Overview

Performance Evaluation

A tour of the process and some tips
Agenda for today

Why annual performance evaluation?
What is part of the evaluation?
How do quarterly check-ins and annual evaluations mesh?
What is the process and timetable?
HELLO

INTRODUCTIONS

your NAME
where you WORK
Why is evaluation important?

• What am I doing well?
• How can I improve?
• What are the
  • skills,
  • knowledge, and
  • behaviors I need to be successful?
• What are my major accomplishments and milestones
• What are some goals/where am I going?
• Two way conversation
Are you too busy to improve?

No thanks!
We are too busy

STOP
Listen
Learn
What am I evaluated on?

1. Job performance
   - Skills
   - Knowledge

2. Work-related behavior

Competencies
What am I evaluated on?

1. Job performance includes:

- Position Description
- Goals from last year
- Additional endeavors? Initiatives?
What am I evaluated on?

- Observable behaviors
- Teamwork
- Communication – Interpersonal Skills

2 Work-related behavior
Process
Annual Evaluation – March 1 – February 28

due March 31
Complementary Tools

Quarterly Check-in  Annual Evaluation
Complementary Tools

**Quarterly Check-in**
- Record of conversation
  - Free form
  - Quick and agile
- Short-term
  - Accomplishments
  - Goals

**Annual Evaluation**
- Evaluative
  - Standardized
    - Ratings
    - Categories
    - Unambiguous
  - Comprehensive
- Long-term
  - Accomplishments
  - Goals
### Complementary Tools

#### Quarterly Check-in
- Self assessment
  - voluntary
- Informal
- Ends with supervisor feedback

#### Annual Evaluation
- Self assessment
  - voluntary
- Signatures
  - Employee
  - Supervisor
  - Second level supervisor
- Employee response
Complementary Tools

**Quarterly Check-in**
- Informal record of conversations based on work over one quarter
- Mechanism for recording accomplishments on regular basis

**Annual Evaluation**
- Formal evaluative and documented accomplishments based on job description
- Mechanism for merit
  - Equitable
  - Transparent
  - Standardized
Performance Evaluation Steps

0) Review content from quarterlies

1) Self assessment To supervisor

2) Supervisor evaluation 2nd level supervisor review

3) Share with employee Meet with employee

4) Finalize evaluation Submit to employee Submit to Libraries HR by March 31st
Two Evaluation Formats

The Form –
For All USPS and hourly TEAMS employees

The Cover Sheet & Letter
For TEAMS exempt employees
Two Evaluation Formats

The Form –
For All USPS and hourly TEAMS employees

- Available as writable Word document
- 2nd level supervisor signature required
- Strongly encourage employee self assessment
- Top section information provided by HR
- Require overall rating

The Cover Sheet & Letter -
For TEAMS exempt employees
Overall Ratings

- Exceeds
- Above Average
- Achieves
- Minimally Achieves
- Below Performance Standards

Libraries HR
Contact
# All USPS and TEAMS non-exempt

## TEAMS Non-Exempt, USPS Non-Exempt and USPS Exempt Performance Appraisal Form

| Name: | 
|---|---|
| Title: | 
| Position #: | 
| Appraisal Type: | Check one | Annual | Probationary |
| Appraisal Period: | 
| UF ID: | 
| FTE: | 
| Job Code: | 

### PART A: Employee Self Assessment

To be completed by employee and returned to supervisor prior to appraisal meeting.

- **Work Performance** (Briefly list your main accomplishments during the appraisal period.)

- **Reliability/Attendance** (Describe your reliability in performing your essential job duties during the appraisal period.)

- **Customer Service**

- **Initiative/Productivity** (List important accomplishments during the appraisal period.)

- **Teamwork & Interpersonal Skills**

- **Goals for the next appraisal year**

---

*Annual appraisals must be issued to, signed, and dated by employees no later than March 31. Forms should be emailed or delivered to Libraries Human Resources Office, Attn: Tina Marie Litchfield, litchfield@lib.ufl.edu, PO Box 117024, Campus. Phone: (352) 273-2002.*
Performance Categories

- Work Performance
- Customer Service
- Attendance and Reliability
- Initiative and Productivity
- Teamwork and Interpersonal Skills
Work Performance

What types of things might you evaluate or be evaluated on in this category?

- The skills
- The knowledge
- The abilities
- How the job is performed
- The nuts and bolts of the job
What types of things might you evaluate or be evaluated on in this category?

- Attendance
- Task completion
- Follow through
- Accuracy in work product
Customer Service

What types of things might you evaluate or be evaluated on in this category?

- Assistance
- Presentation/Demeanor
- Communication/Respect
- Service
- Phone manner
- Electronic communication
What types of things might you evaluate or be evaluated on in this category?

• Motivation
• Organizational skills
• Vision
• Work volume
• Work accuracy
• Effectiveness
Teamwork and Interpersonal Skills

What types of things might you evaluate or be evaluated on in this category?

- Cooperation
- Collaboration
- Flexibility
- Consensus
- Supportive
- Communication
- Effectiveness

You cannot be effective without teamwork and interpersonal skills.
Performance Category Ratings

Exceeds
5

Above Average
4

Achieves
3

Minimally Achieves
2

Below
1

Rate Each Performance Category
Overall Ratings

Exceeds: 25-24
Above Average: 23-20
Achieves: 19-15
Minimally Achieves: 14-10
Below: 9-5

Contact Libraries HR
# Performance Appraisal form for TEAMS Exempt Employees

**Employee’s Name:** Click here to enter text.  
**UF ID:** Click here to enter text.  
**Job Title:** Click here to enter text.  
**Appraisal Period:** Click here to enter text.  
**Department:** Click here to enter text.  
**Overall Rating:** Choose an item here.  

**Appraisal Type:** Check One  
- □ Annual  
- □ Probationary

Prior to completing the appraisal, it is recommended that the employee submit a self-assessment.

Please attach a narrative to this form providing a detailed evaluation of the employee’s performance in areas such as productivity, initiative, leadership, attendance, reliability, customer service, teamwork, interpersonal skills, supervisory skills or other appropriate areas of responsibility. Goals should also be set for the next appraisal year.

An overall rating based on the rating categories listed below, must be entered on this form. The overall rating should be consistent with the evaluative comments on the narrative. Please contact Librarians Human Resources Office prior to rating an overall rating of “Minimally Achieves” or “Below”.

- **Exceeds:** Almost always exceeds performance standards. Consistently produces excellent quality work, is innovative, and demonstrates high level leadership qualities.
- **Above Average:** Consistently meets and regularly exceeds performance standards. Able to work independently.
- **Achieves:** Generally meets performance standards. Seldom exceeds or falls short of desired results. Able to work independently, but sometimes requires direction.
- **Minimally Achieves:** Frequent failure to meet performance standards. Requires frequent instruction and supervision.
- **Below Performance Standards:** Fails to meet performance standards.

**Employee’s Acknowledgment of Review and Receipt:**  
By signing below, I acknowledge that my evaluation has been reviewed with me and I have received a copy. I understand that my signature does not necessarily indicate my agreement with the evaluation. Also, I understand that I may submit written comments/rebuttal on any aspect of the performance appraisal, and that a copy of the comments will be provided to my supervisor as well as Human Resource Services for inclusion in my official personnel file. Rebuttal/comments should be submitted to Human Resource Services within ten (10) working days of receipt of appraisal.

If signing my name, I hereby certify that my typed name constitutes my official signature.

**Employee’s Signature**  
**Date**

**Supervisor’s Signature**  
**Date**

**Higher Level Supervisor’s Name**  
**Higher Level Supervisor’s Signature**  
**Date**

Annual appraisal must be issued no, signed, and dated by employee no later than March 15. Forms should be mailed or delivered to Librarians Human Resources Office, Attn: Marie Lettenfeld, 4712 Burtiff Hall, PO Box 117804, Campus. Phone: (352) 293-2001.
TEAMS Exempt employees should be evaluated on their Leadership and Supervisory Skills (if applicable) as well as the 5 performance categories and other appropriate areas of responsibility.
Writing the letter

1. Use Performance Categories ++
2. Use Position Description
3. Don’t forget past and future Goals

Give an Overall Rating on Cover Sheet
review of last year is important but well written GOALS help predict future success

GOALS

‘a goal without a plan is just a wish’
Based on your job - position description

Outline objectives and specific activities

Discussed
Types of Goals

- **Performance Goals**
  What you are working to accomplish

- **Development Goals**
  Areas you want to develop in order to grow in your job
Performance Goals - Example

Design a fiscal training for OPS supervisors.
Increase my effectiveness in using Excel spreadsheets.
Tips for writing goals

• Don’t wait for your supervisor to suggest writing goals. Write 3 – 4 goals.

• Discuss each goal with supervisor

• Understand how they relate to the goals of the department/why they matter
Strategic Directions

December 2018
Ask yourself:

• What results will you produce?

• What will be different in your department or the libraries?

• What will you do and when will you do it?

• How will you know you’ve made progress?
Action Plans Based on ClimateQUAL and Idea Forums
FOUR Areas for Review and Development

- Communication and Information Sharing
- Leadership Norms
- Employment Practices
- Training and Development
These most closely associate with 4 ClimateQUAL dimensions:

**Distributive Justice:** the extent to which the rewards (e.g., pay, opportunities to advance, etc.) are adequate given employee effort and work

**Interpersonal Justice:** the extent to which other people in the workplace, such as supervisors, treat an employee fairly

**Informational Justice:** whether or not an employee has access to the information they need... transparency—that is, supervisors being honest and open with employees

**Climate for Psychological Safety:** the degree to which an organization or teams therein encourage employees to freely share opinions with each other and with management... a safe environment for self-expression
• **Leadership Norms Action Plan**

Individual team leaders and supervisors will:

1. review data and consider changes within their span of authority; review plans with next level supervisor; and implement changes to enhance outcomes and experiences

2. engage in training and learning opportunities identified by Library Training & Development
### Performance Goals must be:

| S   | Specific & Strategic  
Outline exactly what you hope to accomplish and what the impact will be. |
|-----|----------------------|
| M   | Measurable           
There must be some way of measuring and verifying whether the objective has been achieved and to what level. |
| A   | Attainable           
Attainable; not so lofty that you can’t achieve them and not so simple that you won’t be challenged. |
| R   | Relevant             
The objectives must be relevant to the level at which the individual is at in his/her career, to the priorities and workload of the specific department |
| T   | Timely               
Need to have clear time frames attached to them. |
Develop 3 new trainings

[that respond to training gaps in the competencies training matrix]

- One training on improving presentation skills, one on emergency procedures and one on customer service

- Trainings delivered in April, August and January
Collaborate with other circulation supervisors to design an online training guide for student assistants to improve the time it takes to train them and make it more consistent throughout the Libraries.

- The guide should include links to key documents and other resources.
- And should be available for Fall 2020 incoming student assistants.
<table>
<thead>
<tr>
<th></th>
<th>SMART GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance Goals must be:</td>
</tr>
</tbody>
</table>
| S | **Specific & Strategic**  
Outline exactly what you hope to accomplish and what the impact will be. |
| M | **Measurable**               
There must be some way of measuring and verifying whether the objective has been achieved and to what level. |
| A | **Attainable**               
Attainable; not so lofty that you can’t achieve them and not so simple that you won’t be challenged. |
| R | **Relevant**                 
The objectives must be relevant to the level at which the individual is at in his/her career, to the priorities and workload of the specific department. |
| T | **Timely**                   
Need to have clear time frames attached to them. |
For Employees
Who’s in charge?

• You may feel powerless but…
  • It’s the receiver who is in charge
    • You decide what you will accept
    • You decide what sense you will make of it
    • You decide whether or not and how you will change

Credit: Sheila Heen, researcher at Harvard Negotiation Project
Five Tips

1. Start the meeting on a positive note
2. Concentrate on Clarity
3. If you need a time-out, take it
4. Ask for specific feedback
5. Enlist a friend to evaluate any criticism
Make sure you come away from your performance evaluation meeting with information you can use
Forms and Training and Supervisor Checklist on Libraries HR TEAMS & USPS Webpage
Have we missed anything?
Thank You