

# Plan, conduct and evaluate a staff performance assessment

D1.HRD.CL9.02

D1.HHR.CL8.01

D2.TRD.CL8.03

Trainee Manual





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**Trainee Manual**



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# Introduction to trainee manual

## To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainees chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service

- Front Office
- Travel Agencies
- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria'. An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title*: statement about what is to be done in the workplace
- *Unit Number*: unique number identifying the particular competency
- *Nominal hours*: number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals
- Oral presentations
- Role plays
- Log books
- Group projects
- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.



# Unit descriptor

## Plan, conduct and evaluate a staff performance assessment

This unit deals with the skills and knowledge required to Plan, conduct and evaluate a staff performance assessment in a range of settings within the hotel and travel industries workplace context.

### Unit Code:

D1.HRD.CL9.02  
D1.HHR.CL8.01  
D2.TRD.CL8.03

### Nominal Hours:

60 hours

## Element 1: Plan a staff performance assessment

### Performance Criteria

- 1.1 Define the context for staff performance assessment for the business
- 1.2 Differentiate between staff performance assessment options available to the organisation
- 1.3 Share staff performance assessment information amongst staff who will be assessed
- 1.4 Determine the initial focus of the staff performance assessment for each staff member
- 1.5 Prepare documents to record identified staff performance assessment statistics and performance data
- 1.6 Design action plan to guide the conduct of staff performance assessments

## Element 2: Conduct a staff performance assessment

### Performance Criteria

- 2.1 Gather workplace-based evidence of staff performance
- 2.2 Interpret employee performance data

## Element 3: Evaluate a staff performance assessment

### Performance Criteria

- 3.1 Prepare for the staff performance assessment interview
- 3.2 Review individual staff performance with staff member
- 3.3 Prepare staff performance assessment targets for next period



# Assessment matrix

Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

		Work Projects	Written Questions	Oral Questions
<b>Element 1: Plan a staff performance assessment</b>				
1.1	Define the context for staff performance assessment for the business	1.1	1,2	1
1.2	Differentiate between staff performance assessment options available to the organisation	1.2	3,4	2
1.3	Share staff performance assessment information amongst staff who will be assessed	1.3	5,6	3
1.4	Determine the initial focus of the staff performance assessment for each staff member	1.4	7,8,9	4
1.5	Prepare documents to record identified staff performance assessment statistics and performance data	1.5	10,11,12	5
1.6	Design action plan to guide the conduct of staff performance assessments	1.6	13,14,15	6
<b>Element 2: Conduct a staff performance assessment</b>				
2.1	Gather workplace-based evidence of staff performance	2.1	16,17	7
2.2	Interpret employee performance data	2.2	18,19	8
<b>Element 3: Evaluate a staff performance assessment</b>				
3.1	Prepare for the staff performance assessment interview	3.1	20,21,22,23	9
3.2	Review individual staff performance with staff member	3.2	24,25,26,27	10
3.3	Prepare staff performance assessment targets for next period	3.3	28,29,30	11



# Glossary

Term	Explanation
Assessee	The person whose performance is being assessed
Assessment	The act of assessing; appraisal; evaluation
Assessor	The person conducting an assessment
(BARS)	Behaviourally Anchored Rating Scale
Behaviour	Manner of acting in response to internal and external stimuli
Checklist	A list of items, as names or tasks, for comparison, verification, or other checking purposes
Comparing	To examine (two or more objects, ideas, people, etc.) in order to note similarities and differences:
Counselling	Advice; opinion or instruction given in directing the judgment or conduct of another
Data	Pieces of information
Discipline	Punishment inflicted by way of correction and training
Documents	A written or printed paper furnishing information or evidence
Evidence	That which tends to prove or disprove something; ground for belief; proof
Format	The organisation, plan or style
MBO	Management by Objectives
Monitor	To view or listen to in order to check the quality or level of performance
Performance	The execution or accomplishment of work, acts, feats, etc.
Performance assessment	The activity of evaluating a person's performance
Performance appraisal	The act of estimating or judging a person's performance
Performance indicator	The expected level of desired performance
Policy	A rule or guideline of expected performance

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Term	Explanation
Principles	An accepted or professed rule of action or conduct
Procedure	A specified step by step guide how an activity is to be conducted
Standard	The desired level of performance

# Element 1: Plan a staff performance assessment

## 1.1 Define the context for staff performance assessment for the business

### Introduction

In order for a hospitality organisation to be successful in being able to provide the highest quality of service whilst still making an adequate financial return for investors, it is vital that every aspect of the operation is operating to the best of its ability.

Therefore management must constantly assess and evaluate the performance of all areas that contribute to the functioning of the business.

Given that staff are the greatest contributor of service in a hospitality organisation, it is essential that management must ensure staff are performing to the best of their ability.



In order to do this, staff performance must be assessed and evaluated to find out:

- What is being done correctly
- What needs improvement, by identifying causes and remedy.

Whilst a number of problems relating to performance may be caused directly by staff, it is arrogant for management to think that every problem is caused by staff. In many cases a downfall in service output can be related back to management decisions and influences. These could be poor communication, lack of resources or ineffective rostering.

Before staff performance can be monitored, assessed and evaluated, there is a need to ensure the staff understand the expectations the venue has in relation to their performance.



This section looks at how performance standards may be developed, identifies areas to which performance standards may apply and presents methods which can be used to communicate those standards to employees.

## Components of monitoring staff performance

If we are to monitor staff performance properly, we need to be aware of four important components:

- Setting of performance standards
- Measuring of performance and behaviour
- Comparing or judging actual performance with the standard
- Taking action to reward or correct employee performance.



## Performance standards

Every job has standards of performance that are required to be met by the employee undertaking that job.

These standards should be linked to the organisation's competitive strategies which, once achieved, would allow for the organisation to achieve its objectives and goals.

Performance standards are targets and as such, where possible, should be expressed objectively. That means expressing the standard in quantifiable terms such as:

- The waiting time before presentation of the menu
- The number of tables to be covered
- How a room should be cleaned
- Time taken to set up
- Deadlines for reports
- Turnover targets.



## Where do performance standards come from?

Performance standards represent the level of performance and behaviour necessary for the job to be done successfully.

They can be determined by management, although in some instances, such as where Management By Objectives is used, performance objectives may be set by both the employee and their manager.

Performance standards can be determined by taking into account a variety of things such as:

- Personal observation of actual practice – either in the venue or at some other venue
- Past performance records
- Time-work studies
- Production and technical information
- Industry standards





- Consultation with employees
- Benchmarking (best practice).

In order for staff to achieve appropriate performance standards, they must be aware of what is expected. Standards of performance can be documented in either:

- A job description – a detailed breakdown of the responsibilities and tasks within a job
- An employment contract – specifically for management positions
- Company policy documents – including policies, procedures and SOPs
- Induction and orientation. It is essential that, upon commencement, the employee is informed and acknowledges they understand the requirements of their job.



During these initial weeks of employment in conjunction with the staff member, a manager can identify the need for further coaching or training. It would be unreasonable to expect an employee to perform tasks they do not know how to do.

It is the organisation's responsibility to ensure all staff have the skills and knowledge required to perform the duties within their job.

## Job behaviour standards

As well as having performance standards for the various jobs, an organisation will also have job behaviour standards for employees. These behaviour standards, when met, ensure the individual behaves in a manner that also allows others to achieve their job standards. This allows the organisation to retain consistency throughout its operations.

Behavioural standards are most often found in an organisation's policies and should outline those behaviours that are expected and those that are unsuitable.

However, some behavioural standards are implicit. That is, they might not necessarily be told to the employee, but any reasonable person would expect the employee to behave in certain ways.

Implicit behavioural objectives might only be discovered when they are broken and may need a resulting policy to ensure others do not repeat the undesirable behaviour. For example, staff smoking at the side door in view of guests.

It is worth noting that job behaviour standards must be work related. That is, you must be able to prove that the behaviour is a necessary part of success in the job or organisation.

A behaviour standard must not reflect an irrelevant personal characteristic, otherwise your organisation would be guilty of discrimination. This might particularly be relevant in the area of personal grooming, where standards concerning weight and height would be discriminatory unless you could prove they are a bona fide job requirement.

Similarly, managers need to be careful that while their organisation might not accept certain behaviours, local governments and regulatory boards may take a different view.

For example, while your organisation might say it requires females to wear light make-up, this may not be considered fair in terms of local regulations or laws that may state an employee should wear no make-up.

In the same way, organisations may need to be careful in dictating that males should not wear earrings. Males wearing earrings would now be considered acceptable by society in general and in no way suggests a person is of ill repute or cannot deliver a service to a public standard.

## Examples of standards of performance

Standards of performance may be developed in relation to:

### Productivity:

- Food waiters may be expected to serve X number of people per service session
- Room attendants may be expected to service X check-out/stay rooms per hour.



### Punctuality:

- Employees may be expected to attend ready for work 100% of the time according to their rostered hours.

### Personal presentation:

- Staff may be required to meet the stated dress standards for their gender 100% of the time.

### Level of accuracy in work performed:

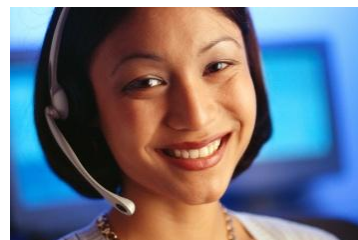
- Employees engaged in processing transactions may be required to do so with total accuracy
- Some staff may be given a set percentage/dollar value of deviation in their calculations which is deemed acceptable.

### Adherence to procedures:

- The venue may expect staff to adhere to written policies and procedures 100% of the time.

### Customer service standards:

- Service staff may be required to use standard phrases, greetings and farewells at all times
- Employees answering the telephone may be required to answer the phone within 3 rings every time.

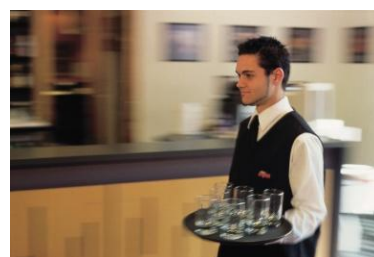


### Team interaction:

- Team members may be required to 'actively participate' in team meetings.

### Response times/waiting times:

- Waiting staff may be required to greet and seat guests within 1 minute of their arrival
- Drink staff may be required to take a drink order from a table within 3 minutes of guests being seated
- Room service staff may be required to deliver room service meals within a nominated timeframe.



**Waste minimisation:**

- Kitchen staff may be required to return X% of useable product from every kilogram of raw material.

**Cost minimisation:**

- Bar staff may be required to always use a nominated 'pour' brand for all spirits where a specific brand name is not called for.

**Methods of communicating the standards which apply**

The standard methods for informing staff about the work standards which apply to their jobs include:

- Providing written explanation, description and details
- Providing demonstration of what is required.

This information may be supplied:

- As part of the induction and orientation
- During mandatory in-house training programs
- During staff meetings, briefings and debriefings
- On posters throughout the workplace
- On the intranet.



## 1.2 Differentiate between staff performance assessment options available to the organisation

**Introduction**

Now that staff understand what the expected standards of performance are, it is vital that management ensure that staff are meeting these standards.

How do we assess staff performance?

Once performance standards have been determined and staff have been made aware of what they are, there is a need to monitor their level of compliance with those standards.

**Aim of monitoring staff performance**

It is important to note, monitoring of staff performance is not about 'telling people off'. It is about trying to improve all areas of an operation.

Aims of monitoring staff performance include:

- Identifying areas which are being done well and rewarding accordingly



- Identifying where areas of operations can be improved through:
  - Identification of problems
  - Understanding the cause
  - Finding suitable solutions
  - Selecting the correct solution
  - Implementing and monitoring the solution.

This section addresses the techniques which can be used to monitor actual staff performance in the areas for which performance standards have been set.

## Performance Assessment Methods

### Who will perform assessment?

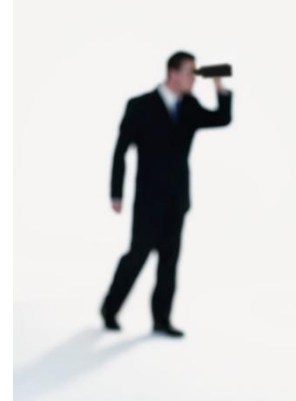
- Manager assessment – A manager appraises the employee’s performance and delivers the assessment to the employee
- Self assessment – The employee appraises his or her own performance, in many cases comparing the self-appraisal to management’s review. Often, self-appraisals can highlight differences and provide a basis for further investigation to identify true causes of problems
- Peer assessment – This is where your colleagues assesses a staff member’s performance. It is based on the presumption that fellow workers not only understand the requirements of the job, but are in a position to accurately measure another colleague’s performance. There are a number of considerations that need to be remembered. Colleagues may all rate each other favourably or mark down based on personality, personal preferences or competitiveness. This may be true when a potential promotion is based on a peer assessment
- Team assessment – Similar to peer appraisal in that members of a team, who may hold different positions, are asked to appraise each other’s work and work styles. This approach assumes that the team’s objectives and each member’s expected contribution have been clearly defined
- Assessment Centre – The employee is appraised by professional assessors who may evaluate simulated or actual work activities. As this person does not work directly with the staff member, they are likely to provide honest and accurate judgments
- 360-Degree or “Full-Circle” assessment – The employee’s performance is appraised by everyone with whom he or she interacts, including managers, peers, customers and members of other departments. This is the most comprehensive and expensive way to measure performance and it is generally reserved for key employees
- MBO (Management by Objectives) – This is where the staff member is measured against objectives which they were employed to achieve.



## Types of assessment

There are many ways in which assessment may take place. These may include:

- Direct observation – personally observing a person in the workplace
- Discussion with others – finding out from others about a person's performance
- Portfolio of evidence – identifying examples of work performance
- Oral or written questions – done in a formal or informal setting getting the staff member to answer specific areas of knowledge
- Demonstration – asking a staff member to show and explain competency in a particular physical skill
- Documentary evidence – using actual evidence collected in a range of reports including financial documents, guest comment cards, handover statements, management comments.



## Making monitoring and assessing staff performance a positive experience

All monitoring activities in relation to staff performance should be conducted openly. There should be no attempts at 'covert surveillance'.

Staff should be informed of your expectations and made aware their performance and the performance of all staff is subject to ongoing monitoring.

Staff should be made aware this monitoring activity is done to determine compliance levels so that assistance can be given where it is needed and as appropriate to the venue. In addition rewards and recognition can be also be given.

It is vital that staff understand their jobs are not at risk as a result of the performance monitoring. It is however true that if sub-standard performance does not improve as a result of remedial training or counselling then the job may be at risk.



As much as possible assessment of performance should be seen as a positive experience. Most staff normally try their hardest to provide high levels of service, and this is an opportunity to identify and acknowledge their hard work.

### Make performance and standards a constant issue

Maintaining staff awareness regarding their performance is critical to maintaining the standards themselves.

You can help achieve this by regularly mentioning standards and performance issues at staff meetings and briefings.

If the venue has a staff newsletter, a regular article in it will also help keep a high profile for performance and standards.

## Planning steps

Now that assessment options have been determined, there is a great deal of planning that needs to take place before the actual performance review takes place.

These will be explained in the next sections. However they include:

- Identifying what criteria will be assessed
- Identifying and selecting best method of assessing staff
- Notifying staff of the assessment
- Preparing assessment documentation
- Conducting the assessment
- Reviewing the outcome with staff
- Making changes where required.



## 1.3 Share staff performance assessment information amongst staff who will be assessed

### Introduction

As mentioned before it is vital that a clear and transparent process of monitoring and assessing of staff performance takes place.

That means that staff must be properly informed ahead of time of what is involved in the assessment process.

The last section looked at the various ways assessment of performance can be conducted.

This section focuses on ensuring that all relevant persons are notified of their roles in assessment activities.

### What persons conducting assessment need to know

- When the assessment takes place
- Who is to be assessed
- The location of assessment
- Time allocated for assessment
- The assessment process
- Resources to be prepared for the assessment
- How to conduct an assessment
- Instructions to be given to the assessee
- What background information the assessee has received to date



- What preparation documents prepared by assessee must be collected. This may include any written questions or portfolio they have been required to prepare and submit before a visual assessment
- Documents in which assessment will be recorded
- What needs to be recorded
- The criteria for marking assessment
- Instructions to be given to assessee after the assessment
- Where completed documents must be handed in after the assessment.



### What the person who is being assessed needs to know

- The purpose of the assessment
- When the assessment will be taking place
- How long the assessment will take
- The location of the assessment
- The assessment process
- What will be assessed
- Who will be conducting the assessment
- What they need to prepare before the assessment
- What they need to bring to the assessment
- The steps following the assessment.



### What the parties associated with the assessment need to know

Depending on who conducts the assessment, the process itself may impact on the operations of a specific venue. Unless the assessment takes place whilst the assessee is conducting their normal work duties, there may be some disruption or preparation required.

For example if a Human Resources person is going to conduct an assessment, the outlet manager must be notified as they may need to conduct the assessment in the workplace and this involves removing an assessee from their normal duties for a period of time.

The outlet themselves may need to prepare for the assessment by:

- Notifying a suitable date and time for an assessment which will have minimal impact on operations
- Allocating a space for assessment to take place. This may be a room for cleaning, computer to assess reservation skills, a table in a restaurant for setting
- Prepare resources required in an assessment. This may include specific equipment, documents and ingredients



- Arranging staff to replace the assessee whilst the assessment is taking place
- Notifying the assessee of the assessment.

Regardless of the role played in an assessment, all parties must be aware the assessment is taking place and what they need to do as part of the process.

## How to share assessment information

There are a number of ways a person associated with an assessment may be notified including:

- A formal letter outlining the assessment process, dates and aims of assessment
- An information kit containing instructions, background information and a booklet of assessment questions for completing
- A specific meeting. This may be for all staff members or with an individual person. This is normally used to explain the process to persons conducting the assessment
- An email which is a quick and easy process to share information
- An information session. This may be for persons to be assessed, explaining the assessment requirements to them.



## 1.4 Determine the initial focus of the staff performance assessment for each staff member

### Introduction

Undertaking performance assessment is time and labour intensive. It is estimated that up to two hours may be dedicated to conduct the actual assessment. This does not take into account planning activities.

In a hotel which may have up to 600 staff, the time, effort and resources committed to the assessment process is great.

Given the tremendous amount of investment in the assessment process, it is vital there is a clear focus of what is to be achieved in each assessment.

In previous sections performance methods, including who conducts and how assessment can take place, was identified. However there has to be a specific focus of the assessment. In other words what will be assessed?

### Performance Indicators

The basic requirement when monitoring and assessing staff compliance with performance standards is to know what the performance standards are.

In a previous section some examples of performance standards have been identified.





Managers must be clear about what it is staff have been told their performance will be measured against. These are called performance indicators.

Performance measurement is based on assessment of the following performance indicators, using suitable assessment methods:

- Quantity – this is focused on numbers and may include number of rooms sold, meals served, revenue earned or customers served. You need to remember it does not take into account the quality of service
- Quality – this is a good indicator as it focuses on the end product including efficiency and percentage of satisfied customers
- Time – this focuses on how quickly things can be done, including how long it takes to deliver a meal, clean a room, check in a guest
- Profitability – this focuses on the level of revenue, control of costs and amount or percentage of profits made. It is a common indicator for management
- Absenteeism - this focuses on how many sick days or other leave days or times the staff member has
- Creativity, initiative – this focuses on new ideas, suggestions or initiatives a staff member has contributed. It can be measured using examples
- Following rules – this focuses on a person's ability to follow policies and procedures in the workplace
- Personal characteristics – this includes positivity, teamwork, flexibility, helpfulness
- Personal appearance and grooming – this is the personal hygiene and appearance of a person.



Each organisation and their departments will have different performance indicators which reflect the operations and aims.

By determining the performance indicators to be assessed, the appropriate assessment method can then be determined to accurately gather this information.

### Different indicators for different staff

It is important to remember that different positions conduct different activities and therefore the performance indicators may vary. In addition people in similar positions such as a waiter may still have different performance indicators depending on the style of service being offered. For example a hotel may have a fine dining restaurant and a family focused casual buffet restaurant. Even though waiters are required in both types of restaurants, the performance indicators may vary.



In addition, indicators for new staff may be different to those required for more experienced staff. For example, an assessment for a new receptionist may be based on product knowledge (types of rooms, different rates, check in procedures) whilst indicators for experienced receptionists may be based on ability to handle difficult situations such as bumping a guest to another hotel, handling complaints or handling group check ins.

It is essential that, once performance indicators have been identified, they are tailored to the exact needs of each staff member. In reality, a large majority of performance indicators will remain constant, as they are key elements of all staff and provide an element of consistency, with small changes made to meet individual requirements.

## 1.5 Prepare documents to record identified staff performance assessment statistics and performance data

### Introduction

Once the key requirements for conducting assessment have been determined, it is important to remember a successful and effective assessment performance is the ability to collect and record information, in categories that truly reflect work performance.



The information documentation used for recording information should:

- Reflect the focus of the assessment
- Be appropriate to the assessment
- Accurately record information
- In an easy to use format, to enable assessments to be conducted in an efficient manner, where the majority of time can be spend conducting the assessment, instead of recording the assessment
- Ensure the concepts of validity, accuracy, fairness and consistency are maintained
- Be based on facts as opposed to emotions.

### Who prepares the documents?

The assessment documents may be prepared or incorporate the involvement of three main areas:

- Head office – they will have templates which are used company-wide to ensure consistency
- Human Resources – they have the ability to prepare necessary documents, resources (access to job descriptions and specifications) and specific knowledge to ensure the format meets the requirements of the specific hotel and chain
- Departmental or outlet managers – they have a sound understanding of what individual tasks their staff do as part of their job role.



Regardless of who actually prepares the assessment documents they must be approved by all parties involved.

## Importance of documents

An industry-wide method of assessing performance indicators and standards associated with each is to use a series of checklists to guide monitoring activities.

Checklists are normally used when assessing performance as they enable information to be recorded in a quick and accurate format, with the focus on the actual assessment, as opposed to spending great amounts of time writing down findings.

Many examples of checklists are available but the key to using them is that they must reflect the needs of the premises. You cannot take a checklist from anywhere else and simply implement it in your operation. Checklists have to be prepared to suit individual needs of individual organisations, outlets and staff structures, responsibilities and roles.

These checklists must reflect the precise reason why they have been generated. There must be congruence between these 'official documents' and what staff have been told are the requirements.

Assessors can use checklists to monitor staff activities because they introduce the following into the overall process:

- No aspect of the job is left out of the assessment process when a comprehensive checklist is used
- Consistency across all staff whose performance is being monitored. All staff are evaluated against the same criteria
- Subjectivity in monitoring. The areas to be checked are dictated by the checklist and not by the whim of the supervisor
- Matters that are regularly occurring as non-compliance issues can be identified and fed back to trainers so top-up training can occur in-house. All the topics contained on any checklist must be the subject of in-house training so there is alignment between what is being supplied as training and what is expected in the workplace
- It ensures a written record of assessment has taken place, which will be used as the basis of other activities including comparison, performance evaluations, promotions, awards or basis for developing training programs.



## Developing checklists

Checklists may be developed to assess procedures being implemented by staff and to monitor the condition of areas as part of scheduled inspections.

Developing a dual-purpose checklist helps save time. You can assess staff performance at the same time as you monitor the condition of the area.

When developing checklists it is important to:

- Ensure all aspects of the process or area are covered – check legislated requirements, in-house practices, house standards and relevant documentation



- Talk to those who are performing and assessing the work to ensure nothing important is missed, to ensure the correct workplace sequence is adhered to and to factor in specific workplace techniques, problems and issues
- Trial a draft checklists to see if it is satisfactory, appropriate and comprehensive before full implementation of the checklist occurs.

### Sample checklist

The following example provides a pro forma that you can adapt to your individual needs.

Any checklist must be based around performance indicators and be constructed in an easy to use format.

#### Personal Hygiene Checklist

Each check MUST address ALL the following questions. New questions MUST be added as they become necessary.

Personal Hygiene	OK	Not OK	Comments
Employee covers cuts and sores appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Employee covers/ties back long hair	<input type="checkbox"/>	<input type="checkbox"/>	
Employee wears beard snood (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	
Employee has clean hands and fingernails	<input type="checkbox"/>	<input type="checkbox"/>	
Employee washes hands correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Employee washes hands at required times	<input type="checkbox"/>	<input type="checkbox"/>	
Sufficient hand washing facilities exist	<input type="checkbox"/>	<input type="checkbox"/>	
Employee demonstrates/applies personal hygienic practices	<input type="checkbox"/>	<input type="checkbox"/>	
Suitable first aid facilities exist	<input type="checkbox"/>	<input type="checkbox"/>	
Employee wears designated protective when required	<input type="checkbox"/>	<input type="checkbox"/>	
Employee wears clean clothing at work	<input type="checkbox"/>	<input type="checkbox"/>	
Employee wears appropriate and complete uniform while at work	<input type="checkbox"/>	<input type="checkbox"/>	
Employee does not wear inappropriate jewellery	<input type="checkbox"/>	<input type="checkbox"/>	
Employee does not wear nail polish	<input type="checkbox"/>	<input type="checkbox"/>	

Personal Hygiene	OK	Not OK	Comments
Employee does not suffer from illness or infection	<input type="checkbox"/>	<input type="checkbox"/>	
Employee does not smoke in food areas	<input type="checkbox"/>	<input type="checkbox"/>	
General comments:			

Assessor's Name: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Use of other documents

Depending on the performance assessment methods used, there are specific documents for each.

Different methods are used to measure different outcomes.

For example, if we are measuring an achievement in quantifiable terms, such as turnover or sales, then Management by Objectives might be used.

If we are measuring behaviour, such as responses to customers, then a scheme called Behaviourally Anchored Rating Scale (BARS) would be used.

Both of these methods will be discussed later in this section.

An organisation might have a number of different methods that it uses at different times, over different jobs. Or it may use a number of methods to assess performance in one job.

Before we consider other relevant performance assessment methods, besides the use of checklists, and the documents to use, it is necessary to review some of the basics of jobs and what is performed in them.

In the recruiting and selection of staff, jobs can be divided into three categories:

1. Jobs where what you do is important – that is, technical jobs such as teaching, waiting, reception
2. Jobs where what you achieve is important – that is, results-based jobs such as managing, selling, production, maintenance
3. Jobs where what you are is important – that is, jobs that require a personal talent such as modelling, singing, art.

It is important that, when we measure job performance, the appropriate method and documents are used.

**The relationship between what should be measured and the appropriate method to use**

If what the person does in the job is important:

- Measure behaviour
- Use a Behaviourally Anchored Rating Scale or similar.

If what the person achieves in the job is important:

- Measure results
- Use Management By Objectives (MBO) or similar.

If what people are in the job is important:

- Judge talents and personal attributes
- Use audition and judgements of many (Audiences, guests).

**Types of assessment methods**

Whilst some of these have been identified in a previous section, it is important to consider them again, as each method will have their own documentation designs.

The following are examples of documents that may be used to assess and record staff performance.

The choice of a particular document tool will depend upon the purpose of the assessment and what exactly is to be assessed.

Below is a brief description of the most common assessment methods, together with their purpose.

As a manager, the appropriate documentation can be designed around each. This section does not provide examples of actual document templates to use, as each company will seek different information based on different performance indicators. However by describing again the different assessment types, the user can design documents based on these methods.

Assessment Method	Description	Purpose/Pros and Cons
Ranking method	<p>This method simply involves ranking employees in your section from best to worst.</p> <p>The criteria for ranking (such as dollar sales or customers served) might be given but mostly it is a generalised or overall approach.</p>	<p>Used where there is limited time for a decision to be made.</p> <p>Often used for the selection of a staff member to undertake higher duties or attend a conference.</p> <p>Pros: simple; easy to understand; inexpensive; not time consuming.</p> <p>Cons: subjective; does not provide good feedback to the employee.</p>

Assessment Method	Description	Purpose/Pros and Cons
Essay method	<p>A simple technique whereby the manager states his/her perceptions of the employee.</p> <p>These can be 'free flowing', meaning that the manager can address any issue(s) they think is relevant, or the topic can be stated such as 'Comment on the employee's capacity to work in a team environment'.</p>	<p>As this method requires verbal or writing skills it is mostly used in clerical and administrative situations.</p> <p>Pros: inexpensive; easy for appraisers to understand.</p> <p>Cons: can be very subjective; open to rater errors if raters are not trained; can be time consuming; requires writing skills.</p>
Graphic rating scales	<p>This is where a scale is used for each job dimension. The appraiser simply marks on the scale where they feel the employee's performance fits.</p> <p>Sometimes the points on the scale are supplemented by statements of typical behaviour that would correspond to a mark at that point.</p>	<p>Used to measure job behaviours rather than goals or targets.</p> <p>Pros: ease of use and understanding; inexpensive; not time consuming; does not require writing skills.</p> <p>Cons: may not provide good feedback for correcting behaviour; can be subjective and open to rater error.</p>
Critical incident	<p>This involves directly observing and noting examples of good and/or bad job behaviours.</p> <p>Supervisor keeps a diary of these incidents and then presents them to the employee at appraisal time.</p>	<p>Used where facts are required concerning job behaviour.</p> <p>Might be used to check for improvement or to provide evidence for dismissal.</p> <p>Pros: objective in providing evidence.</p> <p>Cons: as supervisors are constantly observing it can be time consuming; employees may resent being constantly watched .</p>
Forced choice	<p>This technique requires the rater to choose from a number of statements, for example the one that best describes employee's behaviour on a number of job dimensions.</p> <p>A scoring scheme unknown to the rater can be used.</p>	<p>Used where the selection of specially attributes is required and where an honest statement of whether that person has that attribute is needed.</p> <p>Pros: forces the rater to make an honest assessment; ease of use and understanding.</p> <p>Cons: can be costly to design; questionable whether complex job behaviours can be reduced to simple phrases.</p>

Assessment Method	Description	Purpose/Pros and Cons
360° feedback	This system requires the collection of opinions and feedback from supervisors, co-workers and others.	Used to ascertain a broad range of performance examples. Pros: variety of feedback. Cons: bias and irrelevant factors considered.
Assessment centres	This involves simulations, exercises and discussions by an outside body to measure ability and potential.	Used typically to identify promotable or high-potential employees. Pros: outside bodies conduct assessment and therefore are unbiased. Cons: costly; time consuming.

### Management By Objectives (MBO)

If the manager is measuring results in a job that can be quantified and measured, then chances are they will be involved with an MBO scheme.

MBO is a scheme that is used to measure whether or not an employee has achieved stated objectives. These objectives are quantifiable, realistic, achievable and measurable and as such can be clearly stated.

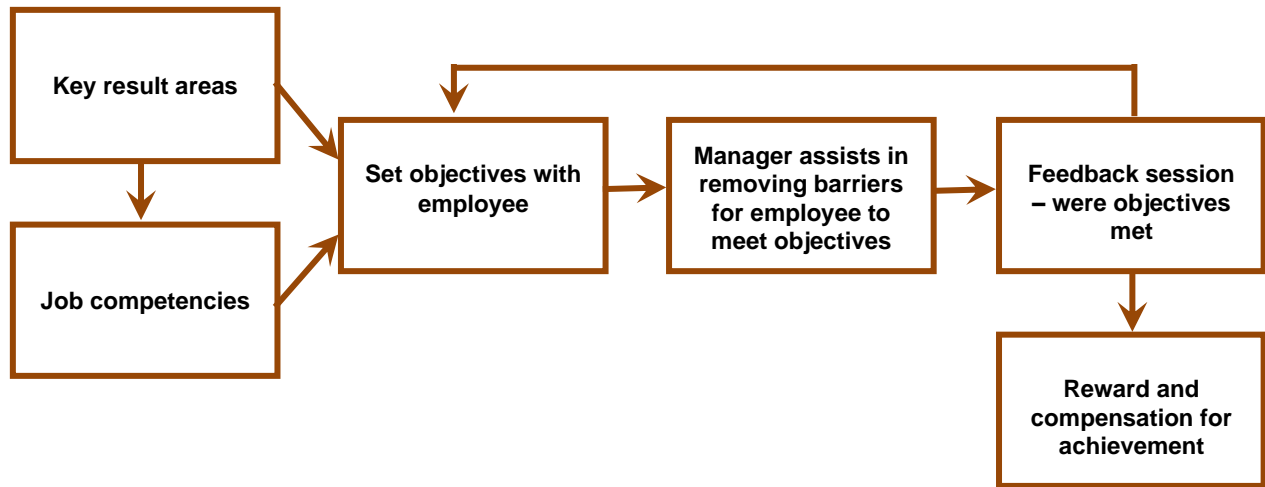
The manager's role in MBO is as follows:

- To develop objectives which are SMART objectives, that is:
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-framed
- To help the employee to achieve the objectives by removing barriers and impediments
- To conduct a feedback session with the employee at the end of the time period of performance
- To reward the employee for achievement
- To write the next set of objectives in conjunction with the employee.





## The MBO Process



**Note:** the key result area refers to those job dimensions that are necessary for success. These could include:

- Financial effectiveness
- Personal effectiveness
- Customer satisfaction
- Economic use of resources.

Senior management would set these, but the supervisor would need to assist the employee in establishing their own objectives in line with these key result areas.

Job competencies refer to the job specification and included the training and qualifications required to perform the job. Again, senior management would set these.

On the following page is a simplified example of an employee MBO form.

**Simplified MBO form**

**HOTEL X** \_\_\_\_\_

Employee Name: \_\_\_\_\_

Department: \_\_\_\_\_

Supervisor/Manager: \_\_\_\_\_

**Position: Event Co-ordinator**

Keu Result Areas	Measures	Objective	Time/Liaisons
Financial effectiveness	Customer satisfaction dollar sales	Feedback and customer complaints increase sales by 5%	Section support
Personal effectiveness	Industry knowledge	Attend at least 3 relevant training programs	In conjunction with secton manager
Authorities/limits:	Result on client	Score of 95% on customer feedback questionnaire. No unresolved complaints after 2 months	Review progress 3 monthly

Conditions/comment:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Manager

Employee

Signed: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## Behaviourally Anchored Rating Scale (BARS)

This performance assessment method is a combination of critical incidents and graphic rating scale.

The important aspect of this method is that it emphasises the required job behaviour, rather than a specific quantifiable goal.

It is the same as a graphic rating scheme except that, for the measures of performance, it actually gives typical examples of behaviour for that point on a particular job dimension.

It is these statements that form the 'anchors' upon which the supervisor can define typical or expected employee job behaviour.

An example of an item from a BARS method designed for a customer relations associate is as follows:

Example of one item from the job dimension 'dealing with customers' using BARS

### Job dimension: dealing with customers

When confronted by a guest whose reservation had not been secured, this staff member would probably:

Accept ownership of the problem. Apologise to find eternal alternative if no in-house solution. Follow up, report matter.	Accept ownership. Attempt to contact some alternative if no in-house solution.	Apologise. Attempt to find vacant room by examining register.	Apologise but say that nothing can be done. Offer telephone for guest to make arrangements.	Deny responsibility to guest. Say that nothing can be done.
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## 1.6 Design action plan to guide the conduct of staff performance assessments

### Introduction

The previous sections have focused on preparing for assessments. Now that everything has been decided, it is now important to design and implement an action plan which will guide the conduct of performance assessments.

The key now is to turn this planning into assessment reality.

### Action plan checklist

There are a number of activities to do when preparing for staff performance assessments. Most of these have been identified in previous sections; however it is important to have an action plan which provides a summary of what needs to be done, before, during and after the assessment process.

Ideally a simple checklist can be prepared to help identify an action plan and key activities in this process.

Below is a sample action plan that could be used.

<b>BEFORE STAFF PERFORMANCE ASSESSMENT</b>			
<b>Activity</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Status/Comments</b>
Agree to need for assessment			
Identify which departments involved			
Agree types of jobs to be assessed			
Identify key performance indicators			
Identify type of assessment			
Identify person to assess			
Identify staff members to be assessed			
Identify time and dates of assessment			
Prepare schedule for staff assessment			
Notify all people associated with assessment			
Prepare assessment documentation			
Distribute assessment documentation			
Arrange information sessions / meetings			
Prepare assessment logistics			
Prepare assessment area including resources			
Introduce assessment			
Explain assessment process			
Ask assessee if they have questions			
Conduct and record assessment			
Collect assessment document from assessee			
Explain next step to assessee			
Conclude assessment			

<b>BEFORE STAFF PERFORMANCE ASSESSMENT</b>			
<b>Activity</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Status/Comments</b>
Clean assessment area			
Collect other evidence prepared by different people			
Interpret assessment data			
Finalise assessment documents			
Prepare staff appraisal documents			
Schedule staff appraisals			
Notify staff of appraisal times			
Issue staff appraisal documents			
Prepare appraisal area including catering			
Conclude appraisal			
Arrange follow up activities including counselling sessions, training programs etc.			
File documentation in appropriate location			

## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 1.1 To fulfil the requirements of this Work Project you are asked to research and identify the importance of staff performance assessment for a business including:
  - Components of monitoring staff performance
  - Performance standards
  - Where do performance standards come from?
  - Job behaviour standards
  - Examples of standards of performance
  - Methods of communicating the standards which apply.
- 1.2 To fulfil the requirements of this Work Project you are asked to differentiate between staff performance assessment options available to the organisation including:
  - Aim of monitoring staff performance
  - Different performance assessment methods.
- 1.3 To fulfil the requirements of this Work Project you are asked to identify how to share staff performance assessment information amongst staff that will be assessed including:
  - What persons conducting assessment need to know
  - What person who is being assessed needs to know
  - What parties associated with the assessment need to know
  - How to share assessment information.
- 1.4 To fulfil the requirements of this Work Project you are asked to identify how to determine the initial focus of the staff performance assessment for each staff member
- 1.5 To fulfil the requirements of this Work Project you are asked to identify how to prepare documents to record identified staff performance assessment statistics and performance data including:
  - Who prepares the documents
  - Importance of documents
  - Developing checklists
  - Use of other documents.
- 1.6 To fulfil the requirements of this Work Project you are asked to identify how to prepare an action plan checklist

## Summary

### Plan a staff performance assessment

Define the context for staff performance assessment for the business:

- Components of monitoring staff performance
- Performance standards
- Where do performance standards come from?
- Job behaviour standards
- Examples of standards of performance
- Methods of communicating the standards which apply.

Differentiate between staff performance assessment options available to the organisation:

- Aim of monitoring staff performance
- Performance Assessment Methods
- Making monitoring and assessing staff performance a positive experience
- Planning steps.

Share staff performance assessment information amongst staff who will be assessed:

- What persons conducting assessment need to know
- What person who is being assessed needs to know
- What parties associated with the assessment need to know
- How to share assessment information.

Determine the initial focus of the staff performance assessment for each staff member:

- Performance Indicators
- Different indicators for different staff.

Prepare documents to record identified staff performance assessment statistics and performance data:

- Who prepares the documents?
- Importance of documents
- Developing checklists
- Use of other documents.

Design action plan to guide the conduct of staff performance assessments:

- Action plan checklist.





# Element 2: Conduct a staff performance assessment

## 2.1 Gather workplace-based evidence of staff performance

### Introduction

Now that all the relevant preparations have been made, documents prepared and issued and staff and assessors aware of the assessment process, it is time to conduct the actual assessment.

In essence this process should be quite easy if all the necessary preparations have been made. It is simply a matter of observing performance, recording information or gathering evidence.

Evidence of staff performance can be gathered using the forms previously discussed either by the manager or a suitable other person.



### Collecting evidence yourself

This is most common form of conducting the assessment and collecting the evidence.

If you are to collect evidence the following steps must be followed:

- Prepare assessment area including resources. Ensure the area in which the assessment is being conducted has all the necessary furniture, equipment, supplies, documents and any other resources required to conduct an effective assessment
- Introduce assessment. This is important to let the assessee know that the assessment will be taking place. It is important to try to make the person feel at ease, because like all people, they will be quite nervous and scared of failure or making mistakes
- Explain assessment process. Even though the manager may have explained the assessment process in the past, either a great deal of time may have passed since then or the assessee may have forgotten. Either way it is a good reminder for both parties to be clear of what will be happening. The manager should also describe how they will be assessing so as to not alarm the person when they record information or watch closely
- Ask assessee if they have questions. The assessee may have some questions which may need clarification. It is best to do this before the assessment starts as to not disadvantage them if they perform the assessment incorrectly, not in the way the manager intended or missing vital information



- Conduct and record assessment. The manager should try to do this in a manner that does not greatly pressure or make the person feel uncomfortable. Questions may be asked to clarify demonstrations to prove underpinning understanding
- Provide feedback. After any assessment, staff would like to know how they performed. At this time the manager may give a thorough breakdown of results or issue a summary conclusion. Regardless of the depth of feedback, it is important that staff do receive some form
- Collect assessment document from assessee. At the end of the assessment, the manager may need to collect information such as written questions or self assessments which will make up the assessment process
- Explain next step to assessee. This may be to inform them of how the assessment information will be used, how it will be assessed, how results can be obtained or the meaning of certain results. At this time, the manager will remind the staff member of any upcoming performance appraisal and issue and explain any documents the staff member may need to complete as part of the process
- Conclude assessment. Once all aspects of the assessment have concluded, thank the staff member and let them either return to their workplace or home
- Clean assessment area. This may involve cleaning the entire area and removing all resources or preparing the area for the next assessment
- Review assessment. As the assessment happens very quickly, it is important to check the information that has been recorded to ensure the documentation is accurate and complete. It is best to do this now, whilst the activity is still fresh in the mind of the assessor.

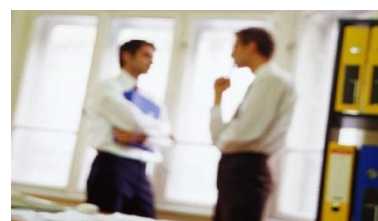


## Collecting evidence prepared by others

If the assessment was conducted by another person, the manager will need to collect any assessment documents, checklists and any other supporting evidence that comprises the assessment.

They may wish to let the person know in advance of when the documentation will be required.

This information collection process may also include a brief meeting to verbally exchange information or comments not suitable for inclusion in written documentation.



## 2.2 Interpret employee performance data

### Introduction

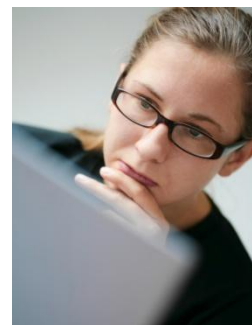
Now that all the assessment documentation has been collected, it is time to interpret the information. This interpretation will identify the level of staff performance and will be used as the basis for the performance appraisal interview.

### Identify the standard

In order to see how well an actual performance is, it is normally compared with some type of standard.

This standard may come from:

- Job descriptions
- Job Specifications
- Key Performance Indicators
- Policies and Procedures
- Performance Indicators.



By reviewing and gathering a comprehensive understanding of the standards, the manager will be able to identify what the staff member is actually expected to do, and to what desired level of performance.

### Comparing actual performance with the standard

Comparing actual performance with the standard requires the supervisor to use the facts and to be specific.

When comparing, ensure the standards are up to date, or if it is a behaviour problem, managers should check the actual wording of the policy or procedure which defines desirable and undesirable behaviour.



If the undesirable behaviour is an implicit standard, it might be worth the manager checking interpretation of the implicit standard with another manager.

Finally, managers need to be confident about using their judgement. The manager is paid by the organisation to do so and therefore required to do so. The organisation has confidence in their judgement.

## Identify and understand differences between performance and the desired standards

### Performance above the desired standard

This is easy to handle and does not require much investigation. A manager may decide to investigate anyway to try to determine what specifically helped the staff member to exceed expectations so it can be replicated in the future.

It may be a particular training program or method of management which may be the cause. This may also help to determine who must be thanked for helping the staff member to perform so well.



### Performance below the desired standard

This is the most important aspect for investigation.

Employee deficiencies in the workplace can be attributed to either poor work performance or poor work behaviour.

Both need to be identified and corrected if the organisation is to achieve its goals. It is the frontline or immediate supervisor who carries this responsibility.

In essence it may not be the staff member's fault for the poor performance.

Regardless of what has caused the poor performance the reason must be identified so management can make necessary changes.

## Sources of ineffective performance

Before counselling an employee on poor performance or inappropriate job behaviours it is worth considering the likely causes of work problems.

In particular, reason tells us that an employee who has been performing well for some time does not simply 'turn bad'. There must be a reason for the decline in performance.

We need to consider the source of ineffective work performance because in some instances the reason might lie within our organisation (such as harassment), in which case, legally, it is the organisation's responsibility to fix it.

Similarly, management cannot hope to resolve the ineffective performance problem if they do not understand its many sources.

### Employee qualities

These sources stem from the employee themselves and can include:

- Problems of capacity, where the employee does not have the required aptitude or orientation for the tasks involved in the job, defects of judgement or memory
- Family related problems, such as marital problems, children, elderly dependant relatives, money problems, isolation from family
- Psychological problems, such as drug abuse (including alcohol), gambling, irrational fears, depression, aggressive behaviour stemming from self image problems
- Physical problems, such as lack of energy, restricted movement, pain or illness.

## Organisational sources

The origin of poor performance in the employee can sometimes be attributed to the organisation. These could include:

- Problems with higher decisions and policies, such as a person placed in the wrong position, insufficient organisational action over a grievance, organisational over-permissiveness (that is, everyone else does it so why shouldn't I?)
- Impact of supervisors, such as leadership style, bad communication or instruction, inappropriate managerial standards or criteria, discrimination and a lack of managing diversity
- Problems with peers, such as harassment, bullying, problems with team cohesion and acceptance, discrimination and hazing (peers not telling the employee everything they need to know to do their job)
- Problems from the work context, such as geographic location, bad physical work environment, unsafe conditions and work processes, problems with the way the job is performed.

## External sources

These are problems an employee can have that stem from society and its values. These include situations where society's values clash with the job (for example, working in the gaming industry in a community that dislikes gambling, even selling tobacco):

- Clashes with moral or religious issues: working on certain days, assisting guests with certain unsavoury requests
- Changing economic conditions: economic uncertainty of rising interest rates or impending legislation that appears to create job insecurity.

## Considerations

Before counselling an employee for poor performance or conducting the performance appraisal, management need to consider:

- What are the symptoms and what are the likely causes
- If the causes are because of something that is internal to the organisation, the organisation may be responsible for further problems
- Identify whether you are dealing with a work performance problem, such as not achieving targets or objectives, or a work behaviour problem, such as their work might be fine, but their behaviour in the workplace is inappropriate. This difference will be covered in more detail later
- Interpret checklists and then put them into performance review documents.

## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

2.1 To fulfil the requirements of this Work Project you are asked to identify how to gather workplace-based evidence of staff performance including:

- Collecting evidence yourself
- Collecting evidence prepared by others.

2.2 To fulfil the requirements of this Work Project you are asked to identify how to interpret employee performance data including:

- How to identify the standard
  - Comparing actual performance with the standard
  - Identify and understand differences between performance and the desired standards
  - Sources of ineffective performance.
-

## Summary

### Conduct a staff performance assessment

Gather workplace-based evidence of staff performance:

- Collecting evidence yourself
- Collecting evidence prepared by others.

Interpret employee performance data:

- Identify the standard
- Comparing actual performance with the standard
- Identify and understand differences between performance and the desired standards
- Sources of ineffective performance
- Considerations.





# Element 3: Evaluate a staff performance assessment

## 3.1 Prepare for the staff performance assessment interview

### Introduction

Of all human resource activities, it is perhaps the one that gets least attention by many working managers, probably because performance appraisals only happen every six months or even yearly and supervisors feel they are unimportant or even an encumbrance.

This section introduces the concept of performance appraisal and presents information about the process in general and specific options in particular.

They sometimes believe they are something that interferes with day to day work when they have an operational crisis on their hands.

In other cases it may be they are unsure of what to do, or they simply don't like having to tell employees they need to improve.

Fundamentally what employees do or do not do, influences the productivity of the organisation. To manage output effectively a performance appraisal system must be simple to use, easily understood, effective and achieve the goals of the organisation.

### Difference between performance assessment and performance appraisal

The previous sections have focused on assessing a person's performance based on a range of performance indicators. It has looked at WHAT the person is actually doing.

A performance appraisal is the next logical step in the process. This involves the manager (who may be different from the person who actually conducted the assessment) and the staff member and discussing the performance assessment including:

- Identify and discuss aspects of performance, both positive and negative
- Understand why performance is conducted a specific way
- Identify causes for performance not meeting standard
- Discuss and identify how performance can be improved.



## Definition of performance appraisal

Performance appraisals are a process that benefits:

- The organisation
- The individual employee.

Performance appraisal is the process of evaluating and developing the work performance of employees so organisational goals and objectives are achieved.

At the same time, performance appraisals must benefit employees in terms of:

- Recognition
- Feedback
- Correction of poor work practices
- Catering for individual employee and job needs
- Catering for employee career guidance.



## Purpose of performance appraisals

There are many reasons why formal performance appraisals are undertaken in organisations:

- To improve and maintain performance
- To correct performance deficits
- To reward, recognise and compensate
- To strengthen relationships between supervisor and subordinates. Performance appraisals are a good way for the manager and subordinate to discuss issues concerning work. If done correctly, it should mean the subordinate and the supervisor have a better understanding of each other's position
- To share information by giving information to employees and getting feedback from employees on methods and processes. By getting feedback, the manager might be able to improve processes
- To align employees with goals. Performance appraisals are a good chance to restate the objectives of the section and the part played by the employee in assisting the section to meet those objectives
- To facilitate succession and replacement planning. Succession planning means identifying employees for future promotion while replacement planning refers to identifying those who can take over key positions immediately should the need arise
- To provide career planning. As with the item above, performance appraisals (PAs) can assist the employee to get a better picture of future directions and opportunities for themselves
- To identify training needs. Poor performance can highlight a training need, but the PA is also an opportunity to investigate future training and development needs for the employee



- To provide an outlet for grievances. These could include occupational health and safety issues, bullying and harassment or any other grievances an employee might have that might not otherwise surface
- To check effectiveness of personnel policies. Some policies may not be achieving the desired result and may need to be re-written.

## Benefits of performance appraisals

Performance appraisals should benefit:

- The organisation's effectiveness
- The supervisor/manager
- The employee and their family
- The customer
- Suppliers.



Linked to the purpose of performance appraisals are the benefits of performance appraisals.

The organisation should benefit by having staff who clearly know what the organisation is about, how they fit in with the big picture and what is meant by 'good work'.

This in turn should enable the organisation to reach its goals and to do so in an efficient manner.

Performance appraisals are going to benefit the manager, because how well they do as a manager depends upon how those people under them are doing their jobs. Performance appraisals are an opportunity to ensure their consistent and good performance.

Good performance appraisals will benefit the employee by clarifying the employee's job, by clarifying what is important, highlighting training needs and giving an avenue for grievances to be aired. All of this will give the employee less stress, greater job satisfaction and clearer career options. And this in turn makes them a nicer person to live with if within the working environment.

All of these benefits should result in happier staff, therefore reducing staff turnover which not only saves time and money but also results in a more loyal, stable workplace.

Clear performance goals and well-stated job behaviours make for better service to customers, clients and suppliers. Competent staff that know their jobs and know what is important will make better decisions and fewer mistakes.

## Types of performance appraisals

There are two methods by which managers can appraise the performance of their subordinates. These are:

- Informal appraisals
- Formal appraisals.

Informal appraisals are those made on the run. That is, the day to day acknowledgment of things done well and the quick correction of performance deficits.

### **This section will focus on formal appraisals.**

Formal appraisals refer to those that are structured and are required by the organisation, such as formal six-monthly performance appraisals.

Formal appraisals allow managers and staff to address a range of performance and workplace issues. However as they are not conducted regularly, it is important to provide feedback on an ongoing basis to give staff the opportunity to take corrective action. It is pointless to wait three months to meet with a staff member to discuss issues which could have already been addressed.

### **Potential drawbacks of performance appraisals**

Formal appraisal processes have the potential for creating negative impacts on the organisation if they are not implemented and managed effectively.

Some problems which may arise are:

- They may become too labour intensive being too long and difficult to complete
- Managers may become more focused on forms rather than the process
- They may not be adaptable enough to suit a broad range of positions or employees
- Managers may spend more time on conducting the appraisals rather than on actually managing ongoing performance issues and communicating to staff
- Staff may not understand the system and as a result will not embrace the process positively.



### **The steps involved in preparing performance appraisals**

There are a number of steps that are involved in preparing staff appraisals.

These steps include, but are not limited to:

- Review performance assessment documents
- Ensure you have all the facts
- Plan how you will present positive and negative news
- Consider what may have impacted on the employee's performance both negatively and positively
- Have an outline of what you want to say and how you want to say it
- Prepare staff appraisal documents both for management and staff to use
- Schedule staff appraisals. Be prepared to devote enough time to the session
- Notify staff of appraisal times. Give plenty of notice to both the staff member and their manager (if it is not the person conducting the appraisal). Avoid rescheduling appointment times as this can give the employee the impression they are not a priority
- Issue staff appraisal documents to management and staff self-appraisal forms (where appropriate)



- Arrange a suitable environment, free from interruptions and which ensures privacy and confidentiality of discussions
- Prepare appraisal area including catering.

## Performance appraisal forms

In previous sections we looked at a number of ways to assess performance. These include MBO, BARS and other assessment tools. Some of these forms may be used when conducting a performance appraisal, either as the primary document or to supplement specific appraisal documents.

Regardless of the documents used it is important that two parties are active in the appraisal process:

- The person conducting the appraisal. Normally this will be an immediate supervisor or manager
- The person being appraised. This is normally the staff member.



As such, a document should be prepared which will be completed by both parties. The form should enable the manager to clearly appraise the staff member, providing evidence and comments for each performance indicator or job requirement. The form should also allow staff members to evaluate themselves in the same criteria areas.

When completed, these forms will be the basis of the appraisal interview.

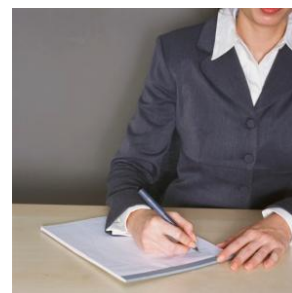
### Importance of self appraisal

Self-appraisal simply allows the staff member to appraise their own performance and to present this for discussion at the appraisal interview.

This is a very popular appraisal method as it leads to excellent feedback and identification of problem areas.

It also allows the supervisor to address any incorrect notions the employee has about the goals and objectives of their job, the section/department and the organisation.

In order for this method to be successful, the employee must be fully aware of the purpose and procedures involved in the appraisal process. Employees must complete their own appraisal prior to the appraisal interview and provide this information to the supervisor for review.



It must be stressed to the employee that they need to be honest and realistic when completing their own appraisal, otherwise the comparison will be pointless.

### Types of performance appraisal forms

There are two main performance appraisal forms that can be used. These are for:

- Appraisal of staff
- Appraisal of managers.

The structure and marking criteria of each form is different to reflect the nature of their job role.

### Staff appraisal format

Staff are traditionally employed to complete specific tasks and hence the format will focus on this.

The appraisal focuses on four parts:

- Technical skills – the actual knowledge and skills they need to undertake their job role. They originate from a Job Description
- Performance skills – these are personal characteristics that a person needs to do their job successfully. This originates from a Job Specification
- Goal setting – this is to be completed by the staff member. It enables them to identify where they feel they need to improve and what personal development training they may desire to complete
- Management appraisal – this allows staff to appraise managers. Remember this is a two way communication system and most management would also like to receive feedback on their performance and they can help staff success in their roles.

For staff, the marking is aimed at what percentage of specific criteria they are competent in. As different staff within a department will have different skill levels, it focuses on what staff can successfully do and what still needs to be achieved for full competency. It also indicates an 'agreed level' box which can be completed once the management and staff have reached a consensus.

### Management appraisal format

Managers are traditionally employed to meet key objectives leading to operational and organisational success.

There are many areas in which management must have an acceptable level of expertise. As you can see in the example following, for each of these areas there are a number of performance indicators that have been identified.



The marketing criteria is different to that contained within a staff appraisal form, as it is expected managers are employed with the necessary knowledge, skills and attributes to conduct management activities. Hence they are not considered a 'work in progress'.

### **Examples of appraisal formats**

On the following pages are templates of both staff and management appraisal forms.

They are examples relating to the Food and Beverage and could easily be changed to fit the requirements of any department within a hotel.

**STAFF APPRAISAL FORM**

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Position: \_\_\_\_\_ WAITER \_\_\_\_\_

Date of last evaluation: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Evaluation conducted with: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**TECHNICAL SKILLS**

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Restaurant layout</i>					
<b>Description</b> – <i>Knowledge of all Waiter sections, table and position numbers</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Hours of operation</i>					
<b>Description</b> – <i>Knowledge of all Restaurant and Hotel outlet hours of business</i>					
<b>Qualifying comments and examples</b> –					

### TECHNICAL SKILLS

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Company knowledge</i>					
<b>Description</b> – <i>Ability to name dept. heads and knowledge of policies, procedure and history</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>General knowledge</i>					
<b>Description</b> – <i>Ability to handle any guest enquiries about hotel or restaurant</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Food and beverage knowledge</i>					
<b>Description</b> – <i>Understands all food and beverage specifications</i>					
<b>Qualifying comments and examples</b> –					



**TECHNICAL SKILLS**

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – Restaurant knowledge					
<b>Description</b> – Ability to locate any item required during service					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Waiters priorities					
<b>Description</b> – Complete knowledge and implementation of priorities in correct order					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Section awareness					
<b>Description</b> – Demonstrates total station awareness, including providing timely service					
<b>Qualifying comments and examples</b> –					

### TECHNICAL SKILLS

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – Restaurant awareness					
<b>Description</b> – Practices hot food, drink roving awareness and action					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Phone answering					
<b>Description</b> – Employs the correct phone handling techniques					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Opening and closing procedures					
<b>Description</b> – Knowledge of all duties involved					
<b>Qualifying comments and examples</b> –					

**TECHNICAL SKILLS**

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – Docket writing					
<b>Description</b> – Correct food and beverage abbreviations used at all times					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Service cycle					
<b>Description</b> – Understands and implements the six steps of the service cycle					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Station Set-up					
<b>Description</b> – Is able to set up the following areas – bar, soup, dessert and sauces					
<b>Qualifying comments and examples</b> –					

### TECHNICAL SKILLS

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Problem resolution</i>					
<b>Description</b> – <i>Understands and implements correct procedures</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Cashiering</i>					
<b>Description</b> – <i>Use of correct procedures, and aware of all forms of payment</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Waiters tools</i>					
<b>Description</b> – <i>Always carries correct tools</i>					
<b>Qualifying comments and examples</b> –					

**TECHNICAL SKILLS**

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>General service</i>					
<b>Description</b> – <i>Plate carrying (3 - 4), pouring drinks, opening wine etc.</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Bussing</i>					
<b>Description</b> – <i>Maintains a clean and organised station and restaurant</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Resetting</i>					
<b>Description</b> – <i>Knowledge of all settings for other meal periods, and timely resetting</i>					
<b>Qualifying comments and examples</b> –					

### TECHNICAL SKILLS

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Reading guests</i>					
<b>Description</b> – <i>Ability to provide effective service</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Co-ordination of large groups</i>					
<b>Description</b> – <i>Familiar with all menus and correct procedures for taking orders</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Complimentaries</i>					
<b>Description</b> – <i>Understanding of when appropriate and correct procedures required</i>					
<b>Qualifying comments and examples</b> –					

**TECHNICAL SKILLS**

<b>Job Description Skills</b>	<b>25%</b>	<b>50%</b>	<b>75%</b>	<b>100%</b>	<b>Agreed Level</b>
-------------------------------	------------	------------	------------	-------------	---------------------

<b>Skill</b> – <i>Work Management</i>					
<b>Description</b> – <i>Being able to organise work flow and forward planning</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Guest interaction</i>					
<b>Description</b> – <i>Being able to confidently interact with the guest</i>					
<b>Qualifying comments and examples</b> –					

### PERFORMANCE SKILLS

Job Description Skills	25%	50%	75%	100%	agreed level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Quality of work</i>					
<b>Description</b> – <i>Attention to detail and accuracy</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Initiative</i>					
<b>Description</b> – <i>Ideas which lead to service improvement</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Motivation</i>					
<b>Description</b> – <i>Is consistently motivated</i>					
<b>Qualifying comments and examples</b> –					



**PERFORMANCE SKILLS**

Job Description Skills	25%	50%	75%	100%	agreed level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – Attitude					
<b>Description</b> – Has a positive and caring attitude					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Punctuality					
<b>Description</b> – Is consistently ready to begin shift at allotted time					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – Dependability					
<b>Description</b> – Is dependable – little supervision required					
<b>Qualifying comments and examples</b> –					

### PERFORMANCE SKILLS

Job Description Skills	25%	50%	75%	100%	agreed level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Appearance</i>					
<b>Description</b> – <i>Always has a neat appearance</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Communication skills</i>					
<b>Description</b> – <i>Communicates with ease to all departments</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Teamwork</i>					
<b>Description</b> – <i>Is congenial and contributes to the success for the team</i>					
<b>Qualifying comments and examples</b> –					

**GOAL SETTING**

NAME: \_\_\_\_\_

Consider your future objectives and goals relating to personal development and growth

GOAL	ACTION STEPS	TIME EXPECTED

**Further comments**

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### MANAGEMENT APPRAISAL

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill – Leadership</b>					
<b>Description</b> – Manager is able to direct activities ensuring I understand what I need to do and the overriding vision of the organisation					
<b>Qualifying comments and examples</b> –					

<b>Skill – Communication</b>					
<b>Description</b> – Manager communicates all necessary information and instruction in a clear and timely manner					
<b>Qualifying comments and examples</b> –					

<b>Skill – Motivation</b>					
<b>Description</b> – Manager motivates me to succeed in my job					
<b>Qualifying comments and examples</b> –					

**MANAGEMENT APPRAISAL**

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill – Training</b>					
<b>Description</b> – Manager provides adequate training and development opportunities to enable me to perform my job role adequately					
<b>Qualifying comments and examples</b> –					

<b>Skill – Support and guidance</b>					
<b>Description</b> – Manager provides adequate supervision, support and guidance when I need it					
<b>Qualifying comments and examples</b> –					

<b>Skill – Sufficient resources</b>					
<b>Description</b> – Manager provides adequate uniform, equipment, supplies and rostering of staff to perform my job roles					
<b>Qualifying comments and examples</b> –					

### MANAGEMENT APPRAISAL

Job Description Skills	25%	50%	75%	100%	Agreed Level
------------------------	-----	-----	-----	------	--------------

<b>Skill</b> – <i>Opportunity to contribute</i>					
<b>Description</b> – <i>Manager provides me with the opportunity to contribute ideas and suggestions</i>					
<b>Qualifying comments and examples</b> –					

<b>Skill</b> – <i>Fairness and equality</i>					
<b>Description</b> – <i>Manager treats me in a fair and equitable manner</i>					
<b>Qualifying comments and examples</b> –					

**Management Appraisal Form**  
**Food and Beverage Department**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Job Title: \_\_\_\_\_ Appraiser: \_\_\_\_\_

A: List the employee's work accomplishments since the last appraisal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

B: List five major business objectives for this period:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

C: List five major business objectives for this period:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
4. Above hotel standard                      5. Outstanding performance

Description	Rating	Agreed Level
<b>A: Insures guest satisfaction</b>		
Maintains consistent communication with guests		
Supervises all service procedures		
Monitors entrances, salutations and all job functions		
Demonstrates an awareness of customer experience times		
Ensures prompt, friendly and enthusiastic service		
Maintains established standards of excellence and responds immediately to any deficiencies		
Participates in taking care of all VIP guests		
<b>Total score</b>		
<b>Comments</b>		
<b>B: Demonstrates sound leadership/management skills</b>		
Maintains a positive attitude at all times		
Acts as a role model for all employees		
Accomplishes work in an efficient and timely manner		
Possesses necessary knowledge with regard to product and market		
Identifies, analyses and rectifies problems in a timely manner		
Practices consistency in decision making		
<b>Total score</b>		
<b>Comments</b>		



**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
 4. Above hotel standard                      5. Outstanding performance

	Description	Rating	Agreed Level
<b>C: Monitors performance of the outlet</b>			
	Monitors and analyses revenue trends and related business mix		
	Maximizes sales by implementing pro-active management, techniques and developing long and short term sales building programs and incentive programs		
	Continually educates staff and monitors suggestive selling activities		
	Effectively and consistently communicates revenue and sales results with all members of the team		
	<b>Total score</b>		
<b>Comments</b>			
<b>D: CO-ORDINATES PROMOTIONAL AND MARKETING ACTIVITIES</b>			
	Monitors effectiveness of all promotional activities		
	Creates and introduces new promotional activities in a timely manner		
	<b>Total score</b>		
<b>Comments</b>			

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
4. Above hotel standard                      5. Outstanding performance

Description	Rating	Agreed Level
<b>E: Maintains minimum standards of excellence</b>		
Supervises all food and beverage preparation and ensures adherence to recipes		
Inspects food and beverage product to ensure it meets the minimum standards of excellence		
Takes corrective action when deficiencies are noticed in the end product		
Inspects storage of all food and beverage items		
<b>Total score</b>		
<b>Comments</b>		
<b>F: Effective practice of cost control</b>		
Monitors all aspects of product acquisition and storage		
Monitors the point of sales systems ensuring that the correct audit trail is maintained in all areas of the operation		
Ensures the security of all product		
Maintains all established cost ratios in line with budgeted guidelines		
Supervises the team with emphasis on productivity		
Participates in all phases of roster preparation and accurately forecasts		
Actively controls all expense items and educates the team on the effective control of these items		
<b>Total score</b>		
<b>Comments</b>		

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
4. Above hotel standard                      5. Outstanding performance

	Description	Rating	Agreed Level
<b>G:</b>	<b>Maintains the facility</b>		
	Enforces all routine opening and closing procedures		
	Establishes and maintains a safe and clean working environment		
	Communicates facility deficiencies and takes required steps to fix the deficiency		
	Supervises repairs to the outlet		
	Manages the facility in a security conscious fashion		
	<b>Total score</b>		
<b>Comments</b>			
<b>H:</b>	<b>Actualizes the corporate culture and management philosophies</b>		
	Understands and follows company policy and procedures		
	Recognizes and respects the chain of command		
	Communicates with and supports the other members of the management team		
	Sets personal and professional goals		
	Contributes ideas to develop new and improved methods for exceeding guest expectations		
	Shares knowledge and encourages subordinates to seek advancement within the company		
	<b>Total score</b>		
<b>Comments</b>			

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
 4. Above hotel standard                      5. Outstanding performance

	Description	Rating	Agreed Level
<b>I:</b>	<b>DEVELOPMENT OF PEOPLE</b>		
	Ensures proper execution of interviews, hiring, induction and training		
	Communicates daily with all employees in an honest and open manner		
	Conducts six monthly goal setting and review sessions		
	Identifies and trains employees who have lofty ambitions to a more senior level		
	Communicates effectively house policy and procedure		
	<b>Total score</b>		
<b>Comments</b>			
<b>J:</b>	<b>ADMINISTRATIONAL REQUIREMENTS</b>		
	Participates in all phases of roster preparation and time sheet management		
	Completes all cash counting and balancing procedures accurately		
	Complies to all policies with regards to product requisition		
	Participates in required stock taking activities		
	Writes notice sheets and memos as required		
	<b>Total score</b>		
<b>Comments</b>			

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
4. Above hotel standard                      5. Outstanding performance

	Description	Rating	Agreed Level
<b>K:</b>	<b>WORK CHARACTERISTICS</b>		
	Accuracy and thoroughness of assignments		
	Accomplishes work in a timely manner		
	Amount of work accomplished in relation to others		
	Ability to delegate to subordinates		
	Effectively organizes work and manages time		
	Demonstrates necessary follow up skills		
	Ability to deal with unexpected business situations in a rational manner		
	Controls workforce in a profitable yet service oriented manner		
	Understands and practices "hot spot" management		
	Does not allow personal interest to effect job performance		
	Ability to change and adjust to environment		
	<b>Total score</b>		
<b>Comments</b>			

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
4. Above hotel standard                      5. Outstanding performance

	Description	Rating	Agreed Level
<b>L:</b>	<b>PROBLEM SOLVING</b>		
	Ability to identify problems		
	Ability to determine how to fix the problem and organize effective action plan		
	Ability to priorities the necessary steps in order to solve the problem		
	Ability to involve peers and subordinates in the problem solving process		
	Ability to change plan should desired result not be achieved		
	<b>Total score</b>		
<b>Comments</b>			
<b>M:</b>	<b>DECISION MAKING</b>		
	Ability to gather information and distinguish essential from non-essential data		
	Ability to analyse the available information		
	Ability to make decisions and carry them out		
	Is fair and consistent when making decisions		
	Communicates why decisions are made		
	<b>Total score</b>		
<b>Comments</b>			

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
4. Above hotel standard                      5. Outstanding performance

	Description	Rating	Agreed Level
<b>N:</b>	<b>PUBLIC RELATIONS</b>		
	Communicates with guests on a consistent basis		
	Makes the guest feel comfortable and important		
	Communicates in a polite and sincere manner		
	Able to resolve guest complaints quickly and in an effective manner		
	<b>Total score</b>		
	<b>Comments</b>		
<b>O:</b>	<b>COMMUNICATION SKILLS</b>		
	Able to express thoughts and ideas on paper		
	Practices written communication		
	Possesses vocabulary and grammar as dictated by the position		
	Ability to communicate with subordinates		
	Ability to communicate with peers		
	Ability to communicate with superiors		
	Solicits and is willing to listen to new ideas		
	Able to speak to a group and hold their attention		
	Can conduct and organize an effective meeting		
	Able to resolve employee conflicts		
	Provides counselling and guidance when necessary		

**Rating Guide:**

1. Unsatisfactory                      2. Needs improvement                      3. Meets hotel standard  
 4. Above hotel standard                      5. Outstanding performance

Description	Rating	Agreed Level
Uses positive reinforcement		
Able to effectively reprimand employees and comply with the Employee Relations Act		
<b>Total score</b>		
<b>Comments</b>		
<b>P: SHIFT PROCEDURES</b>		
Ensures all cashiering procedures are adhered to		
Ensures all opening, closing and during shift procedures are carried out		
Quickly and effectively deals with procedural problems when they arise		
<b>Total score</b>		
<b>Comments</b>		



## 3.2 Review individual staff performance with staff member

### Introduction

This is arguable the crux of the entire process where the staff member and management meet to discuss individual employee performance.

The meeting must be cordial with words spoken and decisions made being based on objective evidence rather than personalities, bias or other motives.

The interview provides an opportunity for both parties to speak and provide comment and feedback.

The intention of the interview is to share evidence-based information about the employee's actual work performance and then determine:

- How performance which is below expectations can be addressed
- What new challenges a compliant and successful employee can be set to extend them personally and professionally.

In practice, performance appraisals have to be applied to individual staff for the whole process to be of benefit.

### People involved in staff appraisals

In determining who will appraise staff performance, the options are:

- Supervisor
- Customers
- Self-appraisal – the employee themselves
- Peer appraisal – using assessment centres
- Subordinate appraisal.

In training staff in relation to conducting performance appraisals, the organisation needs to be aware of typical rater errors.

All performance appraisals require the manager to use their judgement at some stage in determining the performance level of subordinates.

It is important that such judgements are as objective as possible. Objective means that the judgement is backed up by facts and is not a result of prejudice or bias on behalf of the manager.

Managers need to remember that employees can take legal action against unfair appraisals, particularly where discrimination may be involved.



## Judgement problems

### Halo effect

This refers to the situation of where an employee has performed one good act so they are considered by the appraiser as good in all aspects of their work.

### Central tendency

This occurs when the supervisor simply rates the employee as 'average' on all job dimensions without considering the actual performance.

This can happen because the supervisor is rushed, lazy, or because they believe the process to be unimportant.

### Leniency and strictness

While some supervisors tend to be strict on their judgements of their employees, others are lenient.

This can result in unfair assessments across the organisation based on the outlook of the supervisor.

### Prejudice

This is when the supervisor allows their own personal prejudice to cloud their rating of the subordinate.

For example, a male supervisor who dislikes women being at work would rate females lower than males.

### Recency

Managers should remember to rate the person over the whole period of the appraisal time (e.g. over the full year) rather than rely on recent performance only.

### Stereotyping

Stereotyping is attributing generalised characteristics to a group of people, because of an interpretation of a particular characteristic of one person from that group.

For example:

- All redheads are fiery
- All young single males are unreliable.

Managers must be careful that they are truly appraising the work of their subordinate and not making judgements based on stereotyping.

Just because an employee may wear 'weird' clothes in your opinion, this does not mean their work is not up to standard.

### Subjective factors

This relates to emphasis on subjective traits, such as personality, loyalty and initiative.

Although these may influence an employee's success, a formal appraisal should be largely factually based.

## Principles of performance appraisal

### Need for two way communication

Many staff feel uncomfortable about conducting a performance appraisal, as they think that the manager will just pick out all their faults in a one sided barrage of information.



If handled correctly a performance appraisal is an extremely valuable tool to seek ways to improve an organisation's performance.

It should be a two way communication process which provides honest information, with the performance of both the manager and staff member being discussed.

As previously mentioned, many performance problems are not the direct result of staff themselves, but as a result of the working environment and actions taken by management (access to training, direction, support, guidance etc.).

It is only fair that, whilst managers are discussing how a staff member can improve, that staff are also able to provide honest feedback and suggestions to help managers improve. Any good manager would welcome this feedback and need for all round improvement.

### Providing feedback

Feedback can be 'confirming' or 'corrective'.

'Confirming' feedback is positive feedback to reinforce and reward desired behaviour to encourage it to be repeated.

The following are some points to remember about giving positive feedback to employees:

- Provide feedback as close to the desired performance as possible. This enables the employee to closely link what they have done with the outcome
- Provide feedback frequently. Letting employees know how well they are performing is a good habit for a manager to have
- Be specific and use facts. Try to state what was good about the employee's effort not just the job they did well
- Discuss behaviours – not personalities
- Use simple, straightforward language – get to the point and make the point.



'Corrective' feedback is feedback designed to address specifically identified deficiencies in performance.

It is recommended that managers do not use positive statements to 'sandwich' negative feedback. For example don't say "Peter, you handle customers very well, but you need to be available for them more often. I know you have a lot of areas to cover" because the need for Peter to be available to guests may get lost between the two positive statements.

Finally, don't forget the saying: "Punish in private, praise in public".

Praising in public lets the employee enjoy his/her colleagues seeing the recognition. It also acts as a motivator for others

'Punishing' in private enables the employee to discuss honestly with you their concerns without humiliation from workmates.

Remember, the manager's biggest concern is to correct the performance or behaviour deficit, not to seek revenge. Embarrassing staff in front of colleagues or customers could result in a negative impact on both performance and behaviour.

### Focus on the performance, not the person

No-one likes their performance, professional or personal, criticised. Therefore it is important to focus on the performance of an individual, not the person themselves.

The manager must ensure they are only dealing with a problem that affects the person's work performance.

A manager has little right to criticise or interfere with how a person lives their life, unless it is affecting their work performance and therefore the organisation's performance.

If a staff member is having marital problems, but they are not affecting his work, then a manager should not attempt to counsel him unless he raises the issue.

Soccer coaches remind their players to "attack the ball and not the player".

That is what the good manager does: "attack the work behaviour or performance issue, not the personality of the employee."

Saying to a person "You're a hopeless individual" or "you're an idiot" may do little to correct the problem.

Instead, the effective manager points out how this behaviour is affecting organisational performance. For example "Because you are not following the correct procedures in operating that machine, the meals you produce are below our required standards."

Lines like "You are always late" have little effect if that person knows they are not always late.

Managers must stay with the facts and be specific. "You have been late on three occasions in the last two weeks ..." is a much better approach since it is fact-based.

They must also be alert to the rights of the individual, including their right to privacy.

A manager's first and only concern is to encourage good performance or to correct poor performance, not to satisfy your desire to find out all the details of an employee's private life. It is enough to know a person is having problems with their daughter but there is no need to know, for example, they are drug problems if she does not wish to tell you all the details at this stage.

Finally, a manager must also be aware of their own prejudices and stereotyping.

Others may have beliefs which are different to theirs, but they may not necessarily be wrong or incompatible. Again, their concern is not to judge the person, preach to the person or even 'save' the person. Their job is to correct a performance problem if one exists.



## Performance appraisal format

The format to be used when conducting a performance appraisal depends on the person, content to be included and level of detail required.

That said, most performance appraisals follow a common format with minor adjustments to suit individual needs and preferences.

The following is a suggested format of a performance appraisal.

1. Preparation	<ul style="list-style-type: none"> <li>• Ensure you have all the facts</li> <li>• Ensure you have completed the necessary forms</li> <li>• Ensure the interview is conducted in a suitable environment, free from interruptions</li> <li>• Ensure employee has adequate notice of the interview and has completed self-appraisal forms (where appropriate)</li> <li>• Be prepared to devote enough time to the session</li> <li>• Plan how you will present positive and negative news</li> <li>• Consider what may have impacted on the employee's performance both negatively and positively</li> <li>• Avoid rescheduling appointment times as this can give employee the impression they are not a priority</li> <li>• Ensure privacy and confidentiality of discussions</li> <li>• Have an outline of what you want to say and how you want to say it.</li> </ul>
2. Ask employee to present their appraisal	<ul style="list-style-type: none"> <li>• Do not contradict their appraisal</li> <li>• Do not argue</li> <li>• Do not deny the person's feelings</li> <li>• Do not preach</li> <li>• Do listen actively</li> <li>• Do encourage the employee to talk.</li> </ul>
3. Present your appraisal	<ul style="list-style-type: none"> <li>• Use facts</li> <li>• Concentrate on work-related behaviour, not personal lives or personalities</li> <li>• Be specific, not general</li> <li>• Be assertive, not aggressive</li> <li>• Do not 'sandwich' good news with bad, or vice versa</li> <li>• Do not get bogged down in minor arguments.</li> </ul>
4. Allow the employee to explain any differences and to vent any emotion	<ul style="list-style-type: none"> <li>• Do not turn the interview into a battle of personalities</li> <li>• Allow the employee to vent emotions without contradicting or defending</li> <li>• Explain calmly any flaws in their explanations but be prepared that reasons for poor performance could be organisationally-based (for example, sexual harassment in the workplace).</li> </ul>

<p>5. If there is a problem, restate it and get agreement to fix it.</p> <p>If there is no problem, recognise and reward good performance.</p>	<ul style="list-style-type: none"> <li>• Restate the problem, explain that regardless of the cause it needs to be fixed: brainstorm solutions with employee, evaluate options generated, select one solution, implement it</li> <li>• If employee performance has reached the required standard, congratulate and (if possible) reward</li> <li>• Set goals or performance targets for next appraisal period</li> <li>• In conjunction with employee, set goals/objectives or review the job dimensions and required job behaviours for the next appraisal period</li> <li>• Document all decisions and action plans</li> <li>• Give a copy of the action plan to employee and obtain their signature</li> <li>• Follow-up as required.</li> </ul>
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### 3.3 Prepare staff performance assessment targets for next period

#### Introduction

This is the final part of the interview process where agreement is reached regarding action to be taken by both the property and the employee to help them achieve the objectives which have been set.

The action to be taken is commonly written in a plan format and signed by both management and the employee to indicate acknowledgement of it and commitment to it.

This plan, notes taken at the interview and objective evidence obtained as the basis of the discussion are filed in the staff member's personnel file (or staff appraisal file) as appropriate for individual properties.

#### Discuss and agree step forward

When conducting a performance review it is always a primary goal to obtain agreement on possible solutions to address identified problems.

When conducting the interview process and discussing each performance criteria, both the manager and staff member may agree or may not.

If they both agree, determining the next step is easy.

If they disagree more work is required to reach agreement. They should go back and discuss the areas where there is disagreement and using facts, try to find the true reasoning for the performance problems and a suitable solution.

## Staff appraisal action plan

A staff appraisal action plan is an agreement as to what the organisation and the employee will do to bring sub-standard performance in line with requirements, or to extend the employee into new or more challenging areas.

The action plan will be the document to guide employee action to retrieve or extend workplace performance.

This document should be prepared during the appraisal interview, agreed to by the employee and signed by them.

In many ways the action plan is an agreement (similar to a contract but not legally binding) about what the organisation will do to support the staff member, and what the staff member will do to help themselves.

On the following page is an example of an action plan which may be used in the interview process.





## Types of staff appraisal outcome actions

In its most simple form a staff appraisal will identify two types of performance:

- Performance which meets or exceeds standards and expectations
- Performance which does not meet standards and expectations.

The approach taken in response to these performances will vary depending on the severity of performance, either positive or negative.

Some approaches in response to types of performance include:

Type of Performance	Actions
Performance which meets or exceeds standards and expectations	Recognition and Reward
Performance which <u>does not</u> meet standards and expectations	Guidance and Support Coaching and Training Formal Counselling Disciplinary Action

## Recognitions and rewards

Managers have a prime role in motivating staff to perform as required.

One major way this can be achieved is by recognising and rewarding outstanding staff performance.

Before you start providing recognitions and rewards you must appreciate the company policies and procedures which apply.

These may be contained as part of the property 'Staff Appraisal' (or similar) policy.

Make sure you are fully aware and clear about all aspects of this policy regarding aspects such as:

- Who is entitled to rewards – your property may dictate some staff are not eligible
- The type of reward
- The size of the reward
- Authorisations that have to be obtained before the reward can be given
- Limitations to rewards
- Timeframes that may apply to the application of rewards
- Documentation which needs to be completed when issuing a reward etc.
- Proof needed to support the granting of rewards.



It is advisable to have the basics of the reward system and structure that applies in your workplace contained in the information provided, and explained to all staff at their induction so they are fully aware of what is available to them.

This demonstrates your openness and honesty and is also a prime method of motivating staff to embrace the concept of continuous learning within a learning organisation.

Being fully conversant with the rewards that your establishment is prepared to give to staff for success and effort is important for the following reasons:

- To ensure you confine what you offer to the limits of your authority and the limits of what the property is prepared to offer
- To ensure staff receive the maximum benefits and rewards to which they are legitimately entitled
- To ensure you comply with the requirements of the relevant guidelines that apply to your property.



### Determining rewards that match motivational needs

When determining which reward option to select for a particular staff member there are two important factors to take into account:

- You must comply with the property policy and guidelines in relation to what is offered, and when
- You must match the offer to the individual preferences of the staff member.

These factors recognise that you rarely have a free hand to offer whatever you want or whatever you personally feel is appropriate, and the reward must be such that is of value to the staff member.

In terms of the individual staff member this means you should get to know them to identify what they prefer from the reward and recognitions available, and offer them what they prefer within your scope of authority.

This approach accepts people's wants and needs can change over time, and also enables staff to be demonstrably more involved, as opposed to simply being given 'something' which may not mean anything to them.



### Options for rewards and recognition

#### Financial compensation and benefits

A standard and quite acceptable and effective reward and recognition is money.

Many staff appreciate extra money as a motivator to do something, or as a reward for having done something.

Your property may have a pre-set limit as to what you can recommend in certain circumstances, or you may have some freedom to determine what is appropriate.



Make sure the relative weighting of the compensation given is 'intelligent' and appropriate. Staff will share amongst themselves how much they have been given and it is important you are not seen to be favouring one person.

Financial compensation and benefits can include:

- Payment for course fees, books, travel, accommodation. This can be paid in advance, but many properties have a policy whereby they only pay these fees etc. if the employee successfully completes a course (in effect, this is conditional reimbursement)
- A one-off cash payment. This is a bonus given for a certain action such as successfully completing a course, demonstrating initiative, performing in an outstanding manner etc.
- Allowing the staff member to be given a discount. This allows the staff member to receive a nominated discount on all purchases made in the property (this level of discount is above the standard discount rate available to all staff. For example, all staff may normally be given a 5% discount, and your reward may be to increase this to 10%)
- Giving the person a pay raise. This is where the staff member remains in the same job, with the same responsibilities and tasks, but receives increased remuneration.



It is important to remember not to get rewards and recognitions confused with employee 'rights'. Rights are monetary allowances, reimbursements or per diems the employee has a legitimate entitlement to by virtue of their conditions of employment, and they should receive these regardless of whether or not you believe they deserve or merit it.

You cannot use a valid entitlement as a reward or recognition.

### Verbal praise

Verbal praise should be something you give on a regular basis, all the time, to all staff that deserve it.

You should make it a standard operating procedure to catch staff doing something good and praising them, rather than catching them doing something wrong and reprimanding or punishing them.

Verbal praise can be given in private or public, but must be genuine and must be earned. Giving lots of praise is good but it must be really deserved or it becomes meaningless. Be lavish in your praise but be logical about it.

Verbal praise is a great way of showing your appreciation for what someone has done on the spot. It is a great way of recognising extra effort during very busy times, encouraging staff to continue with good work and motivating others to do the same.

Sometimes the best, most effective and most appreciated praise is short. A quick word can mean lots to staff at the right time: "Thank you", "I appreciate what you have just done", "Well done" are all really useful verbal praise phrases.



Verbal praise is very important in the appraisal process. A manager must provide specific examples of where a staff member has performed well. This demonstrates to the staff member that the manager does actually take note of what the person does, instead of giving a generic 'thank you'.

### Certificates and letters

Some properties may ask you to nominate staff to receive certificates and letters as rewards.

In other cases, you may have the authority to issue these yourself, as and when you deem appropriate.

Certificates and letters are a tangible way the establishment can show its appreciation and they can be teamed with other rewards such as a bonus.

Make sure the certificate or letter is warranted: some establishments have an 'Employee of the Month' award and this can de-value the recognition when staff believe no-one has done anything outstanding and yet someone still receives the award.

Certificates should be duplicated so one can be given to the staff member for them to keep, and one can be posted in the staff room, behind or at reception, as public recognition of their efforts.

### Free products and services

Some properties reward staff by providing free in-house products and services.

For example, for specifically designated achievements the property may offer successful staff:

- A free meal (for one or two) in the restaurant. This may or may not be inclusive of beverages and is usually limited to a set dollar amount
- Free accommodation. This can be the awarding of a free night or weekend's accommodation in the property for the staff member and their partner. This is usually accompanied by meals and use of the property facilities
- A free item. This can be something such as a bathrobe or some other appropriate 'gift'.

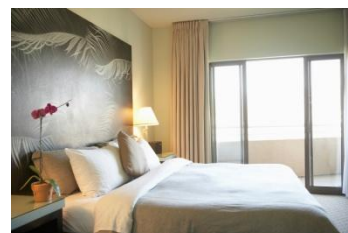
### Promotions

Where a staff member has demonstrated the required abilities or has achieved a necessary pre-requisite qualification, promoting them is a potentially excellent method of rewarding them but only if they want such a promotion. Promoting someone who doesn't want a promotion is to be avoided.

As we have said, the reward needs to have value in the eyes of the recipient.

It is advisable to discuss the proposed promotion with the candidate before they are actually promoted to ensure they really want it and are prepared to undertake the duties and responsibilities that go with their new position.

Promoting people internally is an excellent way of motivating other staff in the business as they can see that effort is acknowledged by management, and those who want to 'get on' have the chance to do so without leaving the property.



### Time off

Many staff prefer to have time off rather than extra money or a promotion.

Those with families, out of work commitments and those who are engaging in study can often appreciate a set number of hours per week off as paid hours.

In some cases you may be able to negotiate that staff members have unpaid time off work. This means the property does not have to pay the staff member but they have the security of knowing their job is being kept for them until, for example, they complete their studies.

The time off must be quite definite. The preferred option is to give the employee a set time off each week rather than allocating something vague such as '4 hours per week'.

In practice, this might mean the staff member is given 'every Monday afternoon' off and this undertaking is taken into account every time the roster is drawn up.



### Encouraging attendance at events

This reward and recognition can include issuing invitations to appropriate employees to attend events they had not been previously invited to.

The nature of these events will depend on the size and structure of the business but examples of what might fit under this classification of reward and recognition can include:

- Invitation to internal management and heads of department meetings
- Encouragement to attend industry trade events – exhibitions, shows, seminars, displays, forums etc.

### Promoting industry nomination

Where a staff member has demonstrated a certain skill and you believe it is outstanding it may be appropriate to nominate this person for an industry award.

Make sure you discuss this with the individual and get their consent before you do so.

This very public recognition shows the staff you believe they are capable of being amongst the best in the industry, and that as a property, you are proud of their skills and achievements.

Remember to be sensitive to the needs of the individual though because some of these industry events ('challenges', 'awards', 'employee of the year' etc.) can be quite stressful and can be quite demanding on their time, requiring public appearances, media interviews and public demonstrations of their talents.

Never force or coerce anyone into one of these – remember, they are supposed to be a reward not a punishment.



### Following pre-determined criteria for granting reward

Where your property offers rewards and recognitions, part of your role is to ensure you follow the pre-determined criteria for granting such rewards.

Remember, where staff have been advised of the reward system and the criteria in place for their allocation, they will be expecting you to recognise and reward them as stated.

Where you fail to follow your own guidelines this will engender hostility and a feeling of betrayal.

It is never acceptable for you to take unilateral action or to make individual one-off decisions which run contrary to the officially stated policy, even where you believe there is a genuine need to do so.



### Guidance and support

Management encompasses many roles.

One of these is the need to guide and support staff in relation to their performance. It is vital staff do not see the monitoring of their performance as a negative issue. The manager's ability to guide and support them can make all the difference.

For guidance and support to be effective it needs to be:

- Provided when needed in a timely manner
- Tailor-made to suit the needs of the individual
- Provided willingly
- Aligned with promises made about support and guidance.



Managers may be required to provide guidance and support on matters other than just workplace issues. This can be a difficult situation as supervisors are not trained counsellors. Very often 'just listening' can be all that is needed.

Being aware a staff member is going through a difficult personal crisis at home can help explain sub-standard performance at work.

### Examples of guidance and support

In the workplace appropriate guidance and support may include:

- Provision of top-up training
- Provision of demonstrations to show what is required
- Advice on training and development opportunities which exist – both within the venue and at outside locations
- Support with difficult interpersonal/personal situations – both at work and outside work
- Provision of opportunities to discuss work challenges. This can include staff meetings and briefings as well as having an 'open door' policy towards staff issues. Some properties may establish 'toolbox' meetings where staff meet and discuss work issues together

- Provision on confirmation of organisational objectives and key performance objectives. This can include provision of updates, clarification of relevant points and explanation of 'issues arising'
- Ensuring adequate resources are applied to identify staff performance needs. The venue must provide whatever resources were promised and must make sure they are available when needed. Resources can include physical resources, knowledge, time, staffing and money
- Representation of staff interests in other forums. This includes taking staff issues to senior management/business owners and acting as their advocate in this context. This can also include speaking on behalf of staff when complaints arrive from customers.

## Coaching and training

Where staff performance is below requirements, one effective way of addressing this situation is to provide appropriate coaching or training.

### Available options

To address staff performance deficiencies, you may elect to:

- Provide on the job training
- Mentor the staff
- Coach the staff
- Involve the employee in off the job training
- Provide formal in-house training, off the job.



### What do you need to organise?

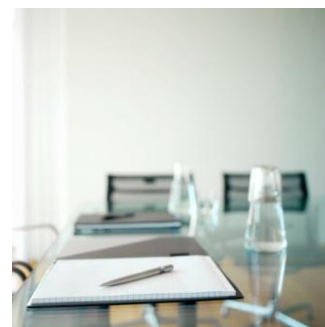
It is generally accepted training will only be effective if it targets actual need so there must be agreement by the staff that a need exists for the training. This is a basic starting point.

Providing training of any kind without agreement that there is a need for it will rarely be effective and can be counter-productive.

Other factors include:

- Compliance with organisational training policy, such as making sure the person is eligible; the cost of training is within prescribed limits; the training topic is designated for that job role
- Arranging appropriate time for the training, which can involve liaising with the person who prepares the rosters or back-filling when staff have to attend training. Where training is to be delivered on the job, an appropriate time that does not adversely impact on service levels or use of facilities must be chosen
- Negotiating the training time with the staff member. In many cases staff may be informed of the time of the training and expected to attend (this is certainly the case where training is to be conducted during staff working hours). Where staff are to be trained outside their normal work hours there can be a need to negotiate a time for the training which accommodates their other out of work commitments (such as family, sport etc.)

- Preparing the venue for the training. Where the training is to be delivered in the workplace there will be a need to prepare for the training. This can include planning for the training, preparing resources (raw materials, handouts, equipment etc.), verifying safety and arranging for the appropriate person to conduct the training or demonstration
- Liaising with internal trainers to integrate the identified training needs into their established training schedule for individual staff, as appropriate.



## Formal Counselling

### What is the difference between counselling and discipline?

Workplace counselling is concerned with discussions and analysis of personal and work problems that affect an employee's work performance in an attempt to find a solution.

Discipline can be defined as a direct statement of what is wrong and a directive to improve – a warning.

Counselling, therefore, is about problem solving, and as such it should come before any disciplinary action. The employee should be told clearly that it is a counselling session, not a disciplinary session.

Counselling is an opportunity for all parties to express their concerns and explore reasons, causes and grievances in a fair and trusting environment.

Counselling is an opportunity to correct, rebuild, improve, change and solve. It is also an opportunity to build trust and to consolidate the relationship between employees and their supervisors.

Also, it is an opportunity to let the employee know the goals and objectives of the organisation and the section. In this way, counselling can be proactive. That is, it can prevent future problems from occurring in the workplace.

The more counselling we do today, the less counselling we will need to do tomorrow.

There is no such guarantee with warnings.

### Why is counselling important?

Counselling which involves assisting an employee to find solutions for problems affecting their performance at work is an important skill for managers.

It is important for four reasons:

- Legal
- Organisational
- Individual
- Social.



Unfair dismissal laws now state that employees must be afforded 'procedural fairness' when faced with termination.



Procedural fairness basically means that an employee who is performing poorly:

- Has the problem clearly explained
- Has the opportunity to correct their performance.

The use of correct and accepted counselling techniques by frontline managers in achieving these outcomes is a necessity.

Also, many awards and agreements have provisions that state that 'acceptable counselling is offered to the employee prior to warnings and termination procedures'.

Counselling employees in job performance improvement has obvious benefits for the organisation. If the people of the organisation are performing at their best, then the organisation should prosper. It means that standards and consistency are maintained and therefore the customer can be confident of the quality of products and services.

Counselling is proactive in that it brings members of the organisation in line with the organisation's goals.

Counselling also breaks down the 'us versus them' view, as the employee is involved in the solution to the problem.

It also means organisations can correct performance problems rather than 'sweep them under the carpet'. Simply dismissing an employee who is not performing to standard does not solve the problem, if that problem is caused by something within the organisation. Examples of this would be sexual harassment, poor job scheduling, insufficient induction training, a stressed work environment etc. There is also the possibility that the same issue is affecting more than one staff member.

Using counselling techniques aids the individual worker. Sometimes this person may not be aware of policies and practices that the supervisor may know of and can use in finding a workable solution. These could include flexible arrangements, vacancies in other sections, and availability of Employer Assistance Schemes.

Also, people in the middle of some trauma often do not behave rationally, and may take some action (such as resigning) which they later regret.

Finally, counselling skills are important to you because your performance depends upon how well the people under you are doing their jobs.

The competitive advantage for organisations is one where the manager or supervisor is seen as a team leader or coach, not as a director or administrator. The counselling approach brings out these characteristics. Threats, directives, ultimatums and intimidation will eventually fail and damage the organisation.

Counselling is an assertive/co-operative problem solving activity between the manager and the subordinate.

It is important for:

- Legal implications
- Organisational effectiveness
- Employee effectiveness
- Manager effectiveness.

## Reasons for counselling

There are three instances where a manager might initiate a counselling session.

### 1. *Poor work performance*

Every job has standards of performance required for that job to be done correctly and the organisation to meet its objectives.

If a person's work performance falls below that standard, then action needs to be taken to bring it back on track.

### 2. *Breach of policy – poor work behaviour*

There are two elements that make up a fully functioning employee:

- Can they do the job
- Will they do the job?

Sometimes we can have an employee who can do their job, but who chooses not to or chooses to behave in a manner that is contrary to company policy.

Examples of this might be arriving late for work, smoking in non-smoking areas, even fighting with other employees.

Indeed, some employees might be performing so well that they feel they are above the policies of the organisation. For instance, they may argue it is relevant they arrive late as they are still able to complete all of their job requirements.

### 3. *Sharing information*

These sessions involve the sharing of some information with the employee, the cause or source of which may be totally out of our hands.

Examples of this might be forced transfers, changes to rosters, changes to procedures, even redundancy.

It also includes feedback sessions following a performance appraisal, which should also be conducted using the counselling/coaching approach.

## Skills required for effective counselling

For effective counselling we need to have good:

- Questioning skills
- Active listening skills
- Encouraging skills.

### Questioning skills

#### *Closed questions*

These are questions that simply require a yes, no or a single word response. They are used in the early part of a counselling interview to check that:

- The facts you have are correct from the interviewee's viewpoint
- The interviewee agrees there is a problem.



Once these have been established, the counsellor should attempt not to use closed questions, but should focus on open questions.

Examples of closed questions:

- “Where were you between 9:00AM and 11:00AM on Monday?”
- “Did you know that we start work at 8.30AM?”

#### *Open questions*

These are questions that allow the interviewee to freely explore and express themselves openly on the topic. Such questions usually begin with phrases such as:

- “Tell me about ... ”
- “Explain what ...”
- “How did you ...”

As the aim of counselling is to get the employee to explore the problem and find solutions, open questions should be used.

Closed questions give facts, while open questions allow the person to express opinions and thoughts on the topic.

#### *Leading or loaded questions*

One type of question to avoid is the leading question.

This is the question where the correct or desired response is hinted at or given in the question, such as:

- “Of course it is not the company’s fault...”
- “You do like me as a supervisor, don’t you?”

The responses to leading questions do not solve problems. Take the last question “You do like me as your supervisor, don’t you?” This kind of question does not give that supervisor the opportunity to improve as a supervisor by hearing something negative about themselves.

#### Active listening skills

Active listening is a skill that good communicators practice. Some say it is the essence of charisma, that unknown quality that makes us want to be with somebody.

The idea is that people are attracted to people who seem to be focusing all their attention, for the moment at least, on them and what they have to say.

We feel more important when we know that what we have said has actually been taken seriously by the other person.

Interviewers on daytime talk shows use this technique to get their interviewees to talk and to reveal more about themselves.



### *So what is active listening?*

Active listening means you make a conscious effort to listen to the person and attend 100% to what they are saying.

Not only that, you let them know that you are listening by feeding back to them that you have heard and are listening. This could be through a nod of the head, a repeat of a word, even the simple words, “Yes, I understand what you are saying”.

These encourage the speaker to continue to explore. They might be exploring either reasons for their poor performance or solutions to the problem. This is what we want during the middle part of our counselling session.

### Encouraging skills

Encouraging skills are those skills we use to keep the interviewee talking and to let them know that we are listening and attempting to understand their position.

We will examine four techniques used to encourage staff to talk:

- Paraphrasing
- Reflecting feelings
- Repetition
- Silence.

#### *Paraphrasing*

Paraphrasing is summing up what the interviewee has said and repeating it back to them using different words. The following is an example:



Interviewee: “... So what with her being sick and the bus strike, well anyone would have trouble, and although I try to get up early enough, the bus is too full and goes straight past me and I’m left out in the cold. There are taxis but these are too expensive. I would use up my whole pay on taxis and I wouldn’t have enough for the rent and for her medical bills, and then there’s the other debts...”

Supervisor: (paraphrasing) “...You are telling me that you find it difficult to get to work on time in the mornings”

#### *Reflecting feelings*

Here the counsellor concentrates on the feelings behind what the interviewee is saying.

For example:

Employee: “...And my team leader then said that what I had done was wrong, although she had not properly explained it to me because she had not said that the boxes should not be placed on their sides. So maybe I did get it wrong but it was not my fault. I told her that I shouldn’t have to do it again, because I was tired of it.” (Stops talking and is obviously upset)

Counsellor: (reflecting feelings) “You seem angry with your supervisor, tell me more about that.”

Employee: (continuing), “Yes, you see she hadn’t explained exactly what I should do. She’s always on my back and sometimes I think she sets these things up on purpose just to yell at me. Like there was the time when...”

### *Repetition*

This is repeating back to the interviewee the last words they had said as a prompt for them to continue to explain themselves.

For example:

“...and I don’t think those quarterly figures indicate exactly my performance, but more the influence of outside forces.”

(Repetition) “Outside forces?”

“Yes, well one of our major competitors has started a big advertising campaign and they are taking a lot of our regular customers at present.”

### *Silence*

Finally, there is the part played by the use of silence. Have you ever noticed that a lot of people are afraid of silence and feel a need to fill the silence with speech?

The good counsellor does not jump in just because the interviewee falls silent.

They understand the interviewee might be trying to get their thoughts together, and remember we want to hear what these thoughts are.

So we remain silent and continue to attend to the interviewee.

### **Steps in an effective counselling session**

There are seven steps in an effective counselling session:

- Prepare for the session
- Develop an opening statement
- Get agreement to fix the problem
- Explore reasons
- Reconfirm the problem
- Generate and chose a solution
- Prepare an Action plan and review date.



#### Step 1 – Prepare for the session

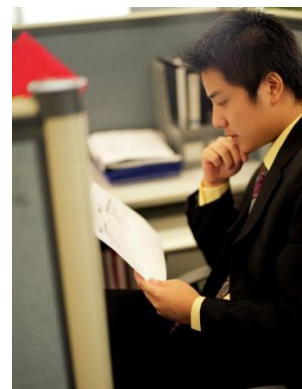
Counselling is a formal process so it requires preparation.

Just as with training, you should not do counselling ‘on the hop’. It requires careful preparation.

Ensure you have all the facts. You are going to talk about specific instances, not generalities, and so you will need hard facts.

You will need facts on the actual performance level and the standard required. Check the training records of the employee to ensure that they can do the tasks correctly if this is relevant.

Check the performance record of other related employees to ensure you are not accidentally ‘harassing’ this individual.



Give the interviewee fair notice of the counselling session, informing them it is counselling and not discipline and as such you will be hoping to find solutions, not allocate blame.

Tell the interviewee the topic of the session so they can have time to think about the issues. You will want to hear thoughtful reasons rather than spur of the moment excuses.

Ensure you are free from interruptions and distractions. Try not to put physical barriers (such as desks, important looking chairs) between you and the interviewee.

Consider your personal state, too. You are not going to be an effective counsellor if you are stressed or if you have prejudices against that employee. Put these to one side.

Ensure you have a structured approach planned for the session.

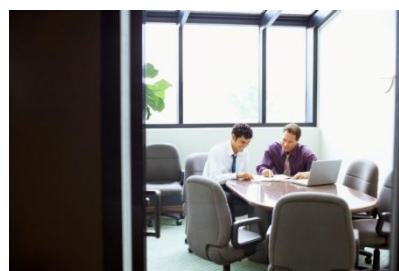
Prepare yourself to listen.

### Step 2 – Develop an opening statement

Plan your opening statement.

Write it out to get it clear in your mind! It is a good idea to prepare an opening statement before a session.

This statement should not be threatening or attacking. When a person is threatened or attacked, they will be either offensive (attack you) or defensive.



In workplace counselling and coaching, the aim is not to find who is to blame, but to find and implement a solution to the problem. This is better achieved through collaboration rather than confrontation.

At the same time, the manager needs to be assertive and not ‘pussy-foot’ around the topic.

The session is not a friendly chat and the employee must be aware of this.

In writing out your statement make sure you state:

- The specific work behaviour of concern
- The effect this behaviour has on the organisation and/or others in the workplace.

It is also a good idea to start your statement with the word I rather than you as it is less threatening.

A good formula to use is:

“I ... you .... because....”

That is:

“I am/feel... when you/about your...because it...”

The benefits of using this approach are:

- It is non-attacking
- It is a statement about the employee's specific behaviour
- It explains the real effect such behaviour has on others and/or the organisation.

For example:

“I am concerned about your lateness because it means that the organisation is short staffed until you arrive. Is there any reason for ... (why)...”

This would be a better way of introducing a session on lateness for work than the openers given below:

- “Why are you late?”
- “You have been late a lot ...”
- “I’m warning you not to be late again”.

All of the above are threatening in nature and have little to recommend them in building a trusting environment in which to solve the problem.

### Step 3 – Get agreement to fix the problem

Get agreement the problem exists and there is a need to fix it.

Good counselling techniques can help solve problems with difficult employees.

In this step, the counsellor must use facts to establish the difference between the desired performance (the standard required) and the actual performance.

Be specific and anticipate what the employee might ask or say. For example they might ask, “So how many sandwiches do other employees make in a day?” If you anticipate such questions, you can have the answers prepared.

It is important in this step to get agreement from the employee that a problem exists and it needs to be fixed. How do you get this agreement? You ask them!

For example:

- “Can you see there is a problem?”
- “Yeah, I guess so”
- “OK, so let us work together to find a solution”.

In this case, the interview is going to proceed well and there is a strong possibility that a solution will be found and performance or behaviour will improve.

However, sometimes the employee refuses to acknowledge that there is a problem. Take, for example, the following:

M: “Do you agree we have a problem?”

E: “Well, you have a problem. I don’t”

M: But this is our problem because this is the way we do things here and you are not doing it our way”

E: “Yeah, and that’s your problem, not mine”

M: “Do you mean you will not work the way this organisation wants you to work?”

(E is in a very shaky situation with the manager. What are his options? He could be about to admit that he is unwilling to perform his duties. This would mean dismissal)



E: “Ah...no...not exactly”

M: So you can see there is a problem and we need to find a solution?”

#### Step 4 – Explore reasons

Explore possible reasons for the problem.

The cause of the problem may be within your company.

Allow the employee to vent emotion.

This is an important step. A Golden Rule is to never assume the problem is always the fault of the employee.



The problem could have been caused by another employee, the employee’s supervisor or indeed the work practices of the organisation.

It could be failure to take into account the particular requirements of a minority group is discrimination.

It is during this stage the employee can voice any grievances or display their emotions about what may have happened. Allow people to display their emotions.

It is only after these are out in the open that a solution can be found.

Consider also the cause may be a domestic hardship issue which will be resolved with time.

#### Step 5 – Restate/reconfirm the problem

Reconfirm with the employee that the problem exists.

After the employee has vented their emotion or even aggression and after they have given you their reasons as to why the problem exists, the original problem still needs to be solved.

“OK, so you don’t think other employees give you enough help. What can we do about this? The problem still has to be solved”.

#### Step 6 – Generate and choose a solution

Generate solutions and evaluate the options one by one.

Ask the employee what they see as solutions and list these.

Have a joint brainstorming session where you list your ideas as well. Use the brainstorming technique where you both write down as many solutions as possible.



Do not evaluate until you have exhausted all your ideas, and make sure you accept even ‘silly’ solutions. Call out your options as this can inspire the other person.

You are able to explain clearly with the person present why certain solutions cannot be implemented and others can.

Depending on the circumstances, possible solutions may include:

- Additional or different training
- Assistance with out of work problems – or making recommendations for same
- Adjustment of workload



- Reorganisation of work practices
- Agreement on short-term goals for improvement.

#### Step 7 – Prepare an Action plan and review date

Write an action plan with the employee and set a review date when you and the employee will again review the action plan and work performance.

Do not forget to give a copy of the action plan to the employee.

Write an action plan or contract with the employee, outlining what is going to happen and when. You may be providing top-up training, or simply note the fact the employee will remember to do those tasks they have been neglecting.

Set a review date and review performance again on this date.

This is a most important aspect to workplace counselling. In fact, some legal people might say it is the presence of an action plan which denotes the session was a counselling session and not simply a little chat. The action plan formalises the process and sends the message to employees you are serious about correcting poor performance.



An action plan should include the following:

- Statement of the problem – including times, dates, frequency, description etc.
- Persons involved in the session
- Date, time and location of the session
- Other issues raised in the session
- Agree action to be taken – by both employee and (where applicable) management
- Statement of the standard which the employee needs to achieve
- Date for follow-up/review
- Signatures of employee and supervisor/manager
- Indication copies of where copies of the plan have been sent – such as Personnel file, Supervisor, Employee, Trainer etc.

#### **Barriers to effective counselling**

Just as there are things we can do to make counselling more effective, there are also things we should avoid, as these hinder the process. In this sub-section we will review such barriers as playing the psychologist, generalising, preaching and not listening, among others.

Barriers to effective counselling include:

- Physical barriers – such as tables and intimidating seating arrangements, interruptions to the session, a noisy environment, and people coming and going
- Non-verbal cues – such as looking at your watch throughout the session, appearing bored and disinterested with proceedings, jiggling your feet or tapping fingers on the desk



- Pretending to listen – by not using active listening techniques, and by using insincere expressions and statements such as “Yes, yes. Oh it must be awful. Poor thing”
- Preaching and judging – by making inappropriate statements such as “You have to pull yourself together”, or “All those late nights aren’t good for you”, or “When I was your age I always used to ...”
- Talking about your own problems. Never try to use your own problems as a yardstick or a guide; never compare your problems to those of the interviewee in an attempt to demonstrate how big your problems are and how small the interviewee’s problems are
- Denying feelings by telling people they shouldn’t ‘feel bad about things’ or ignoring the very obvious feelings they are displaying
- Being an amateur psychologist by making ill-informed statements or judgements that only a trained professional is entitled or qualified to make (such as “The trouble with you is you have an arrested adolescence, male aggressive tendencies, repressed hostility etc.”)
- Forcing solutions – by making statements such as “Well, I think you should do ...”
- Playing the role of ‘rescuer’ – through statements such as ‘Look, don’t worry. I’ll take care of it”
- Playing the role of the super-logical person – by inferring you have generated the only rational view of the situation by making statements such as “Look, you have no real reason to feel that way because if you take the figures from other departments and compare them to yours for the adjusted year to date period ...”.

## Disciplinary action

When counselling or support for staff is unsuccessful and poor performance continues, you may be forced to implement disciplinary procedures or terminate the employee.

The Disciplinary process is progressive, commencing with counselling, followed by verbal and written warnings.

Further advice must be sought from senior management in the event you need to discipline a staff member.



## Follow up changes in the workplace

Regardless of the action chosen as a result of the performance appraisal, it is the role of the manager to follow up the performance of staff in the workplace to see if the desired changes have actually taken place, or the current progress towards them.

Because the hospitality industry is a dynamic one and because no-one can predict what is going to happen in the future, your role must be to monitor the action plan and ensure it retains relevance.

As the old saying states ‘Plans should be set in jelly, not in concrete’. This is to ensure they retain flexibility and allow objectives to be achieved.



You need to observe the staff member in the workplace, talk to customers, speak with other supervisors, discuss things with the employee and alter the plan as required.

### Following up

Obviously the follow-up will depend on what was originally contained in the action plan.

The two basic follow-up actions are:

- Checking that what was promised is happening
- Taking action to make sure things happen as planned.

You may be required to:

- Confirm training has been delivered as scheduled
- Confirm the employee has attended and is participating actively in training
- Confirm staff who have been allocated coaching tasks are doing what they have been asked to do
- Confirm promised resources have been provided
- Re-write the action plan
- Schedule another appraisal interview at an earlier time
- Extend timelines originally agreed on
- Include new tasks for the staff member as need dictates
- ‘Sign off’ on activities as they are completed
- Meet with others (co-workers, customers, other supervisors) to get feedback on the progress of the employee.



### Conducting a review with the staff member

At the pre-arranged date and time the review of the employee’s performance should take place.

Points to ensure include:

- Provide the employee with sufficient notice of the session
- Prepare the venue for the review
- Obtain objective evidence regarding current employee performance – that is, their performance following the initial session. The objective is to determine if there has been a change in performance and if so, the extent of the change. Remember all discussions should be based on fact as opposed to opinion and supposition
- Allow the employee to comment on their opinion of:
  - How their work has changed
  - How effective the support provided by the employer has been
  - What they think needs to be done into the future
- Give your opinion – referring to facts
- Record the review session – and generate another action plan if necessary.



## Recording and documenting performance appraisal and outcome actions

It is a standard requirement that all staff appraisal processes and outcome actions are documented for later reference, if needed.

Performance Appraisals can cause anxiety amongst staff and in some cases may lead to grievances or industrial disputes.

To avoid potential problems, appraisers should follow the following guidelines:

- Keep accurate notes of staff performance throughout the whole appraisal period. This should include both positive and negative examples. Remember poor performance should be pointed out at the time you notice it, not 'saved' for the appraisal meeting
- Keep file notes on any performance related conversations they have with staff members
- Make sure appraisals are designed based on the specific job description for individual employees
- Keep appraisal forms completed by both parties in the staff member's personnel file. Ensure all forms are legible, complete, signed and dated by both parties. Employees should be given copies and allowed access to these documents if requested
- Maintain the privacy and confidentiality of records
- Update records as interim changes are made to action plans – including updating the plan itself
- Comply with any industrial agreements and awards in relation to the provision of written warnings which may arise as a result of the appraisals. For example, you may believe continued poor performance is simply due to a lack of application, or caused because the staff member refuses to attend training which has been agreed to.



## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 3.1 To fulfil the requirements of this Work Project you are asked to identify how to prepare for the staff performance assessment interview including:
    - Types of performance appraisals
    - The steps involved in preparing performance appraisals
    - Performance appraisal forms.
  - 3.2 To fulfil the requirements of this Work Project you are asked to identify how to review individual staff performance with staff members including:
    - Understanding principles of performance appraisal
    - Preparing performance appraisal format.
  - 3.3 To fulfil the requirements of this Work Project you are asked to identify how to prepare staff performance assessment targets for next period including:
    - Discussing and agreeing on steps forward
    - Developing a staff appraisal action plan
    - Identifying types of staff appraisal outcome actions
    - Importance of following up changes in the workplace
    - Why to record and document performance appraisal and outcome actions.
-

## Summary

### Evaluate a staff performance assessment

Prepare for the staff performance assessment interview:

- Difference between performance assessment and performance appraisal
- Definition of performance appraisal
- Purpose of performance appraisals
- Benefits of performance appraisals
- Types of performance appraisals
- Potential drawbacks of performance appraisals
- The steps involved in preparing performance appraisals
- Performance appraisal forms.

Review individual staff performance with staff member:

- People involved in staff appraisals
- Judgement problems
- Principles of performance appraisal
- Performance appraisal format.

Prepare staff performance assessment targets for next period:

- Discuss and agree step forward
- Staff appraisal action plan
- Types of staff appraisal outcome actions
- Recognitions and rewards
- Guidance and support
- Coaching and training
- Formal Counselling
- Disciplinary action
- Follow up changes in the workplace
- Recording and documenting performance appraisal and outcome actions.

# Presentation of written work

## 1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

## 2. Style



Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organized. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognize and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

## 3. Presenting Written Work

### *Types of written work*

Students may be asked to write:

- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.



### *Format*

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

**Cover Sheet**

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

**Keeping a Copy**

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

**Inclusive language**

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patients in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	<i>Humankind</i>
Barman/maid	<i>Bar attendant</i>
Host/hostess	<i>Host</i>
Waiter/waitress	<i>Waiter or waiting staff</i>



## Recommended reading

Armstrong, Sharon, 2010 (1<sup>st</sup> edition); *The Essential Performance Review Handbook: A Quick and Handy Resource For Any Manager or HR Professional*; Career Press.

Dunn, D. M. and Goodnight, L.J., 2011 (3<sup>rd</sup> edition); *Communication: embracing difference*; Allyn and Bacon, Boston.

Falcone, Paul; 2010 (2<sup>nd</sup> edition); *101 Sample Write-Ups for Documenting Employee Performance Problems: A Guide to Progressive Discipline and Termination*; AMACOM

Ford, Robert, 1999 (1<sup>st</sup> edition); *Managing the Guest Experience in Hospitality*; Delmar Cengage Learning.

Ford, Robert C, Sturman, Michael C, Heaton, Cherrill P, 2011 (1<sup>st</sup> edition); *Managing Quality Service In Hospitality: How Organisations Achieve Excellence In The Guest Experience*; Delmar Cengage Learning.

Gillen, Terry, 2001 (1<sup>st</sup> edition); *The Performance Management Activity Pack: Tools for Building Appraisal and Performance Development Skills*; AMACOM.

Holloway C, Davidson R, Humphreys C, 2009 (8<sup>th</sup> Edition); *The Business of Tourism*; Pearson Education.

Johnston, R and Clark G, 2008 (3<sup>rd</sup> Edition); *Service Operations Management*; Pearson Education.

Kusluvan Salih 2003; *Managing employee attitudes and behaviours in the tourism and hospitality*; Nove Science Publishers, New York.

Lashley, Conrad, Morrison, Alison; 2001 (1<sup>st</sup> edition); *In Search of Hospitality (Hospitality, Leisure and Tourism)*; Butterworth-Heinemann.

Lloyd, Ken; 2009 (1<sup>st</sup> edition); *Performance Appraisals and Phrases For Dummies*; For Dummies.

Martin, William B: 2001 (1<sup>st</sup> edition); *Quality Service: What Every Hospitality Manager Needs to Know*; Prentice Hall.

Maxwell J, 2001; *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*; Maxwell Motivation, USA.

O'Fallon, Michael J; 2010 (5<sup>th</sup> edition); *Hotel Management and Operations*; Wiley.

Sturman, Michael C; 2011 (1<sup>st</sup> edition); *The Cornell School of Hotel Administration on Hospitality: Cutting Edge Thinking and Practice*; Wiley.

Swan, William, 2006 (1<sup>st</sup> edition); *Ready-to-Use Performance Appraisals: Downloadable, Customizable Tools for Better, Faster Reviews!*; Wiley.

Walker, J, 2009, (3<sup>rd</sup> edition); *Supervision in the Hospitality Industry: Leading Human Resources*; University of South Florida.

Walker, John R; 2008 (5<sup>th</sup> Edition); *Introduction to Hospitality*; Prentice Hall.

Zeithaml, Valarie A; 2009 (1<sup>st</sup> edition); *Delivering Quality Service*; Free Press.



# Trainee evaluation sheet

## Plan, conduct and evaluate a staff performance assessment

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the competency seemed relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency was at the right level for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got enough help from my trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of activities was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency allowed me to use my own initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training was well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer had time to answer my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how I was going to be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough time to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer feedback was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough equipment was available and it worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities were too hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best things about this unit were:

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The worst things about this unit were:

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The things you should change in this unit are:

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William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
AID** 