

Performance Appraisal Review Research Report

Towards a more engaging approach to Performance Appraisal Review

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1/7/2014

The HR team of North Warwickshire and Hinckley College and South Leicestershire college, (with whom we have recently formed a Federation), look to simplify and improve the appraisal process by moving to an online system that suits the needs of both colleges. This research seeks to inform this.

ACKNOWLEDGEMENTS

This project has been funded and supported by The Education and Training Foundation and the East Midlands Centre for Excellence in Teacher Training (emCETT) through the Foundation's Blended Learning Action Research

This project was further informed by the research of Ismael Erriest (Coventry University Intern), without whom I would not have been able to complete such extensive background research.

The content of this project does not necessarily reflect the views of the Education and Training Foundation or the East Midlands Centre for Excellence in Teacher Training (emCETT)

Project Title: Towards a more engaging approach to Performance Appraisal Review

**Summary
Introduction/
Background**

All members of College staff are required to undertake an annual appraisal. Traditionally the appraisal process has taken place throughout the year; appraiser and appraisee (usually the line manager or team leader), completing lengthy paper-based documents, following a review / preliminary meeting discussion.

At North Warwickshire and Hinckley College (NWHC) there are currently three differing versions of the appraisal paperwork aimed at managers, lecturers and support staff. The paperwork starts with a review of the previous year, including evaluating the success of targets set at the previous appraisal, before planning and target setting for the year ahead. At our partner college; South Leicestershire College (SLC), the Appraisal process, known as the PDR – Professional Development Review, is already automated and available online via the staff Extranet.

The HR team are looking to simplify and improve the appraisal process by moving to an online system that suits the needs of both colleges. The new system will assist the appraisal process by creating an automated system; sending out reminders and notifications to staff, automatically retrieving previous targets, linking to CPD and staff training databases, linking to teaching observations and allowing the setting of college wide and departmental priorities and reflection of college values.

The appraisal process is being restructured so that appraisals / performance reviews take place at specific times within the college calendar fitted around the Professional Development planning cycle.

Proposal

It is proposed that the appraisal will be split into three parts:

1. An initial appraisal meeting to take place around September/October. The appraisee and appraiser will jointly complete an online questionnaire reviewing current status, reflecting on the previous year (where applicable) and setting the targets for the year ahead.
2. A spring term 'Catch-up' review will take place around February/ March. This will be primarily focussed on the appraisee with a 'how are things going so far?' feel.
3. A summer term 'Catch-up' review will take place in July (to fit around Staff Development Week) and will be primarily appraiser-led, focussed on the year's undertakings, asking 'how did it go?'

	<p>We expect to see changes to the current processes which produce a more efficient and engaging offer which will be of greater value to both organisations.</p>
<p>Evidence to Support need for Improvement</p>	<p>Research has been undertaken to define the current processes of performance management and this project has allowed further research with particular reference to appraisal systems and its outcomes. Our current processes are not delivering as we would wish at either college; participation targets have fallen and staff interviews / survey feedback questions the value of the current system. Recent HR Audits also reflect this.</p> <p>Sample of Survey Results:</p> <ul style="list-style-type: none"> ➤ Participation targets have fallen below 90% all year. ➤ Staff survey feedback questions the value of current systems. <p>Survey 2011/12 staff - the following questions fell below benchmark levels when compared to other organisations, and were identified as areas for improvement:</p> <ul style="list-style-type: none"> ➤ the appraisal process supports me in my role – 76% favourable. <p>Survey 2012/13 staff - the following questions fell <i>further</i> below benchmark levels:</p> <ul style="list-style-type: none"> ➤ The appraisal process supports me in my role - 67% favourable. <ul style="list-style-type: none"> ~ I feel valued in my role at college – 61% favourable. ~ Generally given feedback in my role that helps me – 66%. <p>HR recognises the need for college to consider the changing environment in which the college operates and to review the process accordingly.</p>
<p>Areas for Improvement</p>	<p>Analysis of the current Performance Appraisal system</p> <p>The existing system at NWHC is paper-based and divided into two distinctive parts:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Part A – Looking back over the past year</p> <p><i>Section 1: Review – To be completed by the appraisee, guidance for appraiser</i></p> <p><i>Section 2: Competency Review – To be completed jointly by the appraisee & appraiser</i></p> <p><i>Section 3: Review of Objectives – To be completed jointly by the appraisee & appraiser</i></p> <p><i>Section 4: Professional Development Plan – Review of last year</i></p> <p style="text-align: center;"><i>– To be completed jointly by the appraisee & appraiser</i></p> <p>Part B – Looking ahead and planning – to be completed and returned to HR</p> </div>

Previous attempts to 'improve' the process have led to an increase in the length of the process and paperwork. Following formative research, it became evident that the process could be consolidated and condensed. For example, existing paperwork is positive in terms of providing prompts / starting points for areas of discussion but 'Sections' can be significantly reduced; Competency Review could be incorporated with Review of Objectives and the Professional Development Plan could be further incorporated.

The current Performance Development Review system at South Leicestershire College (SLC) is already automated and aligned more closely with the college planning cycle. It is intended that the **new Appraisal System be brought into line with that of the SLC**, PDR process

General Principles

According to the AoC guidance for colleges on 'Effective Performance Management – Driving College Improvement' ^[Ref 1] a performance management process should ensure that everyone in the college understands the impact of their contribution to the organisation (clearly linked to business objectives).

Tools outlining employee expectations/ contributions

Within their role an employee should:	For this we have:
Be clear about role expectations	Job Description
Be supported to identify own strengths and weaknesses	Needs Analysis the critical tool that we have developed and piloted
Be given an opportunity to discuss performance and agree objectives	PDR/ Appraisal recording system
Have support framework for areas of development	Professional Development Framework
Receive feedback on performance; reflect and agree development	Spring / Summer Review opportunity
Have an opportunity to review performance	Procedures to Manage Review and Performance
Be accountable for own performance	
Have access to tools and resources to clearly support this approach	All of the above

**Research
Methodology**

To achieve the research objectives, both primary and secondary data were collected and analysed. Specifically, semi-structured face-to-face interviews and the analysis of existing documents.

This investigation was informed by the research of Ismael Erriest (Coventry University Intern), without whom I would not have been able to complete such extensive background research, a summary of which is evident within this report.

Research was undertaken in two stages to aid the understanding of participant's appraisal *perceptions* and process *ease of use*.

Research around *perceptions* was underpinned by an interpretivist philosophy, and an inductive and qualitative approach was applied to gather and analyse data.

Whilst acknowledging that there are three differing versions of the appraisal paperwork aimed at managers, lecturers and support staff, to aid logistics, it is intended that any proposed improvement to current processes, be piloted by the Support Staff cohort, in the first instance, at both NWHC and SLC.

This was the staff profile originally chosen as the target audience for our Performance Appraisal Review pilot (as part of the initial pilot in the Research Methodology stage), as a sample of the total population, so as to provide evidence to support judgement.

We have been able to extract some outcomes from this pilot in order to be able to draw conclusions.

These conclusions have been used to inform future developments.

Data Collection

Data collection included fifteen semi-structured face-to face interviews with non-academic employees, three semi-structured face-to-face interviews with HR Managers, and the analysis of organisational documents.

This study sample is not representative of all non-academic staff, and the results cannot be generalised. Interviews were maintained until reaching theoretical saturation, following Fontanella et al's (2011) method, where new interviews did not contribute added value to any topic.

As qualitative research, the goal was to explore perceptions, meanings and feelings of sample of participants, therefore, findings of this research are not representative of the total College population; however, as research is still ongoing, it is hoped that outcomes will be indicative of wider consensus.

Participants distribution by Department was as follows:

Department	Line-Managers	Total Participants
HR	1	4
IT	1	2
Library	1	3
Commercial	-	3
Estates	1	1
H&S	-	2
Total	4/15	15

In order to maintain participants' anonymity, fictitious names were assigned (see figure below), where NAE means non-academic employees, noting which of them are both appraisees and appraisers.

Participants	Appraisee	Appraiser
NAE1	X	
NAE2	X	
NAE3	X	X
NAE4	X	X
NAE5	X	
NAE6	X	
NAE7	X	
NAE8	X	X
NAE9	X	
NAE10	X	
NAE11	X	
NAE12	X	
NAE13	X	
NAE14	X	X
NAE15	X	
HRManager1		
HRManager2		
HRManager3		

A matrix was created in order to plot by topic all relevant information of the participants' perceptions about the appraisal process, in table format (as represented by this screenshot):

Themes from literature review	Rater Issues		Motivation				
	Rater Affect	Rater Motivation	Motivation		Perceived fairness	Perceived accuracy	Trust in Quality relationship
	relationship w/ratee, proximity might affect accuracy	Comfortableness with process, perceptions about ratees, accountability	Rewards, voice/part, goals-setting and feedback				
Participant 1			Motivated because she knows the outcome will be good	fair for her, trust her supervisor (Maj is brilliant). DEPENDS ON SUPERVISOR	Pretty accurate, detailed, many sections. But not fit your role, some questions do not match what you do here at the college (broad)		Trust in Very important not be he not ha relation: about
Participant 2			goals agreed, valued		In some way, yes. Look back on the year, your supervisor knows what elements where out of your control, but yes. Fairly accurate, she's honest, how it is if there is any problem		Is key, is with loy relationsh talk to tr
Participant 3		high, important moment. YES AND NO. If the employee gives sign that he/she dislikes the process, motivation goes down.			Performance not fully measured, up to a point. Not easy to have a criteria to measure performance. Subjective evaluation of performance against goals		Key, the work wi

Findings and Analysis of Results

Outcomes from interviews

Following an analysis of the results of the semi-structured interviews the following themes arose from perceptions:

- Fairness
- Accuracy
- Trust (in system /peers)
- User voice
- Usefulness / limitations
- Suggestions for improvements

Sample of Interview Results follows.

At the onset of this project Administrative Employees perceptions about the Appraisal Process were gathered (as part of an intern's dissertation topic for Coventry University), and were used to inform our decision making process.

Perceptions with regard to the existing paper documentation /process were as follows:

'It is unmanageable like it is. Very long with complicated paperwork. We need to focus on what is manageable (the process was redesigned 5 years ago when it just got longer)!'

'being a yearly thing, staff have forgotten stuff'

'Should have follow up, in year'

A further stage of study was to investigate whether the means (as in tool) for collecting evidence of performance appraisal review was of significance in improving levels of engagement and organisational performance.

Outcomes of Analysis of Results

Before identifying the employees' perceptions about the PA system effectiveness, it is relevant to describe how the process actually works in the College. This explanation is a result of the analysis of both the forms that are part of the practice, and 3 semi-structured face-to-face interviews with HR Managers in charge of the process. Where employees' comments support the Managers' perceptions, these examples are included herewith.

HRManager1 as one of the main barriers of the process:

"As the appraisal currently occurs at diverse points of the year for different employees, it becomes a bit lost, and is not as powerful as it could be by showing how each person might contribute to the year's objective of the department and organisation". Moreover, adds that *"thereby, the focus becomes very much shifted to the individual personal development, not necessarily the development for the benefit of the organisation."*

In accordance, many non-academic employees perceived training and personal development as the unique result and purpose of the PA process, and whether it was provided or not might determine their perception about the effectiveness of the process: *"the system is quite limited, as training is cut due to government funding cuts to the College"* (NAE6).

Therefore, this situation could lead to the perception of low usefulness of process, or even fairness and motivation towards it.

Thus, having a balance between meaningful job-related issues and personal aspirations is an objective for the organisation, which would increase the process' effectiveness:

"Moving the process to the start of the academic year would increase the alignment to strategic goals, and enables a deeper analysis of each role and its priorities" (HRManager2).

Admittedly, it is difficult to convey outcomes so far, in terms of quantitative and qualitative data until all aspects of the process are complete, however, current trends shows that colleagues are encouraged to hear of the proposed developments:

“I like the idea of making the appraisal process more interactive, quicker and easier to understand and complete. The online form is the way forward”

... and make suggestions to encourage further good practice amongst colleagues in the department / curriculum areas... *“but in my opinion more options of analysis should be included so that it is possible to better monitor the performance and professional development of each individual”* (NAE9).

In addition, another element to achieve PA effectiveness was agreed by all participants of the study: the length of the process and its format (paper-based). They perceive it as *“a form too long and repetitive”* (NAE14); *“annoying process”* (NAE12); *“long-winded paperwork, could be one-fifth of the current size, and most questions are unclear”* (NAE5); *“is unmanageable, long and complicated paperwork. As an appraiser I need to focus on what is manageable and also need training to understand and better apply the process (the last one was 5 years ago when the process was redesigned)”* (NAE3).

Furthermore, all HR Managers agreed, stating that *“the process needs to be simplified, electronic and online, to increase employees’ engagement with the process. Thus, its format needs to facilitate consistently good conversations, and not relying that much on the investment of a particular manager to dictate whether you have a high quality appraisal or not”* (HRManager1); *“due to its length, so many times it is done as a tick-box exercise just to get it done”* (HRManager2).

Proposal for Improvement

The research process at this particular organisation was planned to be developmental.

In light of some of the outcomes and conclusions drawn from this initial research, the main proposal for improvement was to revisit existing appraisal paperwork which relies heavily on free text areas where users can write a narrative against each question.

For example to consider competency a) b) c), such as in the example below, 'outcomes of discussion' and 'areas for development' were to be displayed in narrative form:

Competency	Outcomes from discussion	Areas for Development
Communication The ability to communicate relevant information in a clear and precise manner. Adapts own style to the needs of the situation and the audience.		
Collaborative Working Shows a commitment to collaborative working. Understands and is tolerant of differing needs and viewpoints. Achieves positive outcomes through diplomatic handling of disagreements and conflict.		
Team Working The ability to work co-operatively within a group and across the College to achieve group or College goals.		
Developing Self and Others Identifies and pursues opportunities for self and others to develop new skills to broaden current effectiveness and to make progress towards... creates the climate to...		

Wherever possible we look to **rationalise and simplify these forms with the aid of an automated process**. For example, the competency section above would work better (to aid the data interrogation and reporting), if the user was asked to rate their performance on a set scale as you cannot manage what you cannot measure.

Assessment / Review of Competencies

How we measure ourselves against these competencies can then become automated and easier to analyse. This can be assessed using a simple RAG rating. For example, under the Performance Category, the user can self-assess, (where Green relates to assessing oneself as fully developed in that area and Amber/ Red highlight areas for development, such as in the example below):

1.) Performance: Agreeing Targets & Prioritising	<input type="text" value=""/>
2.) Working Collaboratively	<input type="text" value="Red"/>
3.) Learn from Practice: Plan, Do, Review	<input type="text" value=""/>
4.) Undertake Mandatory Training*	<input type="text" value=""/>
5.) Customer Care & Communication	<input type="text" value=""/>

This is easier and faster for the user to complete and will enable us to provide graphical statistics, based on user responses, aiding managers to carry out an 'at a glance' analysis of both individual and team responses (such as the percentage of staff who feel they have a problem working collaboratively). Additional text areas can then be used to record a general narrative and give any supporting information as to why they have given those scores, providing an efficient measure to inform appraisal discussion (managers being able to record whether they agree with the rating, within the online appraisal system). The self-assessment may then be revisited at any time to capture distance travelled and highlight improvements.

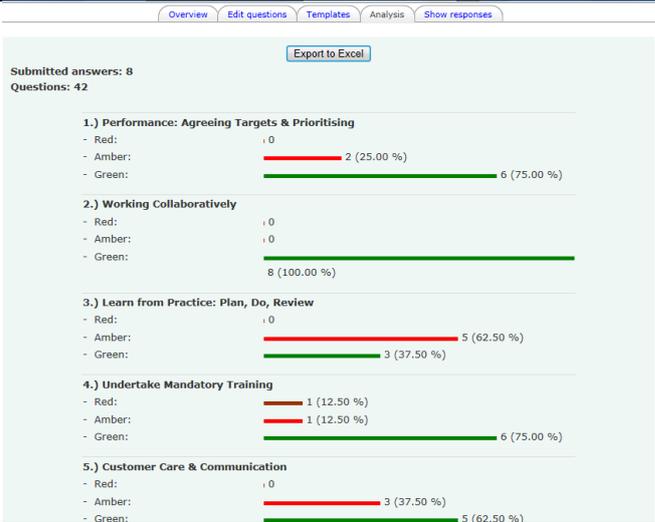
It is proposed that a Competency Review will be available for all staff to access, via the college VLE as shown below:

The screenshot shows a Moodle VLE interface. At the top, the user is logged in as Catherine Francis-Wright. The page title is 'Welcome to Professional Development'. The main content area includes a welcome message, a 'Where to begin?' section with links for 'Competency Review' and 'ILT Needs Analysis', and a calendar on the right. Below the main content, there are tabs for 'Overview', 'Edit questions', 'Templates', 'Analysis', and 'Show responses'.

Competency Review

Skills, abilities and attributes required of a role are described on your job description as 'Essential' and 'Desirable' and specific role requirements have been collated and organised here for your convenience, so that you may assess the extent to which you feel you can carryout a task or feel confident to achieve. To begin, click on the link below:

The advantage of using an online platform is that of immediate results. Feedback and analysis of sample data provided by the E-Services (shared federation service between NWHC & SLC) shows in graphical form and can be exported to Excel:



Two-fold Approach to the Competency Framework

Whereas on the one hand, an Appraisal model has been created which can be used to inform the identification of staff development needs, helping to identify training opportunities that can be facilitated for staff to positively impact organisational competence, individual performance should be looked at holistically and is more than a measure of **skills, knowledge and expertise**.

For instance, if we consider the existing competencies, as stated in the Support Staff Competencies paperwork, these are presented to assess the extent to which the appraisee carried out their duties according to their role and to highlight areas for development.

Notably, each is defined in Behavioural terms as stated for each competency. Take for instance, 'Communication' - the new associated **Behavioural Characteristic**, as defined within the Professional Development Competency Framework, reads as follows: *'Communicates in a clear and engaging way, appreciates the need to value other views in order to tailor communication accordingly'*.

Furthermore, in terms of added value for the benefit of the line manager/ appraiser, the Framework Competencies go on to describe further constructive indicators.

Competency
Communication The ability to communicate relevant information in a clear and precise manner. Adapts own style to the needs of the situation and the audience.
Collaborative Working Shows a commitment to collaborative working. Understands and is tolerant of differing needs and viewpoints. Achieves positive outcomes through diplomatic handling of disagreements and conflict.
Team Working The ability to work co-operatively within a group and across the College to achieve group or College goals.
Developing Self and Others Identifies and pursues opportunities for self and others to develop new skills to broaden current effectiveness and to make progress towards... Creates the climate to...

These were devised to demonstrate consensus as to what is seen as exemplary practice and conversely, to define behaviours we would not wish to see.

<p>Recommended Approach</p>	<p>Suggestions to improve the system, <i>informed by and grounded in action research</i></p> <p>It is intended that;</p> <ul style="list-style-type: none"> • the Appraisal System be available online, via the college Extranet displaying when each appraisal is due and who the appraiser will be, (as it is the joint responsibility of the appraiser and appraisee to ensure a qualitative appraisal takes place in a timely manner); • the process will also be supported by Appraisal guidance in both online format and other formats, to cater for the needs of all staff across all sites; and • It is further proposed that a separate IT Needs Analysis be undertaken, by all staff, at the start of the academic year or at the start of a new appointment, to diagnose development needs so that no user is discriminated against, were it to become an automated process. <p>Completion of a diagnostic self-assessment will be available to enable collection, interrogation and interpretation of statistics which may then be analysed to inform future CPD and whole college investment. All that remains is for discussion to take place between the appraiser and appraisee, which seeks to evidence to what extent the employee, has fulfilled role expectations.</p> <p>The E-Services Team are currently devising an automated system, informed by a HR Performance Appraisal Review Specification, devised directly as a result of this investigation, to facilitate process inputs to:</p> <ul style="list-style-type: none"> • allow the recording of appraisal discussion • be accessible in all formats • evidence qualitative and quantitative input • generate analytics • report on appraisal in process, including completed and overdue records
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<p>Expected Outcomes</p>	<p>By making the process easier for users to follow and by sending out automated reminders when key dates arrive the new system should increase the completion rate and timeliness of staff appraisals. We expect to see changes to current processes which will produce a more efficient and effective Performance Appraisal Review, with a focus on reflection and improvement in practice, leading to increased staff engagement.</p>
<p>As a Result of the investigation</p>	<p>The main findings suggest that both appraisee and appraiser reactions are relevant to determine the success of Performance Appraisals. Moreover, the positive relationship between perceived fairness, accuracy and trust with Appraisal satisfaction and effectiveness, was supported.</p> <p>Due to</p> <ul style="list-style-type: none"> a) appraisees' lack of consensus about its purpose (mainly between appraisees), there was no agreement about the usefulness of the process and whether it supported development and performance b) appraisers/ managers' lack of consensus about the most effective way to move forward and which platform to use (except that the conviction that the current paper-based system could be improved by putting it online) <p>the outcomes of this project have been inconclusive in terms of providing coherent and conclusive evidence to inform future direction, but have nonetheless informed direction indirectly, as research is still ongoing and outcomes are therefore seen as indicative.</p>
<p>Conclusion</p>	<p>This is an on-going development, however, feedback received from the sample of colleagues so far, indicates that this initiative is seen as long-awaited progress.</p> <p>It is currently being piloted by E-Services (15 staff); as evidenced within the Assessment / Review of Competencies section of this report Reprographics (1) and CIS (5) and HR (4); all federation shared services.</p> <p>HR Specification for Performance Appraisal Review</p> <p>In addition to the many reports and updates that have been provided to management and colleagues during the past six months, a HR Specification for Performance Appraisal Review (the design of which has been informed by this research) has been produced, which has been presented to Senior Management as a recommendation for future action.</p>

<p>Evaluation</p>	<p>The Evaluation view of the Appraisal System needs to reflect / capture improvement. This will consist of the following statements:</p> <ul style="list-style-type: none"> • This has relevance and adds value to my work • This will help me to be more effective in my job • My appraisal will be more focussed and purposeful • My appraisal will be more enjoyable • I can see this helping to address my training needs • I can see how this will positively contribute to the organisation's performance monitoring and review process <p>The answers to each of the above questions to be selected from the following: 1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree</p>
<p>Slippage</p>	<p>Slippage against the planned milestones during the project, actions to correct this and acknowledgements</p> <p>Bearing in mind that the funds to support this project did not transpire until late in the project lifespan (we expressed our concerns that significant changes would not be as apparent within the shortened timescale), we feel we have achieved as much as possible. Not having the funds to purchase the software we originally had in mind, meant that we had to settle for an in-house alternative.</p> <p>This Appraisal System Review is work in progress and we are grateful to the ETF / EMCETT for providing the initiative and funding to support such research and development.</p>

References

Association of Colleges (AoC), (2014) Guidance for Colleges: 'Effective Performance Management – Driving College Improvement' available from www.aoc.co.uk

Fontanella, B.J.B., Luchesi, B.M, Borges Saidel, M.G., Ricas, J., Ribeiro Turato, E. and Gusmão Melo, D. (2011) 'Sampling in qualitative research: a proposal for procedures to detect theoretical saturation'. *Cadernos de saúde pública* 27(2), 388-94

APPENDICES: Appendix 1
Online questionnaire



Project-led Appraisal System Research
Evaluation Form



Name:	<Optional>	Team:
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Title of Event/Programme: Towards a more Engaging Approach to Performance Appraisal Review

Project Facilitator: Cathy Francis Wright
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Date:

Having viewed the 'Assessment and Review of Competencies' PowerPoint presentation and been involved in the sample survey of the 'Competency Review' needs analysis tool (Moodle-based diagnostic assessment), please rate the extent to which you agree with the following statements:

If we were to implement this approach:		Strongly Agree	Agree	Disagree	Strongly disagree
This has relevance and would add value to my work					
Comments:					
I see this helping to address my training needs					
Comments:					
My appraisal will be more focussed and purposeful					
Comments:					
This will help me to be more effective in my job					
Comments:					
My appraisal will be more enjoyable					
Comments:					
I can see how this will positively contribute to the organisation's performance monitoring and review process					
Comments:					

Any further comments?

Thank you for completing this evaluation. Please return your completed form to Human Resources.



**Appendix 2:
NORTH WARWICKSHIRE & HINCKLEY COLLEGE**



Project-led Appraisal System Research

Evaluation Form

Name: #####	<Optional>	Team: Facilities Management
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Title of Event/Programme: Towards a more Engaging Approach to Performance Appraisal Review

Project Facilitator: Cathy Francis Wright
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Date: 30/06/2014

Having viewed the 'Assessment and Review of Competencies' PowerPoint presentation and been involved in the sample survey of the 'Competency Review' needs analysis tool (Moodle-based diagnostic assessment), please rate the extent to which you agree with the following statements:

		Strongly Agree	Agree	Disagree	Strongly disagree
This has relevance and would add value to my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments: More work to be done but if seen within the context of the Professional Development Framework then yes, can see the potential					
I see this helping to address my training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
My appraisal will be more focussed and purposeful	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
This will help me to be more effective in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments: I am already confident and effective in my approach and ability					
My appraisal will be more enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
I can see how this will positively contribute to the organisation's performance monitoring and review process	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Any further comments? I like the idea of making the appraisal process more interactive, quicker and easier to understand and complete. The online form is the way forward, but in my opinion more options of analysis should be included so that it is possible to better monitor the performance and professional development of each individual.
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Thank you for completing this evaluation. Please return your completed form to Human Resources.

Appendix 3:

Ethics and Consent

Informed Participant Consent: Interviews non-academic employees

The aim of this study is to investigate non-academic employees' perceptions about the appraisal process and its outcomes at North Warwickshire and Hinckley College. In order to do so, some semi-structured interviews will be conducted to explore the perceptions of non-academic employees who would participate in the research by sharing their views about the process.

Please tick Box

1. I confirm that I have read and understood the participant information sheet for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

3. I understand that I also have the right to change my mind about participating in the study for a short period after the study has concluded (*two weeks following the session*).

4. I understand that all the information I provide will be treated in confidence.

5. I agree to be recorded (*delete as appropriate*) as part of the research project

-

6. I agree to take part in the research project.

_____	_____	_____
Name of Participant	Date	Signature
_____	_____	_____
Name of Witness	Date	Signature
_____	_____	_____
Name of Researcher	Date	Signature

The research is organised by Ismael Erriest, a postgraduate student at the Coventry University Business, Economics and Society Department, under supervision of Mike Winfield. This project is not externally funded.

Who has reviewed this study?

The Coventry University Ethics Committee has reviewed and approved this study.

Further information/Key contact details of researcher and supervisor

Mr Ismael Erriest (Researcher)
(Supervisor)

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abl850@coventry.ac.uk

Mr Mike Winfield



START ► BYTECENTRE ► Feedback Activities ► Competency Review

[Update this Feedback]

Overview Edit questions Templates Analysis Show responses

Add question to activity

Select

[Add question to activity]

Preview

(*)Answers are required to starred questions.

- 1.) Performance: Agreeing Targets & Prioritising* (Position:1) ↓ ↑ ⌂ 🗑️ ✖
- 2.) Working Collaboratively* (Position:2) ↑ ↓ ⌂ 🗑️ ✖
- 3.) Learn from Practice: Plan, Do, Review* (Position:3) ↑ ↓ ⌂ 🗑️ ✖
- 4.) Undertake Mandatory Training* (Position:4) ↑ ↓ ⌂ 🗑️ ✖
- 5.) Customer Care & Communication* (Position:5) ↑ ↓ ⌂ 🗑️ ✖
- 6.) Business Fundamentals* (Position:6) ↑ ↓ ⌂ 🗑️ ✖
- 7.) Understand College Infrastructure/ Operation* (Position:7) ↑ ↓ ⌂ 🗑️ ✖
- 8.) Managing Career Aspirations* (Position:8) ↑ ↓ ⌂ 🗑️ ✖
- 9.) Dealing with Pressure & Managing Stress* (Position:9) ↑ ↓ ⌂ 🗑️ ✖
- 10.) Utilising Tracking Mechanisms* (Position:10) ↑ ↓ ⌂ 🗑️ ✖
- 11.) Understanding Risk Assessment/ implications* (Position:11) ↑ ↓ ⌂ 🗑️ ✖
- 12.) Developing a Flexible Approach to Role* (Position:12) ↑ ↓ ⌂ 🗑️ ✖
- 13.) Establishing a Work-Life Balance* (Position:13) ↑ ↓ ⌂ 🗑️ ✖
- 14.) Recognising Career Enrichment Opportunities* (Position:14) ↑ ↓ ⌂ 🗑️ ✖

- 15.) Managing Difficult Behaviour* (Position:15) ↑ ↓ ⚙ 🗑 ✖
- 16.) Promoting a Positive Work Environment* (Position:16) ↑ ↓ ⚙ 🗑 ✖
- 17.) Adhering to Policy, Procedure and Quality Assurance* (Position:17) ↑ ↓ ⚙ 🗑 ✖
- 18.) Coping with Change* (Position:18) ↑ ↓ ⚙ 🗑 ✖
- 19.) Developing Self-Analysis and Coping Mechanisms* (Position:19) ↑ ↓ ⚙ 🗑 ✖
- 20.) Assertiveness* (Position:20) ↑ ↓ ⚙ 🗑 ✖
- 21.) Motivating Self and Others* (Position:21) ↑ ↓ ⚙ 🗑 ✖
- 22.) Managing Time and Workload* (Position:22) ↑ ↓ ⚙ 🗑 ✖
- 23.) Research and Development* (Position:23) ↑ ↓ ⚙ 🗑 ✖
- 24.) Dignity at Work - Promoting Mutual Respect* (Position:24) ↑ ↓ ⚙ 🗑 ✖
- 25.) Problem-Solving Skills* (Position:25) ↑ ↓ ⚙ 🗑 ✖
- 26.) Negotiation/ Confidence-Building Skills* (Position:26) ↑ ↓ ⚙ 🗑 ✖
- 27.) Skills for Effective Teamwork* (Position:27) ↑ ↓ ⚙ 🗑 ✖
- 28.) Presentation Skills* (Position:28) ↑ ↓ ⚙ 🗑 ✖
- 29.) Communicating Effectively* (Position:29) ↑ ↓ ⚙ 🗑 ✖
- 30.) Coaching and Mentoring Skills* (Position:30) ↑ ↓ ⚙ 🗑 ✖
- 31.) Promotion of Team; Plan/ Organise Events* (Position:31) ↑ ↓ ⚙ 🗑 ✖
- 32.) Business and Financial Knowledge* (Position:32) ↑ ↓ ⚙ 🗑 ✖
- 33.) Project Management* (Position:33) ↑ ↓ ⚙ 🗑 ✖
- 34.) Action Planning* (Position:34) ↑ ↓ ⚙ 🗑 ✖
- 35.) Persuasion Techniques* (Position:35) ↑ ↓ ⚙ 🗑 ✖
- 36.) Decision Making* (Position:36) ↑ ↓ ⚙ 🗑 ✖
- 37.) Business Enterprise and Entrepreneurship* (Position:37) ↑ ↓ ⚙ 🗑 ✖

- 38.) Deputise for Another Role* (Position:38) ↑ ↓ ⚙ 🗑 🟢 🟡 🟠 🟤 🟥
- 39.) Organisational Skills* (Position:39) ↑ ↓ ⚙ 🗑 🟢 🟡 🟠 🟤 🟥
- 40.) Data Analysis and Reporting* (Position:40) ↑ ↓ ⚙ 🗑 🟢 🟡 🟠 🟤 🟥
- 41.) Networking Skills* (Position:41) ↑ ↓ ⚙ 🗑 🟢 🟡 🟠 🟤 🟥
- 42.) Hold Appropriate Qualification/s (for role)* (Position:42) ↑ ⚙ 🗑 🟢 🟡 🟠 🟤 🟥