

Giving Critique

- Point out performance gaps
- Prepare examples using the situation, behavior, impact structure
- Directed at skills behavior and/or metrics rather than character, values, or intentions
- Avoid assumptions about the cause of the problem or the person's intentions
- Make the focus be problem solving rather than blame
- Offer support

Example

You need to stop saying “um” when you present



During that presentation, I noticed that you said “um” a lot. When you use “um” that much it is distracting and makes you seem like you are not confident in what you are presenting. Were you nervous? Would you like to do a practice run-through together in the future?

Gauge How Your Critique Lands and Adjust

If it's not getting through, dial up the directness

Allow people to disagree with your feedback

If you get a strong reaction, use that as an opportunity to show you care

Summarize and/or ask the employee to summarize

Document the conversation

Wrapping up the conversation

- Summarize
- Share next steps
- Discuss future meetings
- Offer encouragement and support
- Document



What questions do you have thus far?



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Case Study 1 – How do you lay the meeting foundation?

Employee A is a long-time employee who has always received a performance score of three. This employee is reliable and has consistently met expectations and deadlines. Performance has remained stable throughout the years.

Variation 1: You gave this person a 3 in the past because the employee did everything that was asked of them. However, after attending the performance evaluation series, you now have a different understanding of the rating scale and the performance evaluation process and no longer feel that a three is the appropriate score for this employee.

Variation 2: You are a new supervisor to the unit, and you seem to have higher expectations and/or a different understanding of performance evaluations and the rating scale than your predecessor. You've heard that your predecessor was known for being "too nice" and was also in the habit of giving threes in an effort to secure raises for his employees.

Variation 3: The employee was promoted at the beginning of the year and seems to be struggling with some of the aspects of the new role, particularly when it comes to managing others - a responsibility the employee did not have prior to the promotion.

Variation 4: The employee was promoted at the beginning of the year and performance has remained steady.
