Performance Plan  
Critical Job Element No. 1  

INDIVIDUAL WORK ACCOMPLISHMENTS  

1. As representative of the Small Airplane Directorate, provide technical expertise in the areas of certification compliance requirements, especially in the areas of expertise.  

2. Maintains currency in new technical developments and the state-of-the-art in the appropriate technical areas of expertise. Participates in technical meetings with industry and other Directorates, ACO's, international civil aviation certification authorities, etc., and provides technical input in resolving technical issues.  

3. Develops policy and rulemaking documents as applicable regarding Small Airplane Directorate issues. This includes advisory circulars, FAA reports, policy letters, and other formal FAA technical material or rulemaking documents. Duties include review of applicable FAR policy and precedent-setting issues, coordination of milestones, response to comments, and monitoring of progress status. Also reviews advisory material from other Directorates and provides comments on technical issues within the area of technical expertise.  

4. Individual performance expectations are identified as part of the performance management process (attached). The employee is to establish and maintain a record of these items and report a green/amber/red with status entry on a monthly basis. It is recognized that the items on this monthly report may be amended periodically upon mutual agreement.  

MEETS EXPECTATIONS:  

Work is complete, technically and analytically correct, and with thorough consideration given to implications of completed work. Management intervention occurs less than 15% of the time.  

Assignments are completed by deadlines or re-negotiated deadlines at least 80% of the time.  

Prepares a written or oral report of significant technical developments and meeting activities to the appropriate management or other FAA personnel within 10 working days of completion of activity 90% of the time.  

Day-to-day work reflects adequate planning with sufficient consideration given to time management.  

Prepares and submits a written monthly report to management, in the agreed upon department format, within 5 working days of the month's end 90% of the time.  

_________________________  ______________________   ___________________  
Rater  
Employee  
Date  

Aircraft Certification Performance Management Program
Performance Plan
Critical Job Element No. 2

TEAMWORK

1. Demonstrates an understanding of significant and controversial issues in Small Airplane Directorate certification programs and provides sound and timely advice to the appropriate staff members and management.

2. Actively keeps appropriate staff members and management informed of problems in the area of responsibility. Attempts to resolve issues independently or bring suggested solutions to management for consideration.

3. Prepared correspondence reflects Division policies.

4. Demonstrates a willingness to support the Small Airplane Directorate mission and objectives. When required, assumes the duties as acting manager of the Branch – filling out the Acting Manager summary sheet.

5. Exhibits professional relationships with Supervisors and Staff members.

MEETS EXPECTATIONS:

Management and/or other involved staff are advised of significant issues within 5 working days of occurrence 80% of the time.

Provides leadership in technical areas and contributes to Branch problem solving.

Provides staff support by recognizing co-workers’ contributions, coordinating work schedules, providing back-up support to co-workers, willingly helping others, and sharing information 90% of the time.

Shows accountability by managing duties and responsibilities so as to minimize excessive backup.

Interpersonal expectations include demonstrating cooperation, courtesy, and respect. Supports Branch decisions and presents an image that reflects favorably on the Branch. Gives and receives feedback and attempts to resolve conflicts at the lowest level.

Rater

Employee

Date

Aircraft Certification Performance Management Program
Performance Plan  
Critical Job Element No. 3

CUSTOMER FOCUS

1. Exhibits comprehensive understanding of the theory and application of engineering principles in the area of expertise; and provides accurate technical assistance to other FAA offices, the Project Support Branch, and external customers in a timely manner.

2. Deals with appropriate FAA personnel, International Civil Aviation Authorities, and the public in a professional and courteous manner. Stimulates an attitude of cooperation with FAA staff and the general public in written, telephone, and public contacts.

3. Prepared correspondence is written in a courteous and professional manner. Material is prepared clearly, concisely, and contains sufficient explanatory information. Outside contact with the general public results in a positive image of the FAA.

4. Identifies customer needs for each assignment, and is responsive to customer needs within the constraints of regulations, policy, and resources. Resolutions are responsive to the customer. Options are provided to the customer as appropriate.

5. Work products provided to customers are of high quality and are timely.

MEETS EXPECTATIONS:

- Work products are realistic, practical solutions – in other words, in the ‘sweet spot’.
- Customer requests are completed by deadlines or re-negotiated deadlines 80% of the time.
- Work products provided to customers are accurate and complete 80% of the time.
- Feedback from customers about conduct and professionalism is positive or neutral 80% of the time.
- Preparations and provides briefing at monthly ACO telecon on at least 3 occasions during the year.

____________________  ___________________  ___________________
Rater                         Employee                         Date
## Exhibit A5: Sprint Corporation, “LiNK” for Exempt Employees

**Vision**

"To be a world-class telecommunications company — the standard by which others are measured."

**Goals**

- Exceptional Customer Satisfaction
- Inspired, Innovative, and Empowered Employees
- Superior Financial Results

### LINK 2004

**for Exempt Employees**

LINK Online Reference: http://lsamonline.corp.sprint.com/linkmain.htm

LINK Online provides additional resources for each element of the LINK including the IDP.

#### Performance Data

<table>
<thead>
<tr>
<th>Name:</th>
<th>Employee ID #:</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Position Title:</th>
<th>Department Name:</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Supervisor’s Name:</th>
<th>Performance Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01/01/2004 to 12/31/2004</td>
</tr>
</tbody>
</table>

The LINK process includes: (1) a performance/IDP planning discussion, (2) interim performance reviews/IDP progress discussions (twice during the year), and (3) a performance review/IDP results discussion. The following PAL provides an agenda for all four discussions.

### Purpose

The purpose of LINK is to have candid, constructive feedback discussions that provide the employee with a thorough and comprehensive performance review, including specific feedback on strengths and opportunities for improvement.

### Agenda

1. Discuss the elements of performance effectiveness
   - A. Total job requirements and this year’s objectives
   - B. Demonstration of Sprint Dimensions
2. Discuss individual development plan
3. Discuss performance rating (at year-end, subject to LINK rating approval process)

### Limits

- 30-60 minutes (Slight variations may occur due to business needs.)
The LINK rating criteria encompass all responsibilities and requirements of the position as well as the criteria that contribute directly to the corporate objectives, are achievable in the plan year, have a measurable outcome, and reflect the highest priorities of the year. Select 6-10 objectives that are most critical and/or require the most attention. Write each objective using the Specific, Measurable, Attainable, Relevant, and Time-bound criteria.

Briefly describe the status of each objective.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MIP: Y/N (%)</td>
<td>Business Case Support</td>
</tr>
<tr>
<td></td>
<td>Employee Results</td>
</tr>
<tr>
<td></td>
<td>First Interim Review</td>
</tr>
<tr>
<td></td>
<td>Second Interim Review</td>
</tr>
<tr>
<td></td>
<td>Final Interim Review</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td><strong>STATUS</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Supervisor Comments</td>
</tr>
<tr>
<td></td>
<td>First Interim Review</td>
</tr>
<tr>
<td></td>
<td>Second Interim Review</td>
</tr>
<tr>
<td></td>
<td>Final Interim Review</td>
</tr>
<tr>
<td>2. MIP:Y/N (%)</td>
<td>Employee Results</td>
</tr>
<tr>
<td></td>
<td>First Interim Review</td>
</tr>
<tr>
<td></td>
<td>Second Interim Review</td>
</tr>
<tr>
<td></td>
<td>Final Interim Review</td>
</tr>
<tr>
<td>SPRINT DIMENSIONS</td>
<td>BEHAVIORAL RESULTS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Act with Integrity: Sprint employees act with integrity at all times, building and protecting our reputation for doing the right thing; we reject unethical or questionable behavior.</td>
<td>Use the suggested SAR format – Situation, Action, and Result.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee Results</th>
<th>Second Interim Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Comments</td>
<td>Final Interim Review</td>
</tr>
</tbody>
</table>

| Focus on Customers: With an unwavering focus on our customers, we understand and exceed customers' expectations, deliver customer-focused solutions and make it easy to do business with us. | |

<table>
<thead>
<tr>
<th>Employee Results</th>
<th>First Interim Review</th>
</tr>
</thead>
</table>
The IDP consists of both career development and current performance development goals and actions. Be prepared to discuss and review the following topics with your manager:

- Future Career goals and their feasibility.
- Preparation needed for career goals.
- Current development goals.
- Preparation needed for current development goals.
- Milestones, progress and results.
- Changes and adjustments.

### Development Goals
List 1–3 career and/or current development goals.

### Agreed Upon Actions
Specify what steps you will take to accomplish your development goals. Include any actions that may be required to develop skills listed in the Sprint Dimensions.


<table>
<thead>
<tr>
<th>Development Goals</th>
<th>Agreed Upon Actions</th>
<th>Anticipated Date of Completion</th>
<th>Actual Date of Completion</th>
</tr>
</thead>
</table>
| 1. Focus on Customer
Obtain better understanding of customer needs | 1. Complete LINK 360 feedback | 10/31/04 | – |
| 2. Deliver Results
Develop understanding of "Play to Win" | 1. Complete "Play to Win" training | 12/31/04 | – |
**Performance Rating**

Manager: During the final performance review, use the following rating definitions to provide evaluative feedback for the results achieved and the behaviors demonstrated based on all performance documentation and discussions.

<table>
<thead>
<tr>
<th>OVERALL RATING</th>
<th>RATING</th>
<th>RATING DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>M – MOST EFFECTIVE</td>
<td>Based on a comprehensive review of individual performance and contributions, the employee displays the most effective performance in the comparative group when considering: 1) Total job requirements and expectations including LINKAMP objectives. 2) Demonstration of Sprint Dimensions (or Sprint Leadership Dimensions for executives).</td>
</tr>
<tr>
<td>H</td>
<td>H – HIGHLY EFFECTIVE</td>
<td>Based on a comprehensive review of individual performance and contributions, the employee displays highly effective performance in the comparative group when considering: 1) Total job requirements and expectations including LINKAMP objectives. 2) Demonstration of Sprint Dimensions (or Sprint Leadership Dimensions for executives).</td>
</tr>
<tr>
<td>V</td>
<td>V – VERY EFFECTIVE</td>
<td>Based on a comprehensive review of individual performance and contributions, the employee displays very effective performance in the comparative group when considering: 1) Total job requirements and expectations including LINKAMP objectives. 2) Demonstration of Sprint Dimensions (or Sprint Leadership Dimensions for executives).</td>
</tr>
<tr>
<td>L</td>
<td>L – LESS EFFECTIVE</td>
<td>Based on a comprehensive review of individual performance and contributions, the employee displays less effective performance in the comparative group when considering: 1) Total job requirements and expectations including LINKAMP objectives. 2) Demonstration of Sprint Dimensions (or Sprint Leadership Dimensions for executives).</td>
</tr>
<tr>
<td>N</td>
<td>N – NOT YET RATED</td>
<td>Employee was newly hired to Sprint after October 15.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Employee's Signature Date</th>
<th>Supervisor's Signature Date</th>
<th>Employee's Signature Date</th>
<th>Supervisor's Signature Date</th>
<th>Employee's Signature Date</th>
<th>Supervisor's Signature Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/30/2004</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>06/30/2004</td>
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<tr>
<td>09/30/2004</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>01/30/2004</td>
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<tr>
<td>06/30/2004</td>
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<tr>
<td>09/30/2004</td>
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</table>
Sprint Subdimensions Definitions

**ACCOUNTABILITY**
Sprint employees act with integrity at all times, building and protecting our reputation for doing the right thing; we reject unethical or questionable behavior.

**DELIVER RESULTS**
With an unwavering focus on our customers, we understand and exceed customers' expectations, deliver customer-focused solutions and make it easy to do business with us.

**SIMPLECTIC**
We deliver results, ensuring quality while acting with a sense of purpose and urgency. We measure what matters, grow revenue, manage costs, simplify processes, shorten cycle times and eliminate redundancies.

**INNOVATE**
We build relationships by being engaged and engaging others. Through the power of inclusion, we form collaborative, high-performing teams. Exuding positive energy, we communicate candidly, effectively and often.

**LEADERSHIP**
We demonstrate leadership by communicating a compelling vision, modeling exemplary behaviors and promoting a Play-to-Win attitude. As leaders, we are accountable for our results, make and own difficult decisions, and celebrate success.
Memorandum

To: MANAGERS
From: John Doe
Date: 1/1/05
Re: NEW PERFORMANCE APPRAISAL FORMS

It is time once again for performance appraisals. The performance appraisal forms for Managers and Supervisors have been modified this year. A very simple numerical rating scale has been added so that some of the guesswork of rating employees could be removed from the process. As you will notice, the range of scores required to attain the highest rating is rather narrow. This reflects most performance rating systems in which only a small percentage of employees reach the highest standard of performance.

Just a few reminders as you get set to complete the appraisal forms:

1. **Be honest and objective with your appraisals!** Honest and objective feedback can be a very powerful tool which either can be used to praise past performance or improve future performance.

2. When you review the appraisal with the employee, be sure to **listen** to his/her input. The appraisal system should give the employee a opportunity for adding their input and suggestions.

3. **Stay positive and objective during the review process.** Your attitude during the process has a direct impact on the results.

As with any performance appraisal system, improvements can always be made to the form and process. If you have any comments or questions with regard to either, please let me know. Your feedback is very important in this process!

I have included a new appraisal form for each employee. Please return the completed form to me as soon as possible. I would like to have the appraisals back to me by Jan. 16, 2004.
# MANAGER COMPETENCES

Check the box appropriate to the degree of competence displayed in the person's present job. A fuller description of the effective and less effective levels of performance are provided in the guidance notes and particular reference should be made to the attainment of the key job standards.

Page 2

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Job Title:</th>
<th>Date Assigned to Job:</th>
<th>Department:</th>
<th>Reviewer's Name:</th>
</tr>
</thead>
</table>

## FUNCTIONAL COMPETENCE

<table>
<thead>
<tr>
<th>Has necessary level of expertise and experience:</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>is financially aware: Understands the financial impact of decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Less expertise and experience than job requires:</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>lacks financial awareness: Disregards financial impact of Decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## BUSINESS & STRATEGIC AWARENESS

<table>
<thead>
<tr>
<th>Commercially aware: understands business structure, takes a long-term view: Works to learn All aspects of the business with regard to their area of responsibility.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lacks commercial awareness. Only aware of their area of responsibility: Has short-term perspective. Does not work to learn about other areas of the business that may affect their area.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

## RATIONAL MANAGEMENT

<table>
<thead>
<tr>
<th>Balances sound analysis with judgment; is innovative and adapt to change; focuses on the important issues and establishes priorities; a good planner.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Decisions not reliably sound or balanced; does not focus on priorities; takes a traditional approach and dislikes change; a poor planner.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

## PEOPLE MANAGEMENT

<table>
<thead>
<tr>
<th>Takes control; leads by example with appropriate delegation but retains control and responsibility; a good communicator and motivator.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate leadership style; delegates too little or does not retain control; does not command subordinates' respect; a poor communicator.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
## COMMITMENT TO RESULTS

Has the energy, drive, commitment to produce high quality results. Takes the initiative and is more concerned with corporate than personal goals.  

| 5 | 4 | 3 | 2 | 1 |

Less committed to results. Has limited energy and drive. Lets others take the lead and is motivated more by self-interest.

Comments:

## PEOPLE DEVELOPMENT

Appraises openly and honestly; provides feedback, coaching and self-development opportunities. Displays continuous personal development.  

| 5 | 4 | 3 | 2 | 1 |

Poor at appraisal, feedback and coaching; does not create or use development opportunities; is not keen to learn and is no longer developing personally.

Comments:

## INTERPERSONAL RELATIONS

Sensitive to human relationships; diplomatic; empathetic; persuasive; good influence; prepared to express opinions openly; keeps boss informed on key issues.  

| 5 | 4 | 3 | 2 | 1 |

Has difficulty relating to other people; likely to be seen as abrasive and insensitive; will not express own views; delegates upwards or does not keep boss informed.

Comments:

## PERFORMANCE TO GOALS

Exceeds established goals. Utilizes available time to meet the demands of the position and is available to assist in other projects.  

| 5 | 4 | 3 | 2 | 1 |

Does not meet established goals. Does not utilize available time to accomplish established goals. Does not offer to assist in other projects.

Comments:
MANAGEMENT COMPETENCES

ANNUAL PERFORMANCE SUMMARY: Total points from all categories:
Total Points / 8 Categories = Average Score

[Check boxes for performance levels]
Exceeds all expectations
Exceeds in some areas
Meets expectations
Below expectations in some areas
Below expectations in all areas

5 – 4.25
4.24 – 3.75
3.74 – 2.75
2.74 – 1.75
≥ 1.74

GENERAL COMMENTS: Please indicate those areas needing improvement and the specific plan for the individual. Also indicate the employee's potential for advancement:


EMPLOYEE COMMENTS: The employee may use the following space for comments:


APPRaised BY: ___________________________ Date: ___________________________
EMPLOYEE’S SIGNATURE: ___________________________ Date: ___________________________
APPRaisal REVIEWED BY: ___________________________ Date: ___________________________
HUMAN RESOURCES REVIEW: ___________________________ Date: ___________________________
Appendix B: Sample Questions Used in Informal Discussions

- Exhibit B1: Managers
- Exhibit B2: Non-Managers
Exhibit B1: Managers

*Employee, Manager*

Describe you role in the employee performance evaluation process.

**Goals/Objectives Development:**
- Describe the process you undertake when defining your employee’s goals.
- What limitations do you encounter when developing their goals? (time, understanding business goals, effective communication with employee, lack of interest etc.)
- How much time are you provided to review and revise these goals?
- How much time do you actually spend reviewing and revising these goals?
- Who determines the amount of time you personally spend reviewing and revising their goals? (Manager, Human Resources, Workload, You)

**Preparing for the Review:**
- Describe the process you undertake in preparing for your employee’s goals assessment reviews.
- How much time do you actually spend developing your employee’s assessment on meeting their goals?
- Who determines how much time you spend on preparation for the goals assessment? Yourself, Human Resources, workload
- How prepared are you for your goals assessment reviews?
- How do you determine your employee ratings for meeting their goals or objectives?
- What are your key factors when determining employee ratings? Fairness, motivation, rewarding top performers etc.

**Assessing the Actual Review:**
- Describe a typical review.
- How much time does your actual review take?
- How many formal reviews do you have in a year?
- How many informal reviews do you have in a year?
- During intermediate reviews
Are goals discussed and your employees current progress assessed?

Are obstacles in meeting goals discussed?

- In the review process, do you account for team activities or is it only individual goals or accomplishments?
- How are the review measurements used? Determine pay increase, bonus, promotion etc.

Management Perceptions:

- Do you believe this process is beneficial to you as a manager?
  Yes, how does it personally benefit you?
  No, what do you believe the purpose of the review process is to achieve?
  (provide means of communication between employees and management, satisfy human resource requirements, etc.)

- Do you believe your employees are more effective or work more efficiently because of this process?
- Do you believe you manage more effectively because of this process?
- Does the process create open communication between you and your employees?
- Do you feel you actually know your employees and their abilities?
- Do you and your employees typically see eye to eye regarding your performance and review?
- How much feedback do you provide your employees during the review?
- Do you believe your employees provide you with honest feedback during the review?

Manager Suggestions:

- What can be done to make the employee evaluation and review process more effective?
- What can be done to increase communication between you and your employees?
- What can be done to make you more effectively manage your employees?
Exhibit B2: Non-Managers

Employee, Non-Manager

Describe your role in the employee performance evaluation process.

Goals/Objectives Development:
- What information is available to you to assist you in developing your goals? (H.R. instruction sheet, manager’s goals, personal development plan, etc.)
- Describe the process you undertake to develop your goals.
- What limitations do you encounter when developing your goals? (time, understanding business goals, effective communication with manager, lack of interest etc.)
- How much time are you provided to develop these goals?
- How much time do you actually spend developing these goals?
- Who determines the amount of time you personally spend developing your goals? (Manager, Human Resources, Workload, You)

Preparing for the Review:
- Describe the process you undertake to prepare for your goals assessment reviews.
- How much time are you provided to prepare for your reviews?
- How much time do you actually spend developing your assessment on meeting your goals?
- Who determines how much time you spend on preparation for your goals assessment? Manager, Human Resources, workload
- How prepared are you for your goals assessment reviews?

Assessing the Actual Review:
- Describe a typical review.
- How much time does your actual review take?
- How many formal reviews do you have in a year.
- How many informal reviews do you have in a year.
- During intermediate reviews
  - Are goals discussed and your current progress assessed?
  - Are obstacles in meeting goals discussed?
• In the review process, are team activities accounted for or is it only individual goals or accomplishments?

• How are the review measurements used? Determine pay increase, bonus, promotion etc.

**Employee Perceptions:**

• Do you believe this process is beneficial to you as an employee?  
  Yes, how does it personally benefit you?
  
  No, what do you believe the purpose of the review process is to achieve?  
  (provide means of communication between employees and management, 
  satisfy human resource requirements, etc.)

• How important is this process to you personally as an employee?

• Do you believe you are more effective or work more efficiently because of this process?

• Does the process create open communication between you and your manager?

• Do you feel your manager actually knows you and your abilities?

• Do you and your manager typically see eye to eye regarding your performance and review?

• How much feedback does your manager provide during the review?

• How do you normally feel before the review?

• How do you normally feel after the review?

• What is your attitude after the review session?

**Employee Suggestions:**

• What can be done to make the employee evaluation and review process more effective?

• What can be done to increase communication between you and your manager?

• What can be done to make you more effective as an employee?