

THESIS

RATER GOALS AS A FUNCTION OF APPRAISAL PURPOSE AND RATEE
PERFORMANCE LEVEL

Submitted by

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WE HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER OUR SUPERVISION BY MELINDA E. KERST ENTITLED RATER GOALS AS A FUNCTION OF APPRAISAL PURPOSE AND RATEE PERFORMANCE LEVEL BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE.

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ABSTRACT OF THESIS
RATER GOALS AS A FUNCTION OF APPRAISAL PURPOSE AND RATEE
PERFORMANCE LEVEL

The goals raters have in mind when evaluating employee performance has not been a central area of focus in traditional performance appraisal literature (Cleveland & Murphy, 1992; Murphy and Cleveland, 1991). The purpose of the current study was to empirically examine rater goals and how they vary as a function of appraisal purpose (administrative or developmental) and ratee performance level (poor, average, or outstanding). The method used in this study was based upon procedures used in the creation of behaviorally anchored rating scales. The study was divided into three main phases: phase one involved goal generation, phase two involved retranslation of goals, and phase three involved rating the importance of goals. Analysis of variance and t-tests were conducted to examine the degree to which goals differed in rated importance based upon appraisal purpose (developmental or administrative) and ratee performance level (poor, average, outstanding). Results supported the influence of appraisal purpose and ratee performance level on rated goal importance. In addition, evidence supporting an interaction of purpose and performance level on rated goal

importance was found. Interpretations, limitations, and implications for organizations and future research are discussed.

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CHAPTER I

INTRODUCTION

Research on performance appraisal has traditionally focused upon the study of rating formats, rater training, and the cognitive processes involved in making appraisal decisions. Despite research efforts in these areas, the search for an accurate and effective appraisal system has eluded researchers (Banks & Murphy, 1985; Napier & Latham, 1986). Recently, a focus upon the contextual variables associated with performance appraisal systems has been encouraged for organizations and researchers to gain a better understanding of performance appraisal systems (Banks & Murphy, 1985; Cleveland, Murphy, & Williams, 1989; Davis & Dickinson, 1987; Devries, 1983; Murphy & Cleveland, 1991). For the purposes of this paper performance appraisal is treated as an interpersonal communication process influenced by social and organizational contextual factors. The formal purposes of appraisal and the goals raters have in mind during the appraisal are key contextual factors in the performance appraisal process. The present study seeks to (a) examine the rater goals associated with different purposes for performance appraisal, and (b) examine how rater goals may vary depending upon the performance level of the ratee.

There are a variety of formal purposes for conducting performance appraisals within organizations, from providing developmental feedback to documenting personnel decisions (Cleveland & Murphy, 1992; Cleveland, Murphy, & Williams, 1989; Murphy & Cleveland 1991; Williams,

DeNisi, Blencoe, & Cafferty, 1985; Zedeck & Casio, 1982). Each performance appraisal purpose may have different rater goals associated with it (Cleveland & Murphy, 1992; Murphy & Cleveland 1991). For example, raters evaluating performance for developmental purposes may have different goals in mind than raters evaluating performance for purposes of salary administration. Multiple purposes for the appraisal may exist, leading to possible conflict between the formal purposes and rater goals. For example, the same appraisal may be used for administrative and developmental purposes. Conflict may exist between the formal performance appraisal purpose, as determined by the organization, and an "informal" appraisal purpose which has been established by the rater. For example, the appraisal's formal purpose may be for promotion, but the rater's "informal" purpose for the appraisal may be for feedback.

Performance appraisals may have single or multiple purposes which are associated with rater goals (Cleveland & Murphy, 1992; Murphy & Cleveland, 1991). Examining the link between goals and purposes, and what happens to goals when multiple purposes are present is important. The purpose(s) of appraisal may cause the rater to conduct the appraisal with certain goals in mind, goals which may cause the rater to approach the evaluation in a certain way and obtain certain outcomes from the appraisal (Cleveland & Murphy, 1992; Murphy & Cleveland, 1991). To fully understand the ratings given in evaluations, an understanding of the rater goals which led to these ratings is warranted.

Development of Rater Goals

Once the rater has been socialized to the formal performance appraisal purpose(s), he or she may develop informal goals for conducting the appraisal. Goals may develop in line with the formal appraisal purpose,

may reflect the performance level of the ratee, and may reflect the rater's own personal agenda.

Goals have been defined in a number of ways. Social learning theory has discussed goals as endpoints which the individual seeks to obtain (Pervin, 1983). Others have discussed goals as not only the end to be pursued but the means used to pursue it (Rommetveit, 1981). Yet another definition of goals, offered by Stokols (1981), emphasizes the role of the environment upon goal definition. Acknowledging the importance of the motivational role of goals, the means through which they are achieved, and the environment, aid not only in defining goals but aid in understanding how they were developed. Goal development for the rater may be discussed in terms of socialization influences and the influence of ratee performance level.

Rater goals: Socialization. The rater may come to an understanding of the formal purpose(s) of appraisal through socialization to the organization's culture and climate. Culture and climate may influence the goals raters have during the appraisal process, not only in establishing the formal purpose of the appraisal, but in encouraging the rater to attend to certain factors.

Rater goals associated with performance appraisal may be highly different in organizations which encourage well conducted appraisals, as opposed to organizations which are indifferent in treatment of their appraisal system. In terms of socialization, rater's goals for performance appraisal may be influenced broadly by the organization's culture. For example, in organizations with a strong and structured culture, special forms of communication may be a goal of raters desiring to acknowledge outstanding performers (Murphy & Cleveland, 1991). An

organization may highly value their appraisal system leading the rater to carefully construct goals, whereas in organizations where appraisal systems are not important, the rater may have a few poorly constructed goals in mind when appraising performance. Research has not adequately examined the role organizational culture and climate have in the formation of rater goals for the appraisal process, although their importance in the socialization process is evident.

Rater goals: Ratee performance level. Rater goals may be influenced to a certain extent through subordinate performance level (Murphy & Cleveland, 1991). Issues such as the type of performer the rater is evaluating need to be considered when discussing the development of the rater's goals for appraisal. Evidence suggests that raters establish different goals when dealing with poor, average, and outstanding performers. These goals not only reflect differences in ratee performance levels, but at times may reflect "informal" purposes for the appraisal which have been constructed by the rater.

The rater may elect to treat the poor performer several ways in evaluation which may be discussed in terms of internal versus external attribution (Murphy & Cleveland, 1991). The goals the rater establishes for poor performers may be highly influenced by the attributions the rater makes when evaluating performance. Raters may attribute ratee's performance to internal attributions (i.e., characteristics of the ratee resulted in poor performance) or to external attributions (i.e., something inherent in the situation resulted in the ratee's poor performance) (Gioia & Sims, 1985). When attributions are internal, the rater is more likely to take a critical stance in evaluation. That is, instead of developing ratee weaknesses, the rater may be more likely to terminate the ratee or

attempt to have the ratee moved to another workgroup in the organization (Murphy & Cleveland, 1991). In contrast, when attributions are perceived as external to the ratee, the rater may be more inclined to assist the subordinate in the development of weak areas and to motivate the ratee's performance.

Although average performers will constitute the largest number of the rater's subordinates, they may be evaluated with the fewest goals in mind on the part of the rater (Murphy & Cleveland, 1991). This may be due to the rater's need to focus attention upon poor and outstanding performers. For example, poor performers may demand attention due to the obstacles they are providing for a work group while outstanding performers may draw attention from the rater naturally through the valuable role they have for the workgroup. Average performers may become lost between poor and outstanding performers. Murphy and Cleveland (1991) hypothesize about some possible goals the rater may have for the average performer. Raters may attend to performance improvement in evaluating average performers whom they feel are capable of becoming outstanding workers. Also, for the rater interested in the performance of certain groups (for example, women and minorities), the rater may attend to developmental needs which could elevate the ratee up to "outstanding" performance standards (Murphy & Cleveland, 1991).

The goals of the rater may also differ for superior performers. The rater may develop goals for appraisal of the superior subordinate which differ from those for appraisal of poor and average performers. As mentioned earlier in discussing organizational culture, in organizations with a strong culture special communication processes may be developed by the rater to highlight an individual displaying superior performance.

In this situation, ratings may be inflated for all subordinates. In order to indicate that one performer stands out among the rest, it may be necessary for the rater to use his or her knowledge of what aspects of performance are valued most by the organization and communicate these to the organization (Murphy & Cleveland, 1991). An additional goal raters may have in evaluating superior performers may be to prepare them for promotion or more challenging assignments (Murphy & Cleveland, 1991). In order to do this, the rater's focus in the evaluation may be upon developing aspects of the subordinate's performance not related to the individual's current job, but to positions higher up. Lastly, through evaluating superior performers the rater may seek to bring organizational attention to oneself (Murphy & Cleveland, 1991). This assumption is based upon the premise that the high performance of subordinates will reflect positively upon the rater. The goals pursued by raters may appear to vary widely and without predictable pattern. A useful typology which imposes order upon rater goals has been proposed by Murphy and Cleveland (1991).

Typology of Rater Goals

Murphy and Cleveland (1991) have established a typology of goals likely to be pursued by the rater. These goals acknowledge the influence of both ratee performance level and the organization's culture and climate. Goals most often pursued fall into one of four categories: task-performance goals, interpersonal goals, strategic goals, and internalized goals.

Task-performance goals may be used to increase or maintain a current level of ratee performance (Murphy & Cleveland, 1991). In terms of poor, average and outstanding performers, the rater's approach in evaluating

each may differ in this respect. For example, the goal with an outstanding performer may be to maintain, while the goal with the poor performer may be to motivate.

Interpersonal goals refer to those focusing upon maintaining or improving subordinate-supervisor relations (Murphy & Cleveland, 1991). Raters may use evaluation (and inflate ratings) to maintain positive perceptions of workgroup functioning. In addition, raters may use evaluation to restore equity in situations in which he or she feels subordinates have not been treated fairly.

Strategic goals involve appraisal to improve workgroup or supervisor standing in the organization (Murphy & Cleveland, 1991). As mentioned previously, the rater may emphasize outstanding performers to highlight their own success as supervisors.

Internalized goals are outcomes of the rater's beliefs and values (Murphy & Cleveland, 1991). As mentioned previously, the rater's personal values may influence evaluation. For example, if the rater values performance of individuals in special groups, then he or she may attend especially to the needs of these groups in evaluation. The rater's goals may also reflect the organizational beliefs and values which define the formal performance appraisal purpose. For example, in evaluating performance for the purpose of developmental feedback the rater may want to motivate the ratee.

Goals and Multiple Purposes

The performance appraisal may have multiple formal purposes, as established by the organization or it may have a formal purpose which conflicts with an "informal" purpose established by the rater (Cleveland & Murphy, 1992; Murphy & Cleveland, 1991). In either scenario multiple

purposes for appraisal are present, and associated with each may be different rater goals. Some of these goals may be in conflict, but others may not. For example, providing developmental feedback and motivating poor performers may be compatible, while distinguishing good from poor performers and avoiding interpersonal tensions may not be. Additional sources of conflict may arise between rater and organization goals when the goals of the organization itself are inconsistent or not clearly communicated. The rater may be burdened with the task of weighing both (Longenecker, Sims, & Gioia, 1987). Evidence suggests that when multiple purposes are present, the rater may conduct the appraisal based upon the most important purpose, ignoring all others (Longenecker, Sims, & Gioia, 1987). Murphy and Cleveland (1991) discuss the fact that not enough is known about how conflict among multiple goals is dealt with.

Conflict among multiple goals need not occur only when multiple formal or "informal" purposes for appraisal are present. Even when the appraisal has only one formal purpose, the rater may have multiple conflicting goals associated with that purpose. For example, in rating for administrative purpose the rater may find that the task goal of raising the ratee's performance level is in conflict with the interpersonal goal of maintaining a good relationship with the ratee.

Appraisal Process and Outcomes: Evidence for Rater Goals as Function of Appraisal Purpose

Bazerman and Atkin (1982) have suggested that the information used by the rater is a function of the decision to be made (Williams, DeNisi, Blencoe, & Cafferty, 1985). Other researchers have emphasized the importance of the relationship between the purpose of appraisal and the

cognitive processes involved (DeNisis, & Williams, 1986; Zedeck & Cascio, 1982). Purpose may influence the manner in which raters approach information, the amount of bias in ratings, and the type of information raters acquire, encode, and utilize. If purpose influences the approach raters take in evaluating, and the outcomes of the evaluation, this may indicate that different rater goals are associated with different purposes for appraisal.

Purpose of appraisal may influence the manner in which individuals approach the rating situation. Higgins (1981) proposed that individuals rating for purposes of feedback may attend primarily to behaviors in need of improvement, while those rating for administrative purposes may attend to behaviors viewed as critical for promotion or pay increases (Reilly & Balzer, 1988). In addition, appraisal for promotion decisions may make the rater focus on between individual comparisons, whereas in appraisal for training and development the focus is upon intra-individual comparisons (Drenth, 1984).

Purpose may also influence the level of bias in ratings. There is evidence that depending upon the purpose of rating, differing levels of rater bias may exist. Appraisals conducted for feedback purposes are less likely to involve rating bias than those conducted for administrative purposes (Decotiis & Petit, 1978; Meyer, Kay, & French, 1965; Reilly & Balzer, 1988; Zedeck & Cascio, 1982). In their study involving student ratings of instructors, Reilly and Balzer (1988), found that students in the administrative purpose condition gave higher overall ratings of teaching performance than those in the feedback purpose condition. They also found that those in the administrative condition judged positively evaluated incidents as occurring more frequently than did students in the

feedback condition. In addition, appraisals conducted for purposes of employee development while more accurate than administrative appraisals, are less accurate than appraisals conducted for research purposes (Decotiis & Petit, 1978). Ratings derived from environments in which multiple and possibly conflicting purposes exist may produce ratings lacking in accuracy and usefulness (Murphy & Cleveland, 1991).

Purpose may also dictate the motivation of the rater. Depending upon the rater's perceptions of the use of performance appraisal information, the appraisal purpose may directly influence the rater's motivation to provide accurate performance appraisal outcomes (Reilly & Balzer, 1988). Rater motivation to provide accurate ratings may be presumed less in instances of appraisal for administrative purposes than those for feedback and development.

Appraisal purpose may also influence the rater's search for and processing of information. Williams, DeNisi, Blencoe, and Cafferty (1985) investigated the effect of purpose on the acquisition of information by having subjects request performance information about subordinates while making different appraisal decisions. Two dimensions were used in this study: (1) appraisal for administrative purposes versus developmental purposes; (2) deservedness outcomes (rating on how deserving each worker is of a certain treatment) versus designation outcomes (selecting one worker for a treatment). It was found that raters making designation decisions were more likely to seek out information in a task-blocked fashion (required information on how different workers performed on one task before requesting information on a different task) than raters making deservedness decisions (Williams et al., 1985).

Current Study

Conflict among rater goals may occur at several levels. The performance appraisal may have several formal purposes as established by the organization, or may have a formal purpose which differs from an informal purpose established by the rater. In either of these scenarios, the goals the rater associates with multiple purposes may be in conflict with each other. However, it is not necessary to have the presence of more than one appraisal purpose for the rater to have potentially conflicting goals. Conflict among rater goals may be viewed as potentially occurring between purposes and within purposes.

There is speculation as to whether goal conflict occurs within or between purposes. Before it can be determined whether certain rater goals conflict with each other, there is a need to identify the goals that raters associate with various organizational purposes. The purpose of the current study was to examine, (1) the goals associated by raters with different performance appraisal purposes (developmental and administrative), and (2) rater goals associated with different levels of ratee performance (poor, average, and outstanding). It was hypothesized that: (1) multiple goals would be pursued by raters for a given appraisal purpose (at both an "intra" and "inter" individual level), (2) some goals would be rated as more important for one appraisal purpose than the other, and (3) some goals would be rated as more important for one ratee performance level than the others.

Examining rater goals and the types of purposes they are associated with may provide valuable information on how individuals conduct appraisals and factors determining appraisal outcomes. In addition, through this study useful information may be provided for researchers seeking to understand conflict among rater goals.

CHAPTER II

METHOD

Subjects

All subjects (N=70) were employees of a mid-sized chemical corporation located in the Eastern United States and held either management or supervisory positions within the organization. In addition, all subjects were responsible for conducting performance appraisals in their current organizational position. The majority of subjects were men (70%), were age 40 or over (67%), and had been with the organization for ten or more years (60%). The average number of people subjects were responsible for supervising was 9.8. All subjects indicated that a formal performance appraisal system was in place at the organization. The majority of subjects (80%) indicated that the organization's current appraisal system was for both developmental and administrative purposes.

Overview of Method

The study was divided into three phases, with different subjects participating in each phase. The methodology behind each phase is derived from techniques employed in the construction of behaviorally anchored rating scales (BARS). The primary purpose of phase one (Goal Generation) was to have subjects generate goals for different appraisal purposes (developmental or administrative) and for different ratee performance levels (poor, average, outstanding). In phase two (Goal Retranslation), subjects entered goals generated by phase one subjects onto

a chart representing ratee performance levels (poor, average, and outstanding) and appraisal purpose (developmental or administrative). In phase three (Goal Importance to Appraisal Purpose) subjects rated the importance of goals grouped by subjects in phase two of the evaluation process.

Development of Stimulus Materials

Subjects in each phase were presented with a subject information sheet along with other materials. The purpose of the information sheet was to collect demographic information on subjects and assess subject familiarity with conducting performance appraisals (see Appendix A).

Phase one: Goal Generation. Subjects in the goal generation phase were placed in one of two conditions (developmental or administrative). In the developmental condition, subjects were presented with three exercises (see Appendix B). Each exercise described a situation in which the subject was responsible for conducting a performance evaluation for the purpose of providing information on a **ratee's strengths and weaknesses**. Exercises differed in the performance level of the ratee described. The ratee was described as a poor performer in exercise one, as an average performer in exercise two, and as an outstanding performer in exercise three. Subjects in the administrative condition received scenarios which differed from those presented to group one subjects only in the purpose of the appraisal which was described (see Appendix C). Each scenario in the administrative condition described a situation in which the subject was responsible for conducting a performance evaluation for the purpose of providing information for **determining salary allocation**. Ratee performance level was represented in the scenarios consistent with the format used in the developmental condition.

Phase two: Goal Retranslation. Subjects in phase two were presented with a list of goals generated by subjects in the first phase, and a chart on which they were asked to enter the listed goals (see Appendix D). Boxes on the chart represented appraisal purpose (administrative and developmental) and ratee performance level (poor, average, outstanding).

Phase three: Goal Importance to Appraisal Purpose. Subjects in phase three of the study were given lists of goals and a seven-point rating scale and were asked to indicate the importance of each goal in evaluating employees for either developmental or administrative purposes (see Appendix E, Appendix F). The scale was anchored using the following: a "1" indicated the goal was of no importance to the rater's appraisal, a "4" indicated the goal was of somewhat importance to the rater's appraisal, and a "7" indicated that the goal was of great importance to the rater's appraisal. Subjects were placed in one of two conditions, developmental or administrative.

Scenarios presented to phase three subjects were identical to those provided to phase one subjects. Scenarios in the developmental condition asked raters to evaluate the ratee for the purpose of appraising the **ratee's strengths and weaknesses** (see Appendix E). Scenarios in the administrative condition asked raters to evaluate the ratee for the purpose of **determining salary allocation** (see Appendix F). In both conditions exercises differed in the performance level of the ratee described. The ratee was described as a poor performer in exercise one, as an average performer in exercise two, and as an outstanding performer in exercise three. Below each exercise appeared a list of goals and a seven-point scale.

Procedure

Phase one: Goal Generation. A total of 25 subjects participated in this phase. Subjects were randomly divided into two conditions, the developmental feedback condition ($n=11$) and the administrative condition ($n=14$). Within each condition, subjects were broken down into smaller groups to facilitate the generation of goals. Developmental condition participants were randomly placed into two groups of four subjects and one group of three subjects. Administrative condition participants were randomly placed into two groups of five subjects and one group of four subjects. Participants in phase one met in one room with the experimenter to receive exercises and instructions (see Appendix B, Appendix C), and then went to separate rooms to complete their exercises.

Subjects in both conditions were instructed to read their respective exercises, and then think of goals they as the rater would associate with each exercise. Subjects were instructed to work with the other members of their groups to facilitate goal generation. Subjects were asked to generate several goals for each of four goal types (task performance goals, interpersonal goals, strategic goals, and internalized goals) identified by Murphy and Cleveland (1991) and list them in the space provided. Subjects in both conditions generated goals for poor, average, and outstanding performers. Within conditions, the order in which scenarios were presented to subjects was random so that some subjects generated goals for the poor performing ratee first, others generated goals for the average performing ratee first, and the remainder generated goals for the outstanding performing ratee first. To assist subjects in generating goals, an example of each goal type was given. The four goal types were discussed by Murphy and Cleveland (1991) as ones which may be central to rater's

during performance evaluations. Subjects were instructed they would be given an hour to complete the goal generation task.

Analyses. Analyses conducted for this portion of the study test Hypothesis One (that multiple goals will be pursued by raters for a given appraisal purpose). Specifically, the number of goals generated by subject groups was tabulated. Tabulating the number of goals generated allowed experimenters to examine whether "intra" individual goals were pursued by raters (i.e. that a subject would be able to generate goals for a given appraisal purpose). Analyses conducted in phase two also address Hypothesis One, but examine "inter" individual goals as opposed to "intra" individual goals.

Phase two: Goal Retranslation. All goals generated by phase one subjects were combined by the experimenter into a single list of goals. The list was edited for redundancies among the goals. Within the list, goals were presented in a random fashion. This list was then presented to an independent group of subjects (see Appendix D).

Subjects participating in phase two ($n=23$) were given the list of goals generated by subjects in the administrative and developmental conditions. Subjects in this phase were asked to match each goal listed to the condition (developmental or administrative) and rater performance level (poor, average, outstanding) it best represented. Subjects were instructed that goals may fit under more than one condition or performance level. Retranslation of goals into more than one condition and performance level does break with traditional BARS methodology; however, it was believed that goals could be appropriately placed in multiple categories and results would be limited if goals were retranslated into only one condition and performance level. In addition, subjects were

told to place a line through any goals they did not feel belonged to any condition or ratee performance level. Subjects were given one hour to complete this task.

Analyses. Analyses conducted for this portion of the study test Hypothesis One (that multiple goals would be pursued by raters for a given appraisal purpose). Specifically, analyses examined whether "inter" individual goals were pursued by subjects (i.e. subjects could identify goals as belonging to a specific appraisal purpose). Data were analyzed to determine the degree of agreement among subjects. If 60 percent agreement was not met among subjects as to how the goal should be categorized it was eliminated from the study. The 60 percent agreement standard is discussed by researchers as the minimally acceptable level of agreement needed to retain an item (Buckner, 1959).

Phase three: Goal Importance to Appraisal Purpose. In phase three of the study, subjects ($n=22$) were divided into two conditions at random. Those placed in the developmental feedback condition ($n=12$) and the administrative condition ($n=10$) received goals generated by phase one subjects. Subjects in each group were presented with the same three exercises used in phase one. Subjects in the developmental feedback condition received exercises given to phase one developmental feedback subjects (see Appendix E). Subjects in the administrative condition received exercises given to phase one administrative condition subjects (Appendix F). Scenarios were presented to subjects in a random order within conditions so that some subjects rated the scenario depicting the poor performing ratee first, others rated the average performing ratee first, and the remainder of subjects rated the outstanding ratee first.

Subjects were asked to rate the listed goals in terms of how important

each goal would be to them as the rater evaluating the ratee described in the exercise. A seven-point scale was used for this purpose, a "1" indicating the goal was of no importance to the evaluation and a "7" indicating the goal was of great importance to the evaluation. Both groups were instructed they would have one hour to read the scenarios, and to rate the importance of each goal.

Analyses. Means and standard deviations were calculated for importance ratings. Those goals which had been successfully retranslated by phase two subjects and which were also rated as important (an average rating of "5" or higher on the scale) by phase three subjects were retained for further analyses.

ANOVAs and t-tests were conducted to test Hypothesis Two (Some goals will be rated as more important for one appraisal purpose than the other) and Hypothesis Three (Some goals will be rated as more important for one ratee performance level than the others). Analysis of variance was used to address whether rated goal importance was affected by appraisal purpose and/or ratee performance level. For those goals with significant main effects for purpose and /or ratee performance level and/or interaction of the two, t-tests were conducted to determine where significant differences between means existed.

CHAPTER III

RESULTS

Phase One: Goal Generation

Subjects in phase one generated 93 goals listed in Table 1. Of these goals, 52 were generated in the administrative condition, and 41 were generated in the developmental condition. Of the 52 goals generated in the administrative condition, 24 (46%) goals were generated for the scenario depicting a poor performing ratee, 16 (31%) goals were generated for the scenario depicting an average performing ratee, and 12 (23%) goals were generated for the scenario depicting an outstanding performing ratee. Of the 41 goals generated in the developmental condition, 15 (36%) goals were generated for the scenario depicting a poor performing ratee, 13 (32%) goals were generated for the scenario depicting an average performing ratee, and 13 (32%) goals were generated for the scenario depicting an outstanding performing ratee. Many of the generated goals were redundant among condition (administrative or developmental) and ratee performance level (poor, average, outstanding). When redundancies in the list were taken into consideration by the experimenter, a list of 66 goals resulted.

Phase Two: Goal Retranslation

Of the 66 goals, only 10 fell below the 60% agreement criterion and were eliminated from the study altogether. Goals eliminated from the study include: "Maintain the employee's self esteem," "Reinforce the positive," "Obtain from the employee ideas on how their performance goals might be

met," " Evaluate the employee in a way that they do not perceive their supervisor as a threat," "Evaluate the employee in a way that allows them to view their supervisor as someone to confide in," Evaluate the employee in such a way that it shows the supervisor has faith that the employee can improve," "Maintain an employee's current high performance level," "Indicate to the employee that they are a role model for the entire organization," "Define additional responsibilities and duties for the employee," and "Indicate to the employee that their performance is dragging down the entire work group."

The majority of goals were eliminated from only one appraisal purpose and ratee performance level and still remained in the study. For example, subjects agreed less than 60% of the time that the goal "Identify training needs" belonged in the administrative condition describing a poor performing ratee. However, subjects agreed at least 60% of the time that "Identify training needs" belonged in the developmental condition describing an average performing ratee. "Identify training needs" was then cut from the administrative/poor performing ratee condition but remained in the developmental/average performing ratee condition.

Agreement levels for retranslated goals are presented in Table 2. A total of 28 goals were successfully retranslated to the administrative purpose condition (12 goals in the administrative/poor performing ratee condition, 8 goals in the administrative/average performing ratee condition, and 8 goals in the administrative/outstanding performing ratee condition). A total of 68 goals were successfully retranslated to the developmental purpose condition (32 goals in the developmental/poor performing ratee condition, 27 in the developmental/average performing ratee condition, and 9 goals in the developmental/outstanding performing

ratee condition).

Goals retranslated to both appraisal purposes. Of those successfully retranslated goals, four were retranslated to both the administrative and developmental conditions. Two goals ("Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly" and "Evaluate whether or not the employee can be brought up to standard") were retranslated to both the administrative/poor and developmental/poor conditions. The goal "Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly" was also successfully retranslated to both the administrative/average and developmental/average conditions. Two goals ("Provide the employee with specific examples of their outstanding performance" and "Encourage the employee's existing level of performance") were successfully retranslated to both the administrative/outstanding and developmental/outstanding conditions.

Goals retranslated to each ratee performance level. Of those successfully retranslated goals, eight were retranslated to each of the three performance levels (poor, average, outstanding). Three goals ("Rate fairl," "Remain unbiased in evaluating the employee relative to the performance of others," and "Evaluate the employee against the same standards as others in their work group") were successfully retranslated to the administrative/poor, administrative/average, and administrative/outstanding conditions. Five goals ("Maintain honest communication between supervisor and employee," Encourage participative communication from the employee," "Establish a plan for the employee's development," "Identify training needs," and "Communicate to the employee that they are personally important to the success of their

work group") were successfully retranslated to the developmental/poor, developmental/average, and developmental/outstanding conditions.

Phase Three: Goal Importance to Appraisal Purpose

Importance ratings. Means and standard deviations computed for subject ratings of goal importance are shown in Table 3. Goals which received an average rating of "5" or above were considered by the experimenters to be important goals. A total of 69 goals met both the retranslation and importance criteria. Many of these goals were successfully retranslated and rated as important to more than one purpose and/or ratee performance level. Such duplications taken into consideration, a total of 42 unique goals result.

Of the 28 successfully retranslated goals in the administrative condition, 68% ($n=19$) were rated as important by subjects. Of the 12 successfully retranslated goals in the administrative/poor performing ratee condition, 75% ($n=9$) were rated as important by subjects. Of the 8 successfully retranslated goals in the administrative/average performing ratee condition, 50% ($n=4$) were rated as important by subjects. Of the 8 successfully retranslated goals in the administrative/outstanding performing ratee condition, 75% ($n=6$) were rated as important by subjects.

Of the 68 successfully retranslated goals in the developmental condition, 74% ($n=50$) were rated as important by subjects. Of the 32 successfully retranslated goals in the developmental/poor performing ratee condition, 88% ($n=28$) were rated as important by subjects. Of the 27 successfully retranslated goals in the developmental/average performing ratee condition, 63% ($n=17$) were rated as important by subjects. Of the 9 successfully retranslated goals in the administrative/outstanding performing ratee condition, 55% ($n=5$) were rated as important by subjects.

Goals meeting both retranslation and importance criteria are shown in Table 4 and are listed by appraisal purpose and ratee performance level. Items in Table 4 are listed by their unique item number from Table 1.

Goals rated as important to both appraisal purposes. Of those goals which met the retranslation and importance criteria (a rating of "5" or above), two were rated as important to both the administrative and developmental purpose conditions. Two goals ("Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly" and "Evaluate whether or not the employee can be brought up to standard") met the importance criteria for both the administrative/poor and developmental/poor conditions. The goal "Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly" also met the importance criteria for both the administrative/average and developmental/average conditions.

Goals rated as important to each ratee performance level. Of those goals which met the retranslation and importance criteria, five were rated as important to each of the three performance levels (poor, average, and outstanding). Two goals ("Remain unbiased in evaluating the employee relative to the performance of others" and "Evaluate the employee against the same standards as others in their work group") were rated as important to the administrative/poor, administrative/average, and administrative/outstanding conditions. Three goals ("Maintain honest communication between supervisor and employee," "Encourage participative communication from the employee," and "Establish a plan for the employee's development") were rated as important to the developmental/poor, developmental/average, and developmental/outstanding conditions.

Main Effects and Interactions

A two-way analysis of variance was conducted for each of the 42 goals which had met both the retranslation and importance criteria. This was done to determine whether the mean importance rating a goal received was affected by appraisal purpose and/or ratee performance level. Importance ratings for each of the 42 goals served as dependent variables, and appraisal purpose and ratee performance level served as independent variables. The main effects of appraisal purpose (administrative or developmental) and ratee performance level (poor, average, outstanding), and the interaction of purpose and performance level, were examined. Refer to Table 5 for a list of ANOVA results for goals which met the importance and retranslation criteria. Items in Table 5 are listed by their unique item number from Table 1.

Main effect for appraisal purpose. To determine whether some goals were rated as significantly more important to one appraisal purpose than the other (hypothesis two), a two-way analysis of variance was conducted to determine if for some goals a main effect for purpose was present. For 25 goals there was a significant main effect for appraisal purpose on rated goal importance. Of the 25 goals, 8 were significant at the .0001 level, 10 were significant at the .01 level and 7 were significant at the .05 level. Of these goals, 18 were rated as more important for the developmental purpose and 7 were rated as more important for the administrative purpose. Results are described for goals rated as important at the .0001 level of significance. Goals rated as important at the .01 and .05 levels of significance can be referred to in Table 5.

All goals which were rated as important at the .0001 level of significance were rated as more important to the developmental than the

administrative purpose and include: "Identify areas in which the employee might need improvement," (\underline{M} =5.33 vs. 3.63); "Rate fairly, (\underline{M} =6.33 vs. 4.83); "Identify training needs," (\underline{M} =5.11 vs. 3.20); "Encourage employee to improve performance," (\underline{M} =5.58 vs. 3.67); "Improve employee confidence," (\underline{M} =5.39 vs. 1.40); "Indicate where verbal communication can be improved," (\underline{M} =4.89 vs. 1.40); "Indicate where written communication can be improved," (\underline{M} =4.00 vs. 1.33) ; and "Improve understanding between employee and supervisor," (\underline{M} =4.81 vs. 1.27).

Main effects for ratee performance level. For 30 goals there was a significant main effect for ratee performance level on rated goal importance. For 18 of the 30 goals the main effect was significant at the .0001 level, 12 goals were significant at the .01 level. To test the hypothesis that some goals would be rated as more important to one ratee performance level than the others (hypothesis three), follow-up t -tests were conducted to determine where significant differences occurred in rated goal importance by ratee performance level. t -test results are shown in Table 6. Items in Table 6 are listed by their unique item number from Table 1. Results are described for items meeting the .0001 level of significance. Results for items meeting the .01 level of significance may be referred to in Table 6.

Goals rated as more important (at the .0001 level of significance) to the poor ratee performance level than the average or outstanding ratee performance level respectively include: "Communicate examples of expected performance," (\underline{M} =5.68, \underline{M} =4.14, \underline{M} =1.50); "Clarify expected performance levels to the employee," (\underline{M} =5.91, \underline{M} =4.45, \underline{M} =1.45); "Describe to the employee an example of something which they did right" (\underline{M} =6.09, \underline{M} =5.18, \underline{M} =3.86); "Establish short term goals for the employee," (\underline{M} =5.86,

$\underline{M}=5.09$, $\underline{M}=3.36$); "Make it clear to the employee that there is room for improvement," ($\underline{M}=6.09$, $\underline{M}=5.36$, $\underline{M}=1.41$); "Encourage the employee to consult with their supervisor frequently," ($\underline{M}= 5.91$, $\underline{M}=4.91$, $\underline{M}=1.64$); "Identify performance deficiencies," ($\underline{M}=6.18$, $\underline{M}=5.36$, $\underline{M}=1.82$); and "Evaluate whether or not the employee can be brought up to standard," ($\underline{M}=6.36$, $\underline{M}=2.91$, $\underline{M}=1.00$).

Goals rated as more important (at the .0001 level of significance) to the outstanding ratee performance level than the poor or average ratee performance levels respectively include: "Award the employee with management responsibilities," ($\underline{M}=4.23$, $\underline{M}=1.00$, $\underline{M}=1.05$); "Convey satisfaction with the employee's performance," ($\underline{M}=5.05$, $\underline{M}=1.00$, $\underline{M}=3.09$); "Highlight an employee's success with a task so success is visible to higher management," ($\underline{M}=4.95$, $\underline{M}=1.18$, $\underline{M}=2.36$); and "Encourage the employee's existing level of performance," ($\underline{M}=4.95$, $\underline{M}=1.00$, $\underline{M}=1.27$). No goals were rated as more important to the average ratee performance level than the poor or outstanding ratee performance levels at the .0001 level of significance.

Interactions. For 12 goals, a significant interaction between appraisal purpose and ratee performance level existed for rated goal importance. Of the 12 goals, 4 were significant at the .0001 level, 5 interactions were significant at the .01 level, and 3 were significant at the .05 level. Interactions were plotted and follow-up t-tests were conducted to determine where significant differences existed by ratee performance level and appraisal purpose. Results are described for those interactions meeting the .0001 level of significance. Results for interactions meeting .01 and .05 levels of significance may be referred to Table 5.

The goal "Identify training needs" was rated as significantly more

important for the poor performing ratee when the appraisal was developmental ($\underline{M}=5.50$) than for the poor performing ratee when the appraisal was administrative ($\underline{M}=1.00$), $t(11)=8.074$, $p<.01$. This goal was equally as important for average performers when the appraisal was for either developmental ($\underline{M}=4.75$) or administrative ($\underline{M}=5.20$) purposes, but was significantly more important for outstanding performers when the appraisal was developmental ($\underline{M}=5.08$) than for outstanding performers when the appraisal was administrative ($\underline{M}=3.40$), $t(11)=2.765$, $p<.05$. The plotted interaction for this goal is presented in Figure 1.

The goal "Convey satisfaction with the employee's performance" was rated as equally important for poor performers when the appraisal was for either administrative ($\underline{M}=1.00$) or developmental ($\underline{M}=1.00$) purposes. This goal was significantly more important for average performers when the appraisal was for administrative purposes ($\underline{M}=5.20$) than when the appraisal was developmental ($\underline{M}=1.33$), $t(11)=-20.565$, $p<.01$. This goal was rated as significantly more important for the outstanding performing ratee when the appraisal was developmental ($\underline{M}=5.58$) than when it was administrative ($\underline{M}=4.40$) condition, $t(11)=2.973$, $p<.05$. The plotted interaction for this goal is presented in Figure 2.

The goal "Motivate the employee" was rated as significantly more important for poor performing ratee when the appraisal was administrative ($\underline{M}=4.70$) than when it was developmental ($\underline{M}=2.58$), $t(11)=-3.898$, $p<.01$. This goal was rated as significantly more important for the average performing ratee when the appraisal was for developmental purposes ($\underline{M}=5.92$) than when it was for administrative purposes ($\underline{M}=4.40$), $t(11)=3.64$, $p<.01$. In terms of the outstanding performing ratee, this goal was rated as significantly more important for developmental appraisals

(\underline{M} =4.17) than for administrative appraisals (\underline{M} =2.20), $t(11)=3.500$, $p<.01$. The plotted interaction for this goal is presented in Figure 3.

The goal "Evaluate whether or not the employee can be brought up to standard" was rated as equally important for poor performing ratees when the appraisal was for either administrative (\underline{M} =6.30) or developmental (\underline{M} =6.42) purposes. This goal was rated as significantly more important for the average performing ratee when the appraisal was developmental (\underline{M} =4.08) than when the appraisal was for administrative purposes (\underline{M} =1.50), $t(11)=5.338$, $p<.01$. This goal was rated as equally important to outstanding performing ratees when the appraisal was for either administrative (\underline{M} =1.00) or developmental (\underline{M} =1.00) purposes. The plotted interaction for this goal is presented in Figure 4.

For three of the four interactions significant at the .0001 level, a unifying theme was found. Each of the three goals ("Identify training needs," "Convey satisfaction with the employee's performance," and "Motivate the employee") was rated as significantly more important to both developmental and administrative appraisals depending on the performance level of the ratee. For example, the goal "Motivate the employee" was more important to appraisal for an administrative purpose when the ratee was a poor performer, but was more important to developmental appraisal when the ratee was an outstanding performer. That no other distinguishing themes were found may be attributed to the unique content of each of the four goals. For example, the importance of the goal "Convey satisfaction with the employee's performance" would not be expected to be influenced by ratee performance level and appraisal purpose in the same way that the rated importance of "Identify training needs" would be.

Additional Analyses

An additional step was taken to examine how each of the 42 goals meeting both retranslation and importance criteria would be grouped under the goal typology suggested by Murphy and Cleveland (1991). Four independent raters were asked to assign each of the 42 goals to one of the four goal types (task, interpersonal, strategic, and internalized) proposed in the Murphy and Cleveland typology (1991). Raters were graduate students in Psychology. A goal was considered to be successfully retranslated to the typology if three of the four raters agreed as to its placement in the typology. Agreement levels for placement of goals into the typology are shown in Table 7. Items in Table 7 are listed by their unique item number from Table 1.

Fifteen goals were categorized by raters as being "task goals" (defined as goals related to the ratee's job performance). Five goals were categorized by raters as being "interpersonal goals" (defined as goals involving the relationship between the rater and the ratee). Two goals were categorized by raters as being a "strategic goal" (defined as goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization). Four goals were categorized by raters as being "internalized goals" (defined as goals which reflect the rater's values and beliefs). Sixteen of the goals could not be successfully categorized using the typology.

Goal typology ratings by appraisal purpose and ratee performance level. The four independent rates were asked to indicate for each goal whether or not appraisal purpose (either administrative or developmental) and ratee performance level (either poor, average, or outstanding) would alter how the goal was placed into the typology. No rater indicated that

either purpose or level would alter how they placed any goal into the typology. Rater placement of goals into the typology is shown in Table 8. Goals and are listed by the appraisal condition and ratee performance level to which they were successfully retranslated and rated as important by phase two and three subjects. Items in Table 8 are listed by their unique item number from Table 1.

Of the 50 goals which had been successfully retranslated to the developmental purpose condition (in phase two) and which met the importance criteria (in phase three) 16 were judged to be task goals, 9 were judged to be interpersonal goals, 1 was judged to be a strategic goal, 0 were judged to be internalized goals, and 24 could not be successfully retranslated using the typology.

Of the 28 goals which had been successfully retranslated into the developmental purpose/poor performing ratee condition (in phase two) and which met the importance criteria (in phase three), 10 were rated as task goals, 4 were rated as interpersonal goals, 1 was rated as a strategic goal, 0 were rated as internalized goals, and 13 did not meet the agreement criteria among raters.

Of the 17 goals which had been successfully retranslated into the developmental purpose/average performing ratee condition (in phase two) and which met the importance criteria (in phase three), 5 were rated as task goals, 3 were rated as interpersonal goals, 0 were rated as a strategic goal, 0 were rated as internalized goals, and 9 did not meet the agreement criterion among raters.

Of the 5 goals which had been successfully retranslated into the developmental purpose/outstanding performing ratee condition (in phase two) and which met the importance criteria (in phase three), 1 was rated

as a task goal, 2 were rated as interpersonal goals, 0 were rated as strategic goals, 0 were rated as internalized goals, and 2 did not meet the agreement criteria among raters.

Of the 19 goals successfully retranslated to the administrative purpose (in phase two) and which were rated as important (in phase three), 7 were judged to be task goals, 0 were judged to be interpersonal goals, 1 was judged to be strategic goals, 8 were judged to be internalized goals, and 3 could not be successfully retranslated using the typology.

Of the 9 goals which had been successfully retranslated into the administrative purpose/poor performing ratee condition (in phase two) and which met the importance criteria (in phase three), 4 were rated as task goals, 0 were rated as interpersonal goals, 0 were rated as a strategic goal, 4 were rated as internalized goals, and 1 did not meet the agreement criteria among raters.

Of the 4 goals which had been successfully retranslated into the administrative purpose/average performing ratee condition (in phase two) and which met the importance criteria (in phase three), 1 was rated as a task goal, 0 were rated as interpersonal goals, 0 were rated as strategic goals, 2 were rated as internalized goals, and 1 did not meet the agreement criteria among raters.

Of the 6 goals which had been successfully retranslated into the administrative purpose/outstanding performing ratee condition (in phase two) and which met the importance criteria (in phase three), 2 were rated as task goals, 0 were rated as interpersonal goals, 1 was rated as a strategic goal, 2 were rated as internalized goals, and 1 did not meet the agreement criteria among raters.

CHAPTER IV

DISCUSSION

Support for Hypotheses

The current study was successful in identifying goals that raters may associate with administrative and developmental purposes of performance appraisals, and with differing ratee performance levels. Hypothesis one proposed that multiple goals would be pursued by raters for a given purpose (administrative or developmental). Initial support for this hypothesis is evident in the number of goals subjects generated for the administrative (52 goals generated) and developmental (41 goals generated) conditions. The number of goals generated by subjects lends support to the "intra" individual aspect of Hypothesis One, that individuals were able to generate multiple goals for a given appraisal purpose. Initial evidence that raters may pursue multiple goals for a given ratee performance level was also found in the goal generation phase. Subjects generated a total of 39 goals for the poor performing ratee condition, 29 goals for the average performing ratee condition, and 25 goals for the outstanding performing ratee condition.

Additional support for the hypothesis that multiple goals would be pursued by raters for a given purpose resulted from the goal retranslation phase. Multiple goals were successfully retranslated (met the 60% criteria) to both the administrative (28 goals retranslated) and developmental (68 goals retranslated) conditions. Of these goals, four were retranslated to both the administrative and developmental conditions. The number of

successfully retranslated goals lends support to the "inter" individual aspect of Hypothesis One, that subjects were able to successfully retranslate multiple goals to each appraisal purpose. Evidence that raters may pursue multiple goals for a given ratee performance level was also found in the goal retranslation phase. Subjects retranslated a total of 44 goals for the poor performing ratee condition, 35 goals for the average performing ratee condition, and 17 goals for the outstanding performing ratee condition. Of these goals, eight were retranslated to each of the three ratee performance levels. Twenty goals were retranslated into two ratee performance levels.

A substantial difference exists between the number of goals generated for the administrative and developmental purpose conditions and the number of goals retranslated to each purpose. While more goals were initially generated to the administrative than developmental condition, fewer goals ultimately were retranslated to the administrative condition than the developmental condition. One explanation for this may be the type of appraisal system that subjects were exposed to in their organization.

Subjects indicated that the organization's appraisal system was used for both administrative and developmental purposes. The rating instrument used by the organization, however, demands that the rater spend much more time on developmental appraisal of the ratee (the rater must make lengthy written notes in excess of four pages on each ratee's performance) than on administrative appraisal of the ratee (the ratee is assigned a ranking based upon a forced distribution). Salary allocation and promotion decisions are then based upon the ratee's ranking in the forced distribution. This approach may not involve as many goals on the part of the rater during appraisal for administrative purposes (for example, either the ratee has met certain standards and gets a salary

increase or not). Subjects in the administrative condition during the goal generation phase may have felt they were not coming up with enough goals and may have generated goals more appropriate to the developmental condition. Through the retranslation phase, these goals were more appropriately placed in the developmental condition.

Through analysis of variance, support was found for the hypothesis that some goals would be more important for one purpose (administrative or developmental) than the other (hypothesis two). Of 25 goals which had a significant main effect for appraisal purpose on rated goal importance, 18 were rated as more important for the developmental purpose condition and 7 were rated as more important for the administrative purpose condition. This finding would be consistent with the organization's emphasis on developmental as opposed to administrative appraisal in the current sample.

Through analysis of variance and t -tests evidence was also found supporting the hypothesis (hypothesis three) that some goals may be rated as more important to one ratee performance level than to others. Of the 30 goals for which there was a significant main effect for ratee performance level on rated goal performance, 20 were rated as more important for the poor performing ratee performance level than for the average or outstanding ratee performance levels, 1 goal was rated as more important for the average performing ratee performance level than for the poor or outstanding ratee performance levels, and 2 goals were rated as more important for the outstanding performing ratee than the poor or average performing ratee. This finding is consistent with the suggestion made by Murphy and Cleveland (1991) that raters may have the fewest goals in mind when assessing the performance of average as opposed to poor or

outstanding rates.

Analysis of variance also provided evidence for the interaction of appraisal purpose and ratee performance level on rated goal importance. Significant interactions were found for ten goals. Of these ten goals, one had been retranslated to the administrative purpose condition, seven had been retranslated to the developmental purpose condition, and two had been retranslated to both purpose conditions.

Additional information about those goals meeting both retranslation and importance criteria was gained through retranslation of goals to the goal typology suggested by Murphy and Cleveland (1991). The majority of goals were categorized as "task goals" ($n=15$), while the fewest number of goals were categorized as "strategic goals" ($n=2$). Of those goals successfully retranslated to the developmental purpose condition which were rated as important, the majority were categorized by subjects as being "task goals" ($n=16$), followed by "interpersonal goals" ($n=9$), and "strategic goals" ($n=1$). Of those goals successfully retranslated to the administrative purpose condition which were rated as important, the majority were categorized by subjects as being "internalized goals" ($n=8$), followed by "task goals" ($n=7$), and "strategic goals" ($n=1$).

Of those goals successfully retranslated to the poor performing ratee condition which were rated as important, the majority were categorized by subjects as being "task goals" ($n=14$), followed by "interpersonal goals" ($n=4$), "internalized goals" ($n=4$) and strategic goals ($n=1$). Of those goals successfully retranslated to the average performing ratee condition which were rated as important, the majority were categorized by subjects as being "task goals" ($n=6$), followed by "interpersonal goals" ($n=3$), and "internalized goals" ($n=2$). Of those goals successfully retranslated to the

outstanding performing ratee condition which were rated as important, the majority were categorized by subjects as being "task goals" ($n=3$), followed by "interpersonal goals" ($n=2$), "internalized goals" ($n=2$), and strategic ($n=1$).

For each appraisal purpose and ratee performance level condition (for example, administrative purpose/poor ratee performance level) task goals were the most frequently occurring with the exception of the developmental/outstanding condition in which interpersonal goals outnumbered task goals. The finding that "task goals" are generally the most frequently occurring across conditions is not surprising as the emphasis of appraisal for either administrative or developmental purposes is on performance. The exception of the developmental/outstanding condition may be explained by the rater not needing to focus on task behavior (the employee is performing at an exceptional level) and instead turning attention to others goals such as the interpersonal.

Study Design

The design of the current study may be discussed in terms of several strengths and weaknesses.

A primary strength of the study involves the use of BARS techniques in the collection of data. Although literature outlining the BARS methodology (e.g., Smith & Kendall 1963) discusses benefits of this method mainly in terms of the creation of behaviorally anchored rating scales, some of the same benefits may be present here. A central strength of the methodology used in the current study is in the three separate phases, each using independent groups of subjects. Division of the study into phases and use of separate subject pools provided external validity for results. The retranslation phase (phase two) served as a "check" on the

validity of goals generated in one and as a "check" on the validity of those goals rated for importance in phase three. The current study deviated from traditional BARS methodology in the retranslation phase by allowing subjects to place goals into more than one condition. This was done due to the experimenters' belief that goals could appropriately fall into more than one purpose and rater performance level.

The strength of using independent samples for each phase of the study also involves a weakness. By having three independent groups of raters, analyses in each phase were conducted on a smaller number of individuals than if the design had incorporated all subjects into each phase. The number of subjects in phase three ($n=22$) resulted in low statistical power for the ANOVAs which were conducted to test hypotheses two and three. Statistical power is increased however when the number of observations (each subject rated each goal three times) is considered. Statistical power was calculated at .52 (for 66 observations, anticipating a moderate effect size of .50, and using a two-tailed test of significance with a significance criterion of .05). Power decreases to .28 for a .01 level of significance. Given this, the probability of retaining a false null hypothesis (Type II error) is .48 for a .05 significance criterion. Given that 42 ANOVAs were conducted the probability of rejecting a true null (Type I error) is 2.1 for a .05 significance criterion, and .42 for a .01 significance criterion.

Although the statistical power obtained was low due to the size of the sample in phase three, several characteristics of the sample are strengths in terms of the current study's purpose (i.e., examining rater goals). Each subject in their organizational position was responsible for conducting performance appraisals of employees. The fact that all subjects were

experienced "raters" adds external validity to the goals they generated, retranslated, and rated as important. In seeking out additional sites at which to collect data, it was not possible to obtain a sample comparable to the one included in the current study in terms of number of potential subjects and experience conducting appraisals.

Implications

As has been proposed in performance appraisal literature (Cleveland & Murphy, 1992; Murphy & Cleveland, 1991), raters may pursue a variety of goals during appraisal, goals which may be influenced by such factors as the purpose for the appraisal and performance level of the ratee. The purpose of the current study was to empirically examine the assumptions made in previous writings by examining the goals of raters. Specifically, the purpose of the current study was to gain initial information on the types of goals raters may have during the appraisal process and how goals may differ depending upon appraisal purpose and ratee performance level.

Several significant findings resulting from this study include: (1) raters in the current study pursued multiple goals for a given purpose, (2) some goals were found statistically to be more important for one appraisal purpose over the other, and (3) some goals were found statistically to be more important for one ratee performance level over others. Implications of these results may be discussed in terms of organizational implications and implications for future research.

Organizational implications. The current study provides the organization with useful information on the types of goals raters may pursue during the appraisal process and the conditions under which such goals may be pursued. Such information may be useful to the organization

in areas such as the development of appraisal instruments.

Results of the current study indicate that raters may pursue a variety of goals during appraisal depending upon the appraisal's purpose and the performance level of the ratee. Of these goals, few were successfully retranslated or rated as important to both appraisal purposes or across all three ratee performance levels. These findings may indicate that goal development for the rater is not a simple process, but one in which the rater weighs a variety of factors (such as appraisal purpose and ratee performance level) to come up with goals to be pursued during the appraisal process. One implication of this may be that organizations need be very clear in indicating to raters the exact purpose for which appraisals are to be conducted. An appraisal completed for administrative purposes may have very different goals associated with it than an appraisal completed for developmental purposes. Organizations may also want to examine whether one appraisal instrument is capable of assessing ratees for both administrative and developmental purposes. An instrument developed for administrative purposes may not consider the goals a rater would pursue in conducting an appraisal for developmental purposes. Aside from the importance of appraisal purpose, results of the current study highlight the importance of ratee performance level in the goals raters may pursue. One implication for the organization may be that appraisal systems be organized around the goals associated by raters with ratees of differing performance levels and not organized primarily around purpose.

An additional finding of interest to organizations may be that for both purposes and across ratee performance levels, the majority of important goals were those related to the performance of the ratee ("task

goals"). Aside from "task goals," important goals in the administrative condition were largely made up of goals which reflect the rater's values and beliefs ("internalized goals") whereas in the developmental condition the majority of important goals consisted of goals involving the relationship between the rater and the ratee ("interpersonal goals"). It may be that when appraising a ratee for the purpose of salary or promotion decisions (administrative appraisal) issues such as fairness are more salient to the rater than concerns over the rater's relationship with the employee. Appraisal of the employee for the purposes of identifying strengths and weaknesses (developmental appraisal) may not demand the rater to be overly concerned with such issues as fairness, but rather with issues involving the relationship between rater and ratee. These findings may be useful in helping organizations understand the types of goals raters may pursue in appraisals for different purposes.

Research implications. Previous research had not empirically examined the issue of rater goals and the influence of appraisal purpose and ratee performance level (Cleveland & Murphy, 1992; Murphy & Cleveland, 1991). The current study addresses this gap in previous research by providing initial information on the types of goals raters may pursue during performance appraisals. Now that some information is available on the types of goals raters may pursue, the possibilities for future research are many.

For several reasons, it may be of benefit for researchers to replicate the current study. As was mentioned previously, the subjects in this study were from an organization that used appraisal primarily for developmental purposes. This may have influenced how subjects developed, retranslated, and rated goals in the current study. It may be of benefit for researchers to

attempt to replicate the current study in an organization which uses a different type of appraisal system than the one used by the organization in the current study. It may also be of benefit to conduct the current study with a larger sample. This may help to eliminate some issues of confidence in the results of analyses.

Information resulting from the current study may be applied to future research in a variety of ways. Now that some information is available on the types of goals raters may pursue, the next step may be to assess how these goals may be in conflict with one another. Research by Longenecker, Sims, and Gioia (1987) examined the issue of goal conflict and could be extended by (1) presenting raters with the specific goals generated in this study and (2) asking them to indicate which goals conflict with one another. In addition, subjects could indicate which goals they would pursue given a conflict. It might be hypothesized that they would pursue goals rated as important in the current study. This type of research could be particularly useful to organizations using only one appraisal instrument for several purposes.

Future research may also examine the goals ratees have for a given appraisal purpose, how ratee goals differ from rater goals, and how the two sets of goals may be in conflict. The current study only examined rater goals, but findings from the current study could be used to examine ratee goals and potential conflict between rater and ratee goals. Ratees might be asked to generate their own goals for a given appraisal purpose. These ratee goals along with the rater goals generated in the current study could be given to an additional group of subjects who would rate the degree of conflict between rater and ratee goals. Additional research may also examine such issues as the types of rater goals associated with

different rating outcomes, and how knowledge of the specific goals raters may pursue in appraisal can be incorporated into rater training.

The current study was successful in identifying empirically goals raters may pursue during the appraisal process. In doing so, the current study fills a void in past performance appraisal literature which had not empirically examined the goals rater's pursue or how appraisal purpose and ratee performance level may influence such goals. The findings of the current study are important not only for organizations with appraisal systems, but for those interested in pursuing research in the area of rater goals and performance appraisal.

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Table 1

Goals Generated by Appraisal Purpose and Ratee Performance Level

Item	n	Administrative Purpose Condition			Developmental Purpose Condition			
		Poor	Average	Outstanding	n	Poor	Average	Outstanding
1. Provide the employee with specific examples of their outstanding performance.	5			x				
2. Identify what the employee believes you can help them do to achieve further success.	5			x				
3. Award the employee with management responsibilities.	5			x				
4. Identify areas in which the employee might need improvement.	4			x				
5. Maintain honest communication between supervisor and employee.	4	x	x	x				
6. Maintain open communication between supervisor and employee.	5	x	x	x				
7. Maintain the employee's self esteem.	5	x	x	x				
8. Encourage participative communication from the employee.	4	x	x	x				
9. Sandwich negative evaluative comments with positive evaluative comments.	4	x	x	x				
10. Rate fairly.	4	x	x	x				
11. Remain unbiased in evaluating the employee relative the performance of others.	5		x	x				
12. Get consensus from others that your assessment of the employee is accurate.	4		x	x				
13. Reinforce the positive.	4		x					
14. Establish a plan for the employee's development.	5		x					
15. Identify training needs.	4	x	x		4	x	x	x
16. Convey satisfaction with the employee's performance.	4		x					
17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.	5		x					
18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.	5		x					
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	5		x					
20. Identify areas for improved task accomplishment.	4		x					
21. Clarify the employee's job.	4	x						
22. Communicate examples of expected performance.	4	x						
23. Clarify expected performance levels to the employee.	4	x			4	x		
24. Indicate where the employee is falling short in terms of performance.	5	x						
25. Describe to the employee an example of something which they did right.	5	x						

Note: x=Item was generated for the listed appraisal purpose and ratee performance level
n=number of members in group responsible for generating goal

(table continues)

Table 1

Goals Generated by Appraisal Purpose and Ratee Performance Level

Item	n	Administrative Purpose Condition			Developmental Purpose Condition		
		Poor	Average	Outstanding	Poor	Average	Outstanding
26. Obtain from the employee ideas on how their performance goals might be met.	5	x					
27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.	4	x					
28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.	4	x					
29. Communicate to the employee that they are personally important to the success of their work group.	4	x					
30. Establish short term goals for the employee.	5	x					
31. Evaluate the employee against the same standards as others in their work group.	5	x					
32. Encourage employee to improve performance.	4	x			3	x	
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.	4	x					
34. Evaluate the employee in such a way that it shows the supervisor has faith that the employee can improve.	5	x					
35. Provide the employee with multiple examples of how their performance can be improved.	5	x					
36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.	5	x					
37. Identify strengths and weaknesses.					3	x	x
38. Maintain an employee's current high performance level.					4		x
39. Obtain suggestions from the employee on how they might increase their productivity.					4		x
40. Highlight an employee's success with a task so success is visible to higher management.					3		x
41. Challenge employee to improve performance in weak areas.					4		x
42. Indicate where the employee has exceeded performance objectives.					4		x
43. Indicate to the employee that they are a role model for the entire organization.					4		x

Note. x=Item was generated for the listed appraisal purpose and ratee performance level
n=number of members in group responsible for generating goal

(table continues)

Table 1

Goals Generated by Appraisal Purpose and Ratee Performance Level

Item	Administrative Purpose Condition			Developmental Purpose Condition				
	n	Poor	Average	Outstanding	n	Poor	Average	Outstanding
44. Motivate the employee.					3	x	x	x
45. Improve employee confidence.					3	x	x	x
46. Encourage the employee's existing level of performance.					4			x
47. Define additional responsibilities and duties for the employee.					4			x
48. Express appreciation for employee performance.					3		x	x
49. Make it clear to the employee that there is room for improvement.					3		x	
50. Encourage the employee to consult with their supervisor frequently.					3		x	
51. Stress that average employee ratings affect supervisors and departments.					4		x	
52. Indicate where the employee is meeting preset goals.					4		x	
53. Indicate where verbal communication can be improved.					3		x	
54. Indicate where written communication can be improved.					4		x	
55. Improve understanding between employee and supervisor.					4		x	
56. Identify performance deficiencies.					3	x		
57. Evaluate whether or not the employee can be brought up to standard.					3	x		
58. Identify potential developmental actions of the employee.					3	x		
59. Make it clear the employee will not receive a salary increase.	4	x			4	x		
60. Let the employee know that you will assist in improving the employee's performance.					4	x		
61. Indicate to the employee that their performance is dragging down the entire work group.					3	x		
62. Define consequences of poor performance for the employee.					4	x		
63. Identify possible reasons for the employee's poor performance.					4	x		
64. Challenge employee to improve performance.					4	x		
65. Define current responsibilities and duties for the employee.					3	x		
66. Improve communication with the employee.					3	x		

Note. x-item was generated for the listed appraisal purpose and ratee performance level.

n-number of members in group responsible for generating goal

Table 2

Agreement Levels for Retranslated Goals by Ratee Performance Level and Ratee Performance Level

Item	n	<u>Administrative Purpose Condition</u>			<u>Developmental Purpose Condition</u>		
		<u>Poor</u>	<u>Average</u>	<u>Outstanding</u>	<u>Poor</u>	<u>Average</u>	<u>Outstanding</u>
1. Provide the employee with specific examples of their outstanding performance.	23	.130	.130	.609*	.217	.304	.696*
2. Identify what the employee believes you can help them do to achieve further success.	23	.174	.217	.217	.652*	.739*	.565
3. Award the employee with management responsibilities.	23	0	0	.609*	0	.130	.391
4. Identify areas in which the employee might need improvement.	23	.304	.174	.043	.696*	.652*	.348
5. Maintain honest communication between supervisor and employee.	23	.087	.217	.217	.609*	.609*	.609*
6. Maintain open communication between supervisor and employee.	23	.304	.304	.348	.609*	.565	.522
7. Maintain the employee's self esteem.	23	.130	.087	.261	.174	.174	.174
8. Encourage participative communication from the employee.	23	.043	.043	.043	.739*	.652*	.609*
9. Sandwich negative evaluative comments with positive evaluative comments.	23	.043	.087	0	.652*	.522	.348
10. Rate fairly.	23	.739*	.739*	.696*	.391	.348	.348
11. Remain unbiased in evaluating the employee relative the performance of others.	23	.652*	.609*	.609*	.261	.348	.304
12. Get consensus from others that your assessment of the employee is accurate.	23	.609*	.304	.348	.217	.217	.217
13. Reinforce the positive.	23	.087	.087	.087	.522	.522	.565
14. Establish a plan for the employee's development.	23	.130	.174	.130	.783*	.739*	.609*
15. Identify training needs.	23	.174	.174	.130	.739*	.783*	.609*
16. Convey satisfaction with the employee's performance.	23	.043	.217	.217	.261	.739*	.739*
17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.	23	.087	.130	.217	.565	.652*	.696*
18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.	23	.130	.261	.087	.522	.609*	.304
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	23	.609*	.609*	.174	.696*	.696*	.478
20. Identify areas for improved task accomplishment.	23	.304	.130	0	.739*	.609*	.174
21. Clarify the employee's job.	23	.609*	.261	.217	.435	.261	.174
22. Communicate examples of expected performance.	23	.261	.261	.130	.652*	.435	.217
23. Clarify expected performance levels to the employee.	23	.609*	.609*	.304	.522	.217	.261
24. Indicate where the employee is falling short in terms of performance.	23	.261	.217	0	.652*	.478	.087
25. Describe to the employee an example of something which they did right.	23	.261	.261	.174	.652*	.565	.261

Note. *- goals which met 60% agreement criteria for the listed appraisal purpose and ratee performance level.

(table continues)

Table 2

Agreement Levels for Retranslated Goals by Ratee Performance Level and Rater Performance Level

<u>Item</u>	<u>n</u>	<u>Administrative Purpose Condition</u>			<u>Developmental Purpose Condition</u>		
		<u>Poor</u>	<u>Average</u>	<u>Outstanding</u>	<u>Poor</u>	<u>Average</u>	<u>Outstanding</u>
26. Obtain from the employee ideas on how their performance goals might be met.	23	.174	.261	.130	.565	.565	.348
27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.	23	.261	.217	.217	.478	.435	.304
28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.	23	.174	.174	.174	.435	.478	.348
29. Communicate to the employee that they are personally important to the success of Their work group	23	.174	.217	.174	.652*	.696*	.652*
30. Establish short term goals for the employee.	23	.174	.174	.043	.696*	.565	.261
31. Evaluate the employee against the same standards as others in their work group.	23	.652*	.609*	.652*	.304	.391	.261
32. Encourage employee to improve performance.	23	.217	.217	.130	.739*	.609*	.261
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.	23	.609*	.609*	.304	.478	.478	.478
34. Evaluate the employee in such a way that it shows the supervisor has faith that the employee can improve.	23	.348	.261	.174	.478	.435	.174
35. Provide the employee with multiple examples of how their performance Can be improved.	23	.304	.217	.043	.739*	.652*	.087
36. Encourage the employee to evaluate his or her own performance throughout the year So that he or she will know if they are falling short of goals.	23	.174	.174	.174	.696*	.652*	.565
37. Identify strengths and weaknesses.	23	.174	.348	.348	.739*	.609*	.522
38. Maintain an employee's current high performance level.	23	0	0	.391	0	0	.522
39. Obtain suggestions from the employee on how they might increase their productivity.	23	.130	.261	.217	.609*	.696*	.522
40. Highlight an employee's success with a task so success is visible to higher management.	23	.043	.261	.696*	0	.174	.435
41. Challenge employee to improve performance in weak areas.	23	.217	.174	.087	.696*	.652*	.217
42. Indicate where the employee has exceeded performance objectives.	23	.043	.130	.609*	.130	.391	.522
43. Indicate to the employee that they are a role model for the entire organization.	23	.043	.043	.391	0	0	.348

Note. *- goals which met 60% agreement criteria for the listed appraisal purpose and ratee performance level.

Table 2

Agreement Levels for Retranslated Goals by Appraisal Purpose and Ratee Performance Level

Item	n	Administrative Purpose Condition			Developmental Purpose Condition		
		Poor	Average	Outstanding	Poor	Average	Outstanding
44. Motivate the employee.	23	.304	.348	.304	.609*	.652*	.391
45. Improve employee confidence.	23	.217	.304	.174	.609*	.652*	.174
46. Encourage the employee's existing level of performance.	23	0	.174	.609*	.087	.217	.652*
47. Define additional responsibilities and duties for the employee.	23	.217	.304	.348	.217	.304	.522
48. Express appreciation for employee performance.	23	.130	.609*	.478	.043	.304	.522
49. Make it clear to the employee that there is room for improvement.	23	.304	.261	.043	.609*	.565	.087
50. Encourage the employee to consult with their supervisor frequently.	23	.391	.174	.217	.652*	.391	.174
51. Stress that average employee ratings affect supervisors and departments.	23	.217	.609*	.087	.174	.261	0
52. Indicate where the employee is meeting preset goals.	23	.304	.348	.217	.391	.609*	.304
53. Indicate where verbal communication can be improved.	23	.174	.174	.087	.739*	.652*	.348
54. Indicate where written communication can be improved.	23	.174	.174	.087	.652*	.696*	.304
55. Improve understanding between employee and supervisor.	23	.217	.217	.130	.565	.609*	.217
56. Identify performance deficiencies.	23	.174	.174	.087	.696*	.609*	.174
57. Evaluate whether or not the employee can be brought up to standard.	23	.609*	.174	0	.609*	.130	0
58. Identify potential developmental actions of the employee.	23	.217	.217	.087	.739*	.522	.174
59. Make it clear the employee will not receive a salary increase.	23	.696*	.043	0	.391	.087	.043
60. Let the employee know that you will assist in improving the employee's performance.	23	.304	.217	0	.696*	.348	.043
61. Indicate to the employee that their performance is dragging down the entire work group.	23	.304	.130	0	.391	0	0
62. Define consequences of poor performance for the employee.	23	.739*	.087	0	.435	0	0
63. Identify possible reasons for the employee's poor performance.	23	.304	.043	0	.609*	.043	0
64. Challenge employee to improve performance.	23	.609*	.261	.087	.478	.304	.130
65. Define current responsibilities and duties for the employee.	23	.261	.261	.304	.522	.609*	.304
66. Improve communication with the employee.	23	.217	.304	.261	.522	.609*	.348

Note. *= goals which met 60% agreement criteria for the listed appraisal purpose and ratee performance level.

Table 3

Rated Importance of Items by Appraisal Purpose and Ratee Performance Level

Item	n	Administrative Purpose Condition								Developmental Purpose Condition								
		Poor M	SD	Average M	SD	Outstanding M	SD	Overall M	SD	n	Poor M	SD	Average M	SD	Outstanding M	SD	Overall M	SD
1. Provide the employee with specific examples of their outstanding performance.	10	1.100	.316	1.400	.699	4.100*	1.729	2.200	1.730	12	1.000	0	1.417	.669	2.750*	2.379	1.722	1.579
2. Identify what the employee believes you can help them do to achieve further success.	10	2.600	1.174	3.400	1.776	5.700	1.418	3.900	1.954	12	3.750*	1.815	3.167*	1.642	2.667	1.670	3.194	1.721
3. Award the employee with management responsibilities.	10	1.000	0	1.000	0	5.100*	1.524	2.367	2.141	12	1.000	0	1.083	.299	3.500	1.734	1.861	1.552
4. Identify areas in which the employee might need improvement.	10	4.000	1.826	3.600	1.174	3.300	2.111	3.633	1.712	12	6.750*	.452	6.250*	.866	3.000	2.335	5.333	2.204
5. Maintain honest communication between supervisor and employee.	10	6.300	.675	6.300	.823	4.900	1.449	5.833	1.206	12	6.583*	.515	6.167*	.718	5.333*	1.030	6.194	.822
6. Maintain open communication between supervisor and employee.	10	6.300	.675	6.400	.843	6.500	.972	6.400	.814	12	6.333*	.651	6.333	.651	5.583	1.621	6.083	1.105
7. Maintain the employee's self esteem.	10	6.300	.675	6.600	.699	6.500	.972	6.467	.776	12	4.583	1.975	3.917	1.730	3.250	1.603	3.917	1.811
8. Encourage participative communication from the employee.	10	6.400	.843	6.400	1.075	6.200	1.476	6.333	1.124	12	6.667*	.492	5.833*	.937	5.167*	1.749	5.889	1.304
9. Sandwich negative evaluative comments with positive evaluative comments.	10	5.600	.966	6.400	.843	6.000	1.247	6.000	1.050	12	5.917*	1.782	5.333	1.723	2.583	1.676	4.611	2.233
10. Rate fairly.	10	6.300*	.675	4.300*	1.703	3.900*	2.079	4.833	1.877	12	6.417	.900	6.417	.900	6.167	1.193	6.333	.986
11. Remain unbiased in evaluating the employee relative the performance of others.	10	6.600*	.516	6.700*	.483	6.200*	1.229	6.500	.820	12	6.667	.492	6.583	.315	6.667	.651	6.639	.543
12. Get consensus from others that your assessment of the employee is accurate.	10	6.400*	.516	6.000	1.155	5.900	1.449	6.100	1.094	12	4.419	2.105	3.917	1.975	2.917	2.021	3.750	2.103
13. Reinforce the positive.	10	6.300	.483	5.800	.789	4.600	1.265	5.567	1.135	12	4.000	1.954	3.500	2.067	2.750	2.030	3.417	2.034
14. Establish a plan for the employee's development.	10	5.400	1.265	6.000	1.054	3.800	2.044	5.067	1.741	12	5.083*	2.021	5.083*	1.163	5.583*	1.379	5.250	1.538
15. Identify training needs.	10	1.000	0	5.200	.919	3.400	1.647	3.200	2.041	12	5.500*	1.931	4.750*	1.915	5.083*	2.109	5.111	1.924
16. Convey satisfaction with the employee's performance.	10	1.000	0	5.200	1.398	4.400	1.838	3.533	2.255	12	1.000	0	1.333*	.651	5.583*	1.379	2.639	2.282
17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.	10	2.200	1.033	4.800	.919	5.700	.823	4.233	1.755	12	1.917	1.379	2.250*	1.422	3.250*	2.094	2.472	1.715
18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.	10	5.100	1.370	5.400	1.265	2.900	1.524	4.467	1.756	12	4.917	2.275	4.333*	2.015	2.417	1.505	3.889	2.188
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	10	6.400*	.843	5.900*	.876	5.600	1.265	5.967	1.033	12	6.583*	.313	6.417*	.793	5.917	1.311	6.306	.951
20. Identify areas for improved task accomplishment.	10	7.000	0	6.700	.483	3.800	1.751	5.833	1.783	12	6.250*	.965	6.000*	.953	4.000	2.132	5.417	1.746
21. Clarify the employee's job.	10	4.800*	1.989	3.400	2.366	1.500	.707	3.233	2.239	12	3.250	2.006	2.750	1.913	1.000	0	2.333	1.836
22. Communicate examples of expected performance.	10	6.100	1.370	4.100	2.132	1.900	1.033	4.000	2.349	12	5.333*	1.303	4.167	1.642	1.250	.622	3.583	2.130
23. Clarify expected performance levels to the employee.	10	6.300*	.823	4.700*	1.337	1.900	.976	4.300	2.103	12	5.593	1.034	4.250	1.545	1.083	.289	3.639	2.193
24. Indicate where the employee is falling short in terms of performance.	10	6.400	.843	5.200	1.874	2.300	1.160	4.633	2.189	12	6.583*	.515	6.083	.515	3.083	1.832	5.250	1.918

Note. *= ratings for goals retranslated to the listed ratee performance level and appraisal purpose.

(table continues)

Table 3

Rated Importance of Items by Appraisal Purpose and Ratee Performance Level

Item	n	Administrative Purpose Condition								Developmental Purpose Condition								
		Poor		Average		Outstanding		Overall		Poor		Average		Outstanding		Overall		
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	
25. Describe to the employee an example of something which they did right.	10	6.300	1.059	5.300	1.636	4.200	2.251	5.267	1.874	12	5.917*	1.311	5.083	1.443	3.583	2.021	4.861	1.554
26. Obtain from the employee ideas on how their performance goals might be met.	10	6.200	.919	5.200	1.398	3.800	2.044	5.067	1.780	12	5.750	1.765	5.250	1.712	4.500	2.023	5.167	1.359
27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.	10	5.500	1.434	5.000	1.333	4.200	1.932	4.900	1.626	12	1.917	1.782	1.750	1.545	1.583	1.505	1.750	1.574
28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.	10	5.700	1.150	5.100	1.197	4.900	1.317	5.200	1.243	12	1.250	.866	1.250	.866	1.250	.866	1.250	.841
29. Communicate to the employee that they are personally important to the success of their work group.	10	5.000	1.700	4.900	1.663	5.000	1.886	4.967	1.691	12	5.000*	1.706	4.500*	1.784	4.083*	2.151	4.528	1.874
30. Establish short term goals for the employee.	10	5.600	1.578	4.800	1.317	3.300	1.703	4.567	1.775	12	6.083*	1.165	5.333	1.231	3.417	1.782	4.944	1.788
31. Evaluate the employee against the same standards as others in their work group.	10	6.200*	1.317	6.000*	1.633	5.400*	1.578	5.867	1.502	12	6.667*	.492	6.667*	.492	6.417	1.165	6.583*	.770
32. Encourage employee to improve performance.	10	5.200	1.932	4.300	2.003	1.500	.972	3.667	2.294	12	6.417*	.669	6.083*	.793	4.250	1.357	5.583*	1.360
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.	10	6.100*	.934	5.300*	1.252	3.900	1.912	5.100	1.668	12	6.250	1.215	5.917	1.165	5.000	1.809	5.722	1.485
34. Evaluate the employee in such a way that it shows the supervisor has faith that the employee can improve.	10	6.500	.516	5.500	1.269	2.900	1.917	5.000	1.875	12	6.417	1.165	5.833	1.193	2.583	1.379	4.944	2.097
35. Provide the employee with multiple examples of how their performance can be improved.	10	5.500	1.506	5.100	1.370	2.600	.966	4.433	1.832	12	6.667*	.888	6.167*	.937	2.333	.985	5.056	2.164
36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.	10	5.000	1.633	4.200	1.549	3.200	1.687	4.133	1.737	12	6.555*	.651	5.593*	1.379	4.167	1.992	5.361	1.576
37. Identify strengths and weaknesses.	10	6.000	1.155	5.400	1.506	3.000	1.746	4.800	1.955	12	6.667*	.492	6.417*	.793	3.833	2.167	5.639	1.854
38. Maintain an employee's current high performance level.	10	1.000	0	1.000	0	5.400	1.174	2.467	2.209	12	1.000	0	1.250	.622	5.417	1.564	2.556	2.261
39. Obtain suggestions from the employee on how they might increase their productivity.	10	5.000	1.700	4.700	1.494	3.700	1.567	4.467	1.634	12	5.917*	1.311	5.750*	1.765	5.833	1.899	5.833	1.530
40. Highlight an employee's success with a task so success is visible to higher management.	10	1.300	.949	3.700	2.058	5.400*	2.066	3.467	2.417	12	1.083	.289	1.250	.622	4.583	2.021	2.306	2.026
41. Challenge employee to improve performance in weak areas.	10	5.600	1.430	5.000	1.764	3.700	2.111	4.767	1.906	12	6.667*	.492	5.917*	.900	4.917	2.429	5.833	1.648
42. Indicate where the employee has exceeded performance objectives.	10	3.500	2.056	3.700	1.494	5.000*	1.886	4.100	1.882	12	4.333	1.670	4.167	1.528	4.000	1.595	4.167	1.558
43. Indicate to the employee that they are a role model for the entire organization.	10	1.000	0	1.000	0	3.000	1.886	1.667	1.442	12	1.000	0	1.250	.622	6.000	.853	2.750	2.407

Note. *- ratings for goals retranslated to the listed ratee performance level and appraisal purpose

(table continues)

Table 3

Rated Importance of Items by Appraisal Purpose and Ratee Performance Level

Item	n	Administrative Purpose Condition										Developmental Purpose Condition						
		Poor		Average		Outstanding		Overall		n	Poor		Average		Outstanding		Overall	
		M	SD	M	SD	M	SD	M	SD			M	SD	M	SD	M	SD	M
44. Motivate the employee.	10	4.700	1.947	4.400	1.897	2.200	1.135	3.767	1.995	12	2.583*	1.881	5.917*	1.443	4.167	1.946	4.222	2.205
45. Improve employee confidence.	10	1.600	1.075	1.400	.843	1.200	.632	1.400	.855	12	5.667*	1.614	6.083*	1.379	4.417	2.109	5.389	1.820
46. Encourage the employee's existing level of performance.	10	1.000	0	1.600	.843	6.000*	1.054	2.867	2.389	12	1.000	0	1.000	0	4.083*	1.975	2.028	1.844
47. Define additional responsibilities and duties for the employee.	10	1.000	0	1.000	0	2.600	1.578	1.533	1.167	12	1.083	.289	2.093	1.792	6.250	.754	3.139	2.520
48. Express appreciation for employee performance.	10	1.000	0	1.700*	1.059	3.500	2.224	2.067	1.741	12	2.667	1.875	4.933	1.992	5.500	1.834	4.333	2.217
49. Make it clear to the employee that there is room for improvement.	10	6.100	1.287	5.400	1.350	1.3	.483	4.267	2.406	12	6.083*	1.084	5.333	1.155	1.500	.522	4.306	2.240
50. Encourage the employee to consult with their supervisor frequently.	10	5.700	1.337	4.300	1.767	1.7	1.059	3.9	2.171	12	6.083*	.900	5.417	1.084	1.583	.669	4.361	2.193
51. Stress that average employee ratings affect supervisors and departments.	10	1.000	0	1.000*	0	1	0	1	0	12	3.000	1.651	4.250	1.603	1.000	0	2.750	1.873
52. Indicate where the employee is meeting preset goals.	10	5.600	1.506	5.400	1.430	4.9	1.619	5.267	1.507	12	3.000	1.809	1.917	1.379	1.667	1.155	2.194	1.346
53. Indicate where verbal communication can be improved.	10	1.600	.843	1.400	.516	1.2	.422	1.4	.621	12	5.917*	1.730	5.500*	1.834	3.250	2.137	4.889	2.201
54. Indicate where written communication can be improved.	10	1.500	.850	1.400	.699	1.1	.316	1.333	.661	12	5.250*	2.179	4.667*	1.969	2.083	1.676	4.000	2.354
55. Improve understanding between employee and supervisor.	10	1.700	1.567	1.100	.316	1	0	1.267	.944	12	5.667	1.557	5.333*	1.557	3.417	1.975	4.806	1.939
56. Identify performance deficiencies.	10	6.200	.789	4.900	1.792	1	0	4.033	2.498	12	6.167*	.835	5.750*	1.138	2.500	1.624	4.806	2.054
57. Evaluate whether or not the employee can be brought up to standard.	10	6.300*	.949	1.500	.707	1	0	2.933	2.518	12	6.417*	.793	4.093*	1.676	1.000	0	3.833	2.478
58. Identify potential developmental actions of the employee.	10	4.400	2.797	4.200	2.821	2.7	2.452	3.767	2.712	12	5.250*	1.857	4.350	2.05	3.583	2.151	4.361	1.959
59. Make it clear the employee will not receive a salary increase.	10	1.000*	0	1.000	0	1	0	1	0	12	6.250	1.422	1.000	0	1.000	0	2.750	2.634
60. Let the employee know that you will assist in improving the employee's performance.	10	1.000	0	1.000	0	1	0	1	0	12	2.750*	1.865	2.000	1.759	1.333	.888	2.028	1.630
61. Indicate to the employee that their performance is dragging down the entire work group.	10	2.100	1.729	1.000	0	1	0	1.367	1.098	12	6.167	1.267	3.500	1.087	1.000	0	3.556	2.335
62. Define consequences of poor performance for the employee.	10	4.700*	6.267	4.400	2.716	1.4	.966	3.5	2.649	12	5.667	1.435	4.583	1.676	1.000	0	3.750	2.371
63. Identify possible reasons for the employee's poor performance.	10	5.200	2.098	2.900	2.132	1	0	3.033	2.414	12	4.583*	.996	2.750	1.055	1.000	0	2.778	1.692
64. Challenge employee to improve performance.	10	5.900*	1.524	5.400	1.647	3.1	2.331	4.8	2.188	12	5.500	1.508	4.917	1.881	3.000	2.000	4.472	2.063
65. Define current responsibilities and duties for the employee.	10	3.000	2.357	2.300	1.829	1	0	2.1	1.863	12	4.833	1.642	4.500*	1.784	1.167	.389	3.500	2.171
66. Improve communication with the employee.	10	1.300	.675	1.000	0	1	0	1.1	.403	12	5.083	1.676	4.000*	1.859	1.667	.985	3.583	2.089

Note. *- ratings for goals retranslated to the listed ratee performance level and appraisal purpose.

Table 4

Goals Which Met Both Retranslation and Importance Criteria by Appraisal Purpose and Ratee Performance Level

Administrative condition/Poor performing ratee

10. Rate fairly.
11. Remain unbiased in evaluating the employee relative to the performance of others.
12. Get consensus from others that your assessment of the employee is accurate.
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
23. Clarify expected performance levels to the employee.
31. Evaluate the employee against the same standards as others in their work group.
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.
57. Evaluate whether or not the employee can be brought up to standard.
64. Challenge employee to improve performance.

Administrative Condition/Average Performing Ratee

11. Remain unbiased in evaluating the employee relative the performance of others.
12. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
31. Evaluate the employee against the same standards as others in their work group.
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.

Administrative Condition/Outstanding Performing Ratee

3. Award the employee with management responsibilities.

(table continues)

Table 4

Goals Which Met Both Retranslation and Importance Criteria by Appraisal Purpose and Ratee Performance Level

11. Remain unbiased in evaluating the employee relative to the performance of others.
31. Evaluate the employee against the same standards as others in their work group.
40. Highlight an employee's success with a task so success is visible to higher management.
42. Indicate where the employee has exceeded performance objectives.
46. Encourage the employee's existing level of performance.

Developmental Condition/Poor Performing Ratee

4. Identify areas in which the employee might need improvement.
5. Maintain honest communication between supervisor and employee.
6. Maintain open communication between supervisor and employee.
8. Encourage participative communication from the employee.
9. Sandwich negative evaluative comments with positive evaluative comments.
14. Establish a plan for the employee's development.
15. Identify training needs.
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
20. Identify areas for improved task accomplishment.
22. Communicate examples of expected performance.
24. Indicate where the employee is falling short in terms of performance.
25. Describe to the employee an example of something they did right.
29. Communicate to the employee that they are personally important to the success of their work group.
30. Establish short term goals for the employee.
32. Encourage employee to improve performance.
35. Provide the employee with multiple examples of how their performance can be improved.

(table continues)

Table 4

Goals Which Met Both Retranslation and Importance Criteria by Appraisal Purpose and Ratee Performance Level

36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.
37. Identify strengths and weaknesses.
39. Obtain suggestions from the employee on how they might increase their productivity.
41. Challenge employee to improve performance in weak areas.
45. Improve employee confidence.
49. Make it clear to the employee that there is room for improvement.
50. Encourage the employee to consult with their supervisor frequently.
54. Indicate where verbal communication can be improved.
55. Indicate where written communication can be improved.
56. Identify performance deficiencies.
57. Evaluate whether or not the employee can be brought up to standard.
58. Identify potential developmental actions for the employee.

Developmental Condition/Average Performing Ratee

4. Identify areas in which the employee might need improvement.
5. Maintain honest communication between supervisor and employee.
6. Encourage participative communication from the employee.
14. Establish a plan for the employee's development.
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
20. Identify areas for improved task accomplishment.
32. Encourage employee to improve performance.
35. Provide the employee with multiple examples of how their performance can be improved.
36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.

(table continues)

Table 4

Goals Which Met Both Retranslation and Importance Criteria by Appraisal

Purpose and Ratee Performance Level

- 37. Identify strengths and weaknesses.
- 39. Obtain suggestions from the employee on how they might increase their productivity.
- 41. Challenge employee to improve performance in weak areas.
- 44. Motivate the employee.
- 45. Improve employee confidence.
- 53. Indicate where verbal communication can be improved.
- 55. Improve understanding between employee and supervisor.
- 56. Identify performance deficiencies.

Developmental Condition/Outstanding Performing Ratee

- 5. Maintain honest communication between supervisor and employee.
- 6. Encourage participative communication from the employee.
- 14. Establish a plan for the employee's development.
- 15. Identify training needs.
- 16. Convey satisfaction with the employee's performance.

Table 5

Anova Results for Ratee Performance Level and Appraisal Purpose on Rated Goal Importance

<u>Item and Source of Variation</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>η^2</u>
3. Award the employee with management responsibilities.				
Ratee Performance Level	2	78.213	82.595***	.706
Appraisal Purpose	1	4.182	4.417*	.018
Level X Purpose	2	4.91	5.185**	.044
4. Identify areas in which the employee might need improvement.				
Ratee Performance Level	2	30.195	11.841***	.199
Purpose	1	47.291	18.545***	.156
Level X Purpose	2	16.377	6.422**	.108
5. Maintain honest communication between supervisor and employee.				
Ratee Performance Level	2	7.091	8.622**	.208
Appraisal Purpose	1	2.134	2.594	
Level X Purpose	2	1.576	1.916	
6. Maintain open communication between supervisor and employee.				
Ratee Performance Level	2	.668	.70	
Appraisal Purpose	1	1.641	1.72	
Level X Purpose	2	1.486	1.553	
8. Encourage participative communication from the employee.				
Ratee Performance Level	2	3.941	2.87	
Appraisal Purpose	1	3.232	2.354	
Level X Purpose	2	2.366	1.732	
9. Sandwich negative evaluative comments with positive evaluative comments.				
Ratee Performance Level	2	16.885	7.959**	.142
Appraisal Purpose	1	31.566	14.878**	.133
Level X Purpose	2	19.431	9.158**	.164
10. Rate fairly.				
Ratee Performance Level	2	10.405	6.085**	.120
Appraisal Purpose	1	36.818	21.531***	.213
Level X Purpose	2	7.859	4.596*	.091
11. Remain unbiased in evaluating the employee relative the performance of others.				
Ratee Performance Level	2	.304	.642	
Appraisal Purpose	1	.316	.668	
Level X Purpose	2	.485	1.027	
12. Get consensus from others that your assessment of the employee is accurate.				
Ratee Performance Level	2	5.473	1.887	
Appraisal Purpose	1	90.368	31.152***	.323
Level X Purpose	2	1.655	.57	

Note. η^2 provided only for significant main effects and interactions.

*p < .05 **p < .01 ***p < .0001

(table continues)

Table 5

Anova Results for Ratee Performance Level and Appraisal Purpose on Rated Goal Importance

Item and Source of Variation	df	MS	F	η^2
14. Establish a plan for the employee's development.				
Rate Performance Level	2	4.055	1.704	
Appraisal Purpose	1	.55	.231	
Level X Purpose	2	10.964	4.608*	.128
15. Identify training needs.				
Rate Performance Level	2	16.352	6.203**	.105
Appraisal Purpose	1	59.766	22.672***	.193
Level X Purpose	2	33.625	12.755***	.217
16. Convey satisfaction with the employee's performance.				
Rate Performance Level	2	87.443	71.301***	.510
Appraisal Purpose	1	13.091	10.675**	.038
Level X Purpose	2	38.049	31.025***	.222
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.				
Rate Performance Level	2	2.941	3.126	
Appraisal Purpose	1	1.879	1.997	
Level X Purpose	2	.154	.163	
20. Identify areas for improved task accomplishment.				
Rate Performance Level	2	49.105	29.477***	.487
Appraisal Purpose	1	2.841	1.705	
Level X Purpose	2	1.559	.936	
22. Communicate examples of expected performance.				
Rate Performance Level	2	97.747	48.88***	.608
Appraisal Purpose	1	2.841	1.421	
Level X Purpose	2	1.02	.51	
23. Clarify expected performance levels to the employee.				
Rate Performance Level	2	112.196	97.303***	.739
Appraisal Purpose	1	7.152	6.203*	.024
Level X Purpose	2	.1196	.8441	
24. Indicate where the employee is falling short in terms of performance.				
Rate Performance Level	2	86.782	56.079***	.634
Appraisal Purpose	1	6.223	4.021*	.023
Level X Purpose	2	.782	.505	
25. Describe to the employee an example of something which they did right.				
Rate Performance Level	2	27.069	9.752**	.241
Appraisal Purpose	1	2.691	.97	
Level X Purpose	2	.22	.079	

Note. η^2 provided only for significant main effects and interactions.
*p < .05 **p < .01 ***p < .0001

(table continues)

Table 5

Anova Results for Ratee Performance Level and Ratee Performance Level on Rated Goal Importance

Item and Source of Variation	df	MS	F	n ²
29. Communicate to the employee that they are personally important to the success of their work group.				
Ratee Performance Level	2	1.182	.353	
Appraisal Purpose	1	3.152	.942	
Level X Purpose	2	1.152	.344	
30. Establish short term goals for the employee.				
Ratee Performance Level	2	35.222	16.181***	.343
Appraisal Purpose	1	2.335	1.073	
Level X Purpose	2	.282	.13	
31. Evaluate the employee against the same standards as others in their work group.				
Ratee Performance Level	2	1.695	1.237	
Appraisal Purpose	1	8.405	6.131*	.088
Level X Purpose	2	.423	.308	
32. Encourage employee to improve performance.				
Ratee Performance Level	2	52.188	28.393***	.376
Appraisal Purpose	1	60.114	32.705***	.216
Level X Purpose	2	3.279	1.784	
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.				
Ratee Performance Level	2	16.867	8.223**	.205
Appraisal Purpose	1	6.335	3.089	
Level X Purpose	2	1.231	.6	
35. Provide the employee with multiple examples of how their performance can be improved.				
Ratee Performance Level	2	86.263	69.287***	.644
Appraisal Purpose	1	6.335	5.089*	.024
Level X Purpose	2	3.232	2.596	
36. Encourage the employee to evaluate his or her own performance throughout the year so that they will know if they are falling short of goals.				
Ratee Performance Level	2	21.797	9.312**	.207
Appraisal Purpose	1	24.667	10.538**	.117
Level X Purpose	2	.282	.121	
37. Identify strengths and weaknesses.				
Ratee Performance Level	2	54.167	26.716***	.447
Appraisal Purpose	1	11.516	5.68*	.047
Level X Purpose	2	.167	.082	
39. Obtain suggestions from the employee on how they might increase their productivity.				
Ratee Performance Level	2	2.702	1.007	
Appraisal Purpose	1	30.564	11.388**	.152
Level X Purpose	2	2.429	.905	

Note. n² provided only for significant main effects and interactions.
 *p < .05 **p < .01 ***p < .0001

(table continues)

Table 5

Anova Results for Ratee Performance Level and Ratee Performance Level on Rated Goal Importance

Item and Source of Variation	df	MS	F	η^2
40. Highlight an employee's success with a task so success with a task so success is visible to higher management.				
Ratee Performance Level	2	25.229	9.245***	.150
Appraisal Purpose	1	87.167	31.943**	.260
Level X Purpose	2	.000	.000	
41. Challenge employee to improve performance in weak areas.				
Ratee Performance Level	2	18.577	6.838**	.169
Appraisal Purpose	1	18.618	6.853*	.085
Level X Purpose	2	.123	.045	
42. Indicate where the employee has exceeded performance objectives.				
Ratee Performance Level	2	2.206	.757	
Appraisal Purpose	1	.073	.025	
Level X Purpose	2	4.752	1.631	
44. Motivate the employee.				
Ratee Performance Level	2	21.978	7.347**	.148
Appraisal Purpose	1	41.223	13.781**	.139
Level X Purpose	2	55.174	18.445***	.372
45. Improve employee confidence.				
Ratee Performance Level	2	5.685	2.869	
Appraisal Purpose	1	260.366	131.387***	.654
Level X Purpose	2	2.958	1.493	
46. Encourage the employee's existing level of performance.				
Ratee Performance Level	2	110.637	111.911***	.705
Appraisal Purpose	1	11.516	11.648**	.037
Level X Purpose	2	5.243	5.303**	.033
49. Make it clear to the employee that there is room for improvement.				
Ratee Performance Level	2	139.17	130.506***	.810
Appraisal Purpose	1	.025	.023	
Level X Purpose	2	.11	.103	
50. Encourage the employee to consult with their supervisor frequently.				
Ratee Performance Level	2	107.19	79.351***	.695
Appraisal Purpose	1	3.479	2.576	
Level X Purpose	2	2.099	1.554	
53. Indicate where verbal communication can be improved.				
Ratee Performance Level	2	14.352	6.595**	.075
Appraisal Purpose	1	199.184	91.532***	.524
Level X Purpose	2	8.534	3.922*	.045

Note. η^2 provided only for significant main effects and interactions.
 *p < .05 **p < .01 ***p < .0001

(table continues)

Table 5
 Anova Results for Ratee Performance Level and Ratee Performance Level on Rated Goal Importance

Goal and Source of Variation	df	MS	F	η^2
54. Indicate where written communication can be improved.				
Ratee Performance Level	2	19.547	8.521**	.121
Appraisal Purpose	1	116.364	50.728***	.360
Level X Purpose	2	11.911	5.192**	.073
55. Improve understanding between employee and supervisor.				
Ratee Performance Level	2	12.401	6.239**	.068
Appraisal Purpose	1	204.934	103.111***	.565
Level X Purpose	2	5.249	2.641	
56. Identify performance deficiencies.				
Ratee Performance Level	2	120.625	84.732***	.713
Appraisal Purpose	1	9.758	6.854*	.029
Level X Purpose	2	3.231	2.269	
57. Evaluate whether or not the employee can be brought up to standard.				
Ratee Performance Level	2	162.338	193.132***	.788
Appraisal Purpose	1	13.255	15.769**	.032
Level X Purpose	2	11.611	13.813***	.056
58. Identify potential developmental actions for the employee.				
Ratee Performance Level	2	15.881	3.039	
Appraisal Purpose	1	5.782	1.107	
Level X Purpose	2	1.214	.232	
64. Challenge employee to improve performance.				
Ratee Performance Level	2	42.767	12.696***	.295
Appraisal Purpose	1	1.758	.522	
Level X Purpose	2	.222	.066	

Note. η^2 provided only for significant main effects and interactions.
 *p < .05 **p < .01 ***p < .0001

Table 6

T test Results for Goals with Significant Main Effects for Ratee Performance Level

Ratee Performance Level Pairs Being Tested	Mean X-Y	Paired t value (2-tailed test)
3. Award the employee with management responsibilities.		
Poor-average	-.045	-1.000
Poor-outstanding	-3.227	-8.299***
Average-outstanding	3.182	8.338***
4. Identify areas in which the employee might need improvement.		
Poor-average	.455	1.517
Poor-outstanding	2.364	3.583**
Average-outstanding	1.909	2.918**
5. Maintain honest communication between supervisor and employee.		
Poor-average	.227	1.156
Poor-outstanding	1.045	3.914**
Average-outstanding	.818	3.250**
9. Sandwich negative evaluative comments with positive evaluative comments.		
Poor-average	.182	.608
Poor-outstanding	1.727	3.179**
Average-outstanding	1.545	3.727**
10. Rate fairly.		
Poor-average	.909	2.887**
Poor-outstanding	1.227	3.202**
Average-outstanding	.318	1.275
15. Identify training needs.		
Poor-average	-1.500	-2.602*
Poor-outstanding	-.864	-2.068*
Average-outstanding	.636	.914
16. Convey satisfaction with the employee's performance.		
Poor-average	-2.091	-4.411**
Poor-outstanding	-4.045	-11.325***
Average-outstanding	-1.955	-3.009**
20. Identify areas for improved task accomplishment.		
Poor-average	.273	2.806**
Poor-outstanding	2.682	5.985***
Average-outstanding	2.409	5.814***
22. Communicate examples of expected performance.		
Poor-average	1.545	5.743***
Poor-outstanding	4.182	14.343***
Average-outstanding	2.636	7.024***
23. Clarify expected performance levels to the employee.		
Poor-average	1.455	5.109***
Poor-outstanding	4.455	21.708***
Average-outstanding	3.000	10.460***
24. Indicate where the employee is falling short in terms of performance.		
Poor-average	.818	3.813***
Poor-outstanding	3.733	11.260**
Average-outstanding	2.955	8.271***
25. Describe to the employee an example of something which they did right.		
Poor-average	.909	4.913***
Poor-outstanding	2.227	6.087***
Average-outstanding	1.318	4.437**
30. Establish short term goals for the employee.		
Poor-average	.773	4.822***
Poor-outstanding	2.500	8.147***
Average-outstanding	1.727	8.227***
32. Encourage employee to improve performance.		
Poor-average	.591	4.161**
Poor-outstanding	2.864	7.78***
Average-outstanding	2.273	6.751***

Note. Df for all tests = 21.

*p<.05 **p<.01 ***p<.0001

(table continues)

Table 6

T test Results for Goals with Significant Main Effects for Ratee Performance Level

Ratee Performance Level Pairs Being Tested	Mean X-Y	Paired t value (2-tailed test)
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.		
Poor-average	.545	3.464**
Poor-outstanding	1.682	5.286***
Average-outstanding	1.136	4.416**
35. Provide the employee with multiple examples of how their performance can be improved.		
Poor-average	.500	3.924**
Poor-outstanding	3.727	11.52***
Average-outstanding	3.227	9.823***
36. Encourage the employee to evaluate his or her own performance throughout the year so that they will know if they are falling short of goals.		
Poor-average	.773	3.727**
Poor-outstanding	2.000	6.633***
Average-outstanding	1.227	5.187***
37. Identify strengths and weaknesses.		
Poor-average	.409	3.25**
Poor-outstanding	2.909	7.181***
Average-outstanding	7.500	6.184***
40. Highlight an employee's success with a task so the success is visible to higher management.		
Poor-average	-1.182	-2.689*
Poor-outstanding	-3.773	-7.534***
Average-outstanding	-2.591	-6.417***
41. Challenge employee to improve performance in weak areas.		
Poor-average	.682	3.813**
Poor-outstanding	1.818	4.136**
Average-outstanding	1.136	3.578**
44. Motivate the employee.		
Poor-average	-1.682	-2.925**
Poor-outstanding	.273	.416
Average-outstanding	1.955	3.671**
46. Encourage the employee's existing level of performance.		
Poor-average	-.273	-2.027*
Poor-outstanding	-3.955	-9.952***
Average-outstanding	-3.682	-9.685***
49. Make it clear to the employee that there is room for improvement.		
Poor-average	.727	4.856***
Poor-outstanding	4.682	20.213***
Average-outstanding	3.955	14.807***
50. Encourage the employee to consult with their supervisor frequently.		
Poor-average	1.000	5.066***
Poor-outstanding	4.273	15.230***
Average-outstanding	3.273	10.331***
53. Indicate where verbal communication can be improved.		
Poor-average	.318	2.628*
Poor-outstanding	1.636	3.726**
Average-outstanding	1.318	3.277**
54. Indicate where written communication can be improved.		
Poor-average	.364	3.464**
Poor-outstanding	1.909	4.067**
Average-outstanding	1.545	3.824**
55. Improve understanding between employee and supervisor.		
Poor-average	.455	1.936
Poor-outstanding	1.545	3.774**
Average-outstanding	1.091	3.196**

Note. Df for all tests = 21.

*p<.05 **p<.01 ***p<.0001

(table continues)

Table 6

T test Results for Goals with Significant Main Effects for Ratee Performance Level

<u>Ratee Performance Level Pairs Being Tested</u>	<u>Mean X-Y</u>	<u>Paired t value (2-tailed test)</u>
56. Identify performance deficiencies.		
Poor-average	.818	3.813***
Poor-outstanding	4.364	14.632**
Average-outstanding	3.545	9.883***
57. Evaluate whether or not the employee can be brought up to standard.		
Poor-average	3.455	9.178***
Poor-outstanding	5.364	29.677***
Average-outstanding	1.909	4.842***
64. Challenge employee to improve performance.		
Poor-average	.545	2.806**
Poor-outstanding	2.636	6.072***
Average-outstanding	2.091	5.161***

Note. Df for all tests = 21.

* $p \leq .05$ ** $p < .01$ *** $p < .0001$

Table 7

Agreement Levels for Goal Placement into Typology

<u>Item</u>	<u>Goal Typology</u>			
	<u>Task</u>	<u>Interpersonal</u>	<u>Strategic</u>	<u>Internalized</u>
3. Award the employee with management responsibilities.	.50	.00	.50	.00
4. Identify areas in which the employee might need improvement.	.50	.00	.50	.00
5. Maintain honest communication between supervisor and employee.	.00	.75	.00	.25
6. Maintain open communication between supervisor and employee.	.00	1.00	.00	.00
8. Encourage participative communication from the employee.	.00	1.00	.00	.00
9. Sandwich negative evaluative comments with positive evaluative comments.	.50	.50	.00	.00
10. Rate fairly.	.25	.00	.00	.75
11. Remain unbiased in evaluating the employee relative the performance of others.	.00	.00	.00	1.00
12. Get consensus from others that your assessment of the employee is accurate.	.00	.25	.00	.75
14. Establish a plan for the employee's development.	.50	.00	.50	.00
15. Identify training needs.	.75	.00	.25	.00
16. Convey satisfaction with the employee's performance.	.25	.50	.25	.25
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	1.00	.00	.00	.00
20. Identify areas for improved task accomplishment.	.50	.00	.50	.00
22. Communicate examples of expected performance.	.50	.00	.25	.25
23. Clarify expected performance levels to the employee.	.75	.00	.25	.00
24. Indicate where the employee is falling short in terms of performance.	.50	.00	.25	.25
25. Describe to the employee an example of something which they did right.	1.00	.00	.00	.00
29. Communicate to the employee that they are personally important to the success of their work group.	.00	.26	.75	.00
30. Establish short term goals for the employee.	.75	.00	.00	.25
31. Evaluate the employee against the same standards as others in their work group.	.00	.00	.00	1.00
32. Encourage employee to improve performance.	.75	.00	.00	.25
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.	.25	.50	.25	.25
35. Provide the employee with multiple examples of how their performance can be improved.	.50	.00	.50	.00
36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.	.50	.00	.00	.50
37. Identify strengths and weaknesses.	.50	.00	.00	.50
39. Obtain suggestions from the employee on how they might increase their productivity.	.75	.25	.00	.00
40. Highlight an employee's success with a task so success is visible to higher management.	.00	.00	1.00	.00
41. Challenge employee to improve performance in weak areas.	.75	.00	.00	.25
42. Indicate where the employee has exceeded performance objectives.	.75	.00	.00	.25
44. Motivate the employee.	.75	.25	.00	.00
45. Improve employee confidence.	.50	.00	.00	.50
46. Encourage the employee's existing Appraisal Purpose of performance.	1.00	.00	.00	.00
49. Make it clear to the employee that there is room for improvement.	1.00	.00	.00	.00
50. Encourage the employee to consult with their supervisor frequently.	.25	.75	.00	.00
53. Indicate where verbal communication can be improved.	.50	.00	.50	.00
54. Indicate where written communication can be improved.	.50	.00	.50	.00
55. Improve understanding between employee and supervisor.	.00	1.00	.00	.00
56. Identify performance deficiencies.	.50	.00	.00	.50
57. Evaluate whether or not the employee can be brought up to standard.	.75	.00	.00	.25
58. Identify potential developmental actions of the employee.	.75	.00	.00	.25
64. Challenge employee to improve performance.	.75	.00	.00	.25

Table 8

Goals Successfully Placed in Goal Typology Listed by Appraisal Purpose and Ratee Performance Level

	Task	Typology		
		Interpersonal	Strategic	Internalized
<u>Administrative condition/Poor performing ratee</u>				
10. Rate fairly.				X
11. Remain unbiased in evaluating the employee relative to the performance of others.				X
12. Get consensus from others that your assessment of the employee is accurate.				X
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	X			
23. Clarify expected performance levels to the employee.	X			
31. Evaluate the employee against the same standards as others in their work group.				X
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.	-	-	-	-
57. Evaluate whether or not the employee can be brought up to standard.	X			
64. Challenge employee to improve performance.	X			
<u>Administrative Condition/Average Performing Ratee</u>				
11. Remain unbiased in evaluating the employee relative the performance of others.				X
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	X			
31. Evaluate the employee against the same standards as others in their work group.				X
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not the rater's judgment of him or her as a person.	-	-	-	-
<u>Administrative Condition/Outstanding Performing Ratee</u>				
3. Award the employee with management responsibilities.	-	-	-	-
11. Remain unbiased in evaluating the employee relative to the performance of others.				X
31. Evaluate the employee against the same standards as others in their work group.				X
40. Highlight an employee's success with a task so success is visible to higher management.			X	
42. Indicate where the employee has exceeded performance objectives.	X			
46. Encourage the employee's existing level of performance.	X			

(table continues)

Table 8

Goals Successfully Placed in Goal Typology Listed by Appraisal Purpose and Ratee Performance Level

	Task	Typology		
		Interpersonal	Strategic	Internalized
<u>Developmental Condition/Poor Performing Ratee</u>				
4. Identify areas in which the employee might need improvement.	-	-	-	-
5. Maintain honest communication between supervisor and employee.		X		
6. Maintain open communication between supervisor and employee.		X		
8. Encourage participative communication from the employee.		X		
9. Sandwich negative evaluative comments with positive evaluative comments.	-	-	-	-
14. Establish a plan for the employee's development.	-	-	-	-
15. Identify training needs.	X			
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	X			
20. Identify areas for improved task accomplishment.	-	-	-	-
22. Communicate examples of expected performance.	-	-	-	-
24. Indicate where the employee is falling short in terms of performance.	-	-	-	-
25. Describe to the employee an example of something they did right.	X			
29. Communicate to the employee that they are personally important to the success of their work group.			X	
30. Establish short term goals for the employee.	X			
32. Encourage employee to improve performance.	X			
35. Provide the employee with multiple examples of how their performance can be improved.	-	-	-	-
36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.	-	-	-	-
37. Identify strengths and weaknesses.	-	-	-	-
39. Obtain suggestions from the employee on how they might increase their productivity.	X			
41. Challenge employee to improve performance in weak areas.	X			
45. Improve employee confidence.	-	-	-	-
49. Make it clear to the employee that there is room for improvement.	X			
50. Encourage the employee to consult with their supervisor frequently.		X		
53. Indicate where verbal communication can be improved.	-	-	-	-
55. Indicate where written communication can be improved.	-	-	-	-
56. Identify performance deficiencies.	-	-	-	-

(table continues)

Table 8

Goals Successfully Retranslated to Goal Typology Listed by AppraisalPurpose and Ratee Performance Level

	Task	Typology		
		Interpersonal	Strategic	Internalized
57. Evaluate whether or not the employee can be brought up to standard.	X			
58. Identify potential developmental actions for the employee.	X			
<u>Developmental Condition/Average Performing Ratee</u>				
4. Identify areas in which the employee might need improvement.	-	-	-	-
5. Maintain honest communication between supervisor and employee.		X		
6. Encourage participative communication from the employee.		X		
14. Establish a plan for the employee's development.	-	-	-	-
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.	X			
20. Identify areas for improved task accomplishment.	-	-	-	-
32. Encourage employee to improve performance.	X			
35. Provide the employee with multiple examples of how their performance can be improved.	-	-	-	-
36. Encourage the employee to evaluate his or her own performance throughout the year so that he or she will know if they are falling short of goals.	-	-	-	-
37. Identify strengths and weaknesses.	-	-	-	-
39. Obtain suggestions from the employee on how they might increase their productivity.	X			
41. Challenge employee to improve performance in weak areas.	X			
44. Motivate the employee.	X			
45. Improve employee confidence.	-	-	-	-
53. Indicate where verbal communication can be improved.	-	-	-	-
55. Improve understanding between employee and supervisor.		X		
56. Identify performance deficiencies.	-	-	-	-
<u>Developmental Condition/Outstanding Performing Ratee</u>				
5. Maintain honest communication between supervisor and employee.		X		
6. Encourage participative communication from the employee.		X		
14. Establish a plan for the employee's development.	-	-	-	-
15. Identify training needs.	X			
16. Convey satisfaction with the employee's performance.	-	-	-	-

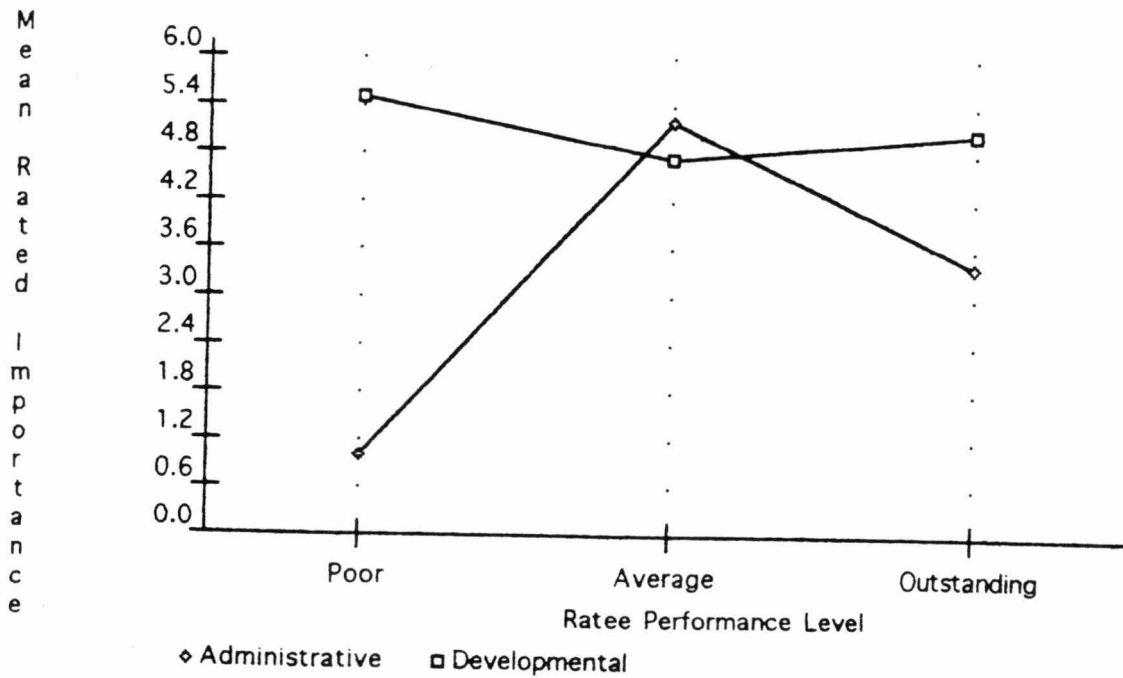


Figure 1. Interaction between appraisal purpose and ratee performance level for the goal "Identify training needs."

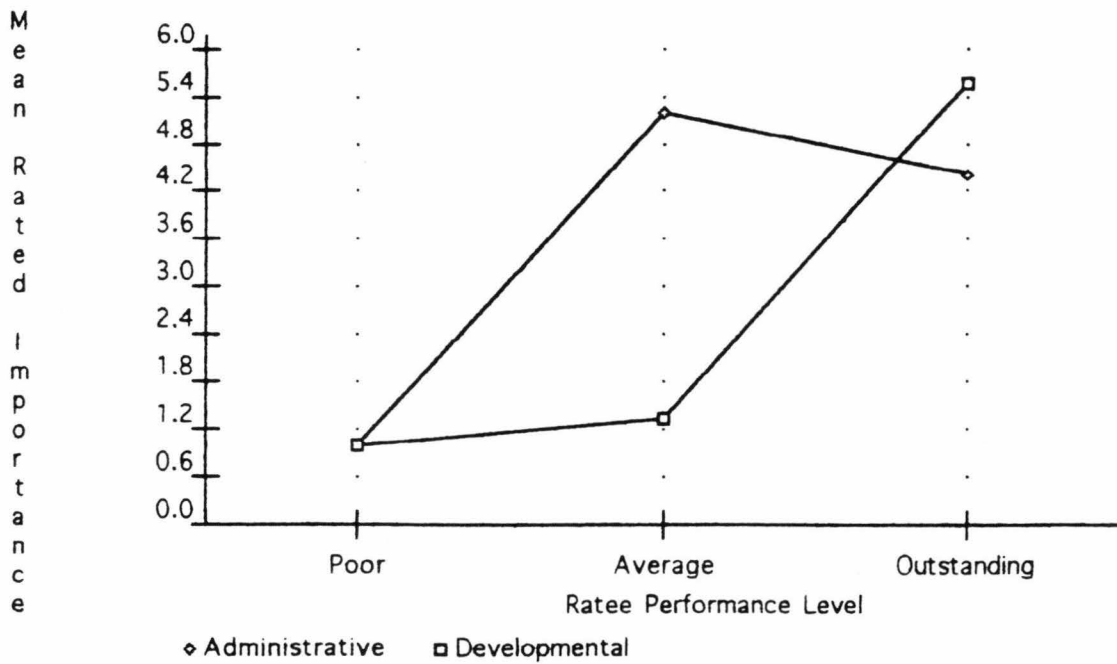


Figure 2. Interaction between appraisal purpose and ratee performance level for the goal "Convey satisfaction with the employee's performance."

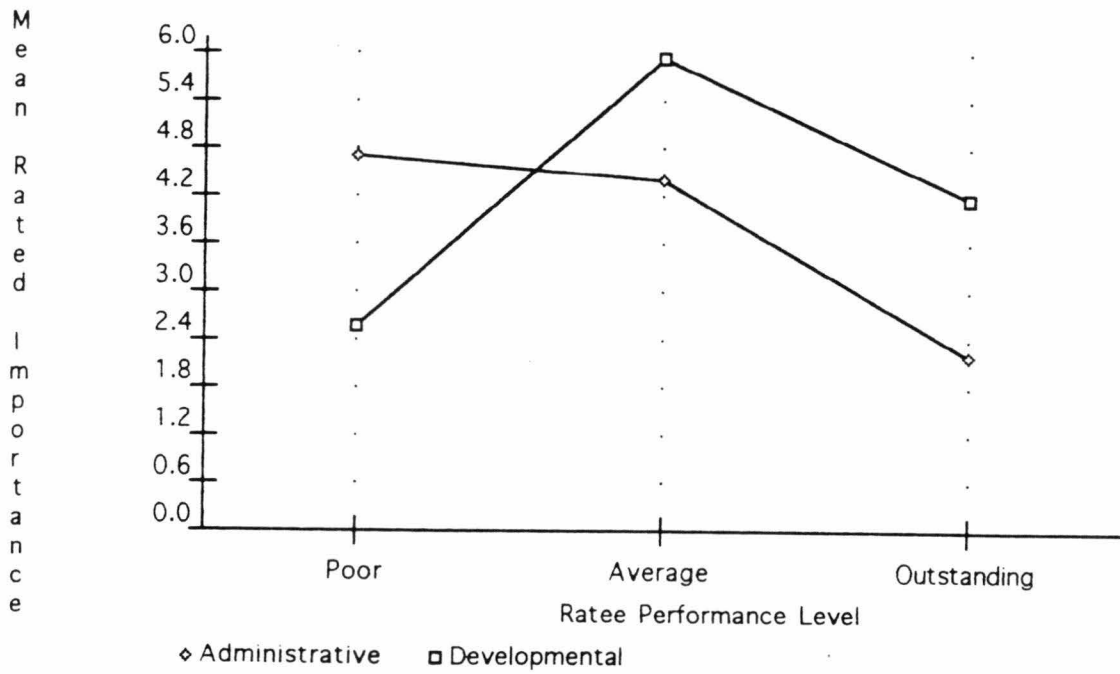


Figure 3. Interaction between appraisal purpose and ratee performance level for the goal "Motivate the employee."

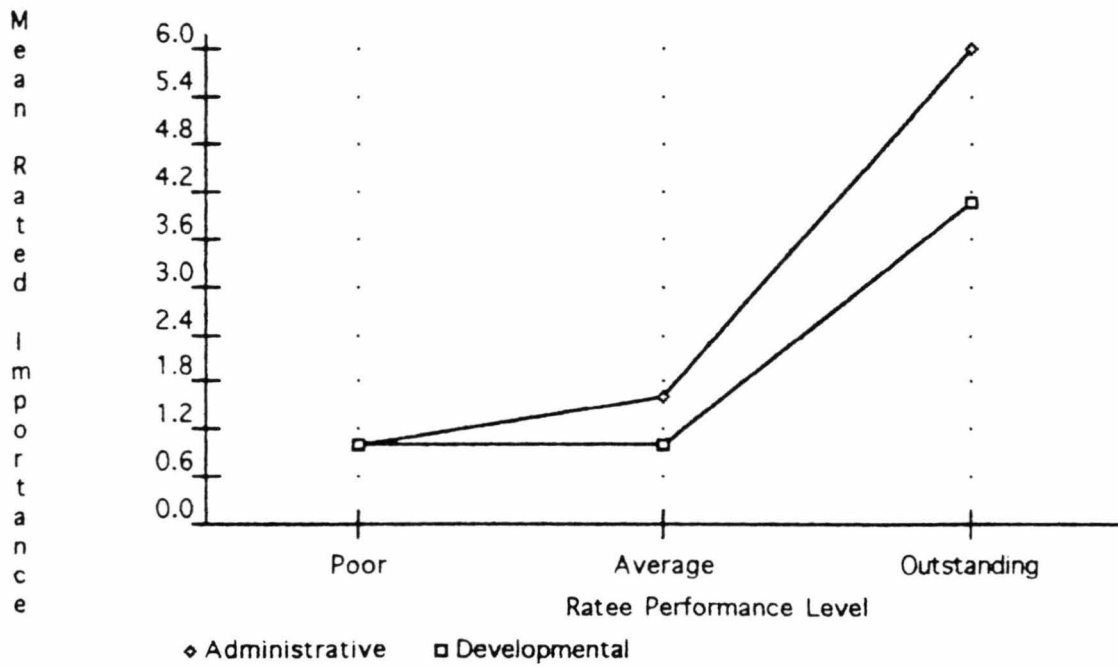


Figure 4. Interaction between appraisal purpose and ratee performance level for the goal "Evaluate whether or not the employee can be brought up to standard."

APPENDICES

Appendix A: Subject Information Sheet

Instructions

Please complete the following information.

1. Are you: Male () Female ()

2. How old are you:

Under 25 ()	30-39 ()	
25-29 ()	40 or over ()	

3. Current job title: _____

4. Number of people you are responsible for supervising: _____

5. How long have been with your current organization:

Under one year ()	Between five and nine years ()	
Between one and five years ()	Ten years and over ()	

6. Have you had previous experience conducting performance appraisals?:

Yes ()	No ()
---------	--------

7. Is a formal performance appraisal system present in your organization?:

Yes ()	No ()
---------	--------

8. In your current position are you responsible for conducting performance appraisals of employees?:

Yes ()	No ()
---------	--------

9. If you responded yes to question 6, what is the purpose of the appraisal?:

Developmental purpose (for example, providing feedback on an employee's work-related strengths and weaknesses)	()
Administrative purpose (for example, evaluating an employee for salary allocation decisions)	()
Both	()
Other _____	

Appendix B: Goal Generation for Developmental Purpose

Exercise OneInstructions

Read the scenario below and respond as requested on the following page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is developmental. You are evaluating Chris to indicate what Chris is doing well on the job and what Chris needs to improve. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is a poor performer. As you go about evaluating Chris, what goals do you have in mind as you conduct this appraisal?

You may think of a goal as anything which guides you in appraising Chris. On the following pages are listed four types of goals which a rater may encounter during evaluation of an employee's performance.

Instructions

1. Listed below are four types of goals a rater may encounter when evaluating the performance of an employee. Read the definition and example provided for each goal type.
2. Read the scenario once again.
3. Under each type of goal, write down additional goals that you as the rater might have in mind during the evaluation of Chris described on the previous page. There may be goals that you believe would not fall under any of the given headings. List these goals under the heading called "additional goals".

Task goals

These are goals related to the ratees' job performance.

Example: Maintaining an employee's current performance level.

Interpersonal goals

These goals involve the relationship between the rater and the ratee.

Example: Giving a rating that will improve my relationship with an employee.

Strategic goals

Goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization.

Example: Giving a rating that will highlight an employee and my ability as a supervisor.

Internalized goals

Goals which reflect the rater's values and beliefs.

Example: Giving a rating that accurately reflects employee performance in an area that requires improvement.

Additional goals

Exercise TwoInstructions

Read the scenario below and respond as requested on the following page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is developmental. You are evaluating Chris to indicate what Chris is doing well on the job and what Chris needs to improve. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an average performer. As you go about evaluating Chris, what goals do you have in mind as you conduct this appraisal?

You may think of a goal as anything which guides you in appraising Chris. On the following pages are listed four types of goals which a rater may encounter during evaluation of an employee's performance.

Instructions

1. Listed below are four types of goals a rater may encounter when evaluating the performance of an employee. Read the definition and example provided for each goal type.
2. Read the scenario once again.
3. Under each type of goal, write down additional goals that you as the rater might have in mind during the evaluation of Chris described on the previous page. There may be goals that you believe would not fall under any of the given headings. List these goals under the heading called "additional goals".

Task goals

These are goals related to the ratees' job performance.

Example: Maintaining an employee's current performance level.

Interpersonal goals

These goals involve the relationship between the rater and the ratee.

Example: Giving a rating that will improve my relationship with an employee.

Strategic goals

Goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization.

Example: Giving a rating that will highlight an employee and my ability as a supervisor.

Internalized goals

Goals which reflect the rater's values and beliefs.

Example: Giving a rating that accurately reflects employee performance in an area that requires improvement.

Additional goals

Exercise ThreeInstructions

Read the scenario below and respond as requested on the following page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is developmental. You are evaluating Chris to indicate what Chris is doing well on the job and what Chris needs to improve. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an outstanding performer. As you go about evaluating Chris, what goals do you have in mind as you conduct this appraisal?

You may think of a goal as anything which guides you in appraising Chris. On the following pages are listed four types of goals which a rater may encounter during evaluation of an employee's performance.

Instructions

1. Listed below are four types of goals a rater may encounter when evaluating the performance of an employee. Read the definition and example provided for each goal type.
2. Read the scenario once again.
3. Under each type of goal, write down additional goals that you as the rater might have in mind during the evaluation of Chris described on the previous page. There may be goals that you believe would not fall under any of the given headings. List these goals under the heading called "additional goals".

Task goals

These are goals related to the ratees' job performance.

Example: Maintaining an employee's current performance level.

Interpersonal goals

These goals involve the relationship between the rater and the ratee.

Example: Giving a rating that will improve my relationship with an employee.

Strategic goals

Goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization.

Example: Giving a rating that will highlight an employee and my ability as a supervisor.

Internalized goals

Goals which reflect the rater's values and beliefs.

Example: Giving a rating that accurately reflects employee performance in an area that requires improvement.

Additional goals

Appendix C: Goal Generation for Administrative Purpose

Exercise OneInstructions

Read the scenario below and respond as requested on the following page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is administrative. You are evaluating Chris to decide what type of salary increase Chris should receive. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is a poor performer. As you go about evaluating Chris, what goals do you have in mind as you conduct this appraisal?

You may think of a goal as anything which guides you in appraising Chris. On the following pages are listed four types of goals which a rater may encounter during evaluation of an employee's performance.

Instructions

1. Listed below are four types of goals a rater may encounter when evaluating the performance of an employee. Read the definition and example provided for each goal type.
2. Read the scenario once again.
3. Under each type of goal, write down additional goals that you as the rater might have in mind during the evaluation of Chris described on the previous page. There may be goals that you believe would not fall under any of the given headings. List these goals under the heading called "additional goals".

Task goals

These are goals related to the ratees' job performance.

Example: Maintaining an employee's current performance level.

Interpersonal goals

These goals involve the relationship between the rater and the ratee.

Example: Giving a rating that will improve my relationship with an employee.

Strategic goals

Goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization.

Example: Giving a rating that will highlight an employee and my ability as a supervisor.

Internalized goals

Goals which reflect the rater's values and beliefs.

Example: Giving a rating that accurately reflects employee performance in an area that requires improvement.

Additional goals

Exercise TwoInstructions

Read the scenario below and respond as requested on the following page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is administrative. You are evaluating Chris to decide what type of salary increase Chris should receive. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an average performer. As you go about evaluating Chris, what goals do you have in mind as you conduct this appraisal?

A goal may be thought of as anything which guides you in appraising Chris. On the following pages are listed four types of goals which a rater may encounter during evaluation of an employee's performance.

Instructions

1. Listed below are four types of goals a rater may encounter when evaluating the performance of an employee. Read the definition and example provided for each goal type.
2. Read the scenario once again.
3. Under each type of goal, write down additional goals that you as the rater might have in mind during the evaluation of Chris described on the previous page. There may be goals that you believe would not fall under any of the given headings. List these goals under the heading called "additional goals".

Task goals

These are goals related to the ratees' job performance.

Example: Maintaining an employee's current performance level.

Interpersonal goals

These goals involve the relationship between the rater and the ratee.

Example: Giving a rating that will improve my relationship with an employee.

Strategic goals

Goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization.

Example: Giving a rating that will highlight an employee and my ability as a supervisor.

Internalized goals

Goals which reflect the rater's values and beliefs.

Example: Giving a rating that accurately reflects employee performance in an area that requires improvement.

Additional goals

Exercise ThreeInstructions

Read the scenario below and respond as requested on the following page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is administrative. You are evaluating Chris to decide what type of salary increase Chris should receive. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an outstanding performer. As you go about evaluating Chris, what goals do you have in mind as you conduct this appraisal?

A goal may be thought of as anything which guides you in appraising Chris. On the following pages are listed four types of goals which a rater may encounter during evaluation of an employee's performance.

Instructions

1. Listed below are four types of goals a rater may encounter when evaluating the performance of an employee. Read the definition and example provided for each goal type.
2. Read the scenario once again.
3. Under each type of goal, write down additional goals that you as the rater might have in mind during the evaluation of Chris described on the previous page. There may be goals that you believe would not fall under any of the given headings. List these goals under the heading called "additional goals".

Task goals

These are goals related to the ratees' job performance.

Example: Maintaining an employee's current performance level.

Interpersonal goals

These goals involve the relationship between the rater and the ratee.

Example: Giving a rating that will improve my relationship with an employee.

Strategic goals

Goals involving using appraisal to increase the supervisor's or workgroup's standing in the organization.

Example: Giving a rating that will highlight an employee and my ability as a supervisor.

Internalized goals

Goals which reflect the rater's values and beliefs.

Example: Giving a rating that accurately reflects employee performance in an area that requires improvement.

Additional goals

Appendix D: Goal Retranslation

Instructions

Goals identified as important in performance appraisal are listed on the following page. These goals cover multiple purposes of performance appraisal including appraisal for developmental purposes (for example, providing feedback on employees' work-related strengths and weaknesses) and administrative purposes (for example, evaluating for salary allocation decisions). Further, the listed goals may be associated with evaluating poor, average, and outstanding performers.

Your task is to place the goals listed on the next page into a place on the chart which is provided. The placement of each goal may depend upon the purpose of evaluation (i.e. administrative or developmental) and the ratee performance level (i.e. poor, average, outstanding) you believe it best fits under. If you believe a goal falls into more than one box on the chart, place it in each of the boxes you believe it belongs.

Write the item number which appears next to each goal in one or more places on the chart to indicate where you believe it belongs. For example, if you believe that goal number one is important to administrative evaluations of poor and average performing employees, you would put a one in box A and box C. If you do not believe the goal belongs in any space on the chart then place a line through the number next to that item.

Goals

1. Provide the employee with specific examples of their outstanding performance.
2. Identify what the employee believes you can help them do to achieve further success.
3. Award the employee with management responsibilities.
4. Identify areas in which the employee might need improvement.
5. Maintain honest communication between supervisor and employee.
6. Maintain open communication between supervisor and employee.
7. Maintain the employee's self esteem.
8. Encourage participative communication from the employee.
9. Sandwich negative evaluative comments with positive evaluative comments.
10. Rate fairly.
11. Remain unbiased in evaluating the employee relative the performance of others.
12. Get consensus from others that your assessment of the employee is accurate.
13. Reinforce the positive.
14. Establish a plan for the employee's development.
15. Identify training needs.
16. Convey satisfaction with the employee's performance.
17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
20. Identify areas for improved task accomplishment.
21. Clarify the employee's job.
22. Communicate examples of expected performance.
23. Clarify expected performance levels to the employee.
24. Indicate where the employee is falling short in terms of performance.
25. Describe to the employee an example of something which they did right.

26. Obtain from the employee ideas on how their performance goals might be met.
27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
29. Communicate to the employee that they are personally important to the success of their work group.
30. Establish short term goals for the employee.
31. Evaluate the employee against the same standards as others in their work group.
32. Encourage employee to improve performance.
33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
34. Evaluate the employee in such a way that it shows the supervisor has faith that the employee can improve.
35. Provide the employee with multiple examples of how their performance can be improved.
36. Encourage the employee to evaluate his or her own performance throughout the year.
37. Identify strengths and weaknesses.
38. Maintain an employee's current high performance level.
39. Obtain suggestions from the employee on how they might increase their productivity.
40. Highlight an employee's success with a task so success is visible to higher management.
41. Challenge employee to improve performance in weak areas.
42. Indicate where the employee has exceeded performance objectives.
43. Indicate to the employee that they are a role model for the entire organization.
44. Motivate the employee.
45. Improve employee confidence.
46. Encourage the employee's existing level of performance.
47. Define additional responsibilities and duties for the employee.
48. Express appreciation for employee performance.

49. Make it clear to the employee that there is room for improvement.
50. Encourage the employee to consult with their supervisor frequently.
51. Stress that average employee ratings affect supervisors and departments.
52. Indicate where the employee is meeting preset goals.
53. Indicate where verbal communication can be improved.
54. Indicate where written communication can be improved.
55. Improve understanding between employee and supervisor.
56. Identify performance deficiencies.
57. Evaluate whether or not the employee can be brought up to standard.
58. Identify potential developmental actions of the employee.
59. Make it clear the employee will not receive a salary increase.
60. Let the employee know that you will assist in improving the employee's performance.
61. Indicate to the employee that their performance is dragging down the entire work group.
62. Define consequences of poor performance for the employee.
63. Identify possible reasons for the employee's poor performance.
64. Challenge employee to improve performance.
65. Define current responsibilities and duties for the employee.
66. Improve communication with the employee.

Please place the item number which appears next to each goal statement in the box(es) that best describes it.

Chart

	Administrative Evaluation	Developmental Evaluation
Poor performer	A	B
Average performer	C	D
Outstanding performer	E	F

Appendix E: Goal Importance for Developmental Purpose

Exercise OneInstructions

Below is a description of a performance appraisal situation. Read the scenario and place yourself in the role of the rater. Given the characteristics of this situation, please respond to the task described on the next page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is developmental. You are evaluating Chris to indicate what Chris is doing well on the job and what Chris needs to improve. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is a poor performer.

Instructions

Below are listed goals which have been identified in the performance evaluations of individuals. Your task is to rate the goals listed below in order of their importance to you in rating Chris in this specific performance context.

Rate the importance of the goal to your evaluation by writing the appropriate number from the scale in the blank provided next to each goal. A "1" on the scale indicates that the goal is of no importance in your evaluation, a "4" on the scale indicates the goal is of somewhat importance to your evaluation, and a "7" on the scale indicates the goal is of great importance to your evaluation.

Read the scenario once more and proceed.

No		Somewhat			Great	
importance		importance			importance	
1	2	3	4	5	6	7

Goals

- 1. Provide the employee with specific examples of their outstanding performance.
- 2. Identify what the employee believes you can help them do to achieve further success.
- 3. Award the employee with management responsibilities.
- 4. Identify areas in which the employee might need improvement.
- 5. Maintain honest communication between supervisor and employee.
- 6. Maintain open communication between supervisor and employee.
- 7. Maintain the employee's self esteem.
- 8. Encourage participative communication from the employee.
- 9. Sandwich negative evaluative comments with positive evaluative comments.
- 10. Rate fairly.
- 11. Remain unbiased in evaluating the employee relative the performance of others.
- 12. Get consensus from others that your assessment of the employee is accurate.

- ___ 13. Reinforce the positive.
- ___ 14. Establish a plan for the employee's development.
- ___ 15. Identify training needs.
- ___ 16. Convey satisfaction with the employee's performance.
- ___ 17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
- ___ 18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
- ___ 19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
- ___ 20. Identify areas for improved task accomplishment.
- ___ 21. Clarify the employee's job.
- ___ 22. Communicate examples of expected performance.
- ___ 23. Clarify expected performance levels to the employee.
- ___ 24. Indicate where the employee is falling short in terms of performance.
- ___ 25. Describe to the employee an example of something which they did right.
- ___ 26. Obtain from the employee ideas on how their performance goals might be met.
- ___ 27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
- ___ 28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
- ___ 29. Communicate to the employee that they are personally important to the success of their work group.
- ___ 30. Establish short term goals for the employee.
- ___ 31. Evaluate the employee against the same standards as others in their work group.
- ___ 32. Encourage employee to improve performance.
- ___ 33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
- ___ 34. Evaluate the employee in such a way that it shows the supervisor

- has faith that the employee can improve.
- ___ 35. Provide the employee with multiple examples of how their performance can be improved.
 - ___ 36. Encourage the employee to evaluate his or her own performance throughout the year.
 - ___ 37. Identify strengths and weaknesses.
 - ___ 38. Maintain an employee's current high performance level.
 - ___ 39. Obtain suggestions from the employee on how they might increase their productivity.
 - ___ 40. Highlight an employee's success with a task so success is visible to higher management.
 - ___ 41. Challenge employee to improve performance in weak areas.
 - ___ 42. Indicate where the employee has exceeded performance objectives.
 - ___ 43. Indicate to the employee that they are a role model for the entire organization.
 - ___ 44. Motivate the employee.
 - ___ 45. Improve employee confidence.
 - ___ 46. Encourage the employee's existing level of performance.
 - ___ 47. Define additional responsibilities and duties for the employee.
 - ___ 48. Express appreciation for employee performance.
 - ___ 49. Make it clear to the employee that there is room for improvement.
 - ___ 50. Encourage the employee to consult with their supervisor frequently.
 - ___ 51. Stress that average employee ratings affect supervisors and departments.
 - ___ 52. Indicate where the employee is meeting preset goals.
 - ___ 53. Indicate where verbal communication can be improved.
 - ___ 54. Indicate where written communication can be improved.
 - ___ 55. Improve understanding between employee and supervisor.
 - ___ 56. Identify performance deficiencies.
 - ___ 57. Evaluate whether or not the employee can be brought up to standard.
 - ___ 58. Identify potential developmental actions of the employee.
 - ___ 59. Make it clear the employee will not receive a salary increase.

- ___ 60. Let the employee know that you will assist in improving the employee's performance.
- ___ 61. Indicate to the employee that their performance is dragging down the entire work group.
- ___ 62. Define consequences of poor performance for the employee.
- ___ 63. Identify possible reasons for the employee's poor performance.
- ___ 64. Challenge employee to improve performance.
- ___ 65. Define current responsibilities and duties for the employee.
- ___ 66. Improve communication with the employee.

Exercise TwoInstructions

Below is a description of a performance appraisal situation. Read the scenario and place yourself in the role of the rater. Given the characteristics of this situation, please respond to the task described on the next page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is developmental. You are evaluating Chris to indicate what Chris is doing well on the job and what Chris needs to improve. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an average performer.

Instructions

Below are listed goals which have been identified in the performance evaluations of individuals. Your task is to rate the goals listed below in order of their importance to you in rating Chris in this specific performance context.

Rate the importance of the goal to your evaluation by writing the appropriate number from the scale in the blank provided next to each goal. A "1" on the scale indicates that the goal is of no importance in your evaluation, a "4" on the scale indicates the goal is of somewhat importance to your evaluation, and a "7" on the scale indicates the goal is of great importance to your evaluation.

Read the scenario once more and proceed.

No		Somewhat			Great	
importance		importance			importance	
1	2	3	4	5	6	7

Goals

- ___ 1. Provide the employee with specific examples of their outstanding performance.
- ___ 2. Identify what the employee believes you can help them do to achieve further success.
- ___ 3. Award the employee with management responsibilities.
- ___ 4. Identify areas in which the employee might need improvement.
- ___ 5. Maintain honest communication between supervisor and employee.
- ___ 6. Maintain open communication between supervisor and employee.
- ___ 7. Maintain the employee's self esteem.
- ___ 8. Encourage participative communication from the employee.
- ___ 9. Sandwich negative evaluative comments with positive evaluative comments.
- ___ 10. Rate fairly.
- ___ 11. Remain unbiased in evaluating the employee relative the performance of others.
- ___ 12. Get consensus from others that your assessment of the employee is accurate.

- ___ 13. Reinforce the positive.
- ___ 14. Establish a plan for the employee's development.
- ___ 15. Identify training needs.
- ___ 16. Convey satisfaction with the employee's performance.
- ___ 17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
- ___ 18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
- ___ 19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
- ___ 20. Identify areas for improved task accomplishment.
- ___ 21. Clarify the employee's job.
- ___ 22. Communicate examples of expected performance.
- ___ 23. Clarify expected performance levels to the employee.
- ___ 24. Indicate where the employee is falling short in terms of performance.
- ___ 25. Describe to the employee an example of something which they did right.
- ___ 26. Obtain from the employee ideas on how their performance goals might be met.
- ___ 27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
- ___ 28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
- ___ 29. Communicate to the employee that they are personally important to the success of their work group.
- ___ 30. Establish short term goals for the employee.
- ___ 31. Evaluate the employee against the same standards as others in their work group.
- ___ 32. Encourage employee to improve performance.
- ___ 33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
- ___ 34. Evaluate the employee in such a way that it shows the supervisor

- has faith that the employee can improve.
- ___ 35. Provide the employee with multiple examples of how their performance can be improved.
 - ___ 36. Encourage the employee to evaluate his or her own performance throughout the year.
 - ___ 37. Identify strengths and weaknesses.
 - ___ 38. Maintain an employee's current high performance level.
 - ___ 39. Obtain suggestions from the employee on how they might increase their productivity.
 - ___ 40. Highlight an employee's success with a task so success is visible to higher management.
 - ___ 41. Challenge employee to improve performance in weak areas.
 - ___ 42. Indicate where the employee has exceeded performance objectives.
 - ___ 43. Indicate to the employee that they are a role model for the entire organization.
 - ___ 44. Motivate the employee.
 - ___ 45. Improve employee confidence.
 - ___ 46. Encourage the employee's existing level of performance.
 - ___ 47. Define additional responsibilities and duties for the employee.
 - ___ 48. Express appreciation for employee performance.
 - ___ 49. Make it clear to the employee that there is room for improvement.
 - ___ 50. Encourage the employee to consult with their supervisor frequently.
 - ___ 51. Stress that average employee ratings affect supervisors and departments.
 - ___ 52. Indicate where the employee is meeting preset goals.
 - ___ 53. Indicate where verbal communication can be improved.
 - ___ 54. Indicate where written communication can be improved.
 - ___ 55. Improve understanding between employee and supervisor.
 - ___ 56. Identify performance deficiencies.
 - ___ 57. Evaluate whether or not the employee can be brought up to standard.
 - ___ 58. Identify potential developmental actions of the employee.
 - ___ 59. Make it clear the employee will not receive a salary increase.

- ___ 60. Let the employee know that you will assist in improving the employee's performance.
- ___ 61. Indicate to the employee that their performance is dragging down the entire work group.
- ___ 62. Define consequences of poor performance for the employee.
- ___ 63. Identify possible reasons for the employee's poor performance.
- ___ 64. Challenge employee to improve performance.
- ___ 65. Define current responsibilities and duties for the employee.
- ___ 66. Improve communication with the employee.

Exercise ThreeInstructions

Below is a description of a performance appraisal situation. Read the scenario and place yourself in the role of the rater. Given the characteristics of this situation, please respond to the task described on the next page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is developmental. You are evaluating Chris to indicate what Chris is doing well on the job and what Chris needs to improve. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an outstanding performer.

Instructions

Below are listed goals which have been identified in the performance evaluations of individuals. Your task is to rate the goals listed below in order of their importance to you in rating Chris in this specific performance context.

Rate the importance of the goal to your evaluation by writing the appropriate number from the scale in the blank provided next to each goal. A "1" on the scale indicates that the goal is of no importance in your evaluation, a "4" on the scale indicates the goal is of somewhat importance to your evaluation, and a "7" on the scale indicates the goal is of great importance to your evaluation.

Read the scenario once more and proceed.

No		Somewhat			Great	
importance		importance			importance	
1	2	3	4	5	6	7

Goals

- ___ 1. Provide the employee with specific examples of their outstanding performance.
- ___ 2. Identify what the employee believes you can help them do to achieve further success.
- ___ 3. Award the employee with management responsibilities.
- ___ 4. Identify areas in which the employee might need improvement.
- ___ 5. Maintain honest communication between supervisor and employee.
- ___ 6. Maintain open communication between supervisor and employee.
- ___ 7. Maintain the employee's self esteem.
- ___ 8. Encourage participative communication from the employee.
- ___ 9. Sandwich negative evaluative comments with positive evaluative comments.
- ___ 10. Rate fairly.
- ___ 11. Remain unbiased in evaluating the employee relative the performance of others.
- ___ 12. Get consensus from others that your assessment of the employee is accurate.

- ___ 13. Reinforce the positive.
- ___ 14. Establish a plan for the employee's development.
- ___ 15. Identify training needs.
- ___ 16. Convey satisfaction with the employee's performance.
- ___ 17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
- ___ 18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
- ___ 19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
- ___ 20. Identify areas for improved task accomplishment.
- ___ 21. Clarify the employee's job.
- ___ 22. Communicate examples of expected performance.
- ___ 23. Clarify expected performance levels to the employee.
- ___ 24. Indicate where the employee is falling short in terms of performance.
- ___ 25. Describe to the employee an example of something which they did right.
- ___ 26. Obtain from the employee ideas on how their performance goals might be met.
- ___ 27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
- ___ 28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
- ___ 29. Communicate to the employee that they are personally important to the success of their work group.
- ___ 30. Establish short term goals for the employee.
- ___ 31. Evaluate the employee against the same standards as others in their work group.
- ___ 32. Encourage employee to improve performance.
- ___ 33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
- ___ 34. Evaluate the employee in such a way that it shows the supervisor

- has faith that the employee can improve.
- ___ 35. Provide the employee with multiple examples of how their performance can be improved.
 - ___ 36. Encourage the employee to evaluate his or her own performance throughout the year.
 - ___ 37. Identify strengths and weaknesses.
 - ___ 38. Maintain an employee's current high performance level.
 - ___ 39. Obtain suggestions from the employee on how they might increase their productivity.
 - ___ 40. Highlight an employee's success with a task so success is visible to higher management.
 - ___ 41. Challenge employee to improve performance in weak areas.
 - ___ 42. Indicate where the employee has exceeded performance objectives.
 - ___ 43. Indicate to the employee that they are a role model for the entire organization.
 - ___ 44. Motivate the employee.
 - ___ 45. Improve employee confidence.
 - ___ 46. Encourage the employee's existing level of performance.
 - ___ 47. Define additional responsibilities and duties for the employee.
 - ___ 48. Express appreciation for employee performance.
 - ___ 49. Make it clear to the employee that there is room for improvement.
 - ___ 50. Encourage the employee to consult with their supervisor frequently.
 - ___ 51. Stress that average employee ratings affect supervisors and departments.
 - ___ 52. Indicate where the employee is meeting preset goals.
 - ___ 53. Indicate where verbal communication can be improved.
 - ___ 54. Indicate where written communication can be improved.
 - ___ 55. Improve understanding between employee and supervisor.
 - ___ 56. Identify performance deficiencies.
 - ___ 57. Evaluate whether or not the employee can be brought up to standard.
 - ___ 58. Identify potential developmental actions of the employee.
 - ___ 59. Make it clear the employee will not receive a salary increase.

- ___ 60. Let the employee know that you will assist in improving the employee's performance.
- ___ 61. Indicate to the employee that their performance is dragging down the entire work group.
- ___ 62. Define consequences of poor performance for the employee.
- ___ 63. Identify possible reasons for the employee's poor performance.
- ___ 64. Challenge employee to improve performance.
- ___ 65. Define current responsibilities and duties for the employee.
- ___ 66. Improve communication with the employee.

Appendix F: Goal Importance for Administrative Purpose

Exercise OneInstructions

Below is a description of a performance appraisal situation. Read the scenario and place yourself in the role of the rater. Given the characteristics of this situation, please respond to the task described on the next page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is administrative. You are evaluating Chris to decide what type of salary increase Chris should receive. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is a poor performer.

Instructions

Below are listed goals which have been identified in the performance evaluations of individuals. Your task is to rate the goals listed below in order of their importance to you in rating Chris in this specific performance context.

Rate the importance of the goal to your evaluation by writing the appropriate number from the scale in the blank provided next to each goal. A "1" on the scale indicates that the goal is of no importance in your evaluation, a "4" on the scale indicates the goal is of somewhat importance to your evaluation, and a "7" on the scale indicates the goal is of great importance to your evaluation.

Read the scenario once more and proceed.

No		Somewhat			Great	
importance		importance			importance	
1	2	3	4	5	6	7

Goals

- ___ 1. Provide the employee with specific examples of their outstanding performance.
- ___ 2. Identify what the employee believes you can help them do to achieve further success.
- ___ 3. Award the employee with management responsibilities.
- ___ 4. Identify areas in which the employee might need improvement.
- ___ 5. Maintain honest communication between supervisor and employee.
- ___ 6. Maintain open communication between supervisor and employee.
- ___ 7. Maintain the employee's self esteem.
- ___ 8. Encourage participative communication from the employee.
- ___ 9. Sandwich negative evaluative comments with positive evaluative comments.
- ___ 10. Rate fairly.
- ___ 11. Remain unbiased in evaluating the employee relative the performance of others.
- ___ 12. Get consensus from others that your assessment of the employee is accurate.

- ___ 13. Reinforce the positive.
- ___ 14. Establish a plan for the employee's development.
- ___ 15. Identify training needs.
- ___ 16. Convey satisfaction with the employee's performance.
- ___ 17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
- ___ 18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
- ___ 19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
- ___ 20. Identify areas for improved task accomplishment.
- ___ 21. Clarify the employee's job.
- ___ 22. Communicate examples of expected performance.
- ___ 23. Clarify expected performance levels to the employee.
- ___ 24. Indicate where the employee is falling short in terms of performance.
- ___ 25. Describe to the employee an example of something which they did right.
- ___ 26. Obtain from the employee ideas on how their performance goals might be met.
- ___ 27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
- ___ 28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
- ___ 29. Communicate to the employee that they are personally important to the success of their work group.
- ___ 30. Establish short term goals for the employee.
- ___ 31. Evaluate the employee against the same standards as others in their work group.
- ___ 32. Encourage employee to improve performance.
- ___ 33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
- ___ 34. Evaluate the employee in such a way that it shows the supervisor

has faith that the employee can improve.

- ___ 35. Provide the employee with multiple examples of how their performance can be improved.
- ___ 36. Encourage the employee to evaluate his or her own performance throughout the year.
- ___ 37. Identify strengths and weaknesses.
- ___ 38. Maintain an employee's current high performance level.
- ___ 39. Obtain suggestions from the employee on how they might increase their productivity.
- ___ 40. Highlight an employee's success with a task so success is visible to higher management.
- ___ 41. Challenge employee to improve performance in weak areas.
- ___ 42. Indicate where the employee has exceeded performance objectives.
- ___ 43. Indicate to the employee that they are a role model for the entire organization.
- ___ 44. Motivate the employee.
- ___ 45. Improve employee confidence.
- ___ 46. Encourage the employee's existing level of performance.
- ___ 47. Define additional responsibilities and duties for the employee.
- ___ 48. Express appreciation for employee performance.
- ___ 49. Make it clear to the employee that there is room for improvement.
- ___ 50. Encourage the employee to consult with their supervisor frequently.
- ___ 51. Stress that average employee ratings affect supervisors and departments.
- ___ 52. Indicate where the employee is meeting preset goals.
- ___ 53. Indicate where verbal communication can be improved.
- ___ 54. Indicate where written communication can be improved.
- ___ 55. Improve understanding between employee and supervisor.
- ___ 56. Identify performance deficiencies.
- ___ 57. Evaluate whether or not the employee can be brought up to standard.
- ___ 58. Identify potential developmental actions of the employee.
- ___ 59. Make it clear the employee will not receive a salary increase.

- ___ 60. Let the employee know that you will assist in improving the employee's performance.
- ___ 61. Indicate to the employee that their performance is dragging down the entire work group.
- ___ 62. Define consequences of poor performance for the employee.
- ___ 63. Identify possible reasons for the employee's poor performance.
- ___ 64. Challenge employee to improve performance.
- ___ 65. Define current responsibilities and duties for the employee.
- ___ 66. Improve communication with the employee.

Exercise TwoInstructions

Below is a description of a performance appraisal situation. Read the scenario and place yourself in the role of the rater. Given the characteristics of this situation, please respond to the task described on the next page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is administrative. You are evaluating Chris to decide what type of salary increase Chris should receive. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an average performer.

Instructions

Below are listed goals which have been identified in the performance evaluations of individuals. Your task is to rate the goals listed below in order of their importance to you in rating Chris in this specific performance context.

Rate the importance of the goal to your evaluation by writing the appropriate number from the scale in the blank provided next to each goal. A "1" on the scale indicates that the goal is of no importance in your evaluation, a "4" on the scale indicates the goal is of somewhat importance to your evaluation, and a "7" on the scale indicates the goal is of great importance to your evaluation.

Read the scenario once more and proceed.

No		Somewhat			Great	
importance		importance			importance	
1	2	3	4	5	6	7

Goals

- ___ 1. Provide the employee with specific examples of their outstanding performance.
- ___ 2. Identify what the employee believes you can help them do to achieve further success.
- ___ 3. Award the employee with management responsibilities.
- ___ 4. Identify areas in which the employee might need improvement.
- ___ 5. Maintain honest communication between supervisor and employee.
- ___ 6. Maintain open communication between supervisor and employee.
- ___ 7. Maintain the employee's self esteem.
- ___ 8. Encourage participative communication from the employee.
- ___ 9. Sandwich negative evaluative comments with positive evaluative comments.
- ___ 10. Rate fairly.
- ___ 11. Remain unbiased in evaluating the employee relative the performance of others.
- ___ 12. Get consensus from others that your assessment of the employee is accurate.

- ___ 13. Reinforce the positive.
- ___ 14. Establish a plan for the employee's development.
- ___ 15. Identify training needs.
- ___ 16. Convey satisfaction with the employee's performance.
- ___ 17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
- ___ 18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
- ___ 19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
- ___ 20. Identify areas for improved task accomplishment.
- ___ 21. Clarify the employee's job.
- ___ 22. Communicate examples of expected performance.
- ___ 23. Clarify expected performance levels to the employee.
- ___ 24. Indicate where the employee is falling short in terms of performance.
- ___ 25. Describe to the employee an example of something which they did right.
- ___ 26. Obtain from the employee ideas on how their performance goals might be met.
- ___ 27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
- ___ 28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
- ___ 29. Communicate to the employee that they are personally important to the success of their work group.
- ___ 30. Establish short term goals for the employee.
- ___ 31. Evaluate the employee against the same standards as others in their work group.
- ___ 32. Encourage employee to improve performance.
- ___ 33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
- ___ 34. Evaluate the employee in such a way that it shows the supervisor

- has faith that the employee can improve.
- ___ 35. Provide the employee with multiple examples of how their performance can be improved.
 - ___ 36. Encourage the employee to evaluate his or her own performance throughout the year.
 - ___ 37. Identify strengths and weaknesses.
 - ___ 38. Maintain an employee's current high performance level.
 - ___ 39. Obtain suggestions from the employee on how they might increase their productivity.
 - ___ 40. Highlight an employee's success with a task so success is visible to higher management.
 - ___ 41. Challenge employee to improve performance in weak areas.
 - ___ 42. Indicate where the employee has exceeded performance objectives.
 - ___ 43. Indicate to the employee that they are a role model for the entire organization.
 - ___ 44. Motivate the employee.
 - ___ 45. Improve employee confidence.
 - ___ 46. Encourage the employee's existing level of performance.
 - ___ 47. Define additional responsibilities and duties for the employee.
 - ___ 48. Express appreciation for employee performance.
 - ___ 49. Make it clear to the employee that there is room for improvement.
 - ___ 50. Encourage the employee to consult with their supervisor frequently.
 - ___ 51. Stress that average employee ratings affect supervisors and departments.
 - ___ 52. Indicate where the employee is meeting preset goals.
 - ___ 53. Indicate where verbal communication can be improved.
 - ___ 54. Indicate where written communication can be improved.
 - ___ 55. Improve understanding between employee and supervisor.
 - ___ 56. Identify performance deficiencies.
 - ___ 57. Evaluate whether or not the employee can be brought up to standard.
 - ___ 58. Identify potential developmental actions of the employee.
 - ___ 59. Make it clear the employee will not receive a salary increase.

- ___ 60. Let the employee know that you will assist in improving the employee's performance.
- ___ 61. Indicate to the employee that their performance is dragging down the entire work group.
- ___ 62. Define consequences of poor performance for the employee.
- ___ 63. Identify possible reasons for the employee's poor performance.
- ___ 64. Challenge employee to improve performance.
- ___ 65. Define current responsibilities and duties for the employee.
- ___ 66. Improve communication with the employee.

Exercise ThreeInstructions

Below is a description of a performance appraisal situation. Read the scenario and place yourself in the role of the rater. Given the characteristics of this situation, please respond to the task described on the next page.

You are responsible for evaluating the performance of Chris. The purpose of this evaluation is administrative. You are evaluating Chris to decide what type of salary increase Chris should receive. Upon completion of your evaluation, you will discuss your ratings with Chris and your immediate supervisor. Chris is an outstanding performer.

Instructions

Below are listed goals which have been identified in the performance evaluations of individuals. Your task is to rate the goals listed below in order of their importance to you in rating Chris in this specific performance context.

Rate the importance of the goal to your evaluation by writing the appropriate number from the scale in the blank provided next to each goal. A "1" on the scale indicates that the goal is of no importance in your evaluation, a "4" on the scale indicates the goal is of somewhat importance to your evaluation, and a "7" on the scale indicates the goal is of great importance to your evaluation.

Read the scenario once more and proceed.

No		Somewhat			Great	
importance		importance			importance	
1	2	3	4	5	6	7

Goals

- ___ 1. Provide the employee with specific examples of their outstanding performance.
- ___ 2. Identify what the employee believes you can help them do to achieve further success.
- ___ 3. Award the employee with management responsibilities.
- ___ 4. Identify areas in which the employee might need improvement.
- ___ 5. Maintain honest communication between supervisor and employee.
- ___ 6. Maintain open communication between supervisor and employee.
- ___ 7. Maintain the employee's self esteem.
- ___ 8. Encourage participative communication from the employee.
- ___ 9. Sandwich negative evaluative comments with positive evaluative comments.
- ___ 10. Rate fairly.
- ___ 11. Remain unbiased in evaluating the employee relative the performance of others.
- ___ 12. Get consensus from others that your assessment of the employee is accurate.

- ___ 13. Reinforce the positive.
- ___ 14. Establish a plan for the employee's development.
- ___ 15. Identify training needs.
- ___ 16. Convey satisfaction with the employee's performance.
- ___ 17. Present the individual with challenges for their work group and identify the employee's potential contribution to such challenges.
- ___ 18. Encourage the employee to continue and let the employee know that with a little extra effort they can achieve the next plateau.
- ___ 19. Evaluate the employee in a manner which clearly indicates what was done well and what was done poorly.
- ___ 20. Identify areas for improved task accomplishment.
- ___ 21. Clarify the employee's job.
- ___ 22. Communicate examples of expected performance.
- ___ 23. Clarify expected performance levels to the employee.
- ___ 24. Indicate where the employee is falling short in terms of performance.
- ___ 25. Describe to the employee an example of something which they did right.
- ___ 26. Obtain from the employee ideas on how their performance goals might be met.
- ___ 27. Evaluate the employee in a way that they do not perceive their supervisor as a threat.
- ___ 28. Evaluate the employee in a way that allows them to view their supervisor as someone to confide in.
- ___ 29. Communicate to the employee that they are personally important to the success of their work group.
- ___ 30. Establish short term goals for the employee.
- ___ 31. Evaluate the employee against the same standards as others in their work group.
- ___ 32. Encourage employee to improve performance.
- ___ 33. Give the employee a rating in such a way that he or she will realize it is based upon performance and not my judgment of him or her as a person.
- ___ 34. Evaluate the employee in such a way that it shows the supervisor

- has faith that the employee can improve.
- ___ 35. Provide the employee with multiple examples of how their performance can be improved.
 - ___ 36. Encourage the employee to evaluate his or her own performance throughout the year.
 - ___ 37. Identify strengths and weaknesses.
 - ___ 38. Maintain an employee's current high performance level.
 - ___ 39. Obtain suggestions from the employee on how they might increase their productivity.
 - ___ 40. Highlight an employee's success with a task so success is visible to higher management.
 - ___ 41. Challenge employee to improve performance in weak areas.
 - ___ 42. Indicate where the employee has exceeded performance objectives.
 - ___ 43. Indicate to the employee that they are a role model for the entire organization.
 - ___ 44. Motivate the employee.
 - ___ 45. Improve employee confidence.
 - ___ 46. Encourage the employee's existing level of performance.
 - ___ 47. Define additional responsibilities and duties for the employee.
 - ___ 48. Express appreciation for employee performance.
 - ___ 49. Make it clear to the employee that there is room for improvement.
 - ___ 50. Encourage the employee to consult with their supervisor frequently.
 - ___ 51. Stress that average employee ratings affect supervisors and departments.
 - ___ 52. Indicate where the employee is meeting preset goals.
 - ___ 53. Indicate where verbal communication can be improved.
 - ___ 54. Indicate where written communication can be improved.
 - ___ 55. Improve understanding between employee and supervisor.
 - ___ 56. Identify performance deficiencies.
 - ___ 57. Evaluate whether or not the employee can be brought up to standard.
 - ___ 58. Identify potential developmental actions of the employee.
 - ___ 59. Make it clear the employee will not receive a salary increase.

- ___ 60. Let the employee know that you will assist in improving the employee's performance.
- ___ 61. Indicate to the employee that their performance is dragging down the entire work group.
- ___ 62. Define consequences of poor performance for the employee.
- ___ 63. Identify possible reasons for the employee's poor performance.
- ___ 64. Challenge employee to improve performance.
- ___ 65. Define current responsibilities and duties for the employee.
- ___ 66. Improve communication with the employee.