Working with Student Employees to help achieve the ASI’s mission

Providing daily feedback via Coaching

Encouraging their Development and success in academics

Providing feedback through Performance Evaluations

Fostering the link between academics and work
On handout, list some challenges in evaluating your student employees ...
Historically, employers have used performance appraisals to accomplish at least four major human resource functions, including:

| Evaluation of employees for compensation purposes | Determining promotion, training needs, and suitability for other assignments | Helping make retention and termination decisions | Counseling and coaching employees to improve performance |
Legal Considerations for performance appraisals

- Requirements of Defensible Performance Appraisal System:
  - Ratings should be formalized, standardized and as objective as possible
  - Ratings should not be influenced by factors outside the employee’s control
  - All important aspects of the job should be covered in the evaluation form
Activity

With a partner, list some of the reasons we might see poor performance in others....
Reasons for Poor Performance

- Lack of standards
- Conflicting standards
- Lack of training
- Lack of feedback
- Incorrect reinforcement
- Bad organizational environment
Barriers to Effective Performance Evaluation

- Evaluating a person’s performance can raise uncomfortable feelings
- Dislike “confrontation”
- Risk of offending the employee
- Too busy with other pressing items
- Lack of confidence in ability to write an effective evaluation
What do we evaluate?

- Things that are MEASURABLE
- BEHAVIOR not attitude or personality
- Tasks which an employee has been TRAINED to do
- Known standards
Elements of a good Performance Evaluation

✓ Specific reasons for ratings are provided to the employee

✓ Honesty

✓ Good points, as well as bad points, are shared

✓ There are no surprises

✓ At the conclusion, the employee recognizes what is required to maintain or improve the current level of performance.
How to write it!

✓ Plan ahead
✓ Review previous documentation
✓ Be honest and objective
✓ Be factual and avoid conclusions
✓ Be professional
✓ Use specific examples
How to write it!, con’t

✓ Avoid the halo or contrast effect (prior employee)

✓ Avoid the first impression or recency effect

✓ Provide employee with the opportunity for meaningful and written input

✓ Suggest other resources to help improve.
Answer the following questions in your mind:

- What results do you want to achieve?
- What contribution is the employee making?
- Is he/she working toward potential?
- What training does he/she need?
- What strengths does the employee have on which you can build?
Examples of well-written comments:

“Sam, the quality of your work is good. I am impressed with your ability to proof your documents before they leave our office. During the last year, only two documents left our office with “typos”. Good job!”
Examples of well-written comments:

“Our goal was to have daily hour reports completed within two days of payroll processing. This past year, 50% were submitted after three days.”
Examples of well-written comments:

“Our goal is to have the floors cleaned and trash emptied before the bowling alley opens each day. This year, you have accomplished each of these every day.”
Examples of poorly written comments:

“Sam, you’d better shape up or you’ll lose your job. You are lazy and don’t get to work on time.”
Examples of poorly written comments:

- “Your quality of work is fine.”
- “You did a good job”
- “You are always late”
- “You are rude to others”
Activity

Working with a partner, complete the Performance Feedback activity.

Remember to BE SPECIFIC

Avoid the use of “but” or “however” between statements.
Conducting the Performance Appraisal Discussion

- Put the employee at ease
- Explain the purpose of the evaluation
  - Evaluation based on performance goals, not the performance of other employees
  - Objective is to reach an agreement on performance achieved and future goals
Conducting the Performance Discussion, con’t

- Evaluate yourself before your employee
- Discuss the basis for your ratings
- Praise employee for achievements
- Ask for employee’s help in implementing improvements
- Summarize how employee is doing and needed improvements
- Decide upon goals for next review (put in writing)
Say what needs to be said:

When you ________________________________

(an objective description of the employee’s behavior)

The effect is ________________________________

(how the person’s behavior affects their performance or co-workers)

I expect ________________________________

(factual definition of your performance and conduct expectations of them)

The consequences will be ________________________________

(a description of what the consequences will be if there is no change in behavior)
Improving Employee Performance

1. Describe the problem in a friendly manner
2. Ask for the employee’s help in solving the problem
3. Discuss causes of the problem
4. Identify and write down possible solutions
5. Decide on specific action to be taken by each of you
6. Agree on a specific follow up date.

DDI’s Interaction Management
Improving Work Habits

1. Describe in detail the poor work habit you have observed
2. Indicate why it concerns you
3. Ask for reasons and listen openly to the explanation
4. Indicate that the situation must be changed and ask for ideas for solving the problem
5. Discuss each idea and offer your help
6. Agree on a specific action to be taken and set a specific follow up date.

DDI’s Interaction Management
Utilizing Effective Follow up Action

1. Review previous discussion(s)

2. Indicate insufficient improvement and ask the employee for reasons

3. Discuss possible solutions to the problem

4. Indicate the consequences on continued lack of improvement

5. Agree on action to be taken and set a follow up date

6. Indicate your confidence in the employee.

DDI’s Interaction Management
Utilizing effective Disciplinary Action

1. Describe the situation and review previous discussions
2. Ask for reasons for the situation
3. Listen and Respond with empathy
4. Indicate what action you must take and why
5. Agree on specific action and follow up date
6. Indicate your confidence in the employee.

DDI’s Interaction Management
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Activity

On the flip charts, list positive qualities of coaches and supervisors who have influenced you.
“It is what you learn after you know it all that counts”

Coach John Wooden
The Magic of Listening

- Understanding the unspoken
- Active Listening
  - Minimal encouragement
  - Reflection of content or paraphrasing
  - Reflection of feeling
  - Summarizing – reflecting content and feeling

“Listen with the eyes for feeling” – Stephen Covey
The Power of Questioning

- Closed questions
- Open questions
- Indirect questions
- Leading questions
- Loaded questions
- Limited option-questions
- Stacked questions
- Why questions

Gavin and McBrearty 2013
Iowa GROW
Guided Reflection on Work

Four Quick Questions

1. How is this job fitting in with your academics?

2. What are you learning here that’s helping you in school?

3. What are you learning in class that you can apply here at work?

4. Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?
Ask. Know. Encourage.
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