

Unit 63: Appraise Employee Performance

Unit reference number: D/616/7432

Level: 4

Unit type: Optional

Credit value: 6

Guided learning hours: 23

Unit summary

How do people know they are carrying out their roles and responsibilities as they should be? Being given regular feedback is essential if people are to give their best and follow safe and current work practice.

Managing people means managing the most important resource in the organisation. If people are managed well they will progress and, in turn, help the organisation to progress. If they are managed badly they will be unhappy and the organisation will suffer. Employee appraisal is an important way of ensuring that the organisation runs well.

In this unit, you will explore the process of appraisal and the models that drive effective appraisal in the workplace. You will learn how to use appraisal to develop practice. You will be expected to prepare for and conduct appraisals to demonstrate the unit's learning outcomes and to review your practice as an appraiser. In conducting appraisals, you will be improving the performance of your team and benefiting the organisation as a whole.

This unit is for those of you who want to progress to management positions and higher education.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand policies and models of appraisal that underpin appraisal of performance	1.1 Explain policies and agreed ways of working for appraisals in the work setting 1.2 Research models of appraisal to explore their applicability in the work setting
2 Understand the skills required to support and appraise others	2.1 Evaluate the skills needed to be able to support and conduct appraisals with others 2.2 Explain how power in relationships can affect the appraisal process 2.3 Evaluate the core dimensions of job roles that may be assessed during appraisals
3 Be able to facilitate preparation for appraisals	3.1 Agree with appraisee the objectives against which performance will be appraised 3.2 Identify with the appraisee the actions they need to take to prepare for their appraisal 3.3 Evaluate evidence gathered from a range of sources towards achievement of objectives 3.4 Prepare paperwork for appraisal in line with agreed ways of working 3.5 Prepare the environment for an appraisal meeting that encourages appraisee participation

Learning outcomes	Assessment criteria
<p>4 Be able to appraise employee performance</p>	<p>4.1 Engage the appraisee in an evaluation of their performance over an agreed period of time</p> <p>4.2 Provide constructive feedback to appraisee on their performance over an agreed period of time</p> <p>4.3 Agree achievable work objectives with the appraisee for an agreed period of time</p> <p>4.4 Agree with appraisee professional development plan for an agreed period of time</p> <p>4.5 Accurately record the appraisal in line with agreed ways of working</p>
<p>5 Be able to evaluate own practice after the appraisal process</p>	<p>5.1 Evaluate with appraisee their experience of how the appraisal was conducted</p> <p>5.2 Reflect on own practice in managing the appraisal process</p>

What needs to be learned

Learning outcome 1: Understand policies and models of appraisal that underpin appraisal of performance

Purpose of appraisals

- Allows continuous cycle of performance management.
- Outlines developmental needs.
- Take place at least annually.
- Allows an enabling, non-threatening environment where success and areas of improvement can be discussed.
- Provides opportunity for:
 - appraisers to provide constructive discussion and feedback
 - appraisees to discuss current and future career pathways, training needs, welfare issues.

Ways appraisals are used

- Informing achievement and development of objectives.
- Assessment of overall performance of individuals, e.g. production data, personnel data.
- Judgemental data, e.g. link to salary levels and bonus payments.
- Identification of strengths and areas for improvement, e.g. training needs, develop practice.
- Welfare support, e.g. improve communications, conflict resolution, absence due to illness/wellbeing or personal issues.

Policies and agreed ways of working for appraisals

- Appraisal policies relevant to organisation.
- Appraisal procedure relevant to organisation.
- Appraisal factors.
- Environments that:
 - engender basis of mutual trust
 - enable regular, holistic review of work practice knowledge and skills
 - enable review of recent performance and setting future objectives.
- Meet the personal and professional needs of the individual aligned with organisational needs.

Research models of appraisal and their applicability in work settings

- Main methods of determining performance:
 - trait, e.g. specific traits to job role
 - behavioural, e.g. individual actions
 - comparative models, e.g. compares one model with another
 - 360 degree feedback.
- Two main aspects of appraisal methods:
 - criteria
 - rating.
- Graphic rating scale – behavioural.
- Discrete rating scale – continuous.

What needs to be learned

- Mixed standard scales – use of mixed rating scales to suit individual and organisational needs.
- Essay appraisal.
- Checklist scale.
- Critical incident appraisal.
- Work standards approach.
- Ranking methods.
- Appraisal criteria should be based on job-specific and industry-specific standards and requirements.
- Common problems for rating scales:
 - halo effect, e.g. rating based on personal importance
 - horns effect, e.g. rating based on areas of low personal importance
 - middle of the road, e.g. avoiding high and low
 - mini me, e.g. high ratings to those similar to appraiser
 - easy road, e.g. moving own decision to the rating of the appraisee to avoid conflict.

Learning outcome 2: Understand the skills required to support and appraise others

Skills of the appraisers

- Realistic expectations.
- Good listening skills, e.g. use of positive body language; facial gestures, e.g. smiles, eye contact, posture, mirroring.
- Focus on positive, constructive and objective feedback.
- Confidentiality.
- Empathetic.
- Be able to self-reflect.
- Be able to modify behaviour to suit needs of individuals.
- Clarify meaning to avoid misinterpretation.
- Encourage feedback from appraisee.
- Asking open questions.
- Promoting equality, diversity and inclusion.
- Awareness of own behaviours, attitudes, values and beliefs and how these can impact on the appraisal process.

Use of power in relationships during appraisal process

- Nature of professional relationship:
 - boundaries
 - professional knowledge
 - power in relationships
 - importance of enabling a supportive, open environment for views to be expressed in a non-judgemental way.

What needs to be learned

- Abuse of power on appraisee affects:
 - ability to perform work role
 - professional development
 - motivation, emotional wellbeing
 - professional relationships, e.g. conflict, respect
 - perception of organisation by others, e.g. individuals, families and professionals
 - health, welfare and wellbeing of individuals.

Core dimensions of job roles that can be assessed

- Communication.
- Personal and people development.
- Health, safety and security.
- Service improvement.
- Quality of practice and provision.
- Equality, diversity and inclusion.

Learning outcome 3: Be able to facilitate preparation for appraisals

Agreeing objectives of appraisal with appraisee

- Mutual responsibilities.
- The achievement of objectives.
- Reflection on overall performance.
- Professional development.
- How outcomes of the appraisal will be used.
- Future objectives.

Identify actions to be taken to prepare for appraisals

- Job specification and roles and responsibilities of individual appraisee.
- Previous appraisals.
- Appraisee personnel file.
- Individual notes.
- Appraisee performance-related information.
- Information from work colleagues with specific examples of work, behaviour, training needs.

Paperwork evidence in preparation for appraisal

- Job description.
- Agreed agenda.
- Goals, competencies and development plans from previous appraisals.
- Regular reports created, e.g. weekly, monthly, project status.
- Preparation notes developed by appraisee.
- Appraisal documentation, e.g. appraisal form, preparing for appraisal, 360 degree feedback form.

What needs to be learned

- Review of performance during review period.
- Work objectives for next year.
- Personal development plan to support achievement of training required.
- Competency to manage different aspects of work role, e.g. medical equipment, safety.
- Evidence supporting how well appraisee has met objectives.
- Factors that have affected performance.
- Possible actions that could be taken.

Issues of confidentiality

- Responsibilities regarding handling confidential information, e.g. employee records, previous appraisals.
- Duty of care as prescribed under relevant legislation, e.g. Data Protection Act 1998 (as amended).
- Types of information to record, e.g. appraisee's own notes and comments, time, date of appraisal, feedback from others.
- Data handling and sharing requirements, e.g. who to share information with and circumstances.

Preparing the environment for appraisals

- Environmental factors, e.g. heat, light, ventilation, seating.
- Minimise distractions, e.g. noise, being overheard.
- Ensuring all paperwork required for appraisal is available.
- Make sure venue is private, allow sufficient time.
- Read the appraisal documentation first.
- Review any previous appraisal.
- Prepare for discussion.

Learning outcome 4: Be able to appraise employee performance

Supporting appraisee

- Mutual responsibilities.
- Achievement of objectives.
- Reflection on overall performance.
- Professional development.
- How outcomes of the appraisal will be used.
- Future objectives.
- Effective communication, e.g. creating rapport, engage in dialogue over non-work issues, encourage relaxed and non-threatening atmosphere, positive body language, active listening, hand gestures, facial gestures, use of open questions, reading signals of discomfort and engagement.
- Celebrating achievements.
- Allow them to take ownership, e.g. talk about personal goals, areas of practice that have been met/exceeded, areas for development.

What needs to be learned

Feeding back on performance

- Start with positive, move to constructive.
- Provide examples of work performance met/exceeded, areas for development.
- Use examples from own experience/feedback from others.
- Explain impact of behaviour or skills on others.
- Echo concerns.
- Check understanding, e.g. ask for acknowledgement, repeat key points.
- Avoid sandwich feedback, e.g. to avoid mixed messages.
- Areas of practice that have met or exceeded standards.
- Areas for development.
- Finish with review of areas of development and summary of positives.
- Ask for feedback from appraisee of their own performance.

Future work objectives

- Identify work objectives for the year, e.g. training, areas of practice, goals for wider career progression, personal aspirations.
- Set goals using professional development plan, e.g. SMART targets.
- Recording information in line with organisational and legislative requirements, e.g. forms of recording, handling and storing information in line with current legislation and policies of setting.

Learning outcome 5: Be able to evaluate own practice after the appraisal process

Appraisee's perceptions of performance

- Behaviours, e.g. whether the appraisee was made to feel comfortable and confident to discuss personal issues.
- Use of language, e.g. appropriate to level of understanding of appraisee.
- Whether appraisee felt they were 'listened to' and 'heard'.
- Ways that success, issues and areas for development were handled.
- Overall performance and recommendations for development.

Self-reflection in appraisal process

- Effects of own attitudes, beliefs, values and assumptions when appraising others.
- Own reflections on appraisal process.
- Develop own personal professional development for career pathway.

Information for tutors

Suggested resources

Books

Arthur D – *The First-Time Manager's Guide to Performance Appraisals* (Amacom, 2008) ISBN 9780814474402

Fletcher C and Williams R – *Appraisal: Improving Performance and Developing the individual* (Routledge, 2016) ISBN 9781138936102

Handy C – *Understanding Organizations* (Penguin, 1993) ISBN 9780140156034

Handy C – *Understanding Voluntary Organizations: How to Make Them Function Effectively* (Penguin, 1990) ISBN 9780140143386

Hutchinson S – *Performance Management: Theory and Practice* (CIPD – Kogan Page, 2013) ISBN 9781843983057

Leatherbarrow C and Fletcher J – *Introduction to Human Resource Management: A Guide to HR in Practice*, 3rd edition (CIPD – Kogan Page, 2014) ISBN 9781843983590

Osbourne C – *Appraising Staff* (Dorling Kindersley, 2001) ISBN 9780751320848

Whitmore J – *Coaching for Performance: GROWing human potential and purpose – The principles and practice of coaching and leadership*, 4th edition (Nicholas Brealey Publishing, 2009) ISBN 9781857885354

Journals

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

www.businessballs.com

Offers a range of resources on appraisal.

www.legislation.gov.uk

Website for current government legislation.

www.skillsforcare.org.uk

Skills for Care – People Performance Management Toolkit.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 3, 4 and 5 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 3, 4 and 5.

Assessment of learning outcomes 1 and 2 (knowledge) may take place in or outside of a real work environment.