

JACKSONVILLE UNIVERSITY

PERFORMANCE APPRAISAL INTERVIEW
GUIDE

BEGINNING THE INTERVIEW

The supervisor's introductory remarks often set

9. **Maintain objectivity.** Do not display anger or hostility, regardless of any hostile remarks the employee may make - remain calm and professional.
10. **If the employee gets angry, listen.** Do not expect to convince the employee of anything while he or she is angry.
11. **Allow the employee their self-respect.** Nothing is gained by “proving” the employee wrong, being sarcastic, overbearing, or unduly stern.
12. **Develop and cultivate improvement and any follow-up activity.** This commitment should be documented. You may want to consider having a mid-year conference as a follow up to the discussed improvement plan.

CLOSING THE INTERVIEW

1. Summarize the discussion and the employee’s plan(s) for improvement.
2. Schedule a follow-up interview, if necessary.
3. End the interview on a positive, constructive note.

AFTER THE INTERVIEW

The supervisor should consider the following questions. If “yes” has been answered to each question, the appraisal interview has been successful.

Does the employee clearly understand the goals and objectives of his or her position?

Does the employee clearly understand the reason for any unsatisfactory ratings?

Does the employee have a clear understanding of what and how performance improvements can be made?

Is the employee motivated to improve?

Does the employee understand the repercussion of what will happen if his or her performance does not improve?

PITFALLS OF PERFORMANCE APPRAISALS

PITFALLS	SUGGESTIONS
<p>1. <i>The isolated incident</i></p> <p>A rating should not be based on a few isolated incidents. When this is done, the rating is unfairly influenced by non-typical instances of favorable or unfavorable performances.</p>	<p>1. Consider the entire appraisal period. Enumerate high points and low points in performance, and then assign a rating that typifies the employee's normal performance.</p> <p>Do not attempt to assign a rating to an element of performance and then create justification to support it.</p> <p>Be able to explain the reason for each rating.</p>
<p>2.</p> <p>Examples: An employee's work is of good quality; therefore other ratings (such as those on promptness or quantity) are higher than normal. Another employee is frequently absent, with the result the ratings on other factors are unusually low.</p>	<p>2. Rate each factor independently.</p> <p>When rating more than one person simultaneously, it may be helpful to rate all employees' performance on one factor rather than one employee's performance on all factors.</p> <p>Use the overall rating to give weight to individual factors.</p>
<p>3.</p>	

5. Length of Service Bias

There is a tendency to allow the period of an individual's employment to influence the rating. Normally, performance levels should be higher as an individual gains training and experience, but this is not always the case.

5. Recognize that some people may never achieve top ratings, regardless of length of service.

Watch closely the progress of newcomers and be ready to recognize superior performance if it is achieved.

**PERFORMANCE APPRAISAL
INTERVIEW NOTES**