

Conducting Effective Performance Reviews

Performance Review Guide

V1.0

Performance Review Guide

What's the purpose of this guide?

The purpose of this guide is to provide some direction for conducting Performance Reviews for Employees. This guide is to be used as a resource when conducting performance reviews.

This guide includes:

- 1** Conducting the Annual Performance Evaluation Discussions
- 2** The Seven Deadly Sins of Performance Reviews—and How You Can Avoid Them!
- 3** Tips for managers during a performance review
- 4** How to coach for professional development (Individual Development Plans)
- 5** Setting performance objectives
- 6** Tips for setting objectives
- 7** Sample Performance Review
- 8** Practice Performance Review Form
- 9** Employee Competency Assessment Form
- 10** Notes

The goal of this guide is to introduce managers to the Performance Review process. By the end of this guide you will have been exposed to the appropriate forms and techniques required to perform an employee appraisal.

Performance Review Guide

1 Conducting the Annual Performance Evaluation Discussions

The annual performance evaluation discussions are an opportunity for the manager and employee to review the employee's past performance and make plans for the employee's future performance. Some of the areas to focus on during the review is an overview of performance of the last review year from both the manager's and employee's perspective, the manager's final evaluations of goals met, and improvements needed. A discussion between the manager and employee on goals and objectives for the next review cycle, a competency review and finalizing an action plan to accomplish them should also take place. Remember to get the employee to sign the final review.

Many employees and managers find this discussion an unpleasant, high-anxiety experience. The following is intended to provide the manager with a method for evaluating employee performance so that an employee will feel:

POSITIVE about the job
MOTIVATED to do well, grow and develop
BENEFITED, genuinely helped
APPRECIATED for themselves and their specific contribution
INFORMED about future performance plans
INVOLVED as a participant in the process
STRUCTURED plan of action

Step 1

PREPARE THE EMPLOYEE. Speak with all employees one week to ten days prior to the performance evaluation period. The manager should ask the employees to complete a competency assessment form (see section 7) prior to their performance review meeting.

1. Explain to the employee that the purpose of the performance appraisal is to review his/her past performance and to plan for future performance.
2. Let the employee know the discussion format will be a dialogue and that their active participation is welcome.
3. Ask the employee to prepare for the discussion by comparing his/her past performance with the standards of performance for the job related to the major functions of the employee's job description.
4. Ask the employee to be prepared to discuss the things he/she does well and the things that could be done better.
5. The employee should draft some future performance objectives and actions for accomplishing next year's objectives to discuss in this meeting.
6. Ask the employee to identify ways you can support him/her to accomplish future performance objectives. This information should be added to the employee's action plans.

Performance Review Guide

Step 2

MANAGER PREPARATION

1. The manager should review their documentation of the employee's performance.
2. Review the employee's competency assessment form (see section 7).
3. Review the job description and competencies for the position.
4. Review the employee's last performance evaluation. Have last year's objectives been met?
5. Identify and note some specific examples of duties and responsibilities that the employee performed well (satisfactory and above).
6. Identify any specific areas where the employee could do better and think through the question, "What can this employee do to make a greater contribution in these areas?"
7. Prepare some ideas for the employee's action plan.
8. Think through the question, "What can I do to help the employee achieve his/her action plan?" Prepare some ideas for the discussion.

Step 3

REVIEW TIME - THE MANAGER SHOULD SET THE CLIMATE

1. Check the employee's understanding of the purpose of the performance appraisal discussion.
2. Let the employee know that the discussion is to be a dialogue about his/her performance. Encourage participation.
3. Review the discussion format that will be used. Explain that there will be three phases to the discussion:

Manager's final evaluation of things the employee does well (satisfactory and above).

Discussion of things the employee could do better.

Setting objectives and action plans for future performance.

4. The manager should inform the employee that in each phase they will ask for the employee's input before giving theirs.
5. Take time to answer questions about the process before proceeding.

Performance Review Guide

Step 4 **MANAGER DISCUSSES PERFORMANCE**

The manager should use these guidelines in the discussion of the employee's performance:

1. This discussion is a summary of the employee's performance. The employee should not be hearing the information for the first time.
2. The performance appraisal discussion is not a step in the disciplinary process. This is the time to acknowledge the employee for his or her accomplishments and plan for improved performance. "If you don't, then I will..." statements are inappropriate during this discussion.
3. Information from any other source regarding the individual's performance should be discussed with the employee well before the appraisal discussion.
4. Use specific examples of the employee's performance. Avoid using only recent examples but do not use examples that occurred prior to this evaluation period.
5. If possible, link the employee's present evaluation to previous evaluations to show progress or change in performance.
6. Give positive recognition for areas of performance that reinforce the value of the position and the work in the department.

Step 5 **DEVELOP ACTION PLANS-MANAGER AND EMPLOYEE**

1. In each area where the manager and the employee agree improvement could be made, discuss and agree upon an objective for improving performance and an action plan for reaching that objective. The manager should address ways they can support the employee in achieving their objectives.
2. The amount of employee involvement in the setting of objectives will depend on the manager's leadership style and the type of performance problem being talked about. Participation of the employee in objective setting, however, is often a very beneficial way to get the employee's input and a sense of commitment to working toward the objective.
3. The manager and employee should discuss an employee development plan for training in the next review period.
4. Objectives must be realistic, measurable and appropriate to the employee's position.
5. Establish a timetable for each objective and a specific follow-up date to check on progress.

Performance Review Guide

Step 6

CONCLUDE THE PERFORMANCE EVALUATION PROCESS

1. The manager should summarize the main points discussed and review the agreed-upon objectives and action plans.
2. After the performance evaluation is completed, the manager will meet with the employee to review the document.
3. Explain that the employee will be asked to sign the completed form. Inform the employee that his/her signature indicates only that he/she has reviewed the form. The employee's signature does not indicate that the employee agrees with the evaluation.
4. The manager should provide a copy of the completed evaluation form for the current year's performance. The new employee evaluation form is a tool for the manager and employee to plan and monitor performance improvements throughout the next review period.

Performance Review Guide

2 The Seven Deadly Sins of Performance Reviews—and How You Can Avoid Them!

Adapted from Dr. Mary Riley

Introduction

Aside from being laid off, there's nothing that strikes more fear and loathing into the hearts of employees across Canada than the prospect of a performance review. After all, we had quite enough of being "judged" on report cards all through our school days, didn't we? And now here we are as adults, with yet another "authority figure" ready to yank our chain by passing judgment on our performance.

Little wonder that sleepless nights and a run on antacids at the local drug store usually precede performance review season in the workplace. (Depending on how things go, bad sleep and ulcers can also *follow* performance reviews.)

All that said, it's one of the great secrets of corporate life that managers—those charged with doing the reviewing and judging duties—usually find the process as nerve-wracking and unsatisfying as the employees do. The fact that both managers and employees tend to break into a cold sweat with the prospect of a performance review ought to tell us something.

It ought to tell us that most performance reviews aren't worth the paper they're written on, the time that is put into them, nor the blood, sweat and tears that often come out of them.

It ought to tell us that there are many flaws in the performance review process. So, here is the question today's human resource managers and business owners must face head-on: Should we throw the baby of performance reviews out with the dirty bathwater that most of them have been splashing around in these many years? Based on my 20 years of experience researching and working with virtually every style of performance review that has come down the corporate pike, my answer to that question is no!

But in order to appreciate the valuable role that a well-constructed performance review can play in increasing worker productivity, enhancing company morale and increasing profits, we must first understand why most of the reviews you're probably familiar with fail. Why they tend to *lower* productivity in your workers and *destroy* company morale and *reduce* corporate profits.

The reasons for all these shamefully counterproductive results are clear. We'll call them the Seven Deadly Sins of Performance Reviews. Commit any one of them, and there's a strong chance you'll wind up in Performance Review Hell, struggling fruitlessly on a treadmill of stagnating profits, unhappy workers, and recurrent bad dreams that last from one unsatisfying review to the next, to the next, to the next...

Performance Review Guide

Sin No. 1: Playing the Parent

Psychology 101 teaches us that all human beings have to struggle at one time or other to free themselves of parent-as-authority figure. Most people do, which is the foundation of maturity. Unfortunately, however, many workplaces substitute a new parent in the form of a “boss.” This person is responsible for molding your behavior on the job, encouraging/coercing you to reach your goals, then standing in judgment of how well you have done so.

Sadly, almost everywhere you look in the performance review marketplace, you see variations on the “boss-as-parent-and-judge” theme. And if you want to know why they don’t work, just ask any parent of a teenager. They’ll tell you that once a person reaches a critical age (ranging from about 12-18, depending on circumstances), they’re not too keen on having their parental figures doing a top-down evaluation of their behavior, however well-intentioned it might be.

Forget for a moment the question of whether a manager can ever do a truly “objective” appraisal. (We’ll address that question in Sin No. 3.) Even assuming that such objectivity was possible, there’s a major problem with the authoritarian format. By positing the manager as the all-knowing evaluator and the employee as the hapless listening child, top-down reviews make it virtually impossible for the employee to “hear” the review with open ears and an open mind. The parent/child model simply re-activates the natural defenses we slipped into as teenagers—and which we fall back into whenever we find ourselves cast again in that role.

Sin No. 2: Talking Too Much

This sin is purposely listed second because it follows so closely on the heels of its No. 1 cousin above. Indeed, *Playing the Parent* tends to lead directly into the trap that has ensnared parents since time began: *Talking Too Much* about all the ways your youngster is falling down in his or her performance as a dutiful kid. I observed this phenomenon recently as a friend’s 4-year-old daughter rode her bike down the block far past the agreed-upon boundary line. Spotting her in the distance, her father began wagging his finger and issuing a torrent of rapid-fire admonishments as she rode her bike back in his direction. By the time she reached him, she thrust her chin up defiantly into the air as she sang, “I’m NOT listening, I’m NOT listening...”

Isn’t that always the problem when one party passes judgment on another with words?

Top-down performance reviews directly invite managers to talk more than they should—and more than their children/employees can bear before they too thrust their chins defiantly in the air and stop listening.

The best performance reviews invite a true dialogue between manager and employee. Each speaks, each listens. No finger-wagging, no torrent of “action phrases” streaming from the manager’s mouth. Just a mutual exchange, adult to adult, with clear guidelines, alignment of critical needs each has of the other, and actionable goals.

Performance Review Guide

Sin No. 3: Feigning Objectivity

Ask yourself this: Can you ever be absolutely, 100 percent objective when judging other human beings? Sure, you can “judge” how tall they are (with the help of a tape measure) or determine how many words off a list they can spell correctly (with the help of a dictionary). But is it possible to objectively evaluate the point-by-point performance of a subordinate who may carry out a set of enormously complex and ever-changing tasks, some (or many) of which you may have only partial knowledge of yourself?

And then let's throw this detail into the mix: What if you, don't actually, er, *like* this person as a person? Maybe he laughs too much or too little, is self-absorbed or curt, or has multiple body piercings he insists on describing in great detail during the lunch break. When it comes to performance evaluation time, do you think you can keep all your personal feelings and human responses completely out of the review? If you're like most of the human race, the answer is: not bloody likely.

This is why you need a mechanism to neutralize the inherent subjectivity of any performance review. Many reviews attempt to achieve this neutrality with an extensive checklist of points-based “performance criteria.”

By steering clear of any written narrative evaluation, these reviews attempt to keep messy “feelings” out of the review process. But the severe shortcoming of this approach is that those messy feelings creep back in anyway, simply because every “judgment,” no matter how precisely charted and categorized, is inevitably tinged with the human qualities of the one doing the judging. It is that very humanness that makes even the most “objectively” structured top-down performance reviews come up short of the mark.

Sin No. 4: Too Loosey Goosey

While the trend in performance reviews has been to use more and more forms and performance-based checklists, there is a long history in the industry of narrative-based reviews. These tend to rely heavily on the essay writing skills of the manager who is reviewing the employee.

The narrative approach can range from having employees in for coffee and a friendly open-ended chat about their job, to slightly more structured pen-and-paper exercises where managers work from a list of criteria which they answer in narrative style. This approach, while less robot-like than the faux objectivity of number or letter rating scales, has its own problems. It's not for nothing that even Harvard Law School's Human Resources website (www.harvard.edu/administration/hr/) notes a “declining sense of satisfaction with the performance review process. Feedback from managers attributed this decline in part to the old form's essay-style format. This new checklist-style tool is concise and easier to complete, yet also allows for narrative comments if desired.”

So, there you have it: When even Harvard Law School personnel can't muster the necessary energy to fashion a narrative review into a useful tool, you can understand why such an open-

Performance Review Guide

ended structure has been falling out of favor. Narrative reviews can easily spiral out of control, becoming unwieldy, loosey goosey documents that don't get at the crux of employee performance. By relying too heavily on the writing skills of managers, they can also vary wildly in content and basic intelligibility.

Sin No. 5: Structured to Death

Have you ever noticed how getting to the right decision or position in life often involves wild dashes from one extreme option to the other, until you land on just the right point that best fits what you always wanted but didn't know exactly where to find? The performance review industry has been a lot like that.

In a revolt against the overly loose structure of annual chats over coffee, or the writing of narrative essay reviews, the industry moved to tighten the screws by crafting more clinical, checklist style reviews presided over by a supposedly objective manager "judge." Trying to move beyond the messy subjectivity of two people in dialogue, this approach bowed deeply at the altar of *forms*. So, the industry responded by churning out several national forests worth of paper forms designed to achieve the perfectly tight structure required for cool, clinical appraisal of employees.

Sin No. 6: Going Legal

When all else fails—as most performance reviews do—managers have a natural tendency to at least cover the legal requirements. This is how and why so many reviews fall under the "File and Forget" approach that leaves both parties happily relieved of their obligations—until next time.

Here is what I'd ask you to remember: the bottom line on performance reviews *is about* the bottom line—yours! A well-crafted performance review can be a powerful tool to enhance employee performance throughout the company rather than merely judging that performance and then filing the forms away in a corner cabinet. Why waste the huge impact that a top-quality performance review system can have on your company by settling for "fast and legal" rather than "powerful and profitable?"

Sin No. 7: Bah, Humbug!

As we have seen, many business owners and managers deal with the dread of performance reviews by taking the most expedient route to just getting them done, off their desks and out of their minds. That means getting their hands on a user-friendly checklist they can move through with all due speed, a kind of "Wham, bam, sign here, Sam" approach that minimizes the discomfort of one person sitting in judgment of another.

One can say this for such an approach: it at least offers some legal protection. Firms without a formal performance review process expose themselves to any number of legal difficulties. In today's climate, you can make an attorney's day (and entire career) by terminating an

Performance Review Guide

employee—no matter how disastrous he or she is to the company—without a performance review process that can document the sordid details for every judge and jury to see.

This is why the Seventh Deadly Sin, the “Bah, humbug, who needs it anyway?” approach of skipping performance reviews altogether, is potentially the most damaging. It’s one thing to lose out on the profit-enhancing benefits of a great performance review system while at least covering your legal behind with a formal process. It’s quite another to just skip that process.

But here is the best parting advice I can offer after working with countless review forms over the years: Don’t settle for less than the best you can get from your company. Don’t sell yourself, your employees, and your performance review system short by going through the legal motions of a review. You’ll be wasting one of the best opportunities you have to create the kind of company you’ve always wanted: productive, profitable, and always improving, with a vibrant workforce committed in equal measure to a company that shows its commitment and respect for them.

Performance Review Guide

3 Tips for managers during a performance review

OPENING—Manager establishes climate of trust and openness by reviewing the agenda for the meeting and soliciting the employee’s input throughout the discussion. Manager should then begin the discussion with the first expectation to be discussed.

ANALYSIS & DISCUSSION OF PERFORMANCE—Both manager and employee should be prepared with examples of how the expectations were met. They should mutually agree on how to characterize the accomplishment of each result before going on to the next result.

DISCUSSION OF STRENGTHS & DEVELOPMENT NEEDS—Manager and employee should discuss what they feel are the most critical factors for the employee’s success in their position. Based on that discussion, they should mutually identify the employee’s primary strengths and development needs and agree on development activities the employee will commit to for the next review period. Actions should be taken to build on strengths and improve in areas of need.

AGREEMENT OF OVERALL PERFORMANCE & RATING—Manager explains performance and ratings for employee. Managers should be flexible enough to change their minds on the rating they had initially determined if new information presented by the employee is compelling enough to warrant such rethinking.

WRAP-UP - The manager should close the discussion by asking the employee to add any additional comments they may have to the form. Employee should then sign the form and receive a copy for their files.

4 How to coach for professional development

Preparing Effective Individual Development Plans (IDP's)

What is an IDP?

IDPs are individually tailored and describe objectives and activities for the employee's career development (Section C of the performance review). IDPs can be a win/win strategy because they benefit both the employee and the organization. Employees benefit, because implementing an IDP helps them enhance their knowledge, skills and experiences. Improved competencies help them achieve personal and career goals both inside of and external to the organization. The organization benefits by developing employees needed to achieve these objectives, as well as, activities that will provide employees the opportunity to learn and apply the knowledge and skills. An IDP is a written plan for the benefit of both employee and manager. It describes competencies that the employee will apply and enhance and how this development will occur. This includes the following:

- Responsibility areas – IDPs describe the areas of responsibility assigned to the employee as stated in his/her position description and the competencies needed to perform the responsibility.
- Developmental activities – Each responsibility area is accompanied by one or more specific developmental activities that will enable the individual to achieve or practice that competency.
- Timeline with milestones and date completed – Realistic start dates, end dates, and other major milestones are established for each activity. The date completed should be listed when the employee can document proficiency based on the competency, skill or ability obtained.

When to Prepare an IDP

Timing is an important factor in developing the IDP, because the following processes work together to establish the same objectives:

- the performance appraisal
- the training needs analysis
- career development planning, and the IDP

The optimum time for preparing the IDP is during the first few weeks immediately following the performance appraisal. Although the IDP is part of the performance review process, you might

Performance Review Guide

consider taking your time and allow the employee to think about where they would like to see themselves go.

What's in an IDP

An IDP should include all of the developmental assignments, activities, and training courses indicated for the employee as a result of the:

- performance review
- competency rating, and
- career counseling

It should include:

- Any activity that is intended to improve performance at the employee's present position or a target position, and
- The desired time frame for completion of training. Think of a competency as the ability to perform a task well. Each set of knowledge, skills, and experiences is one competency. Employees use many competencies in their jobs, and changing jobs requires the employee to master new competencies.

Partner with your employee in building a development plan. Here are eight steps to follow:

1. Specify what it is you're trying to accomplish. What will success in this area look like? Describe the knowledge and skill that the employee will gain.
2. Limit your focus to no more than three major developmental goals.
3. Make a commitment to the employee that you'll provide the opportunities, resources and encouragement for development.
4. Divide activities into small, reasonable steps. Expecting too much too soon can discourage the process.
5. Seek out on-the-job opportunities. These are the most powerful forms of development.
6. Provide resources and verbal support throughout the development effort.
7. Establish timeframes for accomplishment.
8. Provide adequate variety. Greater learning and enthusiasm develops with a variety of tasks such as projects, workshops, readings, and mentoring.

Performance Review Guide

5 Setting Performance Objectives

The goal of setting performance objectives is to make sure that the objectives are achievable by the individual employee and can be measured. The following are sample objectives that have been set for a service department. These objectives must be broken down so that each employee in the department is responsible for a portion of meeting the overall department objective. Some objectives may be identified for all employees, while other objectives may be individually determined based on specific responsibilities.

Sample - Customer Service Department Objectives

	Objective	Measurement	Assign to	Indicator/Frequency
1	Reduce the average length of time files are open	Complaint Memos = 9 days Work Orders = 24 days	All Employees - measure individually	Monthly Report
2	Increase the number of dollars collected	2% of outstanding dues	Those Employees who are responsible for dollars collected	Monthly Report
3	Reduce the number of call backs on service offerings	Reduce by 15% - (Ratio of service calls to call backs)	All Employees - measure individually	Main report and employee records
4	Maintain appropriate contact numbers	2% of total case load	Those Employees who are responsible for contacting clients	Main report minus Managers total call back count - Monthly
5	Increase the number of positive comment cards and Letters	Number of Positive to Negative cards and letters	All Employees - measure as team	Monthly calculation

Performance Review Guide

6 Tips for setting objectives

DO	DON'T
<ul style="list-style-type: none">• Tie individual objectives to the objectives of the organizational unit, of the department, and of the company.• Set the objectives jointly and let the employee know that objectives can be revised if the situation changes.• Gather information so you can set the objectives at the appropriate developmental level.• Develop specific, measurable objectives that are challenging yet realistic.• Set a manageable number of objectives; discuss the importance of each objective and prioritize importance.• Discuss the competencies the individual will need in order to demonstrate or achieve performance objectives.• Ask individuals to suggest Action Plans for achieving complex objectives.• Set checkpoints to review progress on objectives.• Agree up front on the criteria for successful achievement of objectives.• Use a process for periodic Progress Reviews: keep a written record of objectives, Action Plans, and progress discussions.• Set objectives to improve future performance.• Keep developmental needs in mind when you set objectives.• Gain the employee's understanding and acceptance on each performance objective and competency.	<ul style="list-style-type: none">• Don't set objectives without looking at the big picture.• Don't hand an individual a copy of his/her objectives without discussing them.• Don't set objectives that are too easy or too difficult under the circumstances.• Don't develop general or vague objectives.• Don't set too many objectives or set trivial objectives.• Don't set complex performance objectives without discussing how the individual plans to achieve the objectives.• Don't ignore the "how" of achieving performance objectives.• Don't assume that objectives can be set and then forgotten until the Summary and Development discussions at the end of the appraisal cycle.• Don't assume that the employee can read their supervisor's mind or know what's important to the company.• Don't rely on memory.• Don't be overly critical of the individual employee's past performance when setting objectives.• Don't forget that continuous employee development is an important outcome of the Organization's performance and development system.• Don't accept performance objectives that will not lead to continuous improvement or that will not meet the performance objectives to which the employee is held accountable.

Performance Review Guide

7

Sample CSR Performance Review

Employee Evaluation Customer Service Department	Position: _____ [] Full-time [] Part-time
EMPLOYEE NAME: _____ STORE: _____	
Purpose of Review: <input type="checkbox"/> Annual <input type="checkbox"/> Semi-annual <input type="checkbox"/> Probationary <input type="checkbox"/> Substandard	Review From: _____ To: _____
	Employee Signature: _____ Date _____
	Reviewer Signature: _____ Date _____
The Performance Management Process consists of three key events: I Setting objectives (A) II Interim Results/progress review (A) III Annual formal review, covering A. Results against objectives (A) B. Competencies (Manager vs. Employee) (B) C. Development plan (C)	

A Setting Objectives

ANNUAL PERFORMANCE RATING 4 = Outstanding 3 = Above Standard 2 = Satisfactory 1 = Unsatisfactory

Annual Objective	Weight W	Measurement	Interim Review		Annual Result Achieved (yes/no/partial)	Rating R	Overall Rating (W x R)
			Interim Result (II)	Interim Next Step (II)			
Objective #1 Length of time Files Open	4	Credit Memos = 9 days Work Orders = 24 days					
Objective #2 Charge Backs	4	2% of Written Sales					
Objective #3 Service Calls	3	Reduce by 15% - (Ratio of service calls to exchanges)					
Objective #4 NAS	1	2% of total store inventory (includes markdown)					
Objective #5 Customer Feedback	3	Number of Positive to Negative cards and letters					
OVERALL OBJECTIVE RATING (A)						Overall Rating - Total sum of rating (R) divided by sum of weight (W)	

Performance Review Guide

B Competencies

4 = Outstanding 3 = Above Standard 2 = Satisfactory 1 = Unsatisfactory

1	Possesses Knowledge of Product and Procedures	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 1. Follows Procedures 2. Is accurate 3. Is able to use office equipment 4. Is able to use store computer system 5. Knows product 6. Aware of organizational flow 7. Balances resources and demands 8. Is able to communicate store procedures	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____	Competency 1: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
2	Gathers Information and comes to an Appropriate Conclusion	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 9. Gathers Information 10. Makes Decisions 11. Delivers 12. Concentrates Energy 13. Analyses Information 14. Creates Solutions 15. Evaluates Options 16. Consults 17. Utilizes Resources 18. Manages Conflict	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____ _____	Competency 2: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
3	Effectively Communicates to Customers and Employees	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 19. Speaks Effectively 20. Writes Effectively 21. Accepts Criticism 22. Listens Carefully 23. Telephone Use 24. Identifies Expectations 25. Persuades and Influences	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____	Competency 3: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
4	Manages Time and Completes Tasks Efficiently	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 26. Is Organized 27. Follows Up 28. Manages Own Time 29. Manages Own Work 30. Is Adaptable 31. Is Determined 32. Shows Good Judgment 33. Multi-tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____	Competency 4: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	

Performance Review Guide

C Development Plan

Development Objectives and Professional Growth Interests	Recommended Action	Targeted Competency	Target Dates

Overall Performance Rating

	Objectives S	Multiply Weighting	Total S
Average Rating on Objectives (AA)		.50	
Average Rating on Competencies (BB)		.50	
Sum of above two Ratings			

Overall Performance Rating
 3.50 to 4.00 = Outstanding
 2.50 to 3.49 = Effective (Low: 2.5-2.79, Mid: 2.8-3.19, HI: 3.2-3.49)
 1.50 to 2.49 = Needs Improvement
 BELOW 1.5 = Unsatisfactory

Performance Review Guide

8

Practice CSR Performance Review Form

Employee Evaluation
Customer Service Department

EMPLOYEE NAME: _____

Purpose of Review:

- Annual
- Probationary
- Substandard
- Semi-annual

Review From: _____ To: _____

Employee Signature: _____ Date _____

Reviewer Signature: _____ Date _____

The Performance Management Process consists of three key events:

- I Setting objectives
- II Interim Results/progress review
- III Annual formal review, covering
 - A. Results against objectives
 - B. Competencies
 - C. Development plan

A Setting Objectives

ANNUAL PERFORMANCE RATING 4 = Outstanding 3 = Above Standard 2 = Satisfactory 1 = Unsatisfactory

Annual Objective	Weight W	Measurement	Interim Result	Interim Next Step	Annual Result Achieved (yes/no/partial)	Rating R	Overall Rating (W x R)
Objective #1 Length of time Files Open	4	Credit Memos = 9 days Work Orders = 24 days					
Objective #2 Charge Backs	4	2% of Written Sales					
Objective #3 Service Calls	3	Reduce by 15% - (Ratio of service calls to exchanges)					
Objective #4 NAS	1	2% of total store inventory (includes markdown)					
Objective #5 Customer Feedback	3	Number of Positive to Negative cards and letters					

OVERALL OBJECTIVE RATING (AA)

Overall Rating - Total sum
of rating (R) divided by sum
of weight (W)

Performance Review Guide

B Competencies

4 = Outstanding 3 = Above Standard 2 = Satisfactory 1 = Unsatisfactory

1	Possesses Knowledge of Product and Procedures	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 1. Follows Procedures 2. Is accurate 3. Is able to use office equipment 4. Is able to use store computer system 5. Knows product 6. Aware of organizational flow 7. Balances resources and demands 8. Is able to communicate store procedures	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____	Competency 1: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
2	Gathers Information and comes to an Appropriate Conclusion	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 9. Gathers Information 10. Makes Decisions 11. Delivers 12. Concentrates Energy 13. Analyses Information 14. Creates Solutions 15. Evaluates Options 16. Consults 17. Utilizes Resources 18. Manages Conflict	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____ _____	Competency 2: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
3	Effectively Communicates to Customers and Employees	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 19. Speaks Effectively 20. Writes Effectively 21. Accepts Criticism 22. Listens Carefully 23. Telephone Use 24. Identifies Expectations 25. Persuades and Influences	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____	Competency 3: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
4	Manages Time and Completes Tasks Efficiently	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 26. Is Organized 27. Follows Up 28. Manages Own Time 29. Manages Own Work 30. Is Adaptable 31. Is Determined 32. Shows Good Judgment 33. Multi-tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____	Competency 4: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	

Performance Review Guide

C Development Plan

Development Objectives and Professional Growth Interests	Recommended Action	Targeted Competency	Target Dates

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	Objectives S	Multiply Weighting	Total S
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Performance Review Guide

9 Employee Competency Assessment Form

Employee Evaluation
Customer Service Department

EMPLOYEE NAME: _____ DATE: _____

4 = Outstanding 3 = Above Standard 2 = Satisfactory 1 = Unsatisfactory

1	Possesses Knowledge of Product and Procedures	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 1. Follows Procedures 2. Is accurate 3. Is able to use office equipment 4. Is able to use store computer system 5. Knows product 6. Aware of organizational flow 7. Balances resources and demands 8. Is able to communicate store procedures	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____	Competency 1: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
2	Gathers Information and comes to an Appropriate Conclusion	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 9. Gathers Information 10. Makes Decisions 11. Delivers 12. Concentrates Energy 13. Analyses Information 14. Creates Solutions 15. Evaluates Options 16. Consults 17. Utilizes Resources 18. Manages Conflict	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Competency 2: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	
3	Effectively Communicates to Customers and Employees	Rating	S	Competency Rating (Take total s and divide by the number of Skills and Abilities)
	Skills and Abilities 19. Speaks Effectively 20. Writes Effectively 21. Accepts Criticism 22. Listens Carefully 23. Telephone Use 24. Identifies Expectations 25. Persuades and Influences	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	_____ _____ _____ _____ _____ _____ _____ _____	Competency 3: <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
		Total	_____	

Performance Review Guide

10

NOTES: