

CHAPTER 9

JOB EVALUATION

PART ONE : JOB CRITERIA

Criteria for Overall Performance Evaluation Categories for Employees

1. **Quality and quantity of work:** accuracy, thoroughness, productivity, and goal attainment
2. **Communication and interpersonal skills:** teamwork, cooperation, listening, persuasion, and empathy
3. **Planning, administration, and organization:** goal setting, prioritizing, and profit orientation
4. **Leadership:** accessibility, responsiveness, decisiveness, collaboration, and delegating
5. **Job knowledge and expertise:** knowledge base, training, mentoring, modeling, and researching
6. **Attitude:** dedication, loyalty, reliability, flexibility, initiative, energy, and volunteering
7. **Ethics:** diversity, sustainability, honesty, integrity, fairness, and professionalism
8. **Creative thinking:** innovation, receptiveness, problem solving, and originality
9. **Self-development and growth:** learning, education, advancement, skill building, and career planning
10. **Attendance, appearance and punctuality**

PART TWO : VOCABULARY

appraise (v)	ประเมินค่า (n) = appraisal (judge the value of somebody or something)
appraisee (n)	ผู้ที่ถูกประเมิน
appraiser (n)	ผู้ทำการประเมิน
approaches to Appraisal	วิธีการประเมิน
appraisal Methods	เทคนิควิธีการประเมิน
assess (v)	ประเมิน
assessment (n)	judge the quality or quantity of somebody or something
absentee	ผู้ขาดงาน
absenteeism	การขาดงาน
absenteeism rate	อัตราการขาดงาน

PART THREE : CONDUCTING THE APPRAISAL

After drafting an employee appraisal document, the appraisers are ready to have the employee appraisal discussion.

Schedule the meeting time a few days in advance.

This lets your employee prepare what he/she wants to discuss.

Be sure to reserve sufficient time for discussion.

Choose a meeting place that is comfortable and private.

Arrange your schedule so you will not be interrupted.

Avoid discussing motivation or personal issues.

Concentrate on the employee's behavior and the consequences of that behavior to the individual and the organization.

This is a good time to reinforce the requirements of the job.

Be sure to **give the employee an opportunity to discuss** his/her feelings and reactions to your feedback.

IMPORTANT ELEMENTS OF AN APPRAISAL DISCUSSION

- Establish the purpose of reviewing the performance appraisal and outline the discussion.
- Review results or accomplishments achieved against objectives, emphasizing how these contributed to the work group's efforts.
- Review performance data against Performance & Goals performance review topics.
- Discuss causes of problems and reasons for success, emphasizing problem solving and concentrating on future actions.
- Agree on action to be taken and discuss ideas for development. (The meeting to finalize the development plan may be a separate discussion, but the appraisal form cannot be turned in as finished until the development plan is completed.)
- Summarize the discussion and express confidence in the employee's ability to succeed.

INTERACTION DURING AN APPRAISAL DISCUSSION

- Listen to the appraisee. Encourage reactions and suggestions—let him/her say what he/she needs to say.
- If there are areas that need improvement, encourage your appraisee to come up with solutions for improvement.
- If an appraisee disagrees with the appraiser, allow him/her to discuss his/her feelings. Listen without arguing or defending appraiser's point of view. Be prepared to adjust appraiser's views, if appropriate. Remind the appraisee that he/she can comment on any remaining areas of disagreement in the Employee Comment section of the appraisal form.

Job evaluations are usually a combination of both positive and negative comments. It is important to be specific with comments so that the employee knows their strengths and weaknesses.

POSITIVE WORDS FOR EVALUTING EMPLOYEES

- **Dependability:** meets deadlines, is responsible, is reliable, always successful
- **Computer skills:** is efficient and/or comfortable on the computer, effectively uses online sources, has advanced computer skills
- **Adaptability:** can perform a variety of duties, handles many situations with ease, is comfortable with change
- **People Skills:** is very cooperative, works in harmony with others, adds to a positive environment
- **Personal Qualities:** has an even temperament, avoids confrontations, handles stress well, stays calm under high-pressure situations, is sincere, has composure under dire circumstances
- **Dedication:** shows pride in job, displays loyalty and honesty, perseveres and achieves goals
- **Creativity:** welcomes new ideas, is willing to change, develops new ideas and strategies, is not bothered by ambiguity
- **Personal Development:** eagerly attends professional development classes, shows a desire to improve job skills, sets personal goals
- **Organizational Skills:** has a systematic method, gets the job done, highly organized, excels at planning, can distinguish between productive and nonproductive tasks.

POSITIVE WORDS FOR EVALUTING SUPERVISORS

- **Evaluation Skills:** accurately, and without bias, assesses job performance, measures potential of employees
- **Administration Skills:** manages costs effectively, handles details personally, has advanced skills in records management, has established trust with workers, can delegate appropriately
- **Leadership:** shows authority, gains respect and confidence, has the support and respect of workers, establishes a feeling of teamwork, is fair and firm
- **Management:** is a strong asset to the company, handles crisis well, instigates change smoothly, supports and leads team members, brings out the best in his workers, promotes a feeling of harmony and fairness
- **Interpersonal Skills:** acknowledges the needs and concerns of others, promotes a positive working environment, has loyal and committed workers, manages different personalities, is tactful and sincere
- **Team Skills:** encourages team members to participate in problem solving, utilizes the skills of each team member, enhances productivity

JOB APPRAISAL INTERVIEW QUESTIONS

The idea of appraisal is to put the wrongs right and then look forward. Questions should always be formulated carefully to avoid upsetting the appraisee during the interview. Being diplomatic and using language to soften disagreement also helps to create a positive environment.

Being diplomatic

- Use **WOULD, COULD** and **MAY** to make statements less direct :
 - ✓ That would (could/may) be very difficult.
 - ✗ That is very difficult
- Avoid negative words like *terrible, awful, very bad*.
Instead use **NOT VERY** plus a positive word;
 - ✓ That's not a very positive attitude
 - ✗ That's a terrible attitude

USEFUL PHRASES

Asking about the job

What do you like most about your work ?
 Could you tell me (how things are going with) ?
 How do you see (your team developing) ?
 Would you like to give me more details about
 When did you realize that ?
 Would you mind giving me more information on ?
 Is there anything else we should talk about ?
 Has there been anything you have found difficult to cope with ?
 How are things with the rest of the department ?
 I would like to tell you how you see you progress over the last year.

Softening disagreement

With respect, I think
 To be quite frank, I don't think
 (I'm) Not sure I agree with you there.
 Frankly, we should deal with that differently
 I respect your opinion, but
 I'm afraid that we can't
 I'm sorry but we can't
 To a certain extent I agree, but

Talking about problems

Unfortunately, there have been some problems.
 There seems to be a personality problem between myself and someone in the department.
 Well, actually, someone is making life rather unpleasant for me.
 I didn't feel able to talk to you about it earlier.
 Have there been any problems ?
 Could there be a (personality) problem between ?
 Why weren't you able to talk about it ?

PART FIVE : PERFORMANCE COMMENTS

The rating scale for Performance Planning and Review below is made up of five factors: Poor, Needs Improvement, Meets Requirements, Exceeds Requirements, and Outstanding.

Below are examples of comments that would support individual ratings. These are generic in nature and examples only. Performance comments should be tailored to the individual employee and be based on the employee's individual performance expectations.

SAMPLE : PERFORMANCE EXPECTATIONS	
1. WORK PRODUCT - The quality and quantity of work produced by the employee.	
Poor:	<ul style="list-style-type: none"> ▪ Has made frequent errors that are harmful to business operations. ▪ The supervisor/department head has received numerous complaints about the quality of work. ▪ The quality of work produced is unacceptable. ▪ Does not complete required paperwork.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Is not as careful in checking work product for errors as he/she could be. ▪ Tends to miss small errors in work product. ▪ Required paperwork is completed late or is only partially complete.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Does not require constant supervision. ▪ Error rate is acceptable, and all work is completed timely. ▪ Forms and required paperwork are completed on time with minimal errors.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Managers and co-workers have commented on high levels of accuracy and work productivity. ▪ Takes pride in work and strives to improve work performance. ▪ All memos, reports, forms and correspondence are completed on time with no errors
Outstanding:	<ul style="list-style-type: none"> ▪ Has less than a 1% error rate on work product. ▪ Accuracy is excellent. ▪ Quantity of work produced is outstanding.
2. DEPENDABILITY - Being where he/she should be doing what he/she is supposed to do.	
Poor:	<ul style="list-style-type: none"> ▪ Often calls in to work without prior approval, resulting in excessive unscheduled absences. ▪ Leaves the work area unattended to run personal errands. ▪ Is frequently late to work ▪ Frequently leaves work early.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Occasionally calls in to work without prior approval, resulting in unscheduled absences. ▪ Occasionally arrives late to work. ▪ Sometimes does not make sure all work is completed before leaving for the day. ▪ Occasionally leaves work early.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Consistently arrives to work on time. ▪ Makes sure work area is covered at all times. ▪ Has had no unscheduled absences, except for documented emergencies.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Has a good attendance record. ▪ Can always be counted on to work overtime when necessary without complaint
Outstanding:	<ul style="list-style-type: none"> ▪ Always at work and on time. ▪ Never misses work without prior approval and appropriate notification. ▪ Has had no unscheduled absences during the rating period

3. COOPERATIVENESS - Working with people.	
Poor:	<ul style="list-style-type: none"> ▪ Projects an attitude of superiority that turns off other employees. ▪ Not cooperative and frequently criticizes others. ▪ Displays excessive negativity when working with others.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Displays occasional negativity when working with others. ▪ Rarely offers to assist others in the office. ▪ Makes negative comments that affect working relationships with others
Meets Requirements:	<ul style="list-style-type: none"> ▪ Is usually able to answer customer questions. ▪ Maintains good working relationships with coworkers.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Demonstrates "team player" behavior views individual success as imperative to group success. ▪ Direct, straightforward, honest and polite.
Outstanding:	<ul style="list-style-type: none"> ▪ Always cordial and willing to help coworkers, students, and clients. ▪ Enthusiastic, energetic and displays positive behavior.
4. ADAPTABILITY - Adjusting to change.	
Poor:	<ul style="list-style-type: none"> ▪ Usually needs direct supervision, even for mundane and everyday tasks. ▪ Is not able to think independently or to deal with unexpected occurrences.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Gets flustered in unusual situations. ▪ Does not always make the best decisions to fit the situation.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Usually adjusts well to changes in the work place. ▪ Maintains good customer service relations, even under stress.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Looks for ways to streamline procedures to improve efficiency and customer service. ▪ Sets priorities and adjusts them as needed when unexpected situations arise.
Outstanding:	<ul style="list-style-type: none"> ▪ Adapted to new systems and processes well and seeks out training to enhance knowledge, skills and competencies. ▪ Always seems to know when to ask questions and when to seek guidance.
5. COMMUNICATION - Giving and receiving information.	
Poor:	<ul style="list-style-type: none"> ▪ Usually needs direct supervision, even for mundane and everyday tasks. ▪ Is not able to think independently or to deal with unexpected occurrences.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Gets flustered in unusual situations. ▪ Does not always make the best decisions to fit the situation.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Usually adjusts well to changes in the work place. ▪ Maintains good customer service relations, even under stress.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Looks for ways to streamline procedures to improve efficiency and customer service. ▪ Sets priorities and adjusts them as needed when unexpected situations arise.
Outstanding:	<ul style="list-style-type: none"> ▪ Adapted to new systems and processes well and seeks out training to enhance knowledge, skills and abilities. ▪ Always seems to know when to ask questions and when to seek guidance.

6. DAILY DECISION MAKING/ PROBLEM SOLVING - Thinking on the job	
Poor:	<ul style="list-style-type: none"> ▪ Frequently comes to the wrong conclusions and assumes things. ▪ Did not make sure that all subordinates were productive at all times, which is a daily requirement of this job.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Needs to develop analytical skills necessary to weigh options and choose the best way to deal with situations. ▪ Spends too much time focusing on less important aspects of daily job.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Often offers workable solutions to problems. ▪ Uses good judgment in solving problems and working with others. ▪ Uses PPR ratings in making decisions related to new hires, promotions and merit increases.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Can zero in on the cause of problems and offer creative solutions. ▪ Displays strong analytical skills.
Outstanding:	<ul style="list-style-type: none"> ▪ Always offers ideas to solve problems based on good information and sound judgment. ▪ Displays initiative and enthusiasm during everyday work. ▪ Conducts research or seeks counsel of experts to gather information needed in making actual decisions.
7. SERVICE TO CLIENTS/PUBLIC	
Poor:	<ul style="list-style-type: none"> ▪ Frequently rude and impolite. ▪ Demonstrates poor customer relations skills. ▪ Frequently carries on personal conversations in person or on the phone while clients and customers wait.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Gets annoyed with clients who ask too many questions. ▪ Frequently forgets to follow through on customer requests.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Usually maintains a competent and professional demeanor in dealing with clients and the public. ▪ Courteous and knowledgeable. ▪ Tries to be helpful.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Answers all questions promptly and accurately. ▪ Forwards any complaints or problems to supervisor immediately.
Outstanding:	<ul style="list-style-type: none"> ▪ Always follows through and finds the answers to any questions and reports back to the customer promptly. ▪ Employee has received numerous letters of commendation for excellent customer service.
8. USE OF EQUIPMENT AND MATERIALS	
Poor:	<ul style="list-style-type: none"> ▪ Has destroyed equipment through misuse during this rating period. ▪ Wastes supplies. ▪ Deleted required software in error. ▪ Never services equipment.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Doesn't heed warning messages on equipment. ▪ Sometimes forgets to turn equipment off at the end of the day. <ul style="list-style-type: none"> ▪ Doesn't always get equipment serviced as recommended by the manufacturer
Meets Requirements:	<ul style="list-style-type: none"> ▪ Takes good care of equipment and uses supplies efficiently. ▪ Turns off and secures all equipment at the end of the shift.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Quickly learns new software programs. ▪ Uses queries and reports to maximize efficiency in the office and find errors.
Outstanding:	<ul style="list-style-type: none"> ▪ Is able to troubleshoot and solves all work related problems quickly and efficiently. ▪ Reports problems immediately if to the appropriate personnel.

9. PROJECT PLANNING AND IMPLEMENTATION	
Poor:	<ul style="list-style-type: none"> ▪ Work projects have suffered from lack of follow-through. ▪ Important documentation for projects has been lost or destroyed erroneously. ▪ Does not plan ahead to meet work deadlines.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Does not keep supervisor informed of potential problems as they arise. ▪ Project plans are poorly designed. ▪ Project plans are not carried out as assigned or on time.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Prepares project plans on time and in sufficient detail. ▪ End of year statements are complete and accurate. ▪ Maintains and monitors progress of project plan in order to stay on target.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Gets the most out of scarce resources. ▪ Projects normally are within budget and are well planned.
Outstanding:	<ul style="list-style-type: none"> ▪ Anticipates problems before they occur. ▪ Provides meaningful information to decision makers that helps in the preparation and implementation of projects. ▪ Plans projects and carries them out so that projects are completed ahead of schedule and under budget.
10. WORK GROUP MANAGEMENT	
Poor:	<ul style="list-style-type: none"> ▪ Dictates to others rather than involving them in the decision making. ▪ Has reduced subordinates to tears. ▪ Yells and screams at subordinates.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Assumes others should know what to do and how to do it with little or no training. ▪ Frequently becomes impatient when things aren't done their way.
Meets Requirements:	<ul style="list-style-type: none"> ▪ Draws on the knowledge and skills of others. ▪ Available when needed and has an open door policy for subordinates. ▪ Assigns work fairly and resolves disputes and grievances of subordinates fairly
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Very supportive of coworkers and subordinates attempts at improvement. ▪ Sets an example for subordinates in following departmental and university policy and procedures.
Outstanding:	<ul style="list-style-type: none"> ▪ Outstanding ability to explain and teach. ▪ Inspires others to do better.
11. PERFORMANCE PLANNING AND REVIEW	
Poor:	<ul style="list-style-type: none"> ▪ Had one unrated Performance Planning and Review rating in this rating year. ▪ Did not conduct timely planning sessions on all subordinates.
Needs Improvement:	<ul style="list-style-type: none"> ▪ Although planning sessions were completed, they were not completed within Civil Service mandated timelines. ▪ Did not meet personally with the employee to go over appraisals.
Meets Requirements:	<ul style="list-style-type: none"> ▪ All PPR's were completed by the anniversary dates of all subordinates. ▪ Works with employees in setting mutual goals. ▪ Makes an effort to counsel employees and document performance (both positive and negative) throughout the year. ▪ Maintains a supervisor file that contains documentation of performance on each subordinate throughout the year. ▪ Has had no unrated PPR's or untimely planning sessions in this rating year. Always completes PPR's well within the 60 day deadline date.
Exceeds Requirements:	<ul style="list-style-type: none"> ▪ Is proactive in performance evaluations. ▪ Has an open door policy for all subordinates.
Outstanding:	<ul style="list-style-type: none"> ▪ Encourages employees to improve knowledge, abilities and skills.

Employees need feedback. They want to know how they are doing and if they are meeting their manager's expectations. Feedback is fun when the appraiser can offer praise and satisfaction. It is more challenging when you need to discuss improving performance.

Organizations hold a performance review to provide feedback, encourage employee development, and assess employee progress and contribution. Whether an employee is meeting and exceeding job expectations is a critical component of the performance review feedback.

A formal performance review challenges the manager's communication skills because the employee understands that the performance review will affect his compensation. This can cause conflict and hurt feelings. Regardless of how the organization practices performance feedback, when **the appraiser** need to hold a difficult conversation, these phrases and approaches will help.

Useful sentence for the appraiser
Giving an employee a good review
<ul style="list-style-type: none"> ▪ You have done a great job this past year. ▪ I've been very satisfied with your performance. ▪ During the course of the year, you have met our expectations. ▪ I commend you for your track record. ▪ You are deserving of a raise based on your results.
Giving an employee a bad review
<ul style="list-style-type: none"> ▪ Your performance fell short of our expectations. ▪ I want to see improvement in the areas of punctuality and sales results. ▪ I've pinpointed some areas of improvement you have to work on. ▪ I think you can do a better job. ▪ Other team members often have to make up for your shortcomings. (ข้อบกพร่อง)
Motivating those who need it and rewarding those who perform
<ul style="list-style-type: none"> ▪ We have our work cut out for us to get you a raise next year. ▪ Let's work out a plan for you to get a raise during our next round of reviews. ▪ I think you will be happy with your raise. ▪ Keep progressing at the rate you are going and you will make partner in a couple of years. ▪ Based on your outstanding performance, I will give you a 10% raise.
Expressing confidence in the employee's ability to learn, grow, change, or improve
<ul style="list-style-type: none"> ▪ I am confident that you will be able to make the changes that we have discussed today. ▪ I believe that you will be able to make these improvements because you have the talent and skills needed for better than average performance. I am available to help you when you encounter barriers to your success or if you feel you will miss a due date or deadline. Just let me know that the slipping is occurring as soon as you are aware of it.
The performance can be improved.
<ul style="list-style-type: none"> ▪ You are performing and meeting the expectations of your job requirements. You have the opportunity to improve your performance and aim to become an outstanding contributor. These are the areas that need your attention. ▪ Your performance qualifies you for a raise because you are successfully carrying out your most important job requirements. I'd like to see improvement in these areas. ▪ You have said that your goal is to earn the largest possible pay increase each year. You need to improve your current performance to accomplish your goal. Let's talk about the areas in which you have the greatest opportunity for improvement.

The performance is not meeting expectations.

- We've discussed your performance during our weekly meetings. It is not improving and it's time to talk about a plan of action. In our company, all employees are expected to perform, at a minimum, their job expectations.
- These are the key areas of your performance that need improvement before I can determine that your performance is meeting minimum job expectations.
- You are not performing your minimum job expectations that we discussed for the year. Somehow I am not communicating this information clearly so that you understand the implications of your continued poor performance. I've decided that a performance improvement plan in which we set goals, make agreements, set deadlines and due dates, and meet frequently to assess progress, is our next step.

You wish to reach agreement on an action plan.

- Do you agree that this is an achievable plan?
- We have put this plan together. I am confident that you will be able to accomplish the needed improvements within the timelines we developed. Do you agree? What concerns might you have that we can talk about today?

You want to establish the plan for follow-up.

- Let's make a plan together for how you will pursue these improvements. I want to have feedback points frequently enough so that we know when a problem is occurring.
- Take the time between now and Thursday to come up with a plan to make these improvements. On Thursday, you and I can agree on the goals and timelines for the plan. I'll think about it also and come prepared with my ideas, too.

You need to announce a pay decision that you know will /will not be popular.

- Based on your performance this year, I have determined that you are not eligible for a salary increase.
- Because you have not achieved your job expectations, you will not receive a raise this cycle. I will be happy to discuss this further in 4-6 months after I have seen sustained improvement in your performance. e in pay.
- Your salary increase is \$500 bringing your total salary to \$55,000.00.

Useful sentence for the appraisee

Employee disagrees with what the appraiser are telling him.

- Can you provide examples that will show me what is wrong about my assessment of your performance?
- What do you think that I am misunderstanding about the performance that I have observed regularly this quarter?
- The feedback that I have received from your coworkers, team members, and other managers is consistent with my observations. Consequently, I know that you disagree with my assessment, but I haven't heard anything today that makes me want to alter it. For now, my assessment will stand. I will be happy to discuss your performance further in a month at our weekly meeting after I have seen evidence of improvement in these areas.

Situation 1 : An easy start

Sonya : How are the new performance review forms we developed working out ?
Emily : Pretty well. They are comprehensive and easy to use.
Sonya : I really hope they speed up the process. I know how time-consuming reviews can be.
Emily : It sure helps to have the quota and bonus percentages clarified.
Sonya : Yeah. The scoring system certainly is objective. No room for debate there.
Emily : I hear you. Well, Dean's ready for me. See you later

(Dean enters)

Emily : Hi, Dean. Let's dive right in, shall we ?
Dean : Sounds good.
Emily : I want to start off by saying good job. Your performance this year has been exceptional.
Dean : That's nice to hear. Thank you.
Emily : Your dependability has been a great asset. You are never late. Only one day of sick leave this year. And I 'm always hearing good things about you from the team.
Dean : We have a good bunch. They are really easy to work with.

Situation 2 : Top gun

Emily : What do you think are you greatest attributes ?
Dean : I take pride in building strong relationships with my customers. They really trust me.
Emily : They do. I see that your customer retention figures are the best in the company. You exceeded sales expectations by eight percent. And your gross sales are up about 10% for the second year in a row. Very impressive.
Dean : I couldn't have done it without everyone's help.
Emily : Don't be so modest. With numbers like yours, I have no choice but to award you the maximum bonus.
Dean : That's great. Thank you.
Emily : And I 'm recommending a 6% increase to your salary. Well done.
Dean : Thanks for your confidence in me.
Emily : How do you envision your future at Longevity ?
Dean : Ideally, I 'd like to move into management.
Emily : I was hoping you'd say that. You are a natural leader.
Dean : Is there room in the management trainee program ?
Emily : Yes, but it's **no walk in the park**. You can't let your numbers slip.
Dean : Don't worry. I will stay focused.

Situation 3 : Constructive criticism

- Emily : Your second quarter performance was good.
- Peter : Things were clicking for me then.
- Emily : Unfortunately, things dropped off for the remainder of the year.
- Peter : Sales were down for the department, were they ?
- Emily : Actually , we experienced modest growth. But your sales volume slipped 7 %.
That's 10% off sales goal. And only 2 new clients.
- Peter : Good leads have been hard to come by.
- Emily : And there's Angela Marshall's complaint.
Being late processing her claim almost cost us a client.
- Peter : That was a one -time mistake.
- Emily : I know you are hoping for a raise, but your numbers fall short of the standards.
- Peter : I see.
- Emily : However, I 'm confident you can turn things around. How can I help ?
- Peter : Most of the clients' needs have leveled off. I need more new accounts.
- Emily : I agree. You should refocus on building relationships with new clients.
You did a good job acquiring customers when you started with us.
Let's meet next week and come up with a game plan, OK ?

Situation 4 : looking ahead

- Peter : Is it me, or are the bonus standards getting harder to meet ?
- Dean : They are certainly more challenging now. Gather that things didn't go too well
in there.
- Peter : No, but thankfully Emily was nice about it.
- Dean : How can you get back on your game ?
- Peter : It's all about landing new accounts. But my existing client load doesn't give me
too much spare time.
- Dean : Why don't you shift some of your deadweight to our junior salesperson?
- Peter : I might have to. Unless someone invents a 30 hour a day.

(Emily is talking to Sonya)

- Emily : Here's the paperwork on the reviews.
- Sonya : How were they ?
- Emily : Peter White's wasn't the greatest, but you know how it is when you have been
here for a while. Motivation can slide.
- Sonya : He will bounce back.
- Emily : But Dean Franklin is on the management fast track.
- Sonya : I thought he would work out when we hired him. So how were the forms ?
- Emily : Very efficient.
- Sonya : Great. Your boss will be happy. She 'll be using them for your review !