



INSTRUCTIVE FEEDBACK

Text Button C

SIX TRAPS IN THE EVALUATION PROCESS

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- 1. *Reviewing another person's performance from an autobiographical perspective***
This occurs when we compare an individual's performance with how we performed in the same situation, instead of using established standards. We then tend to accept unsatisfactory performance or make excuses for inappropriate behavior.
Accept the Position—Accept the Responsibility
- 2. *Being the target of "responsibility ricochet"***
This occurs when an individual turns the tables and shifts the responsibility for his/her actions onto others (e.g., "Why are YOU picking on me?" or "Why are YOU giving me this grade/score?")
Use Instructive Feedback to Correct Mistakes
- 3. *Basing judgment on extraneous factors***
This occurs when we fail to follow the established criteria and use other factors such as effort or likeability (e.g., "She is trying hard." or "He is a nice fellow"). We can get sidetracked by issues related to student loan debt, personal matters, health problems, date of occurrence, etc.
Stick to Established Criteria—Avoid Arbitrary Decisions
- 4. *Using only one assessment instrument***
This occurs when we rely on one evaluation tool or one incident to assess complex skills or a behavioral problem.
Complex Skills Require Multiple Measures
- 5. *Introducing bias—the "halo effect"***
This occurs when we over-generalize an individual's performance and tend to see everything they do as positive (can do nothing wrong) or negative (can do nothing right).
Focus on the Performance, NOT the Person
- 6. *Creating artificial barriers or obstacles***
This occurs when we give special treatment to a group or an individual, thereby arbitrarily changing the standards or process. Examples of such contrived obstacles include: "Senior-itis," "Job-itis," and NOMRS (Not Our/My Resident/Student).
Be Fair, Be Firm, Be Positive