



Appraisal Skills - SAMPLE PAGES

Delegate Manual



COURSE OUTLINE

- 9.00 Welcome and Setting the Scene
Overview of the Day
Knowledge/ Skill Checklist
Ice Breaker: Sensitive Issues
- Appraisals Overview
Benefits and Barriers to Appraising
Breaking the Myths of Appraisals
- 10.45 **BREAK**
- How Good an Appraiser Are You? Checklist
Review of Exercise
- Challenges of Assessing Performance
Competence and Behaviour
Waiting Rating Exercise
Minimising Subjectivity in Assessment
Ratings 2 Exercise
- 12.45 **LUNCH**
- Appraisal Preparation Steps:
- Manager
 - Employee
 - Environment
- Delivering the Performance Appraisal Interview
Looking at Development Opportunities
Handling Difficult Appraisees Exercise
- 3.00 **BREAK**
- Role Plays**
Preparation/ Delivery/ Debrief
- Summary of the Day
Knowledge/Skill Checklist and Review of Learning
- 5.00 **CLOSE**

"A pessimist sees the difficulty in every opportunity;
an optimist sees the opportunity in every difficulty."

SIR WINSTON CHURCHILL

KNOWLEDGE / SKILL CHECKLIST

In order to ensure that learning objectives are met by the course:

BEFORE THE COURSE: Rate your ability on a competence scale of 1-5 as follows:-

- 1= No knowledge/skill
- 2= A little knowledge/skill but considerable development required
- 3= Some knowledge/skill but development required
- 4= Good level of knowledge/skill displayed, with a little development required
- 5= Highly competent - no/very little development required

WRITE your numerical rating in the 1st column. **AFTER THE COURSE:** Repeat the exercise, writing your new rating, in the 2nd column.

COMPETENCE	PRE. (1-5)	POST (1-5)
1. Can define what the annual appraisal interview covers		
2. Understands the benefits of an appraisal system for Appraiser and Appraisee		
3. Acts as a positive role model for the appraisal system		
4. Understands the term competency		
5. Understands the challenges of assessing performance fairly and objectively		
6. Can appraise performance objectively, minimising subjectivity in judgments		
7. Can effectively prepare to conduct an appraisal interview		
8. Is able to conduct an effective appraisal interview		
9. Can describe a range of training & development opportunities/ methods to help the appraisee		
10. Handles a range of challenging appraises at interview in a confident manner		
OVERALL COMPETENCE		
PERCENTAGE CHANGE (2 nd column total minus 1 st ; divide answer by 1 st column total; Multiply answer by 100): %		

"The average man finds life very uninteresting as it is. And I think that the reason why, is that he is always waiting for something to happen to him instead of setting to work to make things happen."

AA MILNE

APPRAISAL INTERVIEW COVERAGE

The Appraisal Interview could cover:

-
-
-
-
-

What the appraisal shouldn't be:

- A bureaucratic waste of time
- An opportunity to record all the mistakes that can be remembered over the past week
- A great opportunity to get stitched up
- A trip to the Head Teacher's office
- A process in which the individual has not input or control over the output
- The time to grovel and lick

"You don't have to be sick to get better"
ANON

WHAT'S IN IT FOR US EXERCISE

Think about the appraisal process in terms of the benefits it can bring, and list your findings over the next 2 pages.

Benefits to the Staff

"The mind is like a parachute – it works best when it's open."

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COMPETENCIES EXPLAINED

It is important to note that:

- Competencies are practical and objective
- They concentrate on the things that people have to do, or know, in the workplace
- They provide a reasonably straightforward way of establishing whether people are equipped to do a good job - whether they are competent or whether they need development

In appraisals, we are assessing their behaviour, and how it marries up against the company's rating system.

ASSESSING PERFORMANCE

There are TWO Main Challenges:

- Defining the degrees of competence, rating staff over a multi-point scale i.e. obtaining a fair, honest, objective 'picture' of performance.
- Ensuring that the appraisee sees the same 'picture' of performance that the appraising manager sees.

"Criticism may not be agreeable, but it is necessary. It fulfils the same function as pain in the human body. It calls attention to an unhealthy state of things."

SIR WINSTON CHURCHILL

WAITING RATING EXERCISE

Consider the job of a waiter/ waitress in a restaurant, and the particular task of **taking meal orders** from customers at their table. We're going to examine the range of behaviours required to justify an assessment rating.

Let's assume it's a posh restaurant. A group of 7 regular diners have walked in together. They are together as a party. The waiter/ waitress has already welcomed them in, sat them down at their tables, provided menus and served drinks. She/ he is about to take their meal orders.

For each of the ratings A (Excellent), B (Good), C (Average), D (Room for improvement), E (major development need), write down overleaf what you would observe (or not observe) about the waiter/ waitress's **behaviour** i.e. examples of what they would or would not do/say. The B rating has already been completed.

Complete a flipchart copy for discussion at the end of the exercise.

"We cannot direct the wind, but we can adjust the sails."

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MAKING A GOOD START

The first few minutes are so important when delivering an appraisal. Appraisees may be asking:

- What's this all about?
- Why me?
- What do they want from me?
- Can I switch off without being caught out?
- How long are we going to be here?
- How useful is this going to be?
- What's in it for me?
- What are they trying to catch us out with now?
- Is this going to be a poor experience like the last time?

For you, it's about:

- Making a good first impression
- Gaining credibility
- Getting them on your side

Think about how you welcome the Appraisee into the meeting room. Concentrate on:

- Welcomes
- Refreshments
- Smiling
- Lots of eye contact
- Being friendly
- Minimising formalities

Be less busy on last-minute preparation, and more into developing rapport and relationship for the meeting

"It takes 72 muscles to frown and only 14 to smile."

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APPRAISALS CHECKLIST - Page 2**Strengths****Development Area**

Asks the Appraisee what they think and secures agreement

Clearly states their opinion of performance using examples where necessary

Summarises regularly

Covers:

- Past performance
- Future objectives
- Training and development
- Career development
- Issues/ Ideas

Part

Asks if there is anything missed out

Explains what happens next

Thanks for their time

Asks for feedback

Appraisal Role Play 3

APPRAISER Brief

- You are the Finance Team Leader. The Appraisee is one of your Assistants. They are around 3 years from retirement. This is their first annual appraisal.
- Normally the Appraisee is a good worker, uses their initiative and is really helpful - for instance in training up new starters. You even received an e-mail from the Finance Director 3 months ago, telling you how helpful he found them on the phone. For a director to take the time out to do that, she must have been impressed!
- Unfortunately, the Appraisee has been prone to some errors in recent months. For example:
 - On one batch of data input he/ she made 3 keying errors - one error meant that a company was invoiced for £50 instead of £500.
 - Forgetting to return a key client's call. You had a rather irate person phoning you to complain.

You spoke to the Appraisee after each occasion. However you still sense that, at times, better care could be taken. It's not a disciplinary matter however it is something you would like to address.

- One of your team, Janet, left 4 months ago and, because of budget cuts, wasn't replaced.

HANDLING DIFFICULT APPRAISEES

There are 5 types to choose from:

1. ***Cindy Silent*** - getting her to open up.
 2. ***Negative Neil*** - he thinks the appraisal is a total waste of time.
 3. ***Ambitious Amber*** - she has an over-inflated view of her own potential to get promotion. You feel she will never be ready. She also has some issues of consistency in her work performance.
 4. ***Fearsome Fred*** - he has a tendency to fly off the handle at work.
 5. ***Wandering Wayne*** - he goes off at a tangent during the appraisal. Very talkative - difficult to get a word in edgeways.
- How would you tackle these Appraisees? Think in detail about how you would deal with him/ her (what would you say and/ or do?)
 - Capture your feedback on a piece of flipchart paper to discuss with the rest of the training group

"Good supervision is the art of getting average people to do superior work."

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APPRAISEE PREPARATION FORM - Page 2

Q. What training have you had since your last appraisal (both on-job, and off-job)? What further training do you think you need to do your job better?

A.

Q. What achievable targets/ projects would you like to be set for the next period?

A.

Q. How would you like to see your career progressing? What areas do you need to become involved in to enhance your skills and experience?

A.

Q. Are there any other aspects of your job (and the way you perform it) you would like to discuss at your appraisal interview?

A.