stage. The group's task is to imagine that they are taking a training session for staff about to become responsible for conducting appraisal interviews. For the start of the training session, they need to produce a preparation checklist to be used as a transparency. Allow 15 minutes. Answers could include:
    - Give the appraisee a blank appraisal form in advance.
    - Inform the appraisee of the date and time of the interview.
    - Make sure that sufficient time is available.
  5. Review the checklist with the group, asking questions where appropriate. Ask each person in which area they themselves are strong and weak and what steps they are going to take to rectify the weaker areas.
  6. Close the session by saying, "If you fail to prepare, you prepare to fail."
-

## A Personal Assessment Sheet

Respond to the following statements by awarding yourself points as follows:

1 = All the time

2 = Some of the time

3 = Never

**Points**

I run out of time during the appraisal interview.

\_\_\_\_\_

The interview is interrupted with phone calls.

\_\_\_\_\_

The appraisee appears to be unaware of his/her role in the interview.

\_\_\_\_\_

The appraisee has not prepared fully.

\_\_\_\_\_

The appraisee does not fully understand the appraisal system.

\_\_\_\_\_

I do not provide enough evidence to back up the statements.

\_\_\_\_\_

The appraisee and myself have different perceptions of the appraisee's job.

\_\_\_\_\_

My opinions on performance are rarely known to the appraisee.

\_\_\_\_\_

The evidence I provide is not based on performance throughout the year.

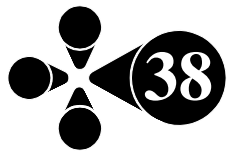
\_\_\_\_\_

I rely solely on my own information.

\_\_\_\_\_







## The Right Person for the Job

<b>DESCRIPTION</b>	This activity involves examining written reviews of performance for two members of staff and deciding which one should be promoted. A group discussion follows, centered on the interpretation of the written reviews of performance and the need for clear and concise written appraisals.
<b>SITUATIONS</b>	This is a group activity designed to illustrate the importance of well-written appraisals, particularly since the appraisal form can often stand alone as evidence of an individual's performance. This activity is ideally run in groups of about six, with larger groups being divided into smaller teams.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To show how written reviews of performance can be interpreted differently</li><li>• To highlight the techniques that contribute to a well-written appraisal</li></ul>
<b>TIME</b>	45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 38.1, 38.2, and 38.3</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Introduce the session by explaining that since appraisals can often stand alone as evidence of a person's past performance, it is important for the information to be accurate and clear and to be interpreted as the appraiser intended.</li><li>2. Ask each member of the group to imagine that they are an office manager who is responsible for filling a vacancy for a switchboard supervisor. Distribute Handout 38.1 and allow the group a few minutes to familiarize themselves with the key elements of the job.</li><li>3. Explain that there are two candidates for the job, both of whom are currently employed by the company as switchboard operators. Explain that their task is to decide who is the right person for this job. This decision will be based on the candidates' latest performance review. Distribute a copy of Handouts 38.2 and 38.3 to everyone in the group and allow 10 minutes for individual consideration.</li></ol>



4. Ask which members of the group have selected Catrina Brown and the reasons for that selection. Invite the rest of the group to comment on their reasons for selecting Simon Mills. There is no right or wrong answer to this exercise. The importance should be attached to the particular aspects of the written appraisal that contributed to their decision. The review could include the following:
  - **Facts versus phrases:** “98 percent of Catrina’s telephone calls are answered within four rings,” or “the majority of Simon’s calls are answered within four rings.”
  - **Explanations to support figures:** “The 17 percent absence was due to a surgical procedure in October of the previous year.”
  - **Ambiguous statements:** “At times Simon can let his frustrations show.”
  - **Inclusion of examples:** Catrina’s suggestion to introduce an amendment slip.
  - **Lack of information:** There are no comments on Catrina’s ability to train others or her personal qualities.
  - **Length of sentences:** The second section of the review entitled “Telephone Manner” is written as one long sentence for Catrina and shorter, concise sentences for Simon.
5. Discuss with the group their experiences of good and poor appraisal writing.
6. Ask the group to compile a checklist of the factors that can contribute to a well-written appraisal, with a volunteer writing their thoughts on the flipchart. This can be produced as a handout and circulated to the members of the group for use when they are involved with appraisal writing.



## Job Description

**Position:** Switchboard Supervisor  
**Grade:** Salary Scale 3  
**Reports to:** Office Manager  
**Overall task:** To organize the team of switchboard operators, ensuring that all telephone calls are answered quickly and dealt with appropriately

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### Operational Elements

- Make sure that all telephone calls are answered within four rings
- Organize appropriate staffing levels, ensuring that breaks and vacations are covered
- Deal with customer complaints regarding the switchboard
- Update the company telephone directory on a monthly basis
- Consult with the heads of departments regarding their requirements and inform them of any changes to procedure

### Managerial Elements

- Induct and train new staff
- Maintain a high level of staff morale
- Monitor the performance of all the switchboard operators and appraise them on an annual basis
- Monitor attendance levels
- Discipline staff when necessary





## **Candidate 1: Review of Past Performance**

**Name:** Catrina Brown  
**Age:** 33  
**Current position:** Switchboard Operator  
**Service in current job:** 3½ years  
**Rating:** Very good

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### **Dexterity and Speed**

98 percent of Catrina's telephone calls are answered within four rings, compared to the company average of 91 percent. Only on very few occasions does she put customers on hold.

### **Telephone Manner**

Catrina answers the telephone using the recommended company procedure, asking the appropriate types of questions to uncover the necessary information from the caller, and politely explains where the call is being directed, which results in a high level of customer service being offered at all times.

### **Communication**

Catrina is able to suggest new ideas and improvements to current systems. For example, last year Catrina suggested that every switchboard operator should complete an amendment slip when they discover that an extension number has changed. This new communication system has been successfully implemented and has resulted in a decrease in the number of calls that have been directed to the wrong place.

### **Attendance**

83 percent. The 17 percent absence was due to a surgical procedure in October of the previous year.

### **Summary**

Catrina is very flexible and willingly changes her hours at short notice.





## Candidate 2: Review of Past Performance

**Name:** Simon Mills  
**Age:** 28  
**Current position:** Switchboard Operator  
**Service in current job:** 2½ years  
**Rating:** Very good

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### Dexterity and Speed

The majority of Simon's calls are answered within four rings. He is able to acquire the necessary extension number quickly, and only 1.7 percent of calls are put on hold.

### Telephone Manner

Simon has a pleasant manner and a clear and audible voice. He is able to ascertain the customer's requirements quickly and take the appropriate action. The company has received two letters from customers complimenting Simon on his telephone manner.

### Communication

Simon completes the correct documentation to inform the switchboard supervisor of changes to extension numbers. He confers with the supervisor regarding questions and complaints.

### Attendance

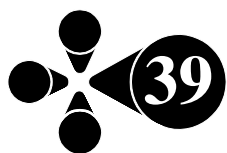
97 percent

### Summary

Simon is a valuable member of the team. His bright and enthusiastic manner contributes to the morale of the team. Last month, he successfully trained two new members of the switchboard team. At times Simon can let his frustrations show.







## Sharpen your Targets

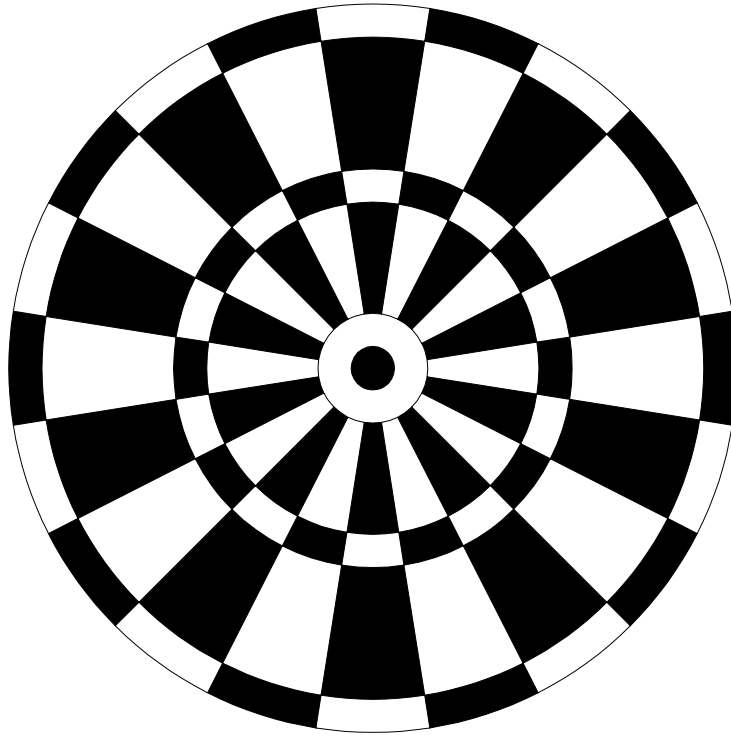
<b>DESCRIPTION</b>	The trainer opens this activity with a brief description of how to set clear and specific targets with associated action plans. In small break-out groups, the participants work on case studies, producing future targets and action plans for the people concerned. These case studies are based on personalities within well-recognized positions. The case studies are reviewed with the whole group, and the guidelines for setting targets are summarized.
<b>SITUATIONS</b>	This activity has many applications since setting targets is often an important requirement for all those in supervisory and managerial roles. It is essential for all appraisers. This activity could follow Activity 7: Bull's-eye! to give the participants more opportunity to practice.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To review the skill of setting targets and associated action plans</li> <li>• To test the participants' understanding of this skill</li> <li>• To confirm participants' understanding for the reasons for target setting within the appraisal process</li> </ul>
<b>TIME</b>	45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 39.1, 39.2, and 39.3</li> <li>• Overhead projector and Transparency 39.1</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Ask the group: "Why is it important to set future targets during the appraisal system?" Make sure that the following points are included: <ul style="list-style-type: none"> <li>• People need goals to aim for if they are to remain motivated.</li> <li>• Both parties need to be clear about what the main priorities are for the next year.</li> <li>• Future targets can be based on poor past performance. This encourages the appraisee to improve in these areas.</li> </ul> </li> <li>2. Tell the group that targets should clearly state <i>what</i> the person is aiming at, while the action plan states <i>how</i> the person is going to achieve it. Targets and action plans are closely linked and there can often be a number of points in an action plan referring to only one target. The action plan should list very clearly the various stages of action, in priority order.</li> <li>3. Distribute Handout 39.1 to help the group differentiate between a target and an action plan. If any further training is needed, then use Activity 7: Bull's-eye!</li> </ol>



4. Split the group into three teams and give each team copies of Handouts 39.2 and 39.3. Instruct them that on each handout there is a scenario, and using this, they must produce an appropriate future target and action plan for the person concerned. These targets will then be reviewed in the whole group. Allow 20 minutes to finish both studies.
  5. Review the case studies within the whole group, making alterations and recommendations where appropriate.
  6. Close the session by showing Transparency 39.1 and reminding the group that future targets should always be:
    - **Clear and specific.** To avoid any misunderstanding, the details of the target must be spelled out clearly.
    - **Measurable.** The appraiser and appraisee must know when the target has been reached.
    - **Challenging.** What may appear challenging to the appraiser may not be to the appraisee.
    - **Achievable.** There is no point in agreeing on a target that both parties know is impossible to achieve.
    - **Timed.** It is essential that a target have a deadline; without a date, it is merely an intention.
-



## Sharpen your Targets



Make them:

- Clear and specific
- Measurable
- Challenging
- Achievable
- Timed





## **John Speldon: Target and Action Plan**

John has been involved with a network news team for the past 13 years. He started when he was 23 years old as a researcher gathering information for the news anchors so that they could rewrite the story in their own words and present it on the daily news program. As his experience grew, John was able to work more closely with the anchors, gaining an insight into the language of journalists and understanding how a story needed to be rephrased for public consumption. Soon he was the understudy for the head anchor, and John eventually replaced her. He has now been reading the news for six years, and while it still holds some of the original attraction, he has started to feel a little bored. He is not really sure where to go next, although he knows he cannot remain a news anchor all his life. He needs to take steps now.

### ***What should he do?***

#### **Future Target**

“Within the next six months, I will have identified my future career direction.”

#### **Action Plan**

1. Within the next week, review my strengths and weaknesses with the head of the news team and obtain his advice on my future career prospects.
2. Within the next three weeks, speak with the Human Resources department to establish the possible opportunities within other areas of the business.
3. Within the next two months, obtain all the job descriptions for those areas in which I am interested.
4. Over the next two to three months, meet with the managers of those areas to seek their advice on the way forward.
5. From these meetings, arrange attachments to the departments concerned. This should take place during the fourth month.
6. Using the knowledge of other career paths and my strengths and weaknesses analysis, establish in which areas I need training and development. Arrange appropriate courses. If possible, these should take place within the last two months of my target deadline.
7. At the end of six months, meet again with the head of the news team and discuss in which direction I wish to move. Reset my target and action plan accordingly.





## Richard Taylor: Target and Action Plan

Richard has been president for two years. In recent weeks, the press has been appraising his style of presentation when speaking on public occasions. He knows it has never been his forte, and when he was working on the election campaign, it was an area that he believed let him down. His opponents certainly were able to stand and speak at short notice and deliver speeches with so much fire and passion that people seemed genuinely moved by them. With Richard, they somehow seemed less enamored, and it was rumored that it was his campaign manager and election team who fought so passionately on his behalf and who won the campaign for him. That is not to say that the people only vote on what they see. Richard knows they voted for his sound strategies, calm manner, and rational thinking. However, this may not be enough when the next election occurs. The newspapers have been present at every stage of his recent cross-country tour and have written such comments as "Richard Taylor sighs, not talks" and "What was that you said, Richard? We did not hear you." Bad press such as this is not good for him or the party. Richard knows he needs to take action.

***What should he do?***

### Future Target

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### Action Plan

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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## The Heiress (alias Jane Howard): Target and Action Plan

An heiress, Jane Howard, is considering her career and the way in which it should now develop. She has been featured regularly in the popular press, usually in a blaze of controversial publicity. Most of this she has actively encouraged. Who's to say that being controversial is "bad press"? Some of the papers exalt her performances, other pronounce her as wanton and shameless.

Even her venture into films has had mixed reviews. One of her earliest films, *Shadows in the Night*, was highly acclaimed, while others have had very mixed reviews. So far, Jane has reveled in shocking the world. She feels, however, that it is time to change her sexy, wanton image and be considered a serious actress.

***What should she do?***

### Future Target

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### Action Plan

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

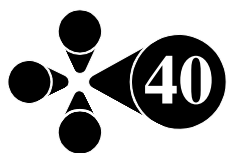
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7. 

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## The Silent Message

<b>DESCRIPTION</b>	Initially, the participants are divided into teams of four, each team being asked to consider what benefit the appraisal system is to the company and writing their thoughts in a statement of less than 12 words, which is handed to the trainer. The groups are then instructed to prepare a charade of their statement that they will then perform for the other groups, whose task it is to guess the statement in the shortest time. The discussion that follows looks at the similarities and differences in the teams' perceptions. The activity ends with the whole group considering the benefits of the appraisal system to both the appraiser and appraisee.
<b>SITUATIONS</b>	Ideally, this activity should be run with individuals from the same company. This is a highly participative activity that could be used as an icebreaker. It is suitable for appraisers at any level of experience.
<b>OBJECTIVE</b>	To confirm people's perception of the benefits of the appraisal system to the company, the appraiser, and the appraisee
<b>TIME</b>	60 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Divide the group into teams of four and ask each team to consider the benefit of the appraisal system to the company. This must be written in a statement of less than 12 words and a copy of it handed to the trainer. Allow 10 minutes. Instruct the groups not to discuss their statements with the other teams.</li><li>2. Introduce the next stage by informing the group that they now have to think about the statement they have written and transfer it into a charade that will then be performed for the other teams. These teams have to guess the statement from the charade, and the winners will be the team whose charade is guessed in the shortest amount of time. Give the groups 15 to 20 minutes to prepare and act out their charades.</li><li>3. Announce the winning team and write all the statements on the flipchart. Discuss the group's perceptions of the benefits by reviewing the similarities and differences.</li></ol>



4. Lead a discussion on what benefits the appraisal system gives to the appraiser and appraisee. Answers could include:

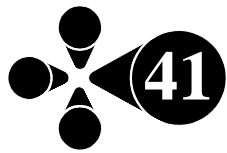
**The Appraiser**

- Motivated team
- Increased productivity
- Good working relationships

**The Appraisee**

- Clear direction
- Targets to strive for
- Honest feedback

5. Conclude the activity by saying that all appraisal systems have benefits, and it is important to review these with appraisees periodically to confirm their understanding of these benefits. Action can then be taken in those situations where the appraisee is feeling negative about the system.
-



## So you know their job?

<b>DESCRIPTION</b>	<p>This is a light-hearted activity focusing on the compilation of job descriptions and how they link into the appraisal process. Following a discussion on the writing of a job description, the group is split into small break-out groups. Each small group thinks of a well-known job such as a teacher. They then imagine they are about to recruit a person for this job. In preparation for this job search, they need to write a job description for the applicants. Once they have written the job description, the groups exchange and critique each other's work using a checklist.</p>
<b>SITUATIONS</b>	<p>This activity is ideal for all appraisers to establish the importance of a job description within the appraisal process. They could use the checklist to audit some of the existing job descriptions within the workplace.</p>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To practice writing a job description and have it critiqued by other members of the group</li><li>• To discuss the need for clearly defined job descriptions</li><li>• To practice writing skills such as clarity of language</li></ul>
<b>TIME</b>	<p>60 minutes</p>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 41.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Introduce the activity by leading a discussion on what factors need to be considered when writing a job description. The following could be included:<ul style="list-style-type: none"><li>• Content</li><li>• Length</li><li>• Clarity</li><li>• Language</li></ul></li><li>2. Outline the next stage of the activity in which teams will compile a job description for a person in a well-known job. Divide the group into two or four teams and make sure that each team has selected a different job on which to write the description. Encourage the selection of jobs away from the workplace. Emphasize to the group that it does not matter if they have never completed a job description before. They have free rein in deciding the detailed content of the job. Allow the groups 30 minutes.</li><li>3. Ask the groups to exchange their work and critique each other's job description using Handout 41.1. Allow 15 minutes for this stage.</li></ol>



4. Lead a discussion with the whole group on the learning that has taken place during this activity.
  5. Explain that a job description forms an important part of the appraisal process and that they should refer to it as appraisers. Include the following in the discussion:
    - Job descriptions form the very core of everyone's job. A job description should tell the employee in very clear terms what has to be done, who reports to whom, and the overall purpose of the job.
    - The key tasks that form the basis of the appraisal can then be taken from the job description.
    - Once the appraisal interview and the written document have been completed, the job description can once again be referred to in the setting of new key tasks.
    - The written job description should be clear and concise.
    - All elements of the job description should be achievable.
  6. Close the session by recommending that the participants, on return to the workplace, could use Handout 41.1 as a way of auditing their team's current job descriptions.
-



## The Job Description Critique Sheet

**Use this sheet to critique the other group's job description.**

Does the job description contain an overall purpose of the job?

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Does it contain the actual specific requirements of the job?

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Does it state to whom the person reports?

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Does it state who reports to the person?

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Does it state with whom the person interacts?

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Are the key elements of the job listed separately?

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Are the key elements under specific headings such as "managerial" or "operational"?

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**Handout 41.1** (concluded)

Does each element start with “To” or a verb?

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Having read the description, would you have a very clear picture of the whole job?

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## That's different!

<b>DESCRIPTION</b>	This is an exercise on reviewing how appraisers should be prepared to change their mind in certain circumstances. Working in groups of three, participants role play the part of an appraiser and appraisee watched by an observer. During the role play, the appraisee presents unexpected reasons/ explanations for past behavior and performance. The observer notes the appraiser's reaction and gives feedback using an assessment sheet. This is followed by a group discussion.
<b>SITUATIONS</b>	This exercise is suitable for appraisers at all levels of experience and ideal for people who have recently taken on the responsibility.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To demonstrate the need for an appraiser to be flexible</li><li>• To discuss the techniques involved</li></ul>
<b>TIME</b>	45 minutes
<b>MATERIALS REQUIRED</b>	Handouts 42.1, 42.2, and 42.3
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Divide the group into teams of three. Ask one person to play the role of the appraisee, one person the appraiser, and the other person the observer. Explain that each team will role play an appraisal interview, with the appraiser receiving feedback from the observer. At this point, do not mention the objectives of the activity.</li><li>2. Distribute Handout 42.1 to the appraisers and Handout 42.2 to the appraisees. Explain that they have 5 minutes to prepare before starting the interview. At this stage, they should not share the information on their documents.</li><li>3. Update the observers in a separate room. Explain the objectives of the activity and allow them time to read the information given to the appraiser and appraisee. Ask them to answer the questions on Handout 42.3 to focus on the skills of the appraiser when faced with the appraisee's unexpected reasons and explanations for his/her poor performance.</li><li>4. Allow 10 minutes for the role play to run. Ask the participants to remain in their teams while the observer gives the appraiser feedback, using the assessment sheet.</li></ol>



5. Reconvene the whole group. Review the activity by asking the group: "How can an appraiser decide whether to accept the appraisee's explanation?" Answers could include:
    - Listen carefully.
    - Encourage the appraisee to explain the circumstances fully.
    - Ask appropriate types of questions to uncover information and check understanding.
    - Use silences to reconsider the situation.
    - Adjourn the interview/discussion of that particular issue.
    - Remain objective.
  6. Explain to the group that a common reaction of appraisers, when faced with an appraisee giving an unexpected explanation, is surprise and then disbelief. Stress the importance of remaining calm and not becoming defensive. Remember that it is not uncommon to uncover new information during the appraisal discussion, and this may even result in the amendment of the written document.
  7. Conclude the activity by stressing that in many circumstances, flexibility is not a sign of a weak manager but a fair one who is prepared to admit that he/she is wrong.
-



## **The Appraiser**

You are Sam Ware, an assembly-line supervisor at a large electronics company. You are about to conduct the appraisal interview for Gregory Spears, an assembly-line worker.

Gregory's job involves constructing electrical circuits for use in computers. Gregory's main strength is his adherence to the quality requirements. Gregory holds the current company record for the lowest level of circuit rejections: only 1.2 percent of his work has been returned by the quality controllers during the past six months.

You have three main areas of concern:

1. Gregory's output is well below the average company level. During the past six months, he has achieved an average output of four circuits per hour compared to the company average of six. This is unacceptable.
2. According to the time records, Gregory has been late on six occasions during the past two months. You are aware that you should have spoken with him before about this matter, but you have been too busy. Lately, too many people have been coming in late, and you have got to put a stop to it.
3. You must discuss the maintenance of Gregory's equipment. The equipment must be cleaned on a weekly basis. Although the control sheet has been signed by Gregory, the equipment looks as if it has not been cleaned for a month.





## **The Appraisee**

You are Gregory Spears, an assembly-line worker employed by a large electronics company. Your job involves assembling electrical circuits for use in computers. Sam Ware, your supervisor, is about to see you for your annual appraisal interview. You are looking forward to the discussion since there are three main points in particular that you have wanted to discuss with Sam, but he has just been too busy lately.

1. You are concerned about the standard of cleanliness you are able to achieve with the new cleaning fluid the company has supplied. Your equipment has to be thoroughly cleaned every week, and although you have continued to sign the control sheet, you know that the job has not been completed correctly. Many of the other workers have made the same comment. A couple of them have brought their own fluid in from home, so their equipment looks good, but you do not see why you should have to do that.
2. You feel it is timely to mention that since the new safety regulations were put into effect, it is impossible to meet the required output level of six circuits per hour. You know that some of the other workers achieve it, but they also have a high level of rejections from the quality controllers. You are very proud of holding the record for the lowest level of circuit rejections at 1.2 percent. You are convinced that the only way of assembling six circuits per hour is to cut corners, and you are not prepared to do this.
3. It is probably time to mention your wife's illness to Sam. You really did not want anyone at work to know about the deterioration of her condition, but since you now have to take her to the clinic every week, which sometimes causes you to be late, you had better let Sam know the circumstances.





## The Observer

1. What is the appraiser's first reaction upon hearing the appraisee's unexpected explanations?

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2. Does the appraiser allow the appraisee sufficient time to put forth his views?

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3. Does the appraiser encourage the appraisee to expand on his explanations?

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4. What type of agreement is reached between the appraiser and appraisee?

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5. What is the reaction of the appraisee?

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## To Let You Know

<b>DESCRIPTION</b>	This is a written activity to check participants' understanding of their company's current appraisal system. Group members are asked to write a promotional leaflet for their staff, describing the purpose and benefits of the appraisal system. The discussions that take place and the production of this promotional leaflet will highlight the level of understanding within the group.
<b>SITUATIONS</b>	This is an ideal activity both for those who have had some experience with appraisals and for those who are just about to take on the responsibility.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To determine the level of understanding of the group on the purpose and benefits of the current company appraisal system</li><li>• To involve the group in a practical exercise where they can share opinions and information</li><li>• To highlight the importance of promoting the appraisal system and its benefits</li><li>• To encourage writing skills such as clarity of language and putting across the right message</li></ul>
<b>TIME</b>	45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• White paper or card</li><li>• A selection of pens</li><li>• Magazines, newspapers, glue, and scissors</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Before the start of the activity, prepare a transparency or flipchart confirming the purpose and benefits of the current company appraisal system.</li><li>2. Begin the exercise by dividing the group into two teams, explaining that each team has 20 minutes to produce a promotional leaflet, illustrating the purpose and benefits of the appraisal system. In addition, they have to decide who the audience is of the leaflet. Emphasize also that they will need to consider the quality of their writing.</li><li>3. Distribute the appropriate materials, such as magazines, newspapers, glue, and scissors. Start the exercise, watching the teams and listening to the discussions taking place. This will highlight the level of knowledge within the two teams.</li></ol>



4. Suggest that the groups exchange leaflets and critique each other's work. They should award points for the following:

- Clarity of language
- Accuracy of the information presented
- The motivational aspect of the leaflet
- Accurate interpretation of the message within the leaflet

The target audience should be decided from the language used in the promotional leaflet.

5. Lead the discussion between the two teams. The level of knowledge from the group will determine how the next stage is handled. If the knowledge of the group is unsatisfactory, then reiterate the purpose and benefits using the visual reminders produced before the activity started. Where the knowledge is acceptable or above, praise the group in the relevant areas.
6. Close the session by asking: "Why is it so important to promote the appraisal system and to inform employees of its benefits?" Answers could include:
  - To gain commitment
  - To improve understanding
  - To increase enthusiasm



# Touch, Then Ask

## DESCRIPTION

This is a light-hearted activity designed to practice concentration while listening. Working in pairs, participants ask their partner a series of questions while in physical contact (i.e., knee to elbow). The goal of this exercise centers on distractions to listening. Participants compile a list of the factors that can help listening and those that can hinder, and analyze the effect of these factors during the appraisal interview.

## SITUATIONS

This group activity can be used as an icebreaker. Alternatively, it can form an introduction to the subject of listening skills.

## OBJECTIVES

- To practice concentrating while listening
- To identify the factors that can help listening and those that can hinder
- To apply these factors to the appraisal interview

## TIME

60 minutes

## MATERIALS REQUIRED

- Flipchart and markers
- Handout 44.1
- Paper and pens

## METHOD

1. Before this activity, write the following instructions on a piece of flipchart paper:

Instruction	Partner 1		Partner 2
Ask Question 1	Knee	to	Elbow
Ask Question 2	Hand	to	Shin
Ask Question 3	Hip	to	Hip
Ask Question 4	Foot	to	Back
Ask Question 5	Knee	to	Knee

2. Introduce the session by explaining that the group will now be involved in a light-hearted but practical exercise to demonstrate the difficulties of concentrating while listening.
3. Divide the group into pairs and ask everyone to write down five questions that they would like to ask their partner about their job.
4. Reveal the instructions listed on the flipchart. Explain that everyone should adopt the physical position listed and ask a question, such as Ask Question 1 while Partner 1's knee touches Partner 2's elbow. This process should continue until all five questions have been asked. Stress that they should concentrate on their partner's reply.



5. Review the exercise by asking the group how they felt during the exercise and why it was difficult to concentrate. Discuss their answers; for example:
  - Embarrassment, unease, nervous, ridiculous
  - Distractions, noise, personal space
6. Divide the group into two small groups. Ask one group to compile a list of the factors that can *help* listening and ask the other group to compile a list of the factors that can *hinder* listening.
7. Reconvene the whole group and review their findings. Make sure that all the points on Handout 44.1 are discussed. Distribute copies of Handout 44.1 to remind participants of the key points.
8. Ask the group how they can minimize the hindrance factors and maximize the helpful factors during an appraisal interview. Discuss points such as:
  - Arrange seating correctly
  - Divert telephone calls
  - Inform relevant people of unavailability of both parties
  - Allocate ample time
  - Put other tasks to one side
  - Arrange for an observer to give feedback on voice tone and volume, and eye contact



# Listening

## Helpful Factors

- Varied voice tone
- Summary of key points
- Audible voice
- Sufficient time available
- Steady pace
- Note taking
- Use of questions
- Eye contact

## Hindrance Factors

- Distractions
- Interruptions
- Room temperature
- Seating arrangements
- Mind is elsewhere
- Subject boring
- Tired
- Voice too quiet
- Monotone
- Too long
- Jargon used





# We Always Listen

## DESCRIPTION

This activity contains a variety of short exercises designed to review the importance of listening. The first exercise involves working in groups of three. One person talks, one listens, and one observes. The listener repeats what has been said and points are awarded for accuracy. The exercise is reviewed by identifying the listening techniques that were useful.

The second exercise involves working in pairs, each person in turn role playing a “poor listener.” The skills of a good and poor listener are listed on the flipchart.

During the third exercise, half of the group is asked to observe and the other half is asked to wait outside the room. The trainer calls in the first person and reads a message to him/her. The process continues with each member of the group relaying the message to the next member of the group. The review centers on how the message becomes distorted and the need to ask questions and make notes when appropriate.

## SITUATIONS

These short exercises can be used to illustrate good listening techniques. Although listening is an important skill to use during the appraisal interview, its application is essential on a daily basis. Therefore, the activity is useful as a general communication training exercise. The three exercises can be run independently or together.

## OBJECTIVES

- To highlight good listening techniques
- To practice the skill of listening

## TIME

The timing of this activity will depend on the exercises chosen:

- Exercise 1: 20 minutes
- Exercise 2: 30 minutes
- Exercise 3: 45 minutes

Because the review of each exercise covers similar points, the timing will be reduced to approximately 80 minutes if all the exercises are run together.

## MATERIALS REQUIRED

- Flipchart and markers
- Handouts 45.1, 45.2, and 45.3

## METHOD

### **Exercise 1**

1. Introduce the exercise by explaining that listening is a skill that people tend to take for granted, rarely analyzing their listening ability and seldom attempting to improve it. Despite this, listening is an essential management skill that can have enormous impact on people's success.



2. Divide the group into teams of three and ask one person to play the role of observer, one person to play the role of listener, and the third person to play the role of speaker. Ask each speaker to decide on a subject on which they could talk for 5 minutes. Subjects could include vacations, traveling to work, and hobbies and interests.
3. Explain that the speaker should talk for 5 minutes while the observer makes notes of the techniques used by the listener. After 5 minutes, the listener will be required to repeat the key points heard. The observer and the speaker will then award the listener points out of 10 for accuracy.
4. Begin the exercise and monitor time carefully.
5. Review the exercise by asking the listeners to comment on the level of accuracy they achieved.
6. Ask the observers to list the good listening skills that were used during the exercise. Answers could include:
  - Encouraging signals (for example, nodding your head, saying “um hm”)
  - Questioning skills
  - Relaxed posture
  - Eye contact
7. Distribute Handout 45.1 to act as a reminder of these points.

### **Exercise 2**

1. Introduce the exercise by outlining the importance of listening skills in everyday life but in particular during the appraisal interview.
2. Divide the group into pairs. Ask one person to talk about the favorite aspect of their job, while the other person listens. Explain that the listener should play the role of a “poor listener.”
3. Allow the speaker to talk for about 5 minutes, and then ask the participants to change roles.
4. Review the exercise by asking the group to comment on the effect a poor listener could have on a speaker. For example, the speaker could become:
  - Annoyed
  - Frustrated
  - Bored





5. Ask for a volunteer to write on the flipchart the group's thoughts on the skills of a good and poor listener. Answers could include:

#### **Good**

- Gives encouraging signals (nods head, says "um hm")
- Maintains good eye contact
- Arranges seating correctly
- Stands at correct angle
- Allocates sufficient time
- Asks appropriate questions
- Summarizes
- Concentrates on the speaker's message
- Takes occasional notes

#### **Poor**

- Is distracted
- Shows no encouraging responses
- Loses track of the conversation
- Asks irrelevant questions
- Loses eye contact

6. Summarize the session by referring to Handout 45.1, which focuses on good listening skills.

### **Exercise 3**

1. Outline the purpose of the activity.
2. Divide the group in half and ask one half to wait outside the training room and await instructions. Explain to the other half of the group that they will be observers for the exercise and outline what will be taking place. Ask them to note what helps and what hinders the person's listening skills.
3. Call in the first member of the group outside the room. Tell him or her to listen carefully to the impending message and that he or she will have to repeat the same message to the next member of the group. Explain that taking notes or asking questions is not allowed. Relay the message on Handout 45.2 in a way that will help the participant listen. For example, put the participant at ease, vary your tone of voice, and emphasize the key points. Once the message has been read, ask the participant to call in another participant of the group and relay the message from memory. Repeat this process until all participants have heard the message.
4. Review the exercise by asking the observers how the message became distorted. Ask the group to comment on how much easier the exercise would have been if the group had been able to take notes and ask questions. Stress that everyone has a limit to the amount of information they can remember. Notes are useful if taken selectively (for example, by writing down key words). Taking lengthy notes results in a lack of eye contact and concentration, and consequently gives the impression that people are not listening. Furthermore, if notes are going to be taken, it is beneficial to explain to the speaker what is happening and why.



5. Ask for a volunteer to list on the flipchart factors that helped the listening process during the exercise and factors that hindered it. Answers could include:

***Helpful Factors***

- Varied voice tone
- Clear and audible voice
- Emphasizing points
- Summarizing
- Explaining what is happening
- Creating a relaxed atmosphere
- Taking notes
- Using questions to check understanding

***Hindrance Factors***

- Monotone
- Quiet voice
- Biases
- Nerves
- Distractions
- Muddled message
- Boredom
- Tiredness

6. Stress that the speaker can help the listener to receive the full and correct message by being aware of the factors listed on the flipchart. Distribute Handout 45.3 to summarize how to encourage others to listen.



## **Good Listening Techniques**

- Concentrate.
- Use encouraging signals (nodding your head, saying “uh hm”).
- Maintain good eye contact.
- Ask appropriate questions.
- Allow time for pauses.
- Show empathy.
- Summarize
- Use an open and relaxed posture.
- Ignore personal prejudices.
- Check understanding.
- Take notes.





## **Script for Passing the Message**

Let me explain how you can get to the new swimming pool. You have a choice of going by car or bus.

If you are going by car, get on Route 30 north at Blackwood and continue along the road for about two miles. At the first set of traffic lights, turn left, and as you continue around the bend, you will see a large sign for the parking lot for the pool.

If you are going by bus, you can take Bus 360 to White Farms. It runs at 5, 25, and 45 minutes past the hour and only takes about 15 minutes to get there. The bus stops right outside the pool.



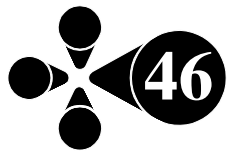


## **Encouraging Others to Listen**

- Vary tone and pace of voice.
- Use a clear, audible voice.
- Emphasize key points.
- Summarize at regular intervals.
- Minimize distractions and interruptions.
- Understand the message yourself.
- Check surroundings.
- Introduce the subject enthusiastically.
- Ask questions to check understanding.
- Use appropriate words.
- Avoid jargon and unnecessary figures.
- Include examples.







## What do you think?

<b>DESCRIPTION</b>	This activity centers on the group producing a questionnaire to canvas the views of their staff on the current appraisal system within the company.
<b>SITUATIONS</b>	This activity can form the start of a training needs analysis within the company, culminating in the identification of these training needs with specific proposals as to how they can be met. If this option is chosen, this activity will link well with Activity 36: A Question of Design, to provide a further opportunity to design a questionnaire that will then be used in the workplace. Alternatively the design of the questionnaire and its completion could be given as pre-work with the results being analyzed as a training activity.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To design a questionnaire on the current company appraisal system</li><li>• To give the participants feedback on their questioning skills on their questionnaire</li><li>• To help the group identify in which areas within the appraisal system their staff will need further training</li></ul>
<b>TIME</b>	60 to 75 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handout 46.1</li><li>• Paper and pens</li></ul>
<b>METHOD</b>	<ol style="list-style-type: none"><li>1. Ask the participants why it might be useful to them as appraisers to ask, through a questionnaire, their staff's opinion of the current appraisal system. Emphasize the following:<ul style="list-style-type: none"><li>• Some people prefer to complete a written document rather than voice views.</li><li>• It can encourage more honesty if people feel they can write down their views, together with many others.</li><li>• If the questionnaire is anonymous, the company might receive even more honest opinions.</li><li>• It can show a willingness to hear the staff's point of view before assuming what it is that needs to change or be maintained.</li><li>• It can encourage more two-way conversation and demonstrate that the appraisal process means both parties have opportunity to give input at all stages.</li></ul></li><li>2. Distribute Handout 46.1, using it to remind the group about the principles of designing a questionnaire.</li></ol>



3. Divide the group into two teams and instruct both teams to design a questionnaire with the general aim of finding out from the staff their opinions of the current appraisal system.
  4. Encourage the teams to consider carefully what the more detailed goals of their questionnaire will be, within the general goal. Give no guidelines as to how long the questionnaire should be, nor how it will be distributed and analyzed. Inform the groups that they have a maximum of 30 minutes for this stage.
  5. Instruct the teams to exchange questionnaires and critique each other's work, asking questions to seek clarification. Suggest that the teams use Handout 46.1 as a checklist to assess the quality of the questionnaires. Review the questionnaires also, while the teams are looking at them.
  6. Tell the two teams that they now have another 15 minutes to produce one final questionnaire from the two that have been written.
  7. Make sure that the final questionnaire has a very clear purpose and that it is shown on the form. Ask: "How will you distribute the questionnaire?" "How will you encourage 100 percent return?" "What will you do with the information when the questionnaire is fully analyzed?"
  8. Remind the participants that there is no point in distributing a questionnaire if, once it is completed, no action is taken.
  9. Close this activity by confirming a date when the group will reconvene to review the replies and consider subsequent action.
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## **Questionnaire Principles**

- Consider the goal of the questionnaire.
- Establish the information required.
- Select the appropriate types of questions (such as open/closed/comparative).
- Use words and phrases the receiver will understand.
- Consider layout and length.
- Avoid abbreviations and jargon.
- Consider introductions and explanations.
- Allow adequate time for completion.
- Evaluate the benefit of individuals completing the questionnaire anonymously.
- Ensure adequate circulation.
- Decide how the information will be interpreted.
- Check and test thoroughly.





## What's your view?

<b>DESCRIPTION</b>	Participants complete a series of statements that focus on their views about their company's appraisal system. Each statement is written on a piece of flipchart paper and placed around the room, and discussed within the group. The review looks at how to solve some of the problems raised and future action plans are then agreed upon.
<b>SITUATIONS</b>	This is a good activity to be run either as an icebreaker exercise at the start of an appraisal skills training course or as a method of identifying training needs within the company. Appraisers at all levels will benefit from this activity since it provides an ideal way of sharing ideas, thoughts, and concerns. It could link with Activity 10: Choosing the Right Route, as a way of continuing to practice Pivot Analysis when exploring future options. If this activity is run with participants from different companies, they may wish to discuss their action plans with their manager back at their place of work.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To establish the views of appraisers on the existing company appraisal system</li> <li>• To produce, where appropriate, future action plans based on the problems identified within the group</li> </ul>
<b>TIME</b>	45 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Before the activity begins, write each of the following statements on separate pieces of flipchart paper and place them on the walls around the room: <ul style="list-style-type: none"> <li>• The appraisal system is...</li> <li>• I would like the appraisal system to...</li> <li>• I like the appraisal system because...</li> <li>• I find the most difficult part of the appraisal process is...</li> <li>• If I could change one thing about the system it would be...</li> <li>• I find the easiest part of the appraisal process is...</li> <li>• I do not like the appraisal system because...</li> </ul> </li> </ol> <p>Also place a few blank pieces of flipchart paper on the walls.</p>



2. Introduce the activity by saying that often an appraisal system is introduced and run throughout a company for a few years before anyone stops to review how effective it is, what the employees think about it, what seems to be the benefits of the system, and what needs altering and amending. Explain that this activity might answer some of these questions through asking the appraisers for their thoughts in an open and free discussion.
3. Mention that they will see a number of pages on the wall around the room, each headed with a different statement. They will also see a few blank pages.
4. State that their task is to consider each of these statements and answer them honestly, based on their experience as an appraiser or appraisee. Once they have thought of their answers, these should be written on the appropriate piece of paper. Tell participants that the blank pages are for any additional statements or comments they may have. Allow 15 to 20 minutes for this stage.
5. Review the statements within the large group, asking questions to establish who wrote which statements and to clarify the comments. Ask for examples that contributed to the opinions stated.
6. Lead a discussion on how some of the problems that have been identified can be resolved. Emphasize that in many situations, it is the appraisers themselves who actually run the system and who can turn these problems into positive situations.
7. Suggest to the group that they now take one or two of the problems and explore the possible options available to turn the problem into a positive solution ending with a written future action plan. Allow 15 minutes for this stage.
8. Review this last stage by listening to the written action plan, asking questions to clarify understanding. Suggest to the group that they repeat this activity within six months to see if there are any other areas that need changing. Alternatively, they could run the activity immediately with their appraisees to establish their thoughts on the appraisal system. Their thoughts could then be compared with those just completed by the appraisers within this activity. A comparison of perceptions between two parties such as appraisee and appraiser often leads to very fruitful outcomes and increases communication.



## Where do I go from here?

DESCRIPTION	<p>This activity starts with the group reviewing three case studies to decide whether the action plan, set by the appraiser, is the appropriate method for the individuals concerned. The group's answers are discussed completely. This leads into a debate about the different ways in which people learn and why this is so important for the appraiser to consider when setting future goals and action plans with the appraisee or giving him or her a new function of the job to learn and understand.</p>
SITUATIONS	<p>The exercise is appropriate for appraisers at any stage in their career in addition to managers responsible for setting goals and action plans. It would link well with Activity 7: Bull's-eye, and Activity 39: Sharpen Your Targets. It would also have applications to those involved in the design and delivery of training programs.</p>
OBJECTIVES	<ul style="list-style-type: none"><li>• To review the way people learn</li><li>• To consider the application of this theory to appraisees</li></ul>
TIME	<p>60 minutes</p>
MATERIALS REQUIRED	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Handouts 48.1, 48.2, and 48.3</li><li>• Overhead projector and Transparency 48.1</li></ul>
METHOD	<ol style="list-style-type: none"><li>1. Introduce the exercise by explaining to the group that they will now work in small groups, looking at three case studies, each one describing an appraisee. Each group is to imagine that they are the person in the case study, having been given the goal and action plan by their appraiser. They have to decide whether the action plan is the most appropriate method for the person concerned to help them reach the goal.</li><li>2. Divide the group into teams of three and distribute Handouts 48.1, 48.2, and 48.3. Give the groups 15 minutes to decide on their answers.</li><li>3. Reassemble the group and show Transparency 48.1. Explain that people learn in different ways:<ul style="list-style-type: none"><li>• <b>Immediators:</b> People who get involved immediately, immersing themselves without thinking about the how, why, or what. They learn through doing.</li><li>• <b>Theorizers:</b> People who tend to learn through books, listening to radio, watching videos. They learn by absorbing information.</li><li>• <b>Discussors:</b> People who like to discuss the detail before starting to work on the task. They tend to learn through working alongside someone, analyzing, discussing, and watching.</li></ul></li></ol>



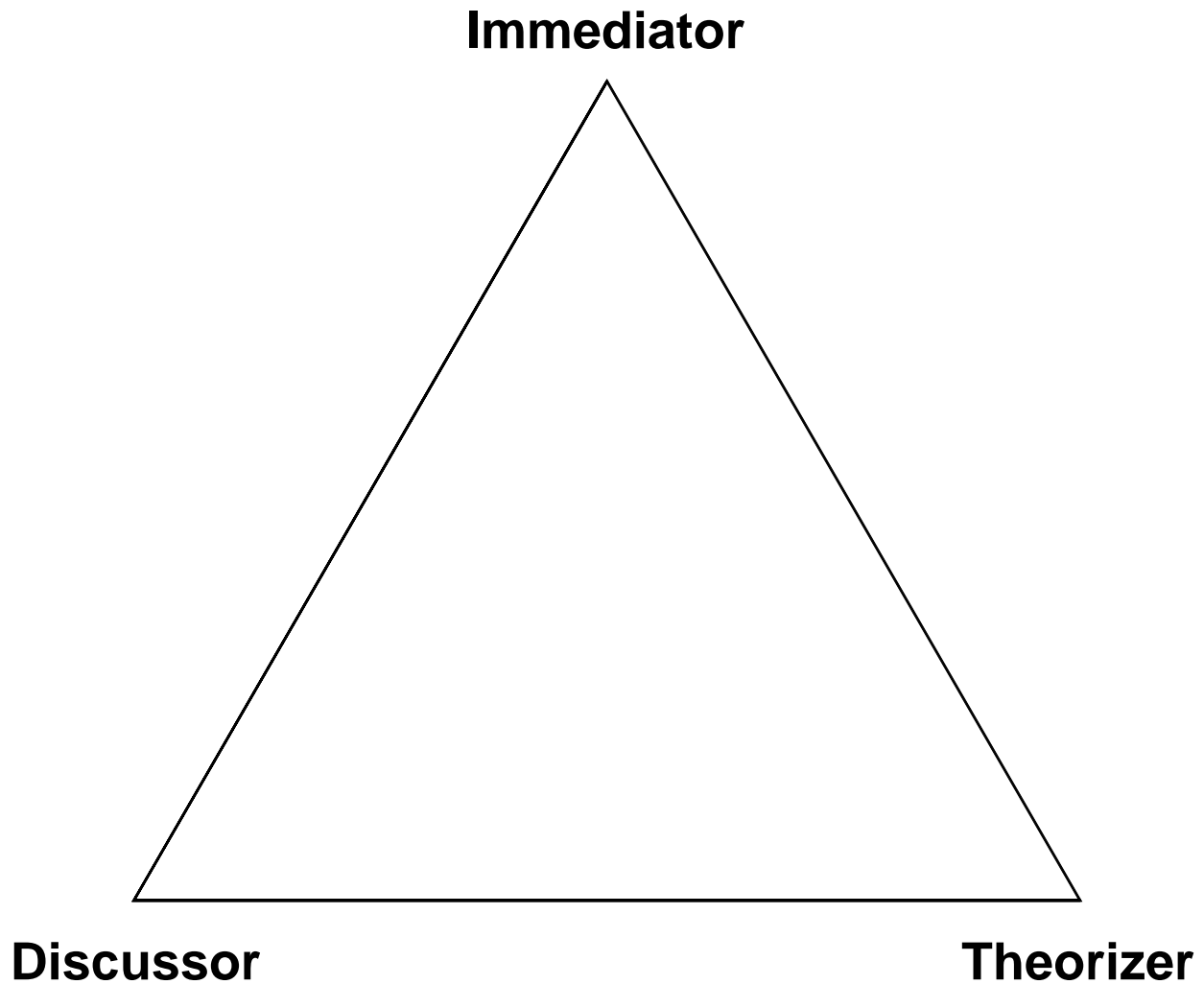
None of the three ways shown on the transparency is better than any other.

4. Discuss the group's answers and ask how they arrived at these. Explain that the action plan in Case Study 2 seemed an appropriate method for John Harris, because it allowed him to get onto the ski slope immediately, involving himself in every area. Mary Whiedle's action plan in Case Study 1 was not ideal for her, because it involved her watching and discussing rather than working her way through manuals, forming an understanding of the technical data. In Case Study 3, Guy Hamilton would have been happier with an action plan that allowed him to interact with people to discuss the way in which the cooking equipment was used, and to consider the application of each machine to the way the restaurant operated.
5. Ask the group: "Why is it important to consider the way in which an appraisee learns and tackles a new task?" Emphasize the following points:
  - Appraisees will learn more quickly.
  - Appraisees will be more interested in the task or job.
  - Appraisees will become more satisfied with the progress being made.
  - Motivation will increase as a result of the desire to learn.
6. Draw a triangle on the flipchart, as shown on Transparency 48.1, and ask the group to think of an appraisee for whom they are responsible. Once they have considered this person, they should mark on the triangle the way in which they believe this person learns. They should then reflect on a new task that was recently set with the appraisee and establish whether the right method of training was agreed upon. They should also consider whether they would change the action plan as a result of this activity. Discuss their thoughts.
7. Close the session by suggesting to the group that when setting future tasks that involve some form of learning with their appraisee, they should first discuss with the person concerned how he or she prefers to learn. Once this information is known, they will be able to make realistic and appealing recommendations on how the task could be approached. Tackling the action plan from the preferred learning angle will have tangible benefits to both parties.





# How People Learn



## Learn through...

- |                    |   |                                      |
|--------------------|---|--------------------------------------|
| <b>Immediators</b> | → | Doing the task for themselves        |
| <b>Theorizers</b>  | → | Individual absorption of information |
| <b>Discussors</b>  | → | Watching, analyzing, and discussing  |





## **Case Study 1: Mary Whiedle**

Mary has worked for an engineering company for 15 years. She started working in the factory on one of the component machines, moving on to one of the larger machines after four years. She has a mind for detail, seemingly able to absorb many facts and figures with ease, and she takes the time to understand fully the machine for which she is responsible. This is achieved by absorbing the technical specification manuals supplied with the machines.

At home, she is a very quiet person who likes to sit and read, or listen to the radio on her own. She has read most of the mechanical data on her household appliances and found the new computer that her husband bought recently fascinating. She has learned many of the keyboard skills by sitting at the computer working through the manuals. At her recent appraisal, she was given the goal, by her appraiser and manager, to take over the responsibility for the new component machine that the company had just purchased. The action plan that was written to achieve the future goal was as follows:

- Attend a meeting at the supplier's office within the next week to discuss the operation.
- Spend two weeks at the supplier, shadowing one of the people who designed the machine to see it in operation.
- Meet with the manager to agree on the best ways of using the machine within the current processing schedule.
- Identify the machine's key functions by using the machine immediately, reporting back to the management team within three weeks.

***If you were Mary, how would you respond to the action plan?***





## **Case Study 2: John Harris**

John is 23 years old and has just started to work for a ski resort. He has always been very active, and ever since he can remember, he has been interested in outdoor sports. It is not only the physical sport that appeals to him; it is the challenge of adventure that accompanies the activity, and the risk and thrill of trying something new. He is certainly not one to sit and read the books on how it is all done. He likes to try it, and if one method does not work, then he will quickly find an alternative route. Even as a youngster, whenever he was given new toys, he would simply take them out of their box and play with them, the directions put to one side. Needless to say, this often got him into some difficulty because he never took the time to learn the rules of the games!

His new manager, who will also be appraising him, has set a goal for John to get to know how the ski slope operates so that he can take over from Terry who is leaving in three weeks. The action plan is as follows:

- Spend at least two hours a day on the slope skiing.
- Observed by Terry, operate the ski lift for two hours of the day.
- Understand how to maintain the surface of the ski slope by taking on the responsibility immediately.
- Immediately become involved with Terry in conducting the training sessions for the visitors to the ski slope.

***If you were John, how would you respond to the action plan?***





## Case Study 3: Guy Hamilton

Guy has worked as a waiter in a restaurant for four years. He loves the interaction with the customers, making them feel special throughout the meal. He always spends time with them, discussing many things, not just making recommendations about what to eat and drink. Ever since college when the debating society (of which he was a member) used to have their meetings in a restaurant near the campus, he decided he wanted a career in the restaurant field. He loved the combination of the discussions with the intimate and informal atmosphere of the restaurant. He vowed then he would own a restaurant where people could talk at leisure within a pleasant and relaxing environment.

Guy knows that in order to gain skills in all areas of the restaurant, he must work within another function, and for this reason, he asked his manager if he could spend some time in the kitchen to understand the pressures that the kitchen staff are under and to establish how this key area of the restaurant is organized. As a result of this request, his manager has set the goal of working in the kitchen for three months, at the end of which he can be responsible for the deep fat frying machines. The action plan is as follows:

- Read the information manuals on the deep fat frying machines.
- Once these manuals have been read, practice using one of the machines, with the manuals as a guide.
- Work through the two open learning books produced by the catering college on the EX-80 machine.

***If you were Guy, how would you respond to the action plan?***







## Why am I here?

<b>DESCRIPTION</b>	This is an activity focusing on the compilation of job descriptions. The group brainstorms ways of compiling a job description and then writes a job description for their manager using one or more of the techniques identified. The activity is reviewed by linking it to the need for a well-defined job description against which to measure performance.
<b>SITUATIONS</b>	This activity can be used to practice some of the different techniques of compiling job descriptions. It can be used to highlight the importance of understanding and using job descriptions during the appraisal process. Depending on the method individuals adopt to write the job description, this activity can partly take place in the work environment.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To identify the different ways in which job descriptions can be compiled</li> <li>• To practice writing a job description by using one of the techniques identified</li> <li>• To discuss the ways in which job descriptions can be used during the appraisal process</li> </ul>
<b>TIME</b>	<p>The timing of this activity will vary depending on the techniques participants decide to use when practicing compiling a job description. This activity is in three stages:</p> <ul style="list-style-type: none"> <li>• <b>Stage 1:</b> Identifying the ways in which job descriptions can be compiled. Approximately 45 minutes.</li> <li>• <b>Stage 2:</b> Practicing writing a job description. Group members should work individually, away from the training room, taking whatever time they require to complete the task.</li> <li>• <b>Stage 3:</b> Reviewing the activity and its application to appraisals. Approximately 45 minutes.</li> </ul>
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handout 49.1</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Introduce the activity by outlining the three stages.</li> <li>2. Ask the group individually to write down a definition of a job description. Allow a few minutes for consideration and then ask for a volunteer to review the individual definitions and compile one that is acceptable to the whole group. For example: <ul style="list-style-type: none"> <li>• A factual and detailed explanation of each element of a particular job</li> <li>• A statement outlining the purpose of a job and a list of its key tasks</li> </ul> </li> </ol>



3. Ask the group to brainstorm the golden rules of compiling a job description and list their answers on the flipchart:

- Be accurate.
- Use a clear format.
- Be concise.
- Ensure it is achievable.
- Use appropriate words.
- Consult all relevant parties.
- Ensure it covers all aspects of the job.

Distribute Handout 49.1 and discuss.

4. Ask the group to brainstorm how they would compile a job description. Answers could include:

- Interview the individual who already does the job.
- Interview the person responsible for managing the job.
- Examine the purpose of the job and brainstorm the essential elements.
- Use a questionnaire to canvas opinions.
- Visit other organizations with similar jobs.
- Observe someone at work.
- Switch roles on a temporary basis.

5. Explain that everyone should select one or two of the methods discussed to write a job description for their manager. Ask the group to spend 15 minutes compiling a plan of how they will implement the technique(s) they have selected. Then invite each member of the group to outline their plan(s) to the others. This is an essential part of the activity because it is vital that everyone be on the right track before they leave the room to work individually. Make sure that everyone is aware of the time and place in which the third stage of the activity will continue.

6. The second stage of this activity is completed individually, away from the training environment. Coaching and guidance might be required, depending on the level and experience of the group.

7. Before the start of the third stage of the activity, list the methods that the group selected to write their manager's job description on the flipchart. Review the activity by leading a group discussion of each method in turn. Ask the following questions:

- "What were the advantages of using the method selected?"
- "What were the disadvantages of using the chosen technique?"
- "What would they do differently next time?"



8. If possible, compare the job description of the manager that the participant compiled to the actual job description.
9. Divide the group into pairs and ask each person to critique their partner's work using the criteria outlined in Handout 49.1. Allow 15 minutes for completion.
10. Ask the group why the job description is an important tool during the appraisal process:
  - Defines the exact tasks on which the individual will be assessed
  - Ensures that both the appraisee and the appraiser have the same understanding of the job content
  - Aids the appraisee and appraiser in their preparation
  - Provides a tool to check that all elements of the job have been assessed
  - Indicates areas for future development

Stress that the job description provides clear guidelines for both parties. Completing an appraisal without a job description can be like playing chess for the first time without the rule book.

11. Summarize the key points from the session.
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## **Compiling a Job Description**

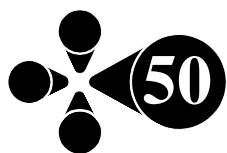
### **The content should...**

- Define the purpose of the job
- List each element of the job
- Be achievable
- Be relevant to the purpose of the company
- Be compared to existing job descriptions
- Be agreed to by all relevant parties

### **The document should...**

- Be clear and concise
- Be specific
- Have a clear format and structure
- Use appropriate words and phrases
- Be consistent on presentation and wording





## Write or wrong!

<b>DESCRIPTION</b>	Using a written scenario, participants are asked to write one aspect of a performance assessment on the individual concerned. This is then reviewed by another member of the group, and feedback is given using a feedback sheet. The activity ends with a discussion by the whole group about the skills required in writing performance assessments.
<b>SITUATIONS</b>	This activity is most applicable to appraisers who need further practice at writing performance assessments. Participants will benefit from receiving feedback on their written assessment.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To practice writing performance assessments</li> <li>• To discuss the skills required to write assessments</li> </ul>
<b>TIME</b>	35 minutes
<b>MATERIALS REQUIRED</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Handouts 50.1 and 50.2</li> <li>• Paper and pens</li> </ul>
<b>METHOD</b>	<ol style="list-style-type: none"> <li>1. Distribute Handout 50.1 and inform the group that the first stage of this activity will be carried out individually. Participants are to imagine that they are an area manager working for a large shoe store chain, Shoe Emporium, with James Shogun as one of their branch managers. They will find a record of James's performance over the past year on Handout 50.1. Using this, they should write one aspect of the performance assessment that will appear on the appraisal. Explain that once they have done this, they will work in pairs reviewing each other's work, using Handout 50.2 as a feedback sheet. The exercise will then be reviewed within the whole group.</li> <li>2. Allow 15 minutes for the individual work. Distribute Handout 50.2 and ask the group to now work in pairs, using the document to assess each other's written work. Partners should then verbalize their feedback to each other.</li> <li>3. Reconvene the group, and ask for their comments on how easy or difficult it was to write the performance assessment. Ask: "What lessons can they learn from the exercise that will help them as appraisers?"</li> <li>4. Close the activity by reminding the group of the key skills in writing performance assessments: <ul style="list-style-type: none"> <li>• Focus on actual evidence of behavior that cannot be refuted.</li> <li>• Quote the result of that behavior; this will emphasize its importance.</li> <li>• Be very specific in the examples provided.</li> <li>• Use language that both parties will understand.</li> </ul> </li> </ol>







## Case Study: James Shogan

James works for a large shoe store chain, Shoe Emporium, and is manager of one of their branches. He has been managing this branch for three years and has had a successful career since joining, improving the standards within the store, raising the morale of the staff, and increasing the annual sales in the past two years. The key tasks in his job are as follows:

### Operational Issues

1. To ensure that the branch achieves the weekly sales target
2. To maintain a high standard of hygiene as set out in the company guidelines
3. To limit the losses from theft, incorrect cash register procedures, and administrative errors to less than 1 percent of the branch's weekly sales
4. To adhere to all the company standards on health and safety procedures
5. To ensure that all time scales connected with branch administration are adhered to
6. To keep employee attendance above 98 percent

### Managerial Issues

1. To ensure that customer service is of the highest standards
2. To plan and organize the employees' training and development
3. To motivate the staff to a high level
4. To take the initiative within the company in recommending improvements
5. To take an active role within the region

### James's Performance

Over the past year, sales have increased by 5 percent compared to the previous year's trading figures. This has been partly due to the improved décor of the branch, which was organized by the building department within the head office. James was instrumental in arranging for the branch to be decorated and modernized; he submitted four letters within the first six months of trading, giving very sound reasons why his branch warranted some improvements. One of the letters was based on a survey carried out within the branch, obtaining comments and recommendations from the customers. On some days, there have been comments regarding the store not being fully stocked—perhaps the 5 percent increase in sales could have been higher.

The turnover of staff within the branch continued to remain low, running at 3 percent, which might be a result of the high morale that James seems to generate. One member of the staff has been promoted to assistant store manager while another has become the area display manager. The general attendance at work is good, although it has deteriorated within the past three months to below the company guidelines. This is most likely a result of one employee who is on long-term absence.



### Handout 50.1 (concluded)

An area of concern seems to be the high losses that have crept up to 1.6 percent of the store's sales. This has moved steadily upward within the past six months and must now be examined thoroughly and action taken. The affect of this high figure has meant that the region has only come third in the overall company competition and has contributed to a fall in the company's annual sales.

Mail submitted to the head office is always on time and the branch administration is accurate. There have only been two occasions throughout the whole year where the regional office has had to question information sent. This obviously reduces the time-consuming job of hounding the branch for information. It is in this area that James has significantly improved this year.

James requested taking on the responsibility of training the region on health and safety issues at the beginning of the year, and this has been performed most effectively. James carried out a full written training needs survey and, from this, designed a highly active and participative two-day training course. Five of these have now been run, and managers of other branches have commented on the improved awareness of their staff as a result of the course.

Service to the customer remains a high priority, although there was a period in the middle of the year when there were a number of complaints about stock composition from some of the regular customers. This was rectified after a phone call from the area manager.



## Feedback Sheet

On a scale of 1 to 10, what rating would you give to the clarity of language?

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Does the performance assessment give a specific example to back up the comment on performance?

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Has the result of the behavior been mentioned?

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Do you understand what the writer is trying to say?

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Overall, how would you rate the assessment? (Give reasons.)

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