1. This module included three key reasons to identify and address performance challenges early. List and describe each below.

A:

Development
It is important to consistently evaluate employee performance so that the supervisor may identify the training that is necessary to improve unacceptable performance, and improve the performance of new hires. It is also important to evaluate the performance of those employees at acceptable levels so that they may increase their performance to *beyond* acceptable levels.

Turnover
Performance evaluation can impact turnover in two ways. First by identifying employees who cannot or will not improve to acceptable levels. Secondly by providing motivation for the employee by showing a commitment on the supervisors part to the employees performance and success. This increases the connection between the employee and the organization, increasing the likelihood the employee will continue their employment with the organization.

Motivation & Job Satisfaction
Identifying performance challenges and providing the necessary development and training increases the motivation and satisfaction on the part of the under-achieving interviewer. This shows we are concerned with their success and are taking helpful steps to assure they improve. This increases the necessary bond between supervisor and interviewer that is an important aspect to motivation.

Showing that we are evaluating, improving poor performers, and taking necessary action helps to motivate those that are working at acceptable levels. They see that improvement is occurring and that they will not have to continue to take on the work/objectives that poor performers are not able to provide.

Supervisor motivation and satisfaction occurs because they are able to see the results of their actions through improved performance. Other supervisors are more likely to use these people on their jobs since the interviewer's performance is improving.

2. Why is it important to evaluate performance at the introduction / initial interviewer training phase?

A: The trainer needs to evaluate the new hires performance during the training program to make three decisions.

1) Whether to graduate the new hire from training and send to the production floor.
2) Retain the new hire in training if it is decided that they will meet minimum performance requirement with additional training.
3) Terminate the new hire if it is determined that they are not able or willing to meet minimum acceptable training performance

3. List five of the seven different ways to identify trainee performance concerns.

Most of these will work in conjunction with each other in making a graduation decision; however one was identified as a single reason to dismiss a trainee. Explain it below.

A:
– Monitor trainees live calls
– Observe role play activities
– Review calling/dialing reports
– Testing and assessments
– Class participation
– Quality of questions asked or answers given
– Attendance

If attendance issues are occurring during the training program it is not unlikely that these will follow the trainee onto the production floor. While the other trainee objectives usually are looked at in conjunction with each other, that is, lacking in one is usually not a reason to terminate. Attendance alone can be a reason to let a trainee go during the training program.

4. When a new interviewer reaches the production floor, there are two main areas in which their performance will be evaluated. List those below and give at least three examples of each.

A:
1.Production
 – Completes per hour
 – Incidence
 – Refusal Rate
 – Length
 – Response Rate
 – Contact Rate

2. Quality
 – Refusal Conversion
 – Gaining Cooperation
 – Getting Answers
 – Controlling the Respondent
 – Rapport/Phone Presence
 – Data Entry

5. Should new interviewers start out with the same performance expectations of more experienced or veteran interviewers?

A:_____ Yes   __**X**__ No

Please Explain:

A: New interviewers should be making forward progress, increasing their interviewing skills and production. The new interviewer should be implementing the feedback and additional development they receive in order to reach the levels that have been established as acceptable performance within the identified timeline.

6. Define "Performance Management" below.

A: Performance management is the process of creating a work environment in which your employees are able to perform to the best of their abilities and are provided with the support they require to be successful.

Performance management is an ongoing process that begins when a new employee assumes their role and ends when they leave the company.

Managing employee performance is not an easy task.
It is a critical task because performance, both poor and acceptable, impacts your team's productivity, harmony, and morale

7. The performance management cycle consists of six stages; identify each by filling in the blanks of each step below.

1. Clear <u>understanding</u> of objectives and <u>expectations</u>.
2. <u>Continuous</u> performance <u>monitoring.</u>
3. Consistent and <u>constructive</u> <u>feedback.</u>
4. <u>Continued</u> development and <u>training.</u>
5. <u>Record</u> keeping.
6. <u>Repeat.</u>

8. Why is step six important to the performance management cycle?

A: Performance management is on ongoing process. It begins when the new interviewer joins the company and does not end until they day they leave. The ability of the supervisor to manage the new interviewer's performance and assure they clearly understand what their job is and how to perform it successfully will help to determine the amount of time between the two points in the employee's time with an organization.

9. Define each of the following four factors that define poor performance.

1. Lack of knowledge or skills

Lack of knowledge can be a common problem among supervisors, thinking that new interviewers will "figure it out for themselves" given enough time on the production floor. Every new interviewer needs to receive the proper knowledge and training to effectively function in their roles.

Without initial and ongoing training and development an interviewer cannot be expected to meet any type of performance objectives.

An important note to stress to the module participants when providing training is that the interviewer not only is told what to do but they need to be told and shown how to do it as well. This helps to impact the different styles of learning that an interviewer may have.

Sometimes the job is just not the right fit for the employee. The employee lacks the aptitude, drive or skill for the job and may never be able, or willing, to do the tasks set for them or reach acceptable performance levels.

2. Unclear expectations

New interviewers may understand what is required for them to do their job – talk to respondents and get completed interviews. However they may not understand or my not have been given any performance expectations. Without communicated expectations, interviewers will equate good performance with doing as much as they can to get respondents to talk to them, rather than relating their actions to reaching established performance criteria.

The supervisor must have a one-on-one meeting with the new interviewer to communicate how their performance will be measured and what you will do together to assure the new interviewer is successful.

Also, note step five in the performance management cycle – record keeping. It is important to not only have performance and goal setting discussions with the new interviewer but to put these in writing when ever possible. Employees are more likely to take the goals and timelines more seriously when they are documented in writing.

3. Lack of support

Most interviewers state that support from their supervisor is essential for their motivation and job satisfaction. Ongoing performance monitoring, identification of performance challenges, and delivering of necessary training and development indicates a dedication to the new interviewer's success.

This partnership with and support of the new interviewer will increase the new interviewer's confidence, increase their involvement, and allow them to strive to do their job better.

The supervisor's role is to create a supportive environment for the new interviewer. Discuss with them what they require from you to become better performers. Increased interaction between the supervisor and interviewer allows the supervisor to understand the interviewer's issues and be more specific in the "help" they deliver to the interviewer.

4. Inconsistency from supervisor or manager

Mixed messages, unclear directives, and the lack of consistent measures are some of the root issues that can impact the success of the new interviewer.

The new interviewer is unfamiliar with the processes and procedures in place that can help them to perform at acceptable levels. They look to their supervisors and managers to give them consistent answers and feedback. Conflicting messages and opposing feedback can be a key cause of a new interviewer's performance issues and decreased motivation.

Sometimes the problem can be the lack of attention that the supervisor is giving to the interviewer. Remember, we cannot expect that the new interviewer will "get it" with enough time and practice. The new interviewer will need your consistent and correct attention in order to reach an acceptable level of performance.

An important note to make to the module participants is that they shouldn't forget those interviewers who are performing at acceptable or exceptional levels. Don't forget to give attention and support to those interviewers who are doing well on their own, so they do not begin to feel neglected.

10. This module discusses six steps to handling poor performance. Fill in the missing blanks and explain each step.

1. **Attend** to the **situation.**
Poor performance should be addressed as early as possible. If you wait too long you will lose the opportunity to provide necessary development and have the new interviewer accept and implement the feedback and training. Avoid falling into the misconception that poor performance will correct itself if you just wait long enough. This will lead to decreased job satisfaction and motivation on the part of the employee, leading them to feel the supervisor is not supportive or interested in their success.

At the same time "Attending to the situation" applies to recognition and a pat on the back. Just as you shouldn't assume that the interviewer will improve their performance on their own; don't assume the interviewer knows that you appreciate their efforts without you actively bringing that appreciation to their attention.

2. **Recognize** the issue.
Before having a performance improvement conversation with the new interviewer, make sure that you have reviewed the available production reports and monitoring evaluations. Assure that the problem that is identified is supported by both of these resources.
Bring these to the discussion with the new interviewer so that they can see your feedback is supported by the necessary evidence. Lastly be sure that the feedback includes how the current behavior or performance is impacting the project or team.

It is important to note to the participants that it is not enough to identify a concern; the supervisor must support the concern with documentation that "proves" there is a problem and the effects the problem is causing. Additionally, when recognizing good performance it is equally important to provide the proof of the impact the positive performance is having.

3. Involve the **interviewer.**

Provide a secure neutral environment where the interviewer will feel comfortable speaking with you. Use the notes prepared from steps one and two of the process to bring the performance concern to the interviewer's attention. Additionally, provide the interviewer opportunity to state their concerns and perceptions.
People want to be involved in their respective roles to improve their performance. Interviewers know their job best so allow them to share ideas and provide suggestions on how to improve the situation.

4. Stress the **positives.**
Just as with feedback, your developmental discussions should also be balanced with the areas the new interviewer is excelling in. Don't focus only on the weakness areas. Your performance discussion with the interviewer should reinforce what the employee is doing and how they have met some performance expectations.

Additionally point out how the interviewer's areas of strength can be used to increase their performance in those areas where they are falling short of expectations.
Include the interviewer in this portion of the discussion, allowing them to show where they have been successful and helping to identify how their successes can be used to help improve their areas of challenge and help them to meet expectation.

5. Set **goals** and **timelines.**
As with each phase in managing poor performance, work with the interviewer to break their performance objectives into more manageable chunks. Avoid overwhelming both the new interviewer and yourself by requiring all performance weaknesses to be improved at the same time.

It is important to set the interviewer up to succeed so that they are more motivated and see that you, the supervisor, are invested in their improvement and success.
It should be noted that, in the end, it is the interviewer's responsibility to improve their performance.

They ultimately own their problems and the process to improve. The interviewer must make the final decision to implement the training and development that they receive from their supervisor.

This is not to say that ultimately there is nothing the supervisor can do if the interviewer chooses not to improve. The supervisor must find the correct motivation that will "drive" the interviewer to implement the training and improve their level of performance.

6. Reassess **progress.**

The first step in assessing the new interviewer progress is to assure you have documented the starting point. A performance plan is a good way to record your conversation, outline the improvement goals, identify the development that will be delivered, and set the target milestones.

As time passes refer to this document to assess how the new interviewer is improving. Reassessing progress incorporates the performance management cycle. You are identifying clear objectives and expectations, monitoring performance, providing feedback and development, keeping a record of performance, and then meeting with the employee to discuss how they are progressing on their performance plan.