

1. In the middle of a performance appraisal meeting, you and your supervisor are just starting a discussion of ways you can better manage your time. Your supervisor suggests that reading a book on time management might be a good idea.

- A.** Assure your supervisor that you like the suggestion, that you'll check into finding some possible books you might read, and will get back to him next week with a list.
- B.** Comment that you think the idea has merit and ask if he has any other suggestions for ways you might improve your time management skills.
- C.** Explain to your supervisor that you think his suggestion has some real merit, but you have some concerns about the idea.
- D.** Acknowledge your supervisor's suggestion, engage him in a discussion of the benefits and drawbacks of such an approach, and ask if he has other ideas.

2. You have just arrived at your supervisor's office for a performance appraisal meeting. During the introductory discussion she comments that she has just given up smoking.

- A.** Comment that apparently you haven't been very observant because you didn't realize she had quit and then let her pick up the discussion.

- B.** Encourage her by explaining that you are confident everything will work out if she just sticks with it.

- C.** Empathize with her by letting her know that you can imagine how difficult it must be.

- D.** Respond in a neutral way and then allow your supervisor to go on with the business of the meeting.

3. In the middle of an appraisal discussion, you point out an area where you think your supervisor has unfairly evaluated your performance. When you do, your supervisor becomes defensive and responds by detailing all the reasons for his evaluation.

- A.** Restate your comment so that he understands you're not accusing him of being unfair, but only bringing up an area you would like to discuss.

- B.** Tell him that while you're sure he has his reasons for evaluating you the way he did, you want him to know that you don't think it's accurate.

- C.** Explain to him that you're just interested in arriving at a fair evaluation of your performance and right now you don't think he has an accurate perception of what that is.

- D.** Explain that no doubt he has many reasons for making the evaluation he did, but you would still like an opportunity to discuss it.

4. Early in a performance appraisal meeting, your supervisor comments that overall she thinks your performance throughout the year was good with just a couple of exceptions.

- A.** Thank her, point out that you also think things went pretty well, and ask her if she has any other comments or insights regarding your performance.

- B.** Acknowledge her comment and ask her if she could give you some examples of what was good and what the exceptions were.

- C.** Acknowledge her remark and comment that overall you also think things went pretty well except for a couple of areas.

- D.** Thank her for her assessment and ask if she would elaborate on the couple of exceptions.



RESPONSE FORM

Instructions

- Read the first situation in the questionnaire. On the chart at the right, circle the letter of the response alternative you choose for that situation. Repeat for all 18 situations. Circle only one choice for each situation. Press hard, as your responses are being recorded on the sheet below.
- Please do not read the interpretive material that follows until you have completed the inventory or have been instructed to continue.
- After you have completed your responses for all 18 situations, you are ready to separate this two-part form and follow the scoring instructions shown on the next page.

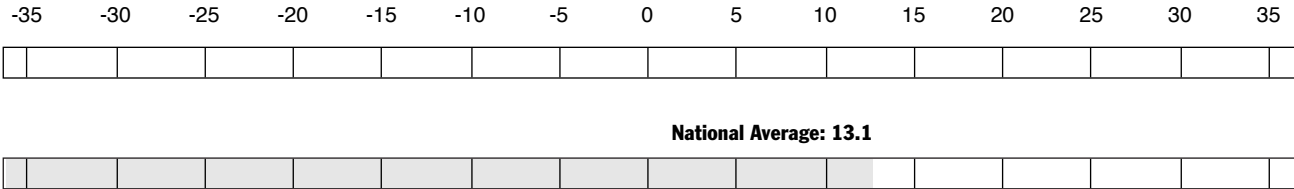
Situations Choice

	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D



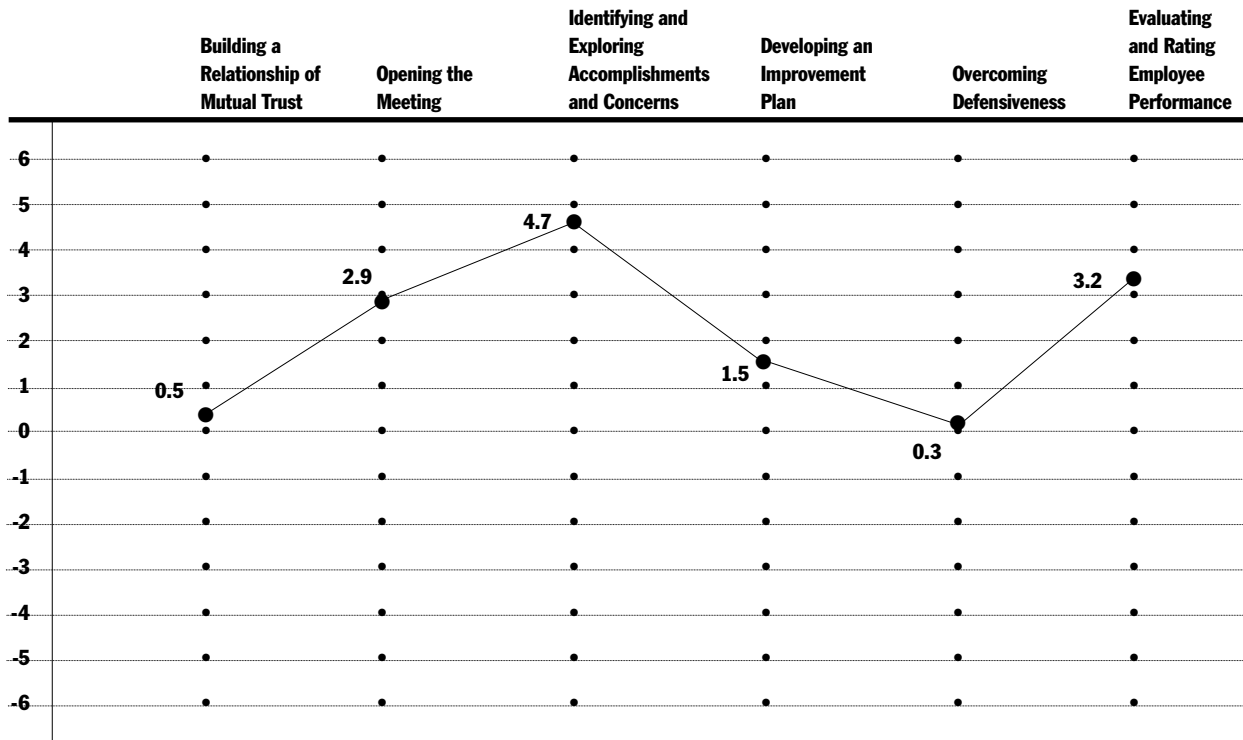
Overall Effectiveness Profile

Complete the bar chart below by shading in the bar from the left up to the point that equals your overall effectiveness score. As a basis of comparison, the already shaded bar shows the overall effectiveness score for all others who have completed this inventory.



Step Effectiveness Profile

Using your step effectiveness scores from the previous page, circle the appropriate point in each column below. Then draw a line to connect the circled points. This line is a profile of your understanding of your role and responsibilities in a shared responsibility performance appraisal meeting at this time. Again, so you can compare your scores with others who have completed this inventory, averages are shown by the plotted line.



Diagnostic Questions

Refer back to Your Profiles on page 14 of this booklet and the Effectiveness Score Ranges chart on page 15. Take a moment to notice whether your Overall and Step Effectiveness scores fall into the “low” or “very low” categories. If you have scores that fall into either of these categories, the following questions will help you gain additional insight into your behavior in performance appraisal meetings and identify areas for improvement.

Building a Relationship of Mutual Trust

If you scored low or very low:

1. Do you view offering support, empathy or encouragement to your supervisor as “brown nosing?” *(Everyone likes to receive support, empathy and encouragement—including your supervisor.)*
2. Do you feel like you’re “walking on eggshells” when you’re around your supervisor? *(Looking for opportunities to make “deposits of goodwill” into your supervisor’s interpersonal bank account can be the first step in changing the dynamics of your relationship.)*

Opening the Meeting

If you scored low or very low:

1. Do your appraisal discussions consist of merely reviewing what’s recorded on the appraisal form? *(Limiting appraisal discussions to what’s written on a form causes the form to drive the process instead of the other way around.)*
2. Do your appraisal discussions start on a negative note and go downhill from there? *(Starting an appraisal discussion by focusing on an area*

where you feel you’ve been evaluated lower than you deserve is likely to cast a negative tone over the entire discussion.)

Identifying and Exploring Accomplishments and Concerns

If you scored low or very low:

1. When you receive general feedback about your performance from your supervisor, do you typically accept it without asking for further clarification? *(Performance feedback is often given as a generalization or an evaluation. In order to determine whether the feedback has value, you must first obtain specifics.)*
2. Are your appraisal discussions essentially one-way conversations dominated by your supervisor? *(Letting your supervisor know at the beginning of the appraisal meeting that you would like to have an in-depth discussion about how you view your performance establishes you as an equal contributor to the discussion.)*

Developing an Improvement Plan

If you scored low or very low:

1. Does the discussion with your supervisor about how you plan to improve your future job performance receive a lot less attention than the discussion of your past performance? *(Engaging your supervisor in a thorough discussion of options to help you improve your future job performance requires time.)*
2. When your supervisor makes a suggestion during appraisal meetings about how to improve your future job performance, do you simply accept it without discussing its

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advantages and disadvantages or exploring other options? *(To determine the best option to help you improve some aspect of your future performance, you need to identify and discuss multiple options.)*

Overcoming Defensiveness

If you scored low or very low:

1. If your supervisor becomes defensive during your appraisal discussion, do you find yourself getting “hooked” and becoming defensive yourself? *(If both you and your supervisor become defensive, the probability is quite high that an argument will ensue.)*
2. If your supervisor becomes defensive during your appraisal meeting, do you avoid talking further about the issue and go on to another topic? *(To effectively overcome defensiveness, it must be brought to the surface in a non-accusatory way and then turned into a problem-solving discussion.)*

Evaluating and Rating Employee Performance

If you scored low or very low:

1. If you receive an overall performance evaluation that you feel is unfair, do you just accept it and say nothing? *(When you and your supervisor can’t reach mutual agreement on an evaluation of your overall performance, it indicates that one of you doesn’t have an accurate picture of your past performance. Redirecting the discussion back to the step of Identifying and Exploring Accomplishments and Concerns, to further clarify your successes and shortcomings as well as their relative importance, may enable you to reach agreement.)*



The Six Steps in the Performance Appraisal Meeting

Following is a reading about the six-step Performance Appraisal Meeting Process which describes in detail the steps and responsibilities that are key to an effective meeting. Effective appraisals are those in which both you and your supervisor participate as partners and share responsibility for the meeting content and process. They are not something your supervisor does to you. Today, that model is no longer valid. Regardless of your scores, you will likely find the information in the reading useful, but pay special attention to areas in which you scored average or lower.

After completing the reading, turn to the Analyzing Your Profile page at the end of this booklet. Complete the Action Planning exercise to help you identify some concrete steps for your own growth. A shared responsibility performance appraisal meeting can be viewed as a six step process. Following is a description of each step and the specific employee responsibilities associated with it. Refer to the next page for an illustrated model of the performance appraisal meeting, including a summary of the employee responsibilities associated with each step in the process.

1. Building a Relationship of Mutual Trust

This step is the foundation of the shared responsibility performance appraisal process. It is essential for achieving open discussion and performance appraisal meetings in which both you and your supervisor participate as partners. Mutual trust is directly rooted in the day-to-day relationship that exists between you and your supervisor. To ensure that a high level of trust exists in a relationship, both you and your supervisor must regularly make “deposits of goodwill” into the interpersonal bank account of one another. Maintaining a positive balance ensures a positive level of trust and results in open dialogue during appraisal meetings, as well as other discussions. Overdrawing either account puts the relationship in jeopardy and reduces the chances for open discussion.

Mutual trust can be developed in a variety of ways — there is no one best way to achieve it. However, the way you go about clarifying expectations and participating openly in performance appraisal meetings will add to or detract from the relationship of mutual trust with your supervisor.

Employee Responsibilities

Your responsibilities during the step of Building a Relationship of Mutual Trust include the following:

- Look for opportunities to make “deposits of goodwill” into the interpersonal bank account of your supervisor and other people with whom you have a significant work relationship.
- Take the initiative to set strategically important goals or objectives with your supervisor at the beginning of the performance year, and update them as needed throughout the year if job circumstances change so as to invalidate either the goals or the measures.
- Periodically ask for feedback from your supervisor and others with whom you work regarding your performance on key job activities and projects. Ask for feedback about what you did well and what you could do better.

