Giving & Getting Feedback: Making the Evaluation Process the Best It Can Be

UOFL SUMMER ACADEMY
MICHELLE RODEMS, PH.D.
ASSOCIATE DIRECTOR, GRADUATE STUDENT PROFESSIONAL DEVELOPMENT
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Learning Outcomes

Outline a model for evaluation

Identify key points about each stage of the evaluation process

List ways that you can improve the evaluation process

Describe best practices for evaluation processes
What is your interest in this session?
Evaluating . . .

YOUR WORTH
You’re Not The Only One...

https://www.youtube.com/watch?v=rHMqhepziBA
Why We Do It

◦ Diagnosing difficulties;
◦ Measuring improvement over time;
◦ Motivating to do work;
◦ Judging mastery of essential skills and knowledge;
◦ Evaluating the teaching/training methods;
◦ Evaluating the job duties/expectations;
◦ Encouraging the tacit learning of self-regulation skills;
◦ Celebrate and recognize

(Dunn, Morgan, O’Reilly, & Parry, 2004)
Performance Evaluation Cycle
Performance Criteria
Competencies, Behaviors, Results & Goals
Performance Criteria, Competencies, Behaviors, Results & Goals
Demonstrate and reiterate
Novice vs. Expert
Administrative (one-on-ones, weekly reports, etc.)
Immediate reinforcement
Use questions to avoid assumptions
Voice of care
Private or group constructive
Pause
Allow reflection
Process
Include both positive and constructive
Monitoring

Learning & Development

Informal Feedback

Action Planning

Formal Assessment

Diagnosis & Formal Review

Performance Criteria
Competencies, Behaviors, Results & Goals
Roles & Responsibilities

**Employee**
1. Prepare for the review
2. At the review
3. Post Review Action

**Employer**
1. Establish time and place for the review that are comfortable for both
2. Prepare for the review
3. At the review
4. Post Review Action
Evaluation Checklist

- Accomplishments
- Barriers
- Previous performance objectives
- Future short and long-term objectives
- Job related training that would be beneficial
- Adjustments that could me made to improve performance
- Long term career goals
- Strengths
- How does work contribute to teams and organization
- How do others view my performance
- Special projects
- Supervision
Monitoring

- Learning & Development
- Informal Feedback
- Action Planning
- Formal Assessment
- Diagnosis & Formal Review

Performance Criteria
Competencies, Behaviors, Results & Goals
Criticism

Integrity
High Expectations
Vision-Driven
Practice
Learning

Diagnosis & Formal Review
Feedback Guidelines

1. Behavior driven
2. Description over judgement
3. Specific rather than general
4. Well timed
5. Appropriate place and time
6. Behavior that can change
7. Less is more
8. Value for receiver
9. Idea sharing over advice giving
10. Follow up
Getting Feedback

Diagnosis & Formal Review

<table>
<thead>
<tr>
<th>WHAT (specific)</th>
<th>WHO</th>
<th>WHERE</th>
<th>WHEN</th>
<th>HOW</th>
</tr>
</thead>
</table>
| • Time when used  
• Specific behaviors  
• Elaborate | • Objective?  
• Articulate?  
• Appropriate?  
• Respected? | • Comfortable  
• Neutral  
• Private | • Fresh  
• Willing  
• Clear objectives  
• Low stress | • Area for feedback  
• Reason  
• Details  
• Suggestions |
Giving Feedback

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| • Data on skills  
• Link performance to potential  
• Behavior not personality | • Will they benefit?  
• Ability?  
• Desire to improve  
• Respect  
• Believe helpful | • Comfortable  
• Neutral  
• Private | • Can initiate change  
• Willingness  
• “Objective”  
• To praise as well as provide criticism | • Data  
• Impact  
• Receiver perspective  
• Suggestion  
• Strategy |
Performance Criteria
Competencies, Behaviors, Results & Goals
Goal Setting

SMART

Specific
Measurable
Attainable
Relevant
Time-bound
Strengths

“A recent meta-analysis of over 10,000 work units and over 300,000 employees in 51 companies indicates that work units scoring above the median on the “opportunity to do what I do best” item have 38% higher probability of success on productivity measures and 44% higher probability of success on customer loyalty and employee retention (Harter & Schmidt, 2002)”

-Hodges, 2012
Formative & Summative Assessment

Formative
◦ “In situations where [staff] know that the assessment task if formative, they understand that they will receive feedback on their performance that will enable them to improve their performance on the same or similar tasks.” (Dunn et al., p. 18)

Summative
◦ “Ideally, summative assessment comes at the end of a systematic and incremental series of learning activities [or experiences] that have formative assessment tasks set at key points during the course.” (Dunn et al., p. 19)
Motivation

- Autonomy
- Belongingness
- Competence
- Meaningfulness

Learning & Development
Monitoring

Learning & Development

Informal Feedback

Action Planning

Performance Criteria, Competencies, Behaviors, Results & Goals

Diagnosis & Formal Review

Formal Assessment
Best Practices

- Use good listening skills
- Give employees autonomy
- 360 feedback
- Be clear about expectations
- Nothing should be new
- Document
- Generally: Praise in public, criticize in private
- Understand your own perceptions of evaluation
- Prepare, prepare, prepare
- It’s all about the learning
- You are not your performance, but you are responsible for it
- Practice
Performance = Ability \times Motivation \times System
References & Resources


