



Chapter 7 Exercises

EXERCISE 7.1

Performance-Appraisal Feedback: A Role-Play Exercise*

Overview

As described in Chapter 7, the performance-appraisal process is a key human resource management function. The face-to-face performance feedback session can be an important part of this process because it allows the rater and ratee to thoroughly discuss the appraisal ratings. It also enables them to derive some developmental suggestions to improve the ratee's performance. This exercise provides an opportunity to role-play a face-to-face performance feedback session.

Learning Objectives

After completing this exercise, you should be able to

1. Understand and apply general guidelines for providing performance feedback.
2. Understand and apply guidelines for the observation of behavior.
3. Evaluate the effectiveness of a performance-appraisal feedback session.

Procedure

Part A: Analysis

- Step 1. Each student should read Exhibits 7.1.1, 7.1.2, and 7.1.3 before class. Based on the discussion in Chapter 7, write a one-page critique on the performance form and the extent to which it will help with the feedback process.
- Step 2. In class, the instructor will set up teams of three individuals. You will be assigned one of three roles: feedback giver, recipient, and observer of the feedback giver. If you have been assigned the role of feedback giver (Chris Williams), then carefully review Exhibit 7.1.1 and make notes about the content and message of the feedback

you will give to one of your subordinates, Jesse Anderson. Also, review Exhibit 7.1.2, the guidelines for providing feedback. If you have been assigned the role of feedback recipient, then you are Jesse Anderson, the subordinate. Your supervisor, Chris Williams, will be setting up a meeting to discuss your performance. If you have been assigned the role of observer, you should review Exhibits 7.1.2 and 7.1.3 so you can accurately observe and take notes on the feedback giver's behavior in the appraisal session.

Part B: Role-Play

The person assuming the role of Chris Williams, the supervisor, will call Jesse Anderson, the subordinate, into Chris's office and provide the feedback to Jesse in about 15 minutes. The observer will take notes during the feedback session.

Part C: Feedback

After the role-play has been completed, the observer should share his or her observations with the feedback giver. The intent is to give some constructive and positive information to the feedback giver to enhance that person's appraisal skills in the future. Feedback recipients also may want to offer their own perspectives on how comfortable they felt with the feedback session and whether or not they felt motivated to improve their performance after receiving the feedback.

Part D: Class Discussion

The class as a whole should discuss the types of behaviors they observed that were characteristic of effective and ineffective appraisal sessions. The instructor could chart their responses.

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EXHIBIT 7.1.1
PERFORMANCE-APPRAISAL FORM

SOUTHEAST BANK AND TRUST (CONFIDENTIAL)

Name of Employee: *Jesse Anderson* Date: 12/5/98
Name of Supervisor: *Chris Williams* Dept: S-2

Directions: Please rate each factor based on observed behaviors. Answer as honestly and accurately as you can. Provide comments for especially poor or outstanding performance.

Job knowledge: Technical knowledge required to perform the job; skills in implementing policies and procedures; effectively using resources and equipment.

1 2 3 4 5
Unsatisfactory Marginal Acceptable Above average Outstanding

Comments: Has occasionally used the wrong equipment, seems to be uninformed about some of the company’s procedures.

Interpersonal skills: Works well with others; displays helpfulness and cooperation with internal and external customers; effectively handles conflict of interests and difficult customers.

1 2 3 4 5
Unsatisfactory Marginal Acceptable Above average Outstanding

Comments: Coworkers and customers have consistently commented on how Jesse gets along with most everyone. A number of situations have arisen in the department that Jesse was instrumental in resolving.

Work quality: The quality of the work including aspects of completeness and thoroughness; adherence to company and organizational standards.

1 2 3 4 5
Unsatisfactory Marginal Acceptable Above average Outstanding

Comments: Has turned in several projects that needed considerable revisions and rework.

Reliability: Can be counted on to attend meetings punctually; turn in assignments when due; and volunteer to assist others in projects.

1 2 3 4 5
Unsatisfactory Marginal Acceptable Above average Outstanding

Comments: Has missed most departmental meetings; has consistently come to work late in the past few months; is difficult to find when help is needed on projects.

Quantity of work: Meets company and departmental standards for production.

1 2 3 4 5
Unsatisfactory Marginal Acceptable Above average Outstanding

Comments: Productivity has been acceptable.

EXHIBIT 7.1.2

GUIDELINES FOR PROVIDING PERFORMANCE-APPRAISAL FEEDBACK

1. Inform the employee about the purpose of the meeting. Describe the procedure that you will be following. Attempt to establish rapport with the ratee. You may want to inform the ratee that you may be taking some notes (i.e., ask if that is OK).
 2. Focus on describing the ratee's behaviors. Avoid evaluating or blaming the ratee.
 3. Be sure to indicate effective behaviors (i.e., praise the employee's strengths) as well as ineffective behaviors. Probe for specific causes of the employee's problem areas (e.g., why s/he believes s/he has a particular performance problem).
 4. Be sure to make specific references to the appraisal form and ratings.
 5. Discuss specific plans of action for improving the employee's deficiencies.
 6. Jointly set developmental goals for the employee. Make sure you reach agreement with the employee regarding performance expectations and goals.
 7. Strive to make your nonverbal behavior match your verbal message (i.e., maintain eye contact, maintain good posture, avoid use of uhs and uhms).
 8. Provide feedback on each behavioral dimension, giving clear behavioral examples of performance to support the ratings.
 9. Periodically check the ratee's understanding of the feedback you provide.
 10. Answer any questions fully and politely. Remember that the only useful feedback is high-quality feedback.
 11. Summarize the content of the feedback session.
 12. Set a date for a future meeting to assess progress toward the goals.
 13. Keep in mind that feedback directed at the *person* and away from the *task* will *decrease* the effectiveness of the feedback.
 14. Feedback designed to be demoralizing is most likely to have detrimental effects.
 15. Negative feedback focused on the *task* (not the *person*) can have positive effects a performance.
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EXHIBIT 7.1.3

GUIDELINES FOR OBSERVING BEHAVIOR

1. Focus on observing the behavior of the rater, and, secondarily, the behavior of the ratee (i.e., how he/she responds to the rater).
 2. Record the behaviors you observe (i.e., things that the role-players do and say). Don't make judgments about the behaviors. For example, write "sat back in his chair with his arms folded," rather than "acted uninterested."
 3. Try to record verbatim statements from the role-player whenever possible, particularly statements that indicate exceptionally good or poor performance.
 4. In addition to recording statements made by the role-players, be sure to observe and record nonverbal behavior, tone of voice, eye contact, body posture (e.g., leaning forward to show interest).
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