

GETTING THE APPRAISAL INTERVIEW RIGHT

A Half-day course written and presented by
DAVID THOMSON

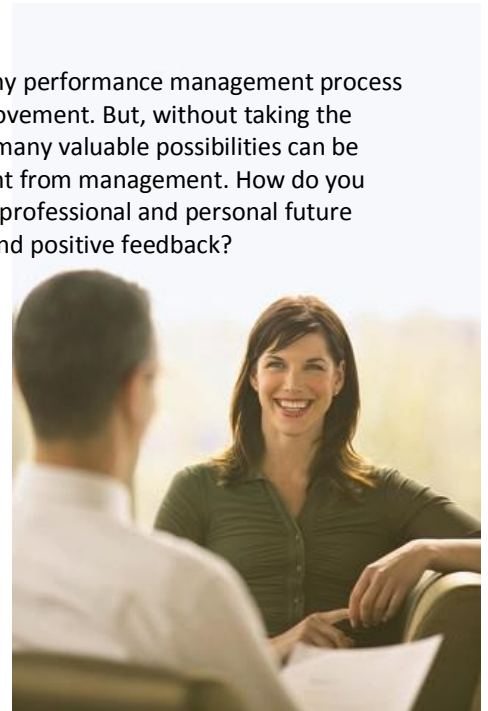
Course Description

This new course was successfully launched in February 2013.

Getting the appraisal interview right is clearly a vital part of any performance management process which focuses on positive outcomes for staff and school improvement. But, without taking the opportunity to examine closely the subtleties of the process, many valuable possibilities can be missed. It can become an extra chore, a bolt-on, a requirement from management. How do you ensure it is a respectful and positive conversation that covers professional and personal future possibilities as well as an opportunity for acknowledgement and positive feedback?

Being clear in your own mind about the purposes of the interview, what it is and what it is not, your sensitivity to the needs of the appraisee and the wider picture, your awareness of the behavioural dynamics within the 'event' and the extent to which you can determine the outcomes through your own conscious and unconscious behaviour all contribute to the quality of the interaction.

What are the subtle, yet critical, techniques for a positive outcome?



Improving the quality of Performance Management

Benefits

- Knowledge
- Insight
- Confidence
- Clarity
- Practice
- Planning
- Sharing

Testimonials

• "Extremely worthwhile . Made the performance management process more transparent . Excellent practical advice."
Gary Evans, DoS Thomas's Clapham

• "Inspiring and insightful. The SLT has been empowered to embrace a challenging PM system."
Phil Ward, Head, Thomas's Clapham

Objectives:

- To review the approach to appraisal
- To explore the psychology of positive interviewing
- To contrast differing methods through practice
- To practice different cases and types of appraisee using specially designed scenarios
- To share ideas and issues with colleagues
- To review existing policy and paperwork
- To create a plan for action

The course includes:

Attitudes & Assumptions

- Roles
- What are you bringing to the table – both conscious and unconscious?

Approaches

- Setting-up – physical
- Interaction dynamics/status

Actions

- Quality of listening
- Practising Scenarios
- Debriefing and reflection

Follow-up

- Review
- Points for practice

"Outstanding" high-quality, in-depth, and well-researched training days with immediate practical application back at school."

David Thomson, founder of Futuremind and former Academic Director at St John's College School, Cambridge, is well-known to many Prep and Junior School as well as IAPS and SOH audiences over the last ten years for his enjoyable, challenging and informative presentations at conferences, courses and INSET days. These events facilitate effective professional development through stimulating workshops aimed at improving teaching and learning, leadership and study-skills. He works regularly with pupils and parents.

His consultancy work supports individual schools in improving professional practice through supportive and incisive departmental reviews which have a proven impact on getting to 'Excellent' for ISI.

Please go to www.futuremind.co.uk for more details.

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