

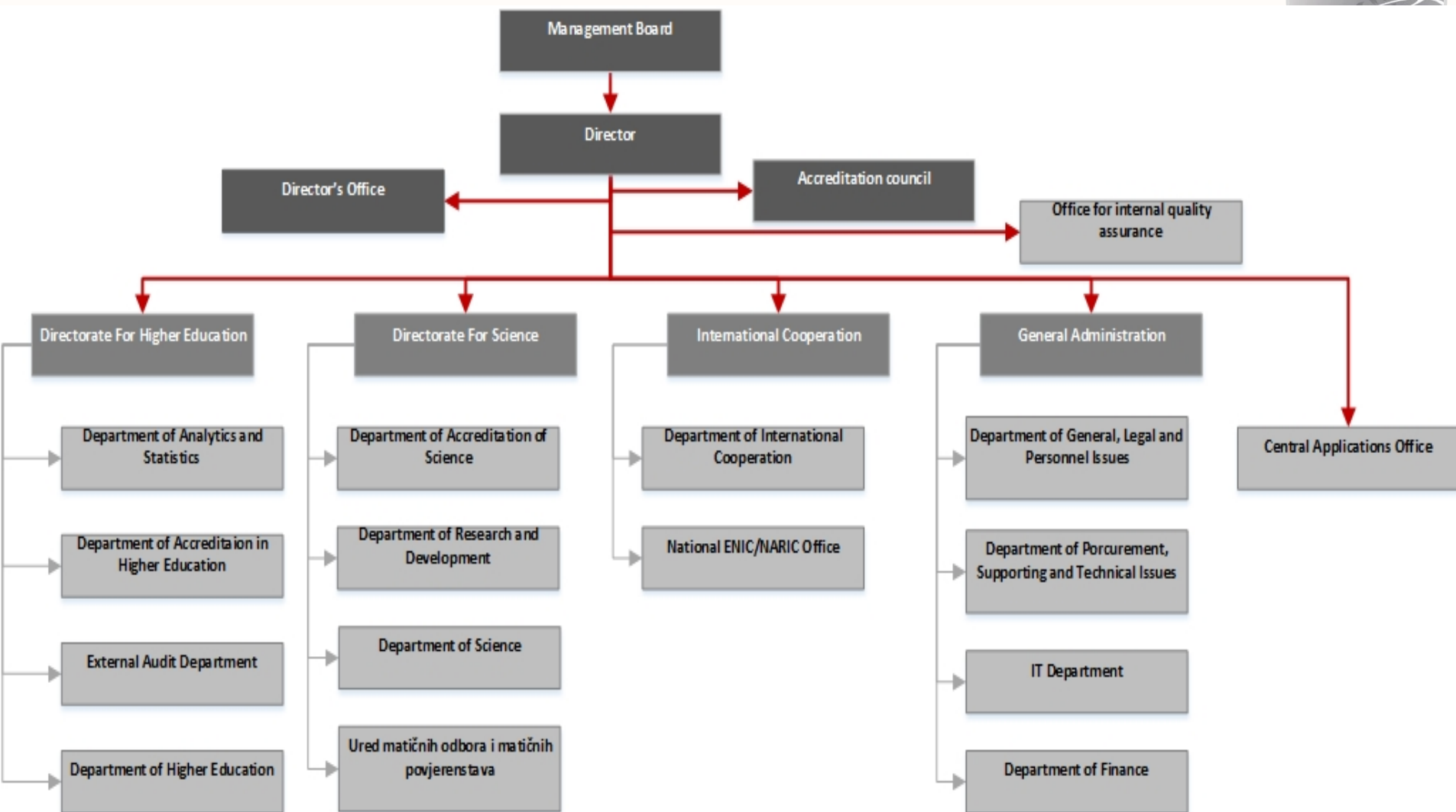


The essential competencies for  
QA professionals:

Performance review and  
development activities



# Organisational structure of ASHE



# Content:



- 1. What are the objectives of Performance Management system?**
- 2. Who can carry out performance appraisal?**
- 3. Some of the common pitfalls during performance appraisal!**
- 4. Steps involved in process of performance appraisal!**





# 1. What are the objectives of performance monitoring and appraisal?



# What are the objectives of performance monitoring and appraisal?



Advantages of the PA system as pointed out by:

## **Managers :**

- Performance is fairly valued
- Remuneration is linked to performance
- PA encourages development of the present work
- PA connects individuals into teams (improved communication, trust, cooperation)

## **Employees:**

- A clear understanding of the job tasks and goals
- Basis for regular discussion of tasks (employee participation in determining the criteria for the measurement of personal contribution)
- Planning work activities and personal development
- Obtaining feedback on the achieved success
- Getting valuable prizes and the possibility of personal growth

## **Organizations:**

- Each employee is involved in the realization of the goals of the organization
- A clear overview of the objectives and results of the whole organization and its development potential
- A culture of open feedback to improve the organizational climate





## The Disadvantages of Poor Performance Management!

- Disengagement, dissatisfaction, and turnover
- Damaged relationships
- Perceptions of inequity
- Risk of litigation
- Undermined strategy execution



## 2. Who can carry out performance appraisal?



- Line managers
- Peers (co-workers)
- Employees themselves
- Subordinates
- Clients, partners



### 3. Some of the common pitfalls during performance appraisal



#### Problems related to the instrument

- Unclear performance standards
- Low discriminant value

#### Problems related to the assessors

- Halo effect
- Scoring error
- Similar-to-me effect
- Contrast error
- Frame of Reference
- Recency effect
- The sunflower effect
- Other rating errors





# How to improve the assessment of work performance?

1. Training of assessors
2. Feedback on the quality of appraisal – performance calibration
3. Using multiple assessors
4. Horizontal appraisal
5. Continuous enhancement of methods



## 4. Steps involved in the process of performance appraisal!



1. Establishing performance appraisal requirements
2. Choosing appropriate appraisal method
3. Managers' and employees' training
4. Piloting the process - PA according to the set standards
5. Providing feedback – appraisal interview/meeting
6. Determining future performance and development plan
7. Reviewing and evaluating the process – making revisions

# Competency based PA



## KNOWLEDGE

### Higher education sector knowledge

- Higher education system, and institution and provider types
- The 'legal' framework
- Agency procedures

### Quality assurance and enhancement

- National reference points and external review methods
- Internal quality arrangements of institutions/providers
- Agency work in other countries, the European dimension

## SYSTEMIC/TECHNICAL

### Analytical/Problem solving

- Identifying issues and resolving them
- Investigating
- Collecting and analysing information from different sources to inform recommendations
- Probing and interpreting evidence

### Project management

- Managing and coordinating work
- Project management
- Financial management

## SOCIAL SKILLS

### Communication/Teamwork

- Report writing
- Presentation skills
- Influencing and negotiation
- Team leadership and coaching

### Autonomy and resilience

- Using judgement, discretion and initiative
- Professional values
- Integrity and resilience under pressure



# KPIs



## CALCULATION of KPIs (Key Performance Indicator) FOR POSITION XY

PLANNING			APPRAISAL			
PERFORMANCE GOALS	WEIGHT	STANDARDS OF GOALS' REALISATION		Actual realisation	Achieved result:	Weighted score (WEIGHT x ACHIEVED RESULT / 100)
		REALISATION MEASURE (A,B,C)	Result for each level of goal realisation		120 100 80 0	
GOAL 1. AS CLEAR AS POSSIBLE	25%	<b>A - Define what will be considered as exceeding or highly exceeding expectations</b>	120			0
		<b>B - Define standard expectations for particular workplace</b> (quantity, amount, percentage, etc.)	100		105	26
		<b>C - Define tolerated exception from agreed standard expectation</b>	80			0
GOAL 2. AS CLEAR AS POSSIBLE	25%	<b>A</b>	120			0
		<b>B</b>	100			0
		<b>C</b>	80		85	21
GOAL 3. AS CLEAR AS POSSIBLE	10%	<b>A</b>	120			0
		<b>B</b>	100			0
		<b>C</b>	80		87	9
GOAL 4. AS CLEAR AS POSSIBLE	10%	<b>A</b>	120			0
		<b>B</b>	100		101	10
		<b>C</b>	80			0
GOAL 5. AS CLEAR AS POSSIBLE	30%	<b>A</b>	120			0
		<b>B</b>	100		107	32
		<b>C</b>	80			0
<b>Total:</b>	<b>100%</b>					<b>98</b>

Grade:

The process of calculating the results (120/100/80):	
79% and less	0 points
80 - 99%	80 points
100 - 119%	100 points
120% and more	120 points

The rating of work performance resulting from the total realized personal KPIs (%)	
59 and less	Unsatisfactory
60 - 79	Development needed
80 - 99	Competent performance
100 - 119	Commendable performance
120	Exceptional performance

Place and date: At \_\_\_\_\_, \_\_\_\_\_ 2015

Signature by line manager: \_\_\_\_\_ Signature by employ





## Problem Solving approach to interview

- Joint identification of strengths and area for development
- The active role of the assessed employee
- PA is a result of joint discussion and agreement between an employee and line manager
- The emphasis is placed on future improvements



Thank you for your attention!

