

Evaluating Job Performance

Prepared for Librarian's Guild

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INTRODUCTION



OBJECTIVES:

1. **SHOW** supervisors the **IMPORTANCE OF EFFECTIVE EVALUATIONS**
2. **ASSIST** supervisors' **PREPARATION OF OBJECTIVE EVALUATIONS**
3. **PROVIDE NECESSARY SKILLS** to conduct evaluation interviews

The City reviews an employee's performance at set intervals throughout the six-month probationary period and annually thereafter by use of the evaluation process. The guidelines of performance have been established to compare the employees' performance to a set of standards.

Employee evaluations are an essential part of supervision and function as a continuation of the employment process. When handled effectively, evaluations can be a tremendous help in closing the gap between what your employees do and what you need them to do. They can also serve as a tool for you to clarify expectations and note specific areas of special skill or need for improvement.

THE FIVE W'S

What is the Purpose?

Evaluations provide an avenue for measuring an employee's performance against job requirements. Evaluations should review the past and present performance and plan for future development. This works to the benefit of the employee, the supervisor, and the Department. The performance evaluation should provide proof of the employee's ability to become a productive and valuable member of the team. It is important to realize that the evaluation interview itself is a two-way communication between the supervisor and the employee. The basic purpose of the evaluation is to assess and document the skill level of the employee, rate of progress in learning new duties, and ability to take on responsibilities of the job.

Why should it be done?

Yes, evaluation forms do have to be filled out, and yes, they have a report card quality to them. But, if done correctly, the form is a useful tool. The standardized format is to help make evaluations more objective and more consistent from employee to employee, and business unit to business unit. Evaluations, if done well, let the employee know where he/she stands with respect to their work and their future. (Los Angeles Administrative Code – Div. 4, Ch. 2, Art. 4, Sec. 4.85 and 4.86)

When should it be done?

Most City departments have a formal yearly evaluation of employees as dictated by the Los Angeles Administrative Code. In addition, probationary evaluations are required during the six-month probationary period of an employee. Probationary evaluations are done either monthly or at least at the 3rd and 5th month. As the final step of the hiring process, these reports provide documentation of the employee's actual job performance and work skills as well as an early opportunity to address any performance issues that arise. Each month the supervisor should complete the appropriate subject areas and take time to discuss the results with the employee.

Special Note: Beyond the probationary period, occasional, informal meetings between you and your employee to discuss performance and expectations are important. Take advantage of such opportunities to talk with the employee about current status and plans for the future.

Who should do it?

The *rater* is the person who is immediately responsible for the work of the employee. That is, the first person in authority who has supervisory responsibilities, who either daily oversees, reviews, and checks the work of that employee, or who is most closely acquainted with his/her performance during the period of time for which the rating is made.

The *reviewer* is the supervisor, highest in line of authority above the rater, who has personal knowledge of the general performance of the unit in which the employee is assigned. (Los Angeles Administrative Code – Div. 4, Ch. 2, Art. 4, Sec. 4.85 and 4.86)

What are the Performance Standards?

Performance standards are what the city and the supervisor expect of the employee in terms of what is to be done, how much is to be done, and how well it is to be done.

Performance standards should be made clear to the employee when they are first selected, oriented, and trained. Both you and the employee should review these standards occasionally, especially if the job changes. Performance standards do not have to be in writing to be helpful. It is more important that you and the worker have the same understanding of what is expected of them.

THE RAP INTERVIEW

REVIEW, ANALYZE, PLAN



REVIEW the past **ANALYZE** the present **PLAN** for the future

Have a checklist of points you want to cover.

Put the employee at ease.

Be a positive listener.

Discuss the overall evaluation process.

The evaluation interview provides one of your best chances to learn about employees and let them know where they stand, both on job performance and individual development.

The manner in which probationary employee evaluations are discussed will have a major influence in shaping the employee's attitude toward the supervisor, management, the service rating process, and his or her desire to improve his or her performance.

You need a clear idea of what you want to accomplish. Follow an organized approach to the basic points you want to cover.

A. PREPARATION FOR THE INTERVIEW

1. REVIEW POSITION

DESCRIPTION

Review a list of principal duties, responsibilities, and accountability. Review any documentation from any previous informal discussions with employee. The

documentation should be clear and specific, including both the positive and negative issues.



2. REVIEW PERFORMANCE STANDARDS

Determine what's to be done and how the results can be measured. Review the employee's strengths and weaknesses. Compare the employee's actual performance against the performance standards. Consider any special circumstances that may affect the rating.

REALITY CHECK:

Remember that words on a page are subject to the interpretation of each reader. This is no less true with a position description or written performance standards. Expectations of employee performance cannot be left to individual interpretation. Standards must be standard in order to be manageable and enforceable. It is imperative that you, as a supervisor, communicate early and often exactly what your expectations are for actual job performance. Later in this workbook we will discuss ways to communicate and establish understanding of expectations.

3. ESTABLISH SPECIFIC OBJECTIVES

Set targets that are realistic, challenging, measurable, and achievable within a given length of time. Work out a plan for improvement, which can be further developed with the employee at the interview

4. ARRANGE A TIME FOR THE EVALUATION INTERVIEW

Allow enough time, and a little more, so that neither of you is under pressure. The best time of the day to conduct any interview is in the morning. It should be private and without interruptions.

The ultimate value of any performance evaluation will be equal to the importance **you** attach to it.

Demonstrate to the employee that this communication is given equal priority with other supervisory functions. **Schedule** it; **prepare** for it; **follow up** on any issues arising from it.

The employee will attach an equal importance to it and more readily commit to any goals for improvement or plans for development set within it.

B. CONDUCTING THE INTERVIEW

REVIEW THE PAST ANALYZE THE PRESENT PLAN FOR THE FUTURE

The interview should be a friendly and informal meeting between you and the employee. The purpose of the interview should be explained to the employee. Then proceed with the RAP:



1. REVIEW

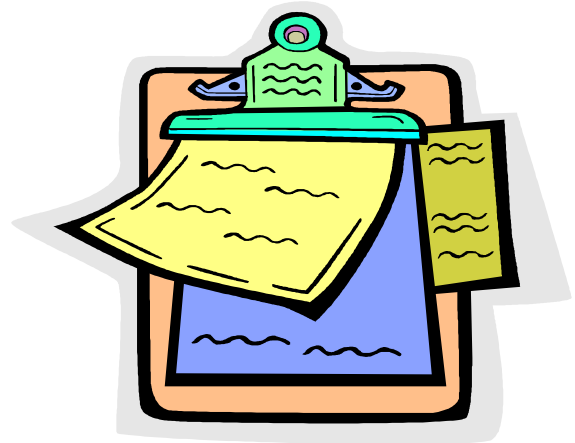
Not just the past, but the employee's strengths and areas for improvement as well.

2. ANALYZE THE PRESENT

What is their current performance? How can you help them to further develop their strengths and diminish their weaknesses?

3. PLAN THE FUTURE

Set goals and objectives jointly for the employee to reach in the next year that will enhance their opportunities for promotion.
Offer options such as training or special projects



4. REQUIRE FEEDBACK

The interview should be conducted as a two-way communication. There is little chance for improvement unless there is agreement that improvement is needed and possible.

5. CLOSE THE INTERVIEW

Summarize what the employee can do to improve, and **offer** a few words of **encouragement** – or a warning if necessary.

Should the employee refuse to sign the evaluation, a witness should be brought in to confirm the refusal, a written note should be made on the evaluation, and the supervisor completes the form with his/her signature.

C. FOLLOW-UP

6. PROVIDE NECESSARY TRAINING

To improve on any weak areas indicated

7. CHECK ON EMPLOYEE PROGRESS TOWARD GOALS PERIODICALLY

Monitor and acknowledge positive efforts; be available to respond to questions they may have about their training

8. KEEP EMPLOYEES INFORMED

You are the bearer and enforcer of the performance standard and must keep it clear and before them until the goals are met.

QUESTION: WHAT DO EMPLOYEES WANT IN AN EVALUATION?



WHAT EMPLOYEES WANT IN AN APPRAISAL

In working with diverse groups, whose titles range from first-line supervisor to company president, and in some cases, people who supervise no other people at all, on a highly participative basis, the following question was posed in a survey (Laughlin, Thomas C. and Daniel Kedzie. "What Employees Want in an Appraisal," article. Best's Review. July 1971) Here are some of those employee responses:

"What would be necessary in an appraisal to make it a really helpful experience for you?"

- How am I going to be measured?
- What kinds of standards will be used to measure my worth?
- Will I have any say in them?
- Who will appraise me?
- Will there be any real two-way communication in the appraisal?
- I would like to know the appraiser's motives; what do they really intend in the appraisal process? Can I trust him or her?
- Are there any conformity limits to the interview? If so, I want to be told about them in advance?
- Are they honest in what they tell me?
- Is the person doing the appraisal listening to what I say?
- What kinds of rewards are available to me in the situation I am in? How do they know that they are the kinds of rewards that are meaningful to me? I want them to find out.
- I would prefer to have appraisal a continuous process - not just done by a schedule. Tell me the good things I do when I do them, and help me when I need help.
- Is the appraiser interested in me? I want them to be.
- Who else will see the results of the appraisal? I would like to have it treated confidentially by anyone who sees it, and the fewer the better.