A. Introduction

1. Managers get things done through people

2. A paradigm about employees:

   You can buy people’s time; you can buy their physical presence at a given place; you can even buy a measured number of their skilled muscular motions per hour. But you cannot buy the devotion of their hearts, minds or souls. You must earn these.

3. A paradigm about jobs:

   Fall in love with your job and keep the romance alive. Sure, your employer will benefit if you’re committed but not as much as you will. High job commitment is a gift you should give to yourself.

4. The top manager’s perspective

   Mission
   ↓
   Goals
   ↓
   Tactics
   ↓
   Tasks
   ↓
   Job analysis
   ↓
   Duties and responsibilities
   ↓
   Job descriptions
5. Human resource management success comes from attracting, developing and maintaining an effective workforce

6. Our focus is on just three HRM activities: leading, motivating and evaluating

B. Leading employees

1. Leadership is influencing people’s behavior through:
   - Motivating
   - Communicating
   - Enabling others to act
   - Modeling the way
   - Disciplining
   - Encouraging the heart

2. Why do managers lead?
   - Help employees accomplish their own career and personal goals
   - Help accomplish the farm’s mission and goals

3. Leaders have power through their:
   - Positions
   - Ability to reward
   - Coercion
   - Expertise
   - Personal appeal and charisma

4. Should I be autocratic or democratic? The wrong question about leadership style

5. The right question directs attention to individual situations:

   What combination of directive behavior and supportive behavior, i.e., leadership style, should I use given an employee’s knowledge, skills, abilities, experience, self-esteem, self-confidence and commitment?

6. Four basic leadership styles from which
   - Directing → Control with close supervision
   - Coaching → Explain, seek input and stay in control
   - Supporting → Support without controlling
   - Delegating → Turn over authority and responsibility
C. Motivating employees

1. Motivation is the inner force that drives employee behavior.

2. Some background points on motivation:

   - Most employees prefer to be motivated. Why would an employee choose the frustration of not being motivated?
   - What one person finds motivating another may find boring, frustrating and debilitating.
   - Self-motivation plays a crucial role. Achievers tend to continue achieving. Past accomplishments, challenging career goals, expertise in one or more areas, pride in one’s abilities and self-confidence contribute to self-motivation.
   - An unmotivated person can become motivated. On the other hand, a motivated person can lose motivation.
   - Not all performance problems are explained by lack of motivation. Lack of training can prevent a motivated employee from performing well.

3. The simplest and most intuitive approach to motivation is to satisfy an employee’s needs. This approach has four parts:

   - Employees have needs that they desire to satisfy, which in turn
   - Leads to actions that will fulfill their needs, which in turn
   - Leads to rewards from the employer and satisfaction from doing the job, which in turn
   - Reinforces their actions and causes them to be repeated.

Note:

   - The necessity of identifying needs
   - The “right” rewards, called positive reinforcements, reinforce actions of employees thus causing them to repeat the actions to get the rewards again
   - The necessity of an employee being willing and able to perform the assigned tasks
   - The practical difficulties of applying this model without the employee’s involvement and cooperation

4. Fundamental argument drawn from the simple needs/reinforcement model of motivation:

   - Employee motivation works best as a partnership between employer and employee
5. The employee’s contributions to the motivation partnership

- Be self-motivated
- Search for the “right” job and work environment
- Be willing to learn
- Commit to the organization’s vision, mission, core values and goals
- Communicate needs, concerns and ideas to the employer
- Listen to the employer’s point of view

6. The employer’s contribution to the motivation partnership

- Remove employee dissatisfiers such as poor working conditions, unsafe equipment, exhausting physical work combined with excessively long work days and weeks, unfair pay, disagreeable supervisors, unreasonable rules and policies, unchallenging work, obnoxious co-workers and conflict with co-workers
- Put motivators in place, e.g., opportunity to achieve, recognition, satisfying work, responsibility and personal growth through training and new experiences
- Motivators are ineffective until the dissatisfiers are removed. To illustrate, employees working in unsafe conditions with unfair pay will not be motivated by recognition and delegation of additional responsibility.
- Communication with employees is essential. What is a dissatisfier for one employee may not be a dissatisfier for another.

D. Evaluating employees

1. “How am I doing?” “How can I do better?” Most employees want an answer to this question.

2. Employee performance reviews should be designed to answer the “how am I doing?” and “how can I do better?” question for each employee on a continuous basis.

3. Feedback helps

- Improve employee performance
- Decrease turnover
- Motivate self-improvement
- Build trust
- Prevent litigation
- Create a paper trail useful in litigation.
4. Eight questions guide employers’ development of effective employee reviews

1. What are my objectives for employee performance reviews?
2. Whom will be reviewed?
3. What will be the mix of individual and group reviews?
4. Will the reviews be formal or informal?
5. What will be the mix of objective and subjective measures of performance?
6. How often will the reviews be done?
7. Who will conduct the reviews?
8. What review processes will be used?

5. Possible objectives of review

- Help employees improve their performance
- Help employees with career planning
- Take advantage of employee insights for improving the business
- Identify training and retraining needs
- Encourage and motivate employees
- Promote teamwork and employee cohesiveness
- Provide information for compensation decisions
- Help supervisors feel good about their employee successes
- Identify needed changes in human resource practices
- Provide information for the redesign of jobs
- Eliminate illegal and counter-productive personnel practices

6. Whom to review

- Start at the top of the organization and work down
- Few people complain about having too much information about their performance

7. Individual or group

- Person-by-person is most common
- Team reviews may need to come before individual reviews

8. Formal or informal

- Formal reviews occur on a regular schedule with written reports to employees
- Informal reviews occur on an as needed basis
- A combination of formal and informal reviews usually works best
9. Objective and/or subjective measures of performance

- Objective approach measures performance against specific standards, e.g., times tardy for work since last evaluation
- Subjective measures are based on the evaluator’s judgment, intuition, and feelings, e.g., attitude of employee
- Realistically, subjective measures cannot be avoided
- Challenge is to effectively combine objective and subjective measures

10. Frequency

- Formal evaluations should be conducted at least once each year
- Formal evaluations more than two times per year are usually infeasible
- Sticking to announced schedule of reviews is much more important than how often
- Schedule performance reviews at time of year different from timing of compensation decisions
- Glut of reviews at one time during the year can be avoided by scheduling individual reviews on anniversary of first day on the job

11. Evaluator

- Usually the immediate supervisor
- Supervisors can seek input from others

12. Choice of evaluation processes

- Keep it simple to start; add the bells and whistles later
- Evaluation should be based on a job description, i.e., what the employee was hired to do
13. Simplest process follows this general outline

- Analyze the job to have a basis for a job description and performance standards, i.e., expected outcomes
- Observe performance, collect performance data and make judgments to be able to say to the employee, “I see your three most important strengths (contributions, accomplishments) as. . . ”
- Ask the employee, “What do you see as your most important strengths (contributions, accomplishments)?”
- Say to the employee, “I see this (these two things) as most important for improving during the next six months”
- Ask the employee, “What would you like to improve?”
- Move to needed follow up by discussing possible training, retraining, needed equipment, useful information and whatever else may be necessary for the employee to meet performance standards
- Summarize with, “I want to summarize what we have agreed to”
- Conclude with a positive note and assure the employee that there will be opportunity for follow up including the next scheduled performance review
- Supervisor writes summary for the file and shares a copy with the employee

Note → No forms required and emphasis in on helping employee improve

14. Graphic rating scale

- Most common process for employee evaluation
- Built around a brief form
- Form based on job description
- Form designed to identify employee’s strengths, weaknesses and areas for improvement
- Provides an overall assessment of performance
- Note generic form attached
15. Tips for employee reviews

- Train all supervisors to do employee reviews
- Strive for a positive supervisor attitude toward employee reviews
- Don’t surprise employees with reviews
- Stick to an announced schedule
- Explain the review procedures to all employees
- Ask employees to think about their own performance, their questions and their career aspirations before discussion with their supervisors
- Discuss performance in private
- View employee reviews as an opportunity for open and honest communication
- Make the review communication two-way
- Make the annual or semi-annual formal evaluation a supplement to continuous informal communication
- Be prepared to deal with strong emotional responses from employees
- Spend some time on career implications
- End the review on a positive note
- Ask employees how the review process can be improved.

E. References

1. This outline is based on three articles:

Erven, Bernard L., Becoming an Effective Leader through Situational Leadership, Department of Agricultural, Environmental and Development Economics, Ohio State University Extension, Columbus, 2001.


Erven, Bernard L., Evaluating Performance and Providing Feedback to Employees, Department of Agricultural, Environmental and Development Economics, Ohio State University Extension, Columbus, 2001.

2. These articles are available at:

http://aede.ag.ohio-state.edu/people/

Or from the author at erven.1@osu.edu
**PERFORMANCE APPRAISAL**

Employee Name _________________________________  Position _________________________________

**Supervisor Instructions:** Carefully evaluate the employee’s performance. Check rating box to indicate the performance. Assign points for each rating within the scale. Write supportive details or comments on reverse side. Assign an overall performance score.

**Rating Identification Score**

| Outstanding | Performance is exceptional in all areas and is recognizable as a major contribution. |
| Good | Results clearly exceed requirements. Performance is of high quality and is achieved on a consistent basis. |
| Satisfactory | Competent and dependable level of performance. Meets expectations. |
| Improvement Needed | Performance is deficient in certain areas. Improvement is needed |
| Unsatisfactory | Results are generally unacceptable. |

**Scale**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>90 – 100</td>
</tr>
<tr>
<td>Good</td>
<td>80 – 89</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>70 – 79</td>
</tr>
<tr>
<td>Improvement Needed</td>
<td>60 - 69</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

1. **Quality:** The accuracy, thoroughness and acceptability of work performed.
   - [ ] Outstanding  | [ ] Good  | [ ] Satisfactory  | [ ] Improvement Needed  | [ ] Unsatisfactory  
   - Points = ___  
   - □ Supportive Details or Comments on reverse

2. **Quantity:** The volume of work produced.
   - [ ] Outstanding  | [ ] Good  | [ ] Satisfactory  | [ ] Improvement Needed  | [ ] Unsatisfactory  
   - Points = ___  
   - □ Supportive Details or Comments on reverse

3. **Adaptability:** The response to changing requirements and conditions.
   - [ ] Outstanding  | [ ] Good  | [ ] Satisfactory  | [ ] Improvement Needed  | [ ] Unsatisfactory  
   - Points = ___  
   - □ Supportive Details or Comments on reverse

4. **Cooperation:** The relationship with supervisor and co-workers including the willingness to help others with their overloads.
   - [ ] Outstanding  | [ ] Good  | [ ] Satisfactory  | [ ] Improvement Needed  | [ ] Unsatisfactory  
   - Points = ___  
   - □ Supportive Details or Comments on reverse

5. **Reliability:** The extent to which the employee can be relied on to complete responsibilities in a timely manner.
   - [ ] Outstanding  | [ ] Good  | [ ] Satisfactory  | [ ] Improvement Needed  | [ ] Unsatisfactory  
   - Points = ___  
   - □ Supportive Details or Comments on reverse

6. **Attendance and punctuality**
   - [ ] Outstanding  | [ ] Good  | [ ] Satisfactory  | [ ] Improvement Needed  | [ ] Unsatisfactory  
   - Points = ___  
   - □ Supportive Details or Comments on reverse

**OVERALL PERFORMANCE SCORE = _________**

Supervisor signature _______________________________  Date _______________________________

Employee Statement: I agree □ disagree □ with this evaluation.

Comments:

Employee signature _______________________________  Date _______________________________