

So You Think You Know How to... Write a Recommendation Letter, Interview Someone, and Conduct a Performance Review

Activity No. 0217-0000-11-092-L04-P (Application-Based Activity)

Tuesday, October 18

10:15 a.m.–11:45 a.m.

Convention Center: Rooms 315 & 316



This session is available for elective credit for the ACCP Leadership and Management Certificate Program. For more information, visit the ACCP Web site at www.accp.com/academy.

Moderators: Paul O. Gubbins, Pharm.D., FCCP

Professor & Chair, Department of Pharmacy Practice, College of Pharmacy, University of Arkansas for Medical Sciences, Little Rock, Arkansas

and

Mitzi Wasik, Pharm.D., BCPS

Regional Director, Clinical Pharmacy, Coventry Healthcare, Downers Grove, Illinois

Agenda

- | | |
|------------|--|
| 10:15 a.m. | So You Think You Know How To Write A Recommendation Letter
<i>Charles T. Taylor, Jr., Pharm.D., BCPS</i>
Senior Associate Dean for Professional Education; Professor, Department of Pharmaceutical Care and Health Science, University of Minnesota College of Pharmacy, Minneapolis, Minnesota |
| 10:45 a.m. | So You Thing You Know How To Interview A Candidate
<i>David A. Holdford, Ph.D.</i>
Department of Pharmacotherapy and Outcomes Science, Virginia Commonwealth University School of Pharmacy, Richmond, Virginia |
| 11:15 a.m. | So You Thing You Know How To Conduct A Performance Appraisal
<i>Steven R. Abel, Pharm.D.</i>
Associate Dean for Clinical Programs, College of Pharmacy; Head, Department of Pharmacy Practice; Bucke Professor of Pharmacy Practice, Purdue University, College of Pharmacy, Indianapolis, Indiana |

Faculty Conflict of Interest Disclosures

Steven R. Abel: no conflicts to disclose.

David A. Holdford: no conflicts to disclose.

Charles T. Taylor: no conflicts to disclose.

Learning Objectives

1. Recognize examples of balanced recommendations.
2. Identify potential FERPA and other legal concerns in writing letters of recommendation.
3. Develop strategies to guide students/residents/fellows to the appropriate letter writers (“let them down easy”).
4. Identify best practices when interviewing a candidate, including information on employment.
5. Develop new strategies which avoid the “cookie cutter questions” used in most interviews.
6. Learn to identify strengths and weaknesses of the candidate with an engaging interview.
7. Discuss the rationale for developing an effective performance appraisal system.
8. Compare and contrast the strengths and weaknesses of the various types of performance appraisal systems.
9. Describe appropriate procedures (including proper documentation) for firing employees.
10. Discuss the implications of employment laws on performance appraisals.

Self-Assessment Questions

Self-assessment questions are available online at www.accp.com/am



So You Think You Know How to... Write A Recommendation Letter

Charles Taylor, Pharm.D., BCPS

October 18, 2011

Conflicts of Interest: None



University of Minnesota

Learning Objectives



- Recognize examples of balanced recommendations
- Identify potential legal concerns in writing letters of recommendations
- Develop strategies to guide students, residents, fellows seeking recommendations

Letters of Recommendation

RELEVANCE

Relevance of Letters

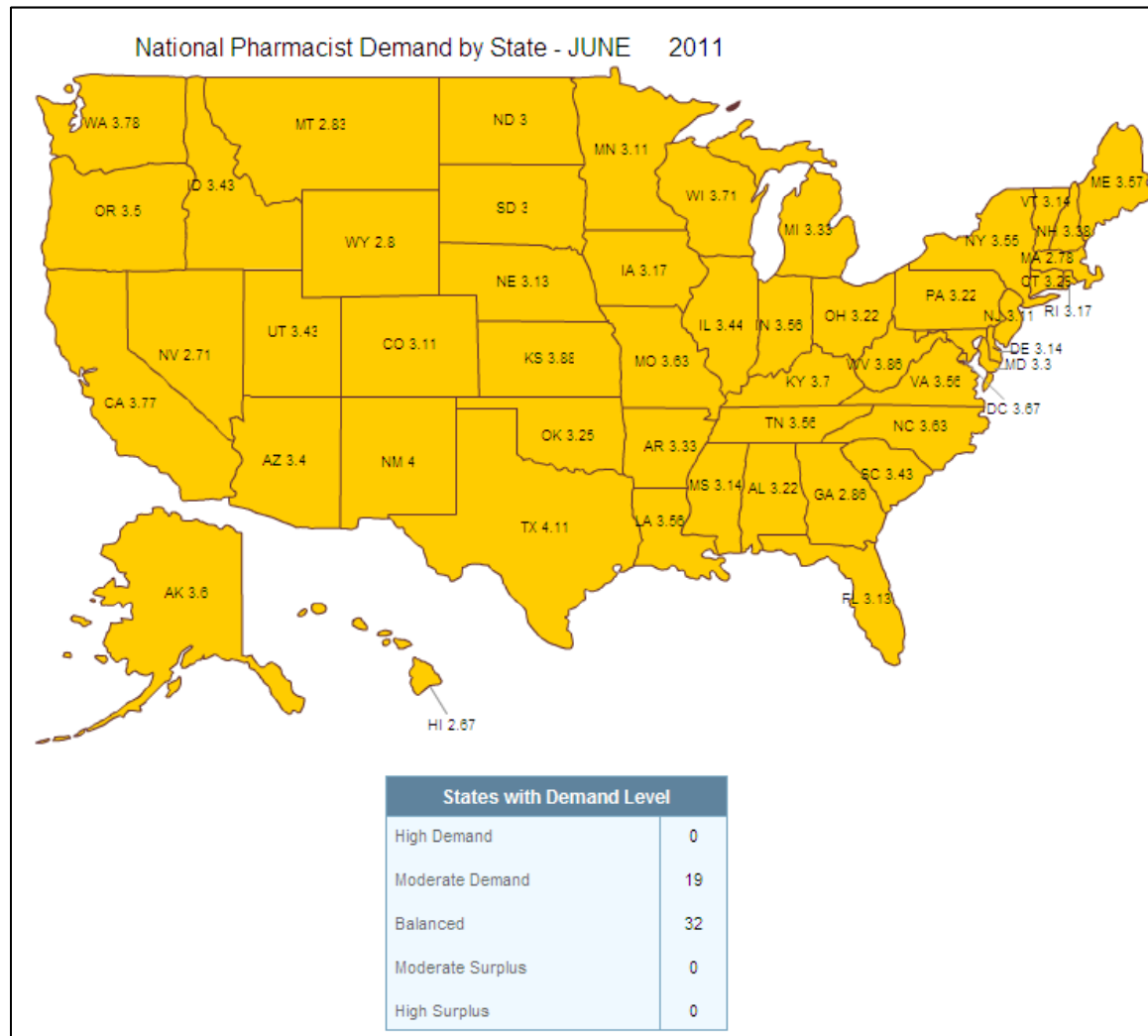


Twenty years ago, Dr. Richard Friedman published an article titled, “Fantasy Land” where he described the ‘fantasy land of letters of recommendation’ as

“a wondrous place...where people have excellent interpersonal skills and about a tenth of the inhabitants are among the finest I have ever worked with, and almost all are in the upper quarter.”

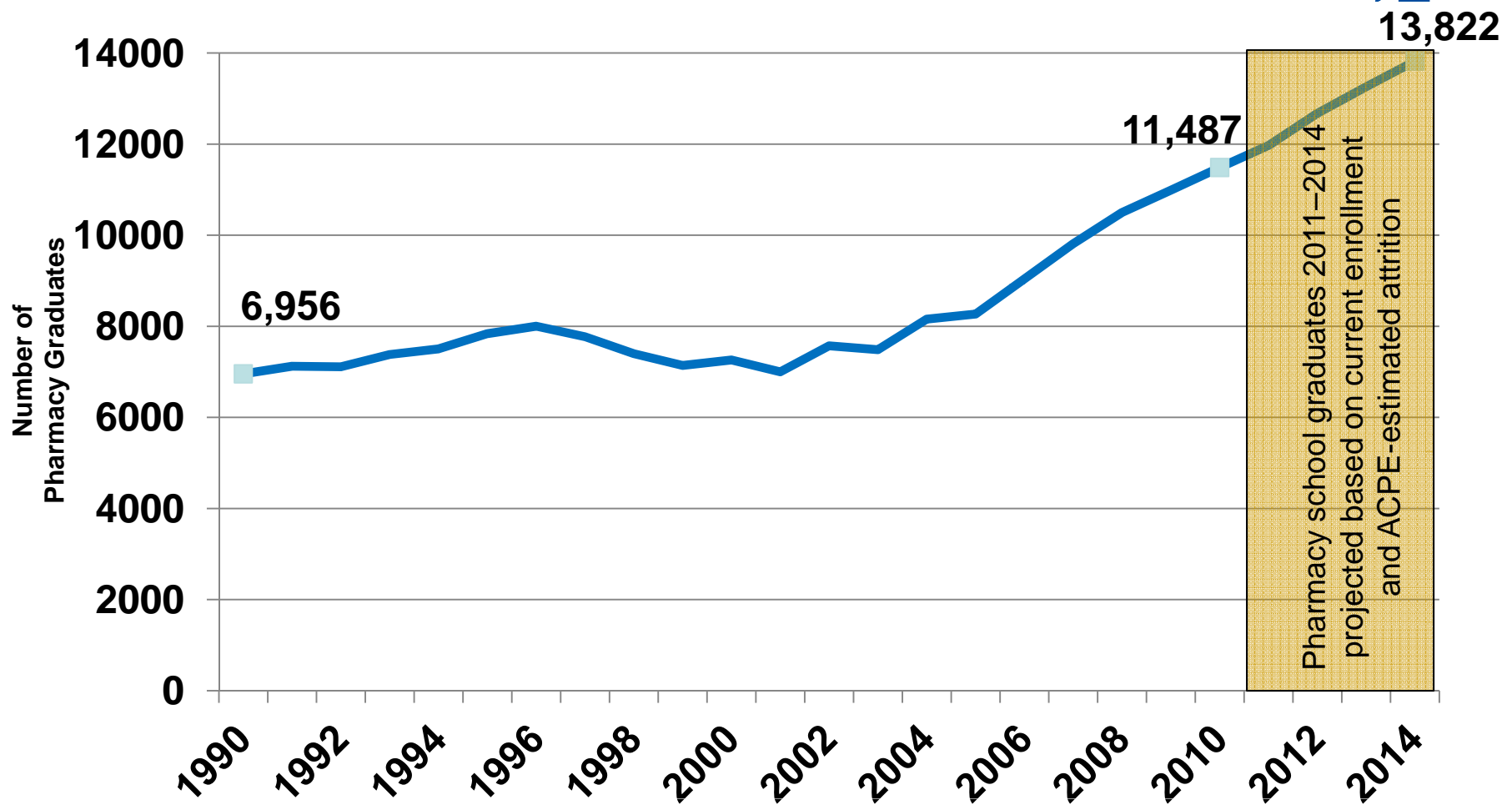
Questionable predictive value of future performance... BUT...

Pharmacist Demand



Source: <http://www.pharmacymanpower.com/usstatemap.jsp>

Pharmacist Supply



Source: AACCP Fall 2010 Data and ACPE February 2011 Estimates



Pharmacist Supply



Pharmacy Residency Match Day 2011, (as compared to last year)

- **12%** increase in candidates seeking PGY1 residencies,
- **2,027** PGY1 positions matched, a 13% increase, and
- **1,097** PGY1 positions unmatched, a 2% decrease



Letters of Recommendation

**YOUR RESPONSIBILITY
AS THE WRITER**

Definitions



■ Reference Letter

A “Reference Letter” is a letter in which the writer makes a general assessment of the qualities, interests, attitude, integrity, community involvement, and personal characteristics of a person.

- “Reference letters” are typically used in situations where an individual’s character is being assessed. A reference letter also confirms details about an individual’s situation or circumstances.

Definitions



■ Recommendation Letter

A “Recommendation Letter” is a letter in which the writer assesses the qualifications, skills, abilities, and capabilities in terms of that individual’s ability to perform a particular task or function.

- “Recommendation Letters” are almost always requested by someone, and are therefore normally specifically addressed to that particular requester. Recommendation letters are typically related to employment, college admissions, etc.

Ethical Context

- Letters can do great good or great harm
- Agreeing to write letter implies willingness to help
- Duty to the profession and public:
 - ❑ honesty,
 - ❑ explicit, appropriate
 - ❑ balanced, complete letters



Golden Rule



“Write to others the kind of recommendation letter you would like to receive from them.”

- To follow the rule is responsible professional conduct
- Not to follow the rule perpetuates harmful practices

Rule of Thumb:

- ❑ Praise is measured and exacting
- ❑ Superlatives are backed by demonstrative examples
- ❑ Statistics are used with consistency and great care

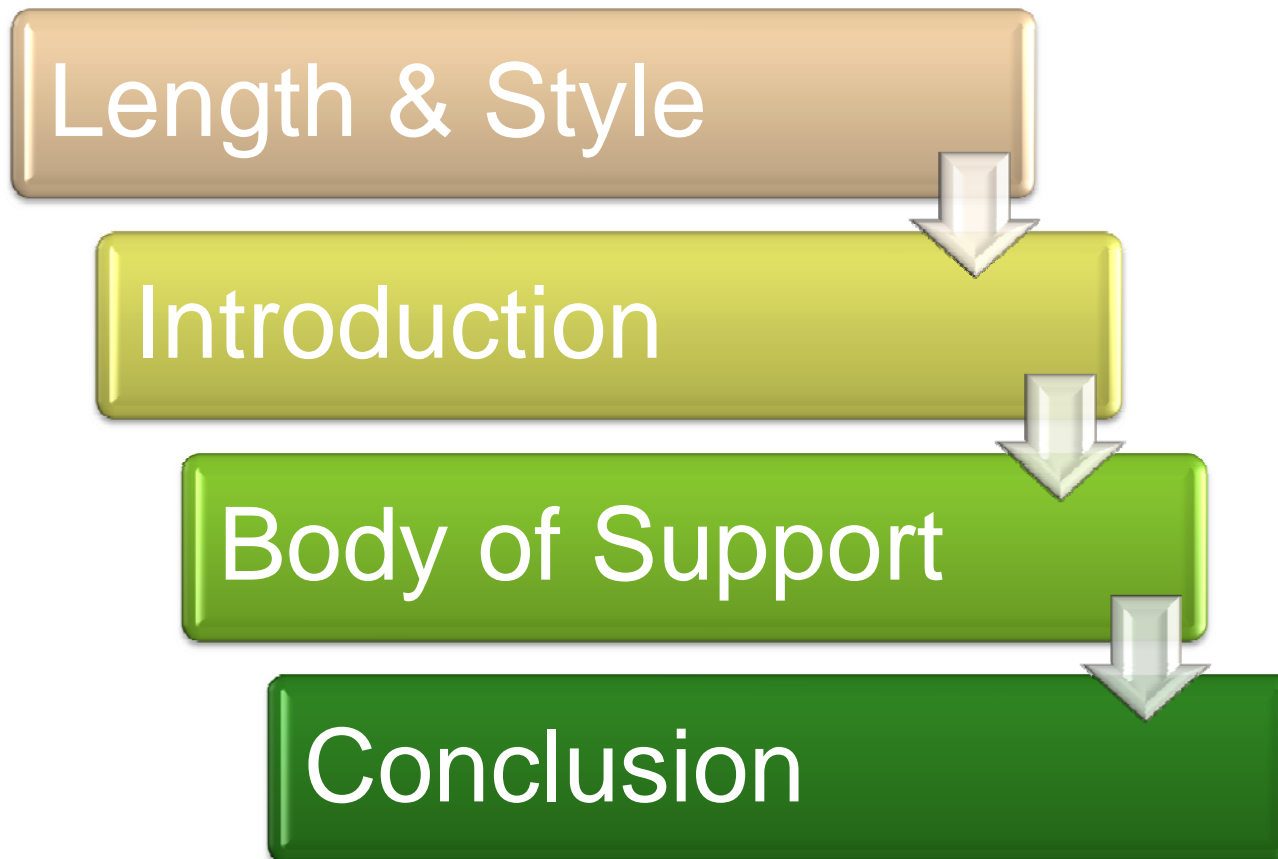
❑ **Don't be afraid to say “no”**

Source: Rosovsky, Henry and Matthew Haney. 2002. *Evaluation and the Academy: Are We Doing the Right Thing?* American Academy of Arts and Sciences: Cambridge, MA. 26 pp.

Letters of Recommendation

PRACTICAL DETAILS

Letter Format



Getting Started

- Determine your employer's rules regarding recommendation letters
- Verify if requestor is a "student" or an "employee"
- Obtain written consent from the requestor
- Generate details for your letter
 - Asking for copies of relevant application or position materials
 - Reviewing a copy of CV or some sample of past work or accomplishments
 - Asking for a copy of academic transcript
 - Interviewing the person to learn about goals, strengths, or interests



The Introduction

- Address letters to an individual or committee
- Provide context of how you know the applicant
 - Length of relationship
 - Type of relationship (e.g. supervisor, preceptor)
- Establish your credibility (but briefly, subtly)
- Express positive feelings about writing the letter
 - “am pleased to provide a letter for...”
 - “am honored to support her as a candidate for...”



Body of Support



- Describe incidents or actions unique to your relationship
 - Memorable moments
 - Personal interactions
 - Use recent situations as examples; avoid irrelevant information
 - Provide details specific and relevant to the position
 - Discuss why the person would be a strong candidate
 - Place the person in a larger context; remarks of colleagues
-

The Conclusion



- Close with your signature; use full titles
- Close with a clear statement of your recommendation
 - ❑ “I enthusiastically recommend Mr. Bright as a promising candidate”
 - ❑ “It is satisfying to be able to give him my highest recommendation. I hope this information proves helpful.”
- Include a statement of willingness to cooperate further
 - ❑ “Please send e-mail or call me if you have further questions.”
 - ❑ Include contact information



Letters of Recommendation

IDEAS TO IMPROVE LETTERS

Active Verbs



- Use words that establish potential, define character, and underscore accomplishments
- *“She developed a solution, built the necessary coalition, developed creative compromises, and worked through to the proposal’s enactment.”*

Accepted	Correlated	Facilitated	Mediated	Reconciled
Achieved	Counseled	Formed	Modeled	Recorded
Adapted	Created	Formulated	Moderated	Recruited
Adjusted	Critiqued	Founded	Monitored	Reinvented
Administered	Defined	Generated	Motivated	Reorganized
Advised	Delegated	Governed	Navigated	Reported
Allocated	Demonstrated	Grouped	Negotiated	Researched
Analyzed	Denounced	Guided	Nominated	Retrieved
Appraised	Designed	Handled	Normalized	Reviewed
Approved	Detailed	Headed	Noted	Revised
Arranged	Determined	Helped	Observed	Scheduled
Assembled	Developed	Honored	Operated	Screened
Assessed	Devised	Implemented	Ordered	Served
Assigned	Diagnosed	Improved	Organized	Shaped
Assisted	Directed	Improvised	Originated	Simplified
Balanced	Discovered	Increased	Overcame	Solved
Budgeted	Displayed	Indexed	Participated	Sorted
Built	Dissected	Informed	Performed	Sparked
Calculated	Distributed	Initiated	Persuaded	Strategized
Catalogued	Drafted	Innovated	Pioneered	Strengthened
Checked	Earned	Inspected	Planned	Supervised
Clarified	Edited	Inspired	Positioned	Systematized
Classified	Effected	Installed	Predicted	Tabulated
Collected	Empowered	Integrated	Prepared	Tended
Communicated	Encouraged	Interviewed	Presented	Timed
Compared	Enforced	Investigated	Presided	Trained
Compiled	Engineered	Jointed	Prioritized	Transcribed
Composed	Enlarged	Judged	Produced	Transformed
Computed	Enlightened	Juried	Programmed	Translated
Conceived	Enlisted	Justified	Promoted	Underscored
Conducted	Established	Kept	Protected	Undertook
Confronted	Estimated	Keynoted	Provided	Unified
Constructed	Evaluated	Lectured	Qualified	Utilized
Consulted	Examined	Led	Quantified	Validated
Contracted	Executed	Linked	Queried	Valued
Controlled	Expanded	Maintained	Questioned	Verified
Converted	Experienced	Managed	Quizzed	Volunteered
Conveyed	Experimented	Mapped	Recognized	Witnessed
Coordinated	Explained	Measured	Recommended	Wrote

Superlatives

- Strike a balance between your need to praise and the reader's need to trust your praise.
- Provide contextual evidence or examples to support the superlatives used.
- Include honest criticism or areas for improvement

Intellect	Work Ethic	Temperament	Vigor
imaginative insightful intelligent discerning knowledgeable original analytical far-sighted logical skilled astute adaptable resourceful self-reliant thoughtful judicious perceptive inquisitive bright	precise persistent resolute serious committed orderly prompt efficient responsible persevering sure alert businesslike thorough confident tenacious hard-working methodical determined	good-natured likeable considerate affable patient tolerant composed restrained earnest bold gregarious polished adventurous team-oriented spirited sociable open frank assured	active energetic self-starting enthusiastic vigorous pace-setting eager diligent zealous fast productive enterprising certain speedy self-driving independent ambitious on-the-ball industrious



Letters of Recommendation

LEGAL CONSIDERATIONS

Legal Implications

- Assess conflicts of interest
- Avoid information pertaining to:
 - ❑ race
 - ❑ color
 - ❑ nationality
 - ❑ gender
 - ❑ religion
 - ❑ age
 - ❑ appearance
 - ❑ disability
 - ❑ marital or parental status
 - ❑ political point of view



Legal Implications



- Defamation

- ❑ False statements that harm a person's reputation leading to tangible harm such as loss of money, employment, etc.
- ❑ Statements of opinion are defamatory if they are based on unsubstantiated facts.

- Negligent misrepresentation

- E-mail is never confidential



Legal Implications



■ Family Educational Rights and Privacy Act (FERPA)

- ❑ Students rights to review letters
- ❑ Must obtain the signed, written consent of the student to disclose the student's GPA, grades, or class rank.

Permission To Release Education Record Information

Name of Student _____ Student ID number _____

I give permission for _____ to write a letter of recommendation on my behalf, and for the purpose of _____. This letter can include the following information:

Please check all that apply:

☐ Grades ☐ GPA ☐ Class rank

Please send letters of recommendation to:

I waive my right to review a copy of this letter of recommendation now and in the future.

☐ Yes ☐ No

Signature of student _____ Date _____

Instructions for the sponsor: Retain a copy of this waiver for your personal files, and mail the original, along with the letter of recommendation, to the above listed address.

Letters of Recommendation

EXAMPLE

Dear Program Director,



I am pleased to write this letter of recommendation for Dr. ABC, who was first introduced to me when he came to XYZ hospital as a pharmacy student completing his 5-week rotation in Acute Care Medicine.

I found Dr. ABC to be a very hard working, warm, conscientious and delightful individual who showed much interest in learning. He took very good care of patients who were assigned to him and he made sure that all the patient work-up was completed before morning rounds, where he actively participated. His responsibilities included taking histories, writing SOAP notes, providing patient education, and recommending medication therapy management interventions. He has excellent clinical skills and displays them with mature mannerisms.

ABC is a very humble individual who gets along well with his peers and the entire medical team. It is therefore without reservations that I recommend him to you for any residency program that he may be seeking. I am sure he will be a valuable asset to your organization.

Please do not hesitate to contact me if you need further information.

Sincerely,
PQRST, Pharm.D
XYZ Medical Center Department of Pharmacy

Letters of Recommendation

THE REQUEST

Requesting a Letter



- Carefully choose someone who...
 - ❑ Knows your abilities and personality
 - ❑ Understands the organization receiving your letter
 - ❑ Comes from various backgrounds and experiences with you
 - ❑ Understands the norms of letter writing
- Start early and provide complete information
- Follow-up
 - ❑ Reminders and deadlines
 - ❑ Outcomes



Letters of Recommendation

QUESTIONS?



So You Think You Know How to Interview Someone

October 19, 2011

David Holdford R.Ph., M.S., Ph.D., FAPhA



Conflicts of Interest

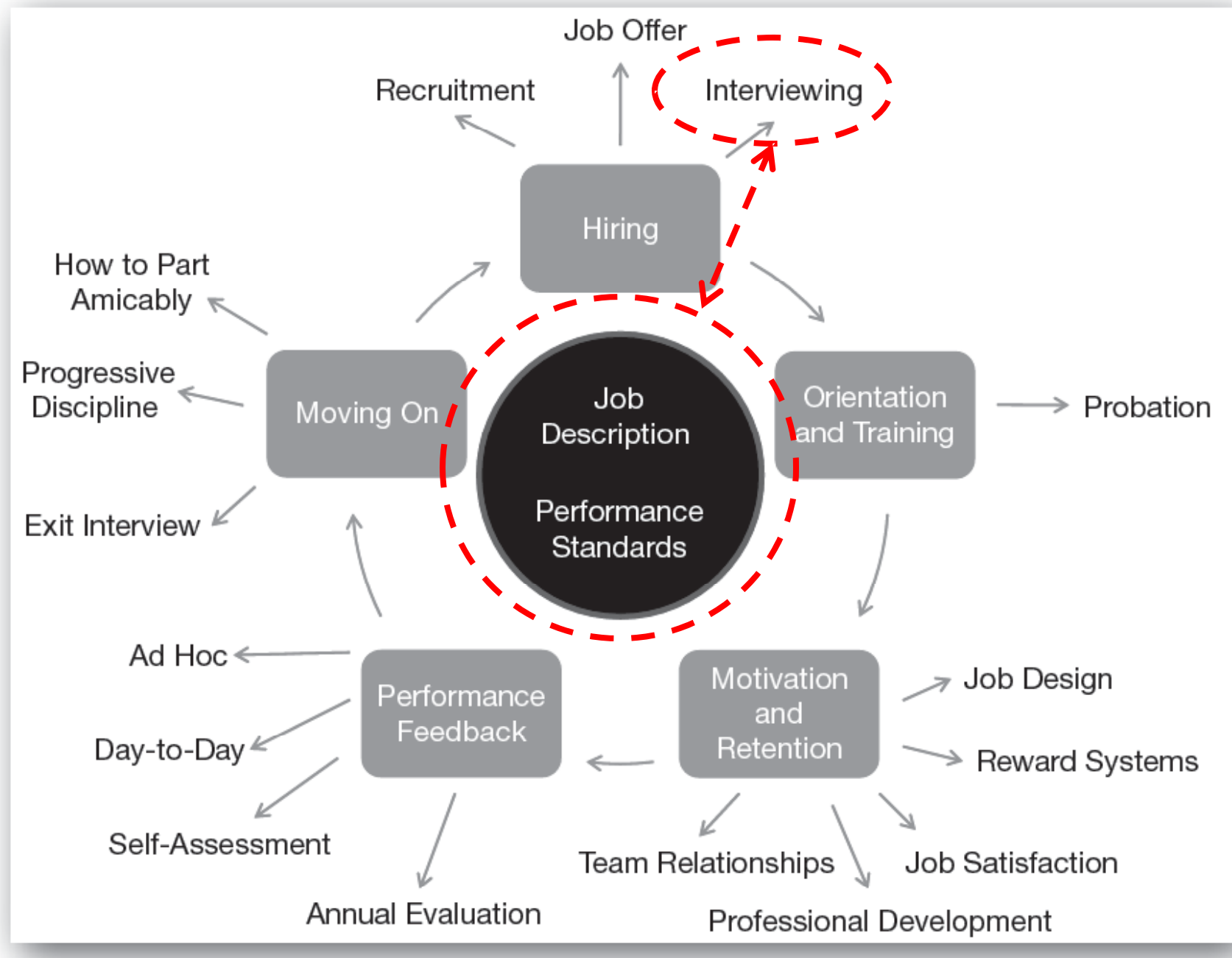


NONE

Learning Objectives

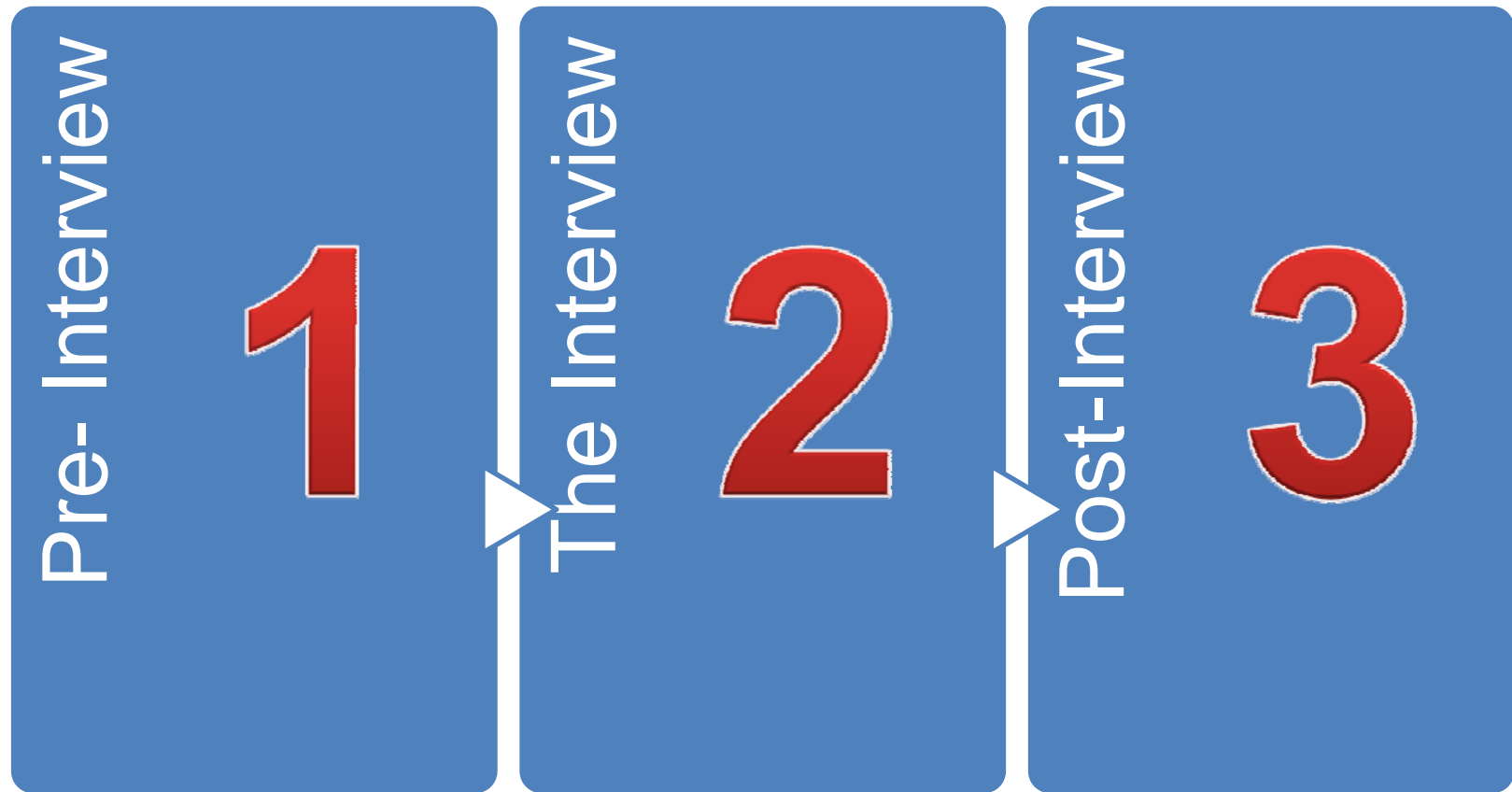
After attending this session, individuals should be able to:

1. Identify best practices when interviewing a candidate, including information on employment laws
2. Develop new strategies which avoid the “cookie cutter questions” used in most interviews.
3. Learn to identify strengths and weaknesses of the candidate with an engaging interview



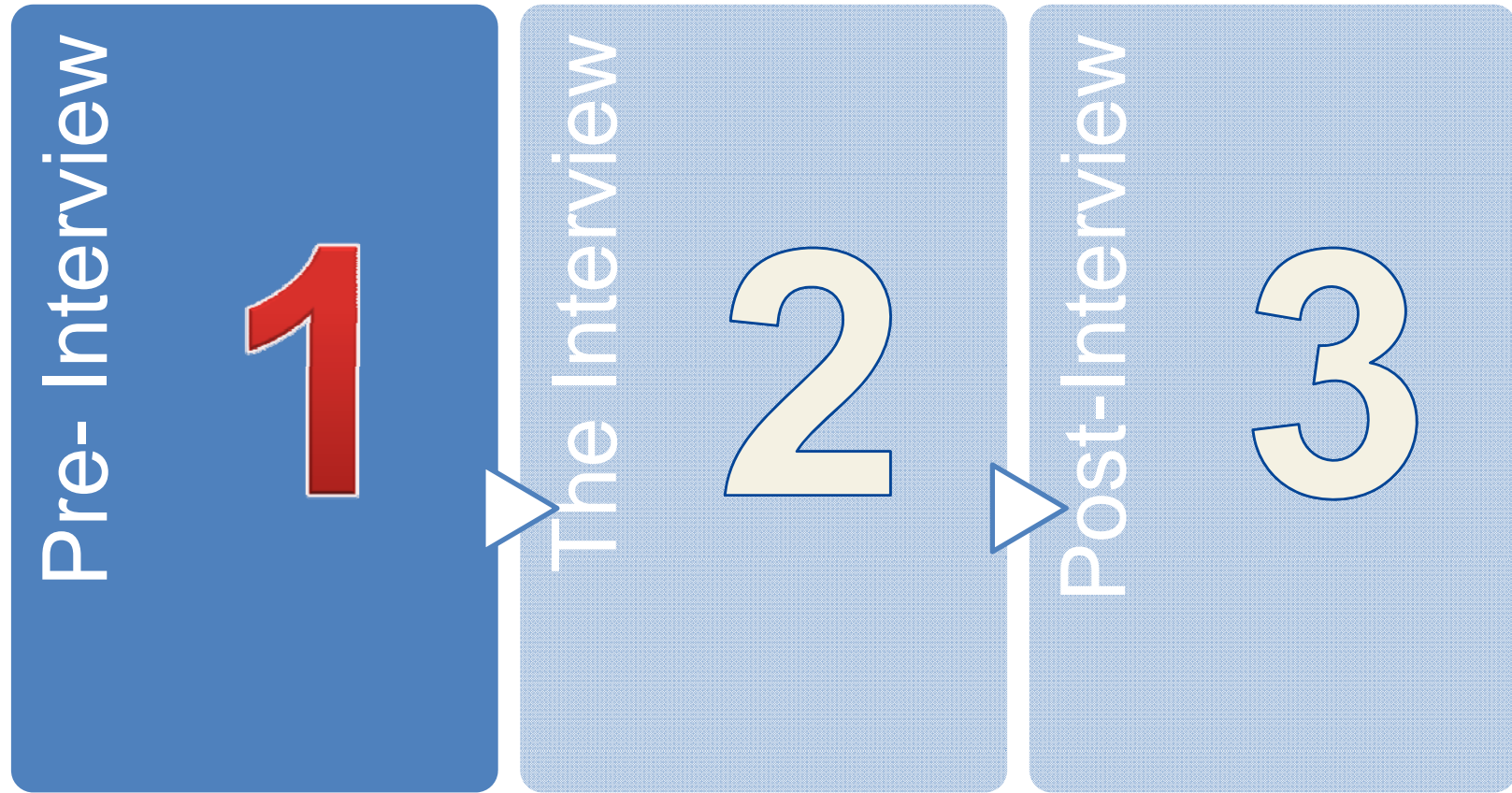
Source: Chapter 17: Recruiting, Selecting, and Managing Pharmacy Personnel. *Introduction to Hospital and Health-System Pharmacy Practice*. ASHP 1st ed. ; pp. 348; 2010.

Interview Steps





Interview Steps



Steps in Preparing for the Interview

Send info to candidate

Identify interview objectives

Review position description & performance standards

Develop a list of questions

Study applications and resumes

Note gaps, potential points of discussion

Alert people whom you want candidate to meet

Schedule a quiet, uninterrupted interview

Steps in Preparing for the Interview

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Interview Objectives: Things I Want to Know

1. Can X do the basic job?
2. What is X's EQ?
3. Does X solve problems?
4. Will X be enjoyable to work with?
5. What will be X's level of commitment?

Interview Objectives: Things I Want to Achieve

1. Judge acceptability of candidate
2. Collect enough information to differentiate candidate from others
3. Sell candidate on position/organization
4. Communicate expectations

Steps in Preparing for the Interview

Send info to candidate

Identify interview objectives

Review position description & performance standards

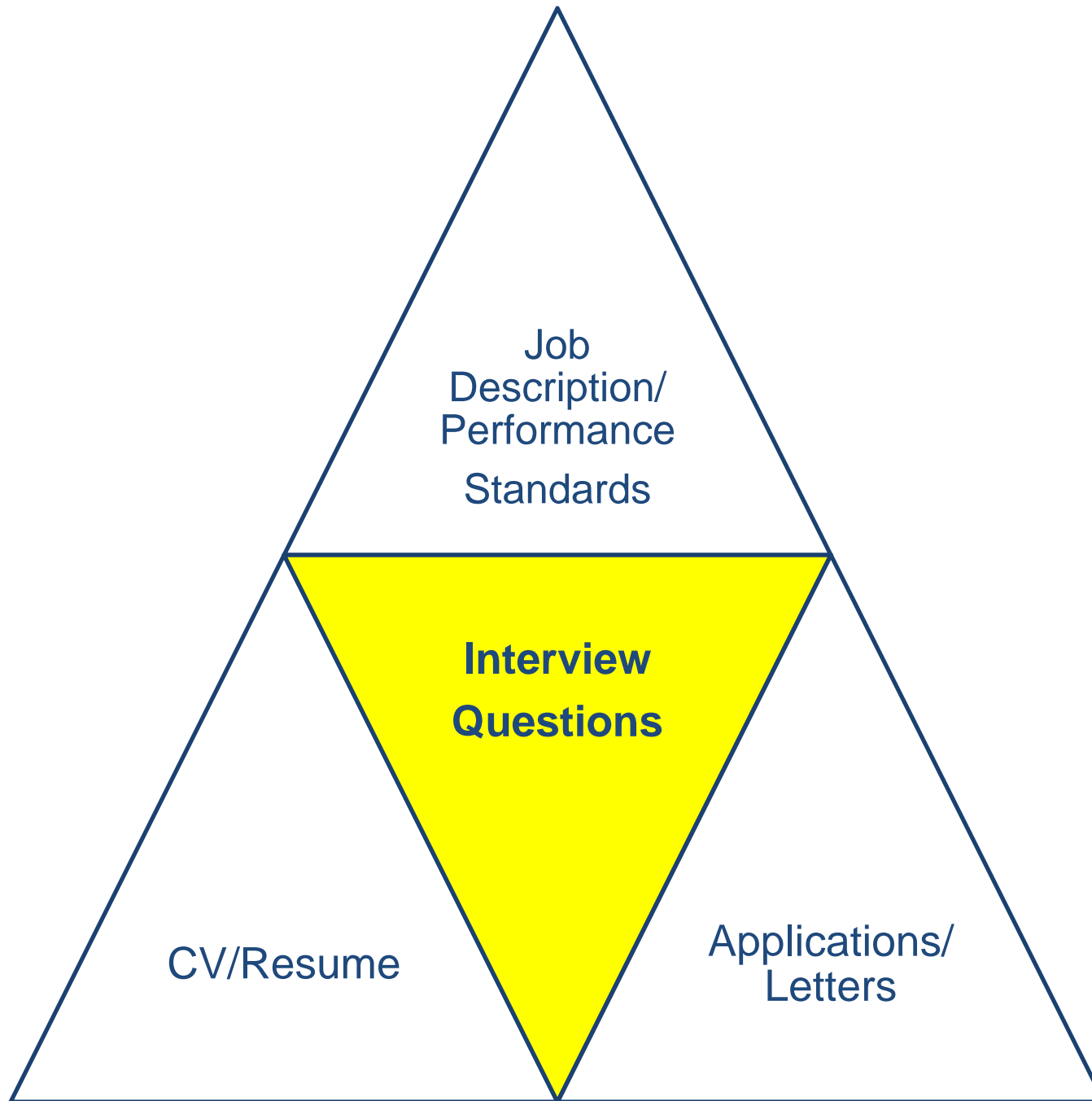
Develop a list of questions

Study applications and resumes

Note gaps, potential points of discussion

Alert people whom you want candidate to meet

Schedule a quiet, uninterrupted interview



Job Description Components

Job title and classification

Duties, essential job functions, and responsibilities of the position

Education, training, experience, and licensure required

Knowledge, skills, and abilities needed to perform the assigned duties

Reporting and coordinating relationships

Scope of authority

Other specifications of the position required by law or the organization

Job Title: Pharmacy Clinical Coordinator	
Job Code: 0178	FLSA/Grade: Exempt / 000

Job Summary

Provides accurate, safe, efficient and cost effective pharmaceutical care, either directly or indirectly through the supervised efforts of support staff, to the patients of the University Hospital and Clinics. Acts as specialist in an assigned area of expertise, engages in education and researches projects, and provides clinical practice direction to other staff members.

Qualifications

A practice degree in Pharmacy; Utah State licensure to practice pharmacy and to dispense controlled substances; and an advanced degree (Pharm D. or M.S.) and completion of a residency with a minimum of two years post-graduate clinical practice experience or equivalency required. Must be eligible to become an approved Preceptor for student interns as described by the Utah State Board of Pharmacy; and be qualified for a faculty appointment at the Clinical Assistant Professor level at the College of Pharmacy, University of Utah. A Basic Life Support Health Care Provider card; and demonstrated human relation, effective communication, and computer literacy skills are also required.

An Advanced Cardiac Life Support card; and active membership in both state and national pharmacy organizations are preferred.

The State Board of Pharmacy requires two years of experience as a Licensed Pharmacist to become a Preceptor.

Disclaimer

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the job.

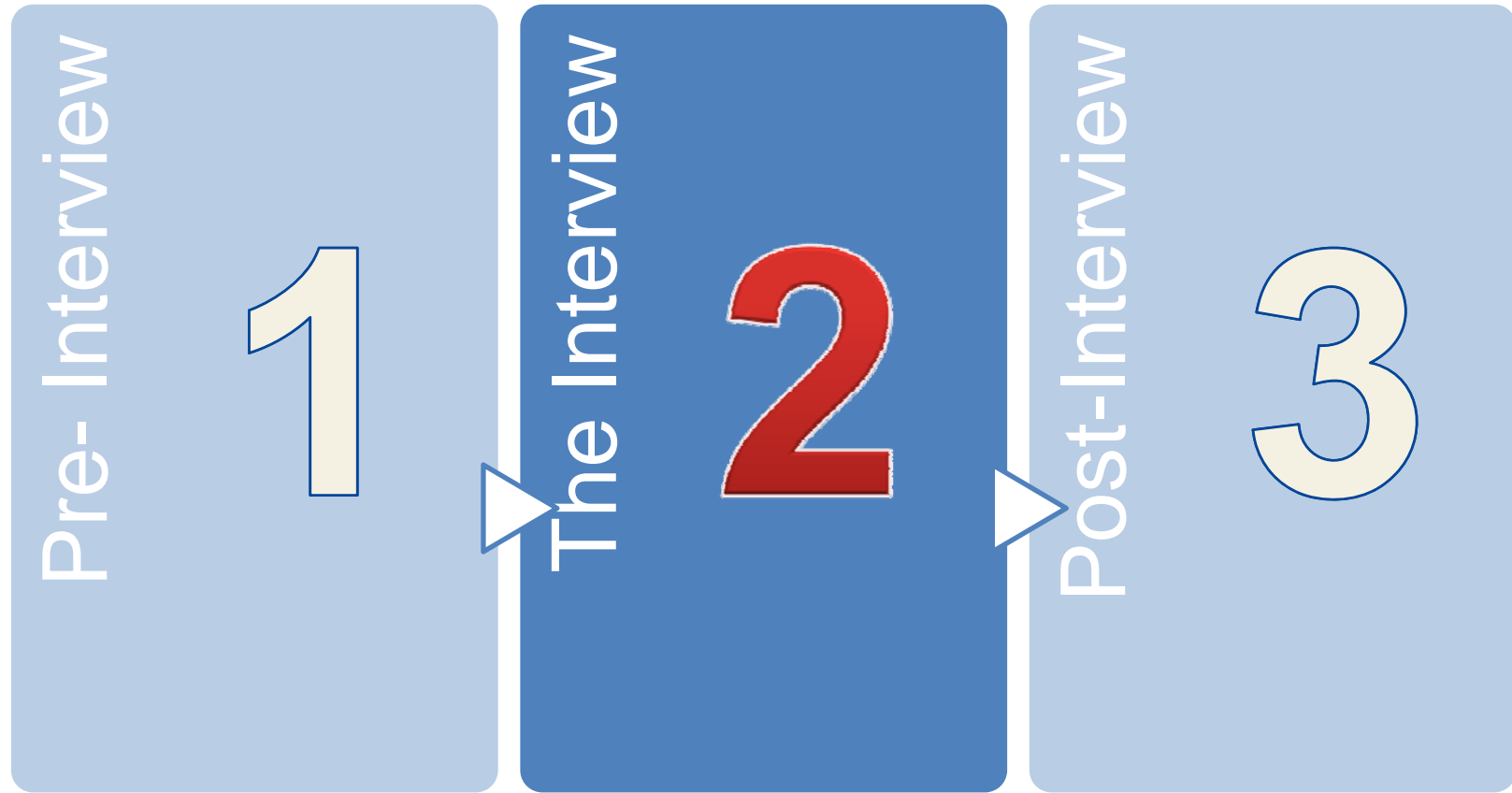
1. Conceptualizes, designs, demonstrates, and documents pharmaceutical care.
2. Develops, implements, and evaluates treatment guidelines that address cost-effective and appropriate drug therapy.
3. Participates in interdisciplinary groups to enhance patient care.
4. Precepts and coordinates the precepting of pharmacy students and residents; serves as a role model to pharmacy students and residents; and acts as a project advisor in area of expertise or as assigned by the Program Director.
5. Develops, evaluates, reports, and otherwise participates in Continuous Quality Improvement, Drug Utilization Evaluation, Adverse Drug Reaction reporting, Medication Use, and other projects as assigned.
6. Provides, coordinates, and evaluates staff development opportunities for practicing pharmacists.
7. Evaluates clinical skills of pharmacists and provides performance review input.
8. Conducts and participates in clinical research.
9. Provides accurate, efficient and appropriate pharmaceutical distribution services to patients by properly interpreting physicians' drug orders, entering orders into the department's computer system, and dispensing the appropriate medications utilizing the accepted departmental programs for these activities.
10. Identifies, resolves, and prevents potential and actual drug-related problems by obtaining and evaluating medical data including patient history, laboratory data, and reviews patient profiles for drug interactions, allergies, contraindications, adverse drug reactions to determine and implement optimal drug therapy.
11. Communicates directly with physicians, nurses, and other health care providers to relate information regarding patient drug therapy.
12. Communicates and documents drug information given to patients and/or patient representatives.
13. Monitors all patient drug therapy for cost effectiveness and communicates all possible cost saving recommendations to patient's physician(s).
14. Maintains and updates personal drug knowledge database to ensure accurate provision of pharmaceutical care for general disease states as well as specialized knowledge in the assigned area of expertise; maintains advanced practice base through the avenues of publications, presentations, educational boards, and professional consultation, association leadership, and certification.
15. Maintains current knowledge of state and federal regulations and statutes regarding the practice of pharmacy and the distribution of approved drugs, controlled substances and investigational agents; conducts personal practice in accordance with those requirements.
16. Supervises support personnel according to state law to ensure accurate preparation and dispensing of pharmaceuticals. Assumes total responsibility for the delivery of pharmaceutical and clinical services provided by any personnel under the position's direct supervision.

Accomplishments?

Clarification?



Interview Steps



Laws and Regulations Influencing HRM

Federal Civil Rights Act (1964) - prohibits discrimination in employment hiring, promotion, compensation, & treatment of protected employee groups

Protected groups - those who might be discriminated against based upon gender, race, age, religion, sexual preference, height, weight, arrest record, national origin, financial status, military record, or disability

Rules of

Consult HR office

Stick to questions about job

Think first, but don't be
afraid to ask



A woman with blonde hair, wearing a light-colored blazer and a necklace, is sitting in a black office chair. She is smiling and looking towards a man whose back is to the camera. The man is wearing a light-colored shirt. They are in an office setting with blinds visible in the background. The word "Interviewing" is overlaid in the center of the image.

Interviewing

Traditional interviews

Tell me a little about yourself ?

What are your strengths & weaknesses?

What are you looking for in a job?

Why should I choose you?

Situation (role play) interviews

**What would
you do if...?**

Stress interviews



Behavioral Interviewing

Give me an example when you...

Describe an incident where you...

Tell me about a time when you...

Describe your worst...

Weaknesses of Behavioral Interviewing

It can't detect good liars

Some candidates lack experience

A professional office setting where a woman with blonde hair, wearing a white blazer and a pearl necklace, is seated in a black office chair. She is smiling and looking towards a man whose back is to the camera. The man is wearing a light-colored shirt. They are at a desk with papers. The background shows a window with blinds. The text "Special Formats" is overlaid in the center of the image.

Special Formats

Phone interviews



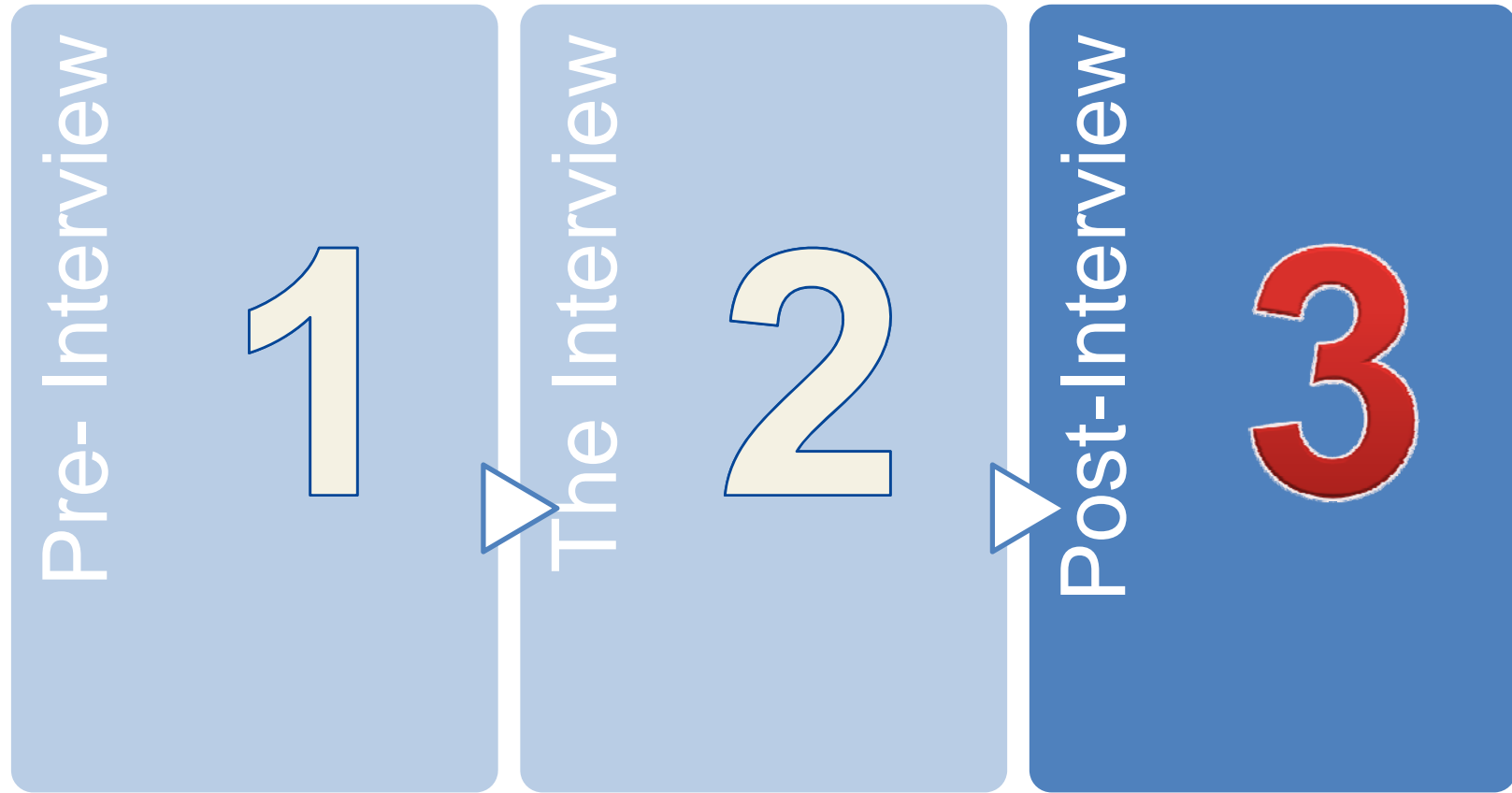
A photograph of a panel interview. Three interviewers (two men and one woman) are seated at a long wooden table, looking towards a candidate whose back is to the camera. The woman on the left is wearing a grey blazer. The man in the center is wearing a dark suit and white shirt. The man on the right is wearing a dark suit and glasses. There are papers and a black mug on the table. The background is a plain white wall with a window.

Panel interviews

Structured Interview



Interview Steps





After the Interview

Update your notes

Keep in touch

Promote a positive image

Remember what it was like for you

Selection Criteria

Candidate	Experience	Qualifications	Interpersonal Skills	Recommendations
X	2	1	3	2
Y	2	0 – Lacks board certification	3	3
Z	2	1	2	3

Rating: Not acceptable = 0, Acceptable = 1, Good = 2, Exceptional = 3

Summary

A good process is more likely to result in a good outcome

Be humble

The interview is the first step in a journey that may last decades

Steps to Prepare for an Interview

1. All interviewees should be sent information about the position including the job description and standards for performance, the institution, local information about the city and state (if an out-of-town candidate), travel directions, and clarification about reimbursement for expenses incurred during the interview. This helps candidates prepare for the interview.
2. Objectives for the interview should be established. Objectives may vary depending on the immediate needs of the organization. If the pharmacy has acute, immediate needs, only those candidates who are immediately available might be considered. In other situations, the pharmacy may be willing to wait for an excellent candidate to graduate from pharmacy school or complete a commitment made to another employer.
3. The position description and performance standards should be reviewed. These documents will form the basis of many interview questions.
4. Applications, letters, and resumes should be explored for accomplishments and credentials upon which to question the candidate. Key concerns should also be noted including frequent job changes, gaps in employment, demotions, inconsistencies in history, or incomplete information on references.
5. A list of interview questions should then be developed that attempt to assess the candidate's ability to achieve job requirements specified in the performance standards. Examples of questions can be found in a variety of sources.^{3,11-13} Human resources departments are also helpful in crafting questions.
6. It is often desirable to ask a core group of standard questions of all candidates to allow interviewers to compare candidate responses. Those standard questions should then be supplemented with questions specific to the candidates' responses and unique qualifications for the position.
7. A quiet, uninterrupted interview time and place should be scheduled.
8. Coworkers should be scheduled to meet and interview the candidate.

Source: *Introduction to Hospital and Health-System Pharmacy Practice*. ASHP 1st ed. ; pp. 353; 2010.

So you think you know how to conduct a performance appraisal . . .

Steven R. Abel, Pharm.D., FASHP
Purdue University College of Pharmacy

Learning Objectives

- ① Discuss the rationale for developing an effective performance appraisal system
- ① Compare and contrast the strengths and weaknesses of the various types of performance appraisal systems
- ① Describe appropriate procedures for firing employees
- ① Discuss the implications of employment laws on performance appraisals

Overview

Adapted from Theodore H. (Terry) Curry, Associate Provost and Associate Vice President, Academic Human Resources, Michigan State University

- Humans are a critically important resource
- Employee functions must be balanced with the mission and vision of the unit
- Employees should participate in setting and clarifying expectations
- Employees deserve feedback
- Employees should be active participants in the process of appraisal and development

Overview (cont.)

- Career development is ongoing and integrated with the performance appraisal process
- The performance appraisal is part of a larger picture of career growth and development
- Merit pay decisions require an effective performance appraisal
- Merit and performance appraisal discussions should be separated

Types of Performance Appraisals

Individual Appraiser

Confidential Reports

⦿ Pros

- Prepared by immediate superior
- Highlights strengths and weaknesses in performance over past year

⦿ Cons

- No employee interaction regarding the report
- No employee input into the report
- All reports kept in a confidential file for use by upper level management

Critical Incident Technique

⦿ Pros

- Prepared by immediate supervisor
- Studies employee's best and worst incidents of behavior over one year

⦿ Cons

- Focus is on best and worst versus consistency over time
- Context of best and worst is subjective
- Records may not be consistent throughout the evaluation period

Checklist/Weighted Checklist Technique

⦿ Pros

- Prepared by immediate supervisor
- Utilizes objective checklist with required performance standards and a “yes” or “no” scale to rank employee performance related to the standard

⦿ Cons

- Usually focuses on a single point of evaluation reflecting the entire performance appraisal time frame
- Context of “yes” and “no” is subjective

Rating Scales

⦿ Pros

- Easy to understand and use
- Most commonly used
- Permits tabulation of employee scores
- Assessment ranges from unsatisfactory through outstanding
- Behaviorally anchored scales give greater weight to key functions

⦿ Cons

- May be arbitrary and/or subjective assessment
- With graphic rating, each component is equal

Multiple Appraisers

360-Degree

⦿ Pros

- Involves multiple stakeholders including immediate supervisor, other supervisors, subordinates
- 360 degrees of working style analyzed

⦿ Cons

- May include input from those far removed from employee
- Credence given to feedback may be based on level of individual providing input

Paired Comparison

⦿ Pros

- Prepared by immediate supervisor
- Compares employee with others on team or with similar function
- Based on key criteria and traits required for success

⦿ Cons

- Compares each individual to others on a best to worst or worst to best scale
- Key criteria and traits may be subjective

Management by Objectives

⦿ Pros

- Emphasizes tangible and measurable goals related to key result areas
- Supervisor informs team of key result areas and results expected
- Based on delegated work and assigned responsibility

⦿ Cons

- Could be improved by team determination of goals as well as key result areas

Performance Appraisals

- Should be signed and dated by the employee and individual administering the evaluation
- Does not necessarily require agreement from either party – simply that the evaluation is understood
- Should include a space for the employee to express any pertinent feelings, in writing
- Should include a developmental plan if performance requires immediate improvement

Bias

- ⦿ Halo/horns effect
- ⦿ Leniency tendency
- ⦿ Myopic tendency

Characteristics of an ideal performance appraisal tool

- ⦿ Easy and efficient
- ⦿ Clear purpose
- ⦿ Facilitates opportunities for self-assessment and review
- ⦿ Facilitates ongoing performance improvement
- ⦿ Facilitates strategic identification of educational needs

Sample Appraisal

- ◎ Key position functions
 - Serve as a clinical practice role model and advanced pharmacy practice experience (APPE) preceptor for PharmD students (20%)
 - Optimize medication use and safety resulting in improved patient health status and quality of life with minimized cost (50%)
 - Provide creative didactic and experiential education (20%)
 - Demonstrate scholarship associated with practice and learning (10%)

Appraisal Process

- ⦿ 360 degree feedback method
- ⦿ Multidisciplinary evaluation
 - Great per collaboration
 - Significant impact on patient care
 - Sometimes direct and condescending when interacting with learners
- ⦿ Patient care
 - Significant contributions toward enhanced care with minimized cost
 - Sometimes slightly misses deadlines

Appraisal Process

⦿ Teaching

- Classroom presentations organized
- Content anchored in best practice and practical
- Slide sets and information presented frequently exceeds allowable time
- Perceived as competent but condescending in experiential settings

⦿ Scholarship

- Two published articles with a third under development
- Reflects practice and teaching

Feedback

- ⦿ Continue to enhance patient care and interdisciplinary collaboration
- ⦿ Participate in teaching workshops focused on classroom and experiential teaching
- ⦿ Conduct focus groups with students to better understand learning enhancements
- ⦿ Overall ranking – 70% above average with 30% needing improvement

Legal Issues



- Adverse personnel decision
- Disciplinary action
- Defamation action

Legal Issues



- Written reviews may be accessible under FOIA or other statutes
- The truth, supported by evidence, is the best defense
- Be objective versus subjective in your choice of words
- Include support

Written Reviews Should Support That:

- The employee received clear communication regarding expectations
- Expectations were fair and consistent with company guidelines
- Where improvement is needed, communication about it is clear
- Consequences are included where warranted
- The process is fair and consistent with company policies

Progressive Discipline

- ⦿ Verbal warning
- ⦿ Written warning
- ⦿ Specific action plan with timeline
- ⦿ Suspension
- ⦿ Termination
- ⦿ Assure each step is documented in writing

Questions/Comments?

