

DISCUSSION GUIDE for:

1 on 1™

Informal Employee Performance Review

Extended Version*

* The *Extended Version* differs from the *Standard Version* in only one way – the *Extended Version* includes the scenes/discussion regarding “The Meets Problem” - the *Standard Version* does NOT.

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1. START VIDEO: 1 on 1 – Extended Version

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2. STOP VIDEO after Scene 9: "CAN I BUY YOU LUNCH?"

- a. **ASK:** List some of the benefits of informal performance reviews that were brought out by Linda and Jim.
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list of benefits.

- b. **ASK:** Can you think of any other benefits not mentioned by Jim and Linda?
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list of benefits.

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3. **STOP VIDEO after Scene 12: "SHOW UP!"** Your organization may or may not use the binder system as described in the video. Take time now to clarify the method by which performance results will be distributed.

a. Describe the way stats will be used during their one-on-ones.

b. **ASK:** What are the benefits of having a SHOW UP – STATS OR NO STATS rule?

i. **Facilitator Notes:**

1. Use a flip pad or marker board to post the list of benefits.

2. You may get some comments regarding the character John; that he is too rude or sarcastic. As you know from already having seen the whole video that his sense of humor plays a key role in demonstrating 180 degree feedback. Be prepared to comment on his character without letting the cat out of the bag.

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4. **STOP VIDEO** after Scene 14: "MEAN SALES REPS!"

- a. **ASK:** What are the benefits of using "formal" performance review language during an informal review?
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list of benefits.

- b. **ASK:** What did you like about John's coaching style?
 - ii. **Facilitator Note:** Use a flip pad or marker board to post the list of benefits.

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5. **STOP VIDEO** after Scene 16: "THE MEETS PROBLEM Part 2!" Begin Class.

- a. **ASK:** What are the benefits of higher employee morale?
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list.
- b. **ASK:** What are the ill-effects of low employee morale?
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list.
- c. **ASK:** For the team you lead, is there a difference between employee performance that meets JOB standards, and what meets YOUR Standards?
- d. **ASK:** For the team you lead, is there a difference between employee performance that meets JOB Standards and what meets CUSTOMER Standards?
- e. **ASK:** Praising employees for meeting standards? Wouldn't that be encouraging mediocre performance?
 - i. **Facilitator Note:** *This question may lead you into a hornet nest; you may very well have a handful of folks who have not yet had their life-changing experience and will say that praising employees for meeting standards would be encouraging mediocre performance. If you do, stop here and go through the "MEDIOCRE NBA PLAYER?" discussion questions.*
- f. **ASK:** So what about the employees that EXCEED Job Standards? Do we stop giving them special recognition in fear of making the "meets people" feel inferior?
- g. **ASK:** How can you address the meets problem at the team level?
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list.
- h. **ASK:** How can you address the meets problem at the individual level?
 - i. **Facilitator Note:** Use a flip pad or marker board to post the list.
- i. Summarize what has been learned by the MEETS PROBLEM Discussion:
 - i. **Say:** Do not be unimpressed with a Meets rating.
 - ii. **Say:** Praise should not begin with the people who exceed standards; praise should begin at the meets level.
 - iii. **Say:** Average is a calculation, not a rating.
 - iv. **Say:** If a meets rating is not an impressive accomplishment, your standard is too low.

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- v. **Say:** If you are not praising employees that are meeting standards you are missing opportunities to build employee morale.
- vi. **Say:** The balance challenge here is to:
 1. Show appreciation for those that consistently meet standards, without making the employees that consistently exceed standards feel as if they have the same "value" as the people who consistently meet standards.
 2. Ensuring that those who consistently exceed standards know how much you appreciate the extra effort, without making those who consistently meet standards feel inferior/unappreciated.

The above questions and discussion should be enough to lead the participants to the correct conclusion.

If you have more time, or still feel the class could use more clarity, go through the questions called **"MEDIocre NBA PLAYER?"**

If your audience is an executive or senior management audience, you should pose the set of questions called **"WHY SHOULD I WOW YOU?"**

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MEDIOCRE NBA PLAYER? (OPTIONAL) Use this exercise to provide added clarity on "The Meets Problem."

1. **ASK:** If you were going to a professional basketball game, what would you (the consumer and customer) expect out of your team on the court?
2. **Facilitator Note:** Use a flip pad or marker board to post the list.
3. **ASK:** Therefore, the team owners should require what skills and performance out of the players?
4. **Facilitator Note:** Use a flip pad or marker board to post the list.
5. **ASK:** When a player performs at the level required by the team owner, are they meeting standards, or exceeding standards?
6. **CORRECT RESPONSE:** Meeting Standards.
7. **ASK:** So, if a coach praises a player for MEETING standards, are they celebrating mediocrity?
 - a. **Prepare for the problem Participant:** If you have someone respond "Yes," ask them if they would call any NBA player (starter or 2nd string) a mediocre basketball player. Your point being that if they've made the team and they are getting paid to play in the NBA...they cannot be considered a mediocre player.
 - b. **Another Word Picture: ASK:** What is the difference between a dirty, greasy, hole-in-the-wall diner and a five star restaurant? **Answer:** Standards. You are only celebrating mediocrity if the standard is mediocre.
8. **Say:** If our standards are set to a level that will impress and satisfy the customer, then a meets rating is a good thing - not something that is simply unimpressive.
 - a. **FUN:** Throw a prize out to anyone who says "You owe John a Royalty!"
9. **Say:** So the players that meet team standards:
 - a. Get the privilege of playing on an NBA team.
 - b. And they SHOULD be getting praised by the coaching staff for meeting team standards.
10. **ASK:** If the coaching staff praises a player for meeting the high demands of the customers (the crowd and the television audience), are they trading "wow" for improved employee morale? In other words, will stars cease to shine simply because they are getting a good dose of praise from the coach?
 - a. **Correct Response:** NO. There is still plenty of personal motivation for a player who has the talent to exceed, to WOW the audience. **Facilitator Note:** Use a flip pad or marker board to post the list.
 - i. Being a starting player.
 - ii. Being a captain.

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- iii. Higher salary.
- iv. Endorsement deals.
- v. Celebrity/Fame.

11. **ASK:** If you praise the employees that report to you for meeting the high demands of our customers (internal or external), are you trading “wow” for improved employee morale? In other words, will employees become complacent with a meets rating simply because they are getting a good dose of praise from you?

- a. **Correct Response:** NO. Employees who have the talent to exceed, will only thrive MORE in a positive environment.

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WHY SHOULD I WOW YOU? (OPTIONAL "MEETS PROBLEM" DISCUSSION)

Use this exercise when your participants are executives or senior managers.

1. **SAY:** Let's say we get a handle on this meets problem thing, and employees everywhere feel good about the work they are doing because their supervisors are thanking them for a job well done when they meet standards; morale is picking up.
2. **ASK:** What will happen if the people who consistently exceed standards start feeling as valuable as the people who are meeting standards? Are we in danger of curbing the enthusiasm of those with the talent to consistently exceed?
3. **SAY:** An NBA player that exceeds customer standards will have the following incentives for exceeding:
 - a. Being a starting player.
 - b. Being a captain.
 - c. Higher salary.
 - d. Endorsement deals.
 - e. Celebrity/Fame.
4. **ASK:** Can we offer anything like that to our stars?
5. **ASK:** What will happen to the stars if we do not have incentives?

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6. STOP VIDEO after Scene 20: "HOW AM I DOING?"

- a. Simply open discussion regarding the: "How is the Company Doing?" point.
 - a. **ASK:** What thoughts do you have about asking an employee for feedback on our product, services, and internal processes?
- b. In the same way, open discussion regarding the: "How am I Doing?" point.
 - a. **ASK:** What thoughts do you have about asking an employee to evaluate your performance?
- c. START VIDEO AGAIN.

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7. STOP VIDEO after the video concludes.

- a. Go over the 1 on 1 Document and give them instructions on completing it: Where to keep it; do they need to make copies? etc.
- b. Go through each point of advice mentioned in the final montage:
 - a. Your first one on one does not have to be as structured as the ongoing one-on-ones. Rather, I would structure the first one on one as an "Orientation to One on One's":
 - i. Make sure that the employee understands the binder, and what they're supposed to bring to each one on one.
 - ii. As you review the performance scores and statistics, make sure they understand the job standards; they may have been too embarrassed to ask questions when you spoke about them at your team meeting.
 - iii. During this first one-on-one, instead of asking the question "How is the Company Doing," ask this question: "Have we set you up for success?" Ensure the employee has the (reasonable) training and (reasonable) equipment they need to get the job done.
 - b. If you have a supervisor that reports to you. With them, in addition to any individual job standards, you'll want to cover leadership skills such as coaching, meeting participation, and professionalism. If they have employee's that report directly to them, you'll also want to cover their overall team results, and you'll want to keep tabs on disciplinary issues on their team. You will also want to make sure that you hold them accountable for doing one-on-one's with their employees.
 - c. Use one-on-one's to get to know your team; find out exactly what motivates them. Is it a promotion, praise, awards? Where do they want to be next year; in two years?
- c. The one on ones are a great time to keep track of attendance; how much vacation-time do they have left and have they scheduled it yet? What does their absenteeism record look like?
- d. Let your manager know that you going to start doing these things; and to hold you accountable for doing them each month. At the same time, schedule a one on one with your manager. There is nothing wrong with you scheduling a one on one with your manager – Just Show up and say "How am I Doing?"

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