360 PERFORMANCE FEEDBACK: APPRAISAL VS. ASSESSMENT

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INTRODUCTION

The purpose of this session is to discuss the issues involved in assessing the performance of individuals who have many constituents. The presenters include a management consultant, a practicing manager, a director of human resources at a university, and three professors. They will focus on the expectations and perceptions held by an individual's superiors, peers, subordinates, and other constituents / stakeholders. They will also discuss learning benefits to managers and employees, teachers and students.

An experiential exercise, The 360 Performance Evaluation / Feedback Exercise, will be summarized. This exercise is intended to facilitate students' learning about 360 performance appraisal, in general, and about the multiple constituencies served by college professors, in particular.

STIMULI

I. Trust and Employees' Perceptions about the 360-Degree Feedback Process
  Kathy Shingleton
  A. Meaning of 360-degree feedback: Multiple-rater feedback systems
  B. Use of the data: Pay, promotions, development
  C. Research results: Need for trust: effects on employees' perceptions

II. A Consultant's Viewpoint Walter Smith
  A. Feedback on preliminary results during the wrap-up
    - Client's disbelief of potential benefits: "Are these savings real?"
    - Consultant's credibility (Trust in consultant)
  B. Follow-up: Motivation to implement
    - Slam dunks and hail Marys

C. Pinwheel 360 diagram
    - Improving the process consultant's own process

III. A Manager's Viewpoint
  Dick Corner
  A. Two distinct aspects of performance, contribution and accomplishment
    - Appraisal versus assessment
  B. How 360 feedback works in business organizations
    - Need at least four constituents (self, boss, peers, customers).

IV. A 5-Day Exercise on 360 Performance Evaluation / Feedback. The Professor's Job
  Michael Crino
  A. Lecture on the logic of 360
  B. Development of a plan for a 360 system for university professors
  C. An in-depth look at one segment of the 360 system (teaching) as evaluated by one group (students).
    - Interviews with professors and students regarding performance responsibilities and expectations for teaching
    - Analysis of expectation sets (students and professors) for similarities and differences, and the likely performance consequences of both.
    - The development of an expectations-based instrument for the evaluation of faculty teaching performance by students
    - The critical comparison of the student developed instrument and the current form used in the College of Business.
  D. A question-and-answer session with the chair of the Department of Management regarding the evaluation of the teaching faculty

V. Appraisal Versus Assessment
   Precha Thavikulwat

Whereas appraisal is the measurement of performance, assessment is the measurement of accomplishment. In the educational context, appraisals measure the quality the teaching, assessment, the quality of learning. The standard tool for appraisal is rating; the standard tool for assessment is examination. Each has its advantages and its imperfections.

In my work, I study the use of gaming simulations as a means of assessing what business students are able to do. I have created business gaming simulations that encourage participants to work in teams while allowing each participant to work towards an individual objective and get an objective individual score. I have examined ways in which participants might cheat in a gaming simulation through collusive and end-gaming tactics to get scores they do not deserve. And I have developed computer-assisted methods to automate the administration of gaming simulations so that administrative costs and possibilities of administrative errors are minimized. I have found this area of work to be productive. Although problems in using gaming simulations for assessment remain, I have not yet encountered one that could not be eliminated or controlled.

I look with anticipation towards advances in Intranet-accessing technology that will permit gaming simulations administered from one location to be played virtually anywhere. By isolating administrative problems to a single location, assessors may be completely relieved of the administrative burden that today hinders widespread acceptance of gaming simulations as the ideal tool for assessing business education.

DISCUSSION

After the presenters have briefly introduced their individual perspectives, there will be an open discussion with a mutual attempt to relate and apply the concepts to learning in the business and educational arenas.