

## 1 **Evaluations and Performance Review**

Good Communication

### 2 **Initial Thoughts:**

- (all the below COMMUNICATE vital information!):
  - *Give feedback frequently* (positive and corrective)
  - If you use the "[Setting the Stage: Orientation, Job Expectations and Training](#)" module upon hiring, your evaluations/performance reviews will go much more smoothly and have little or no surprises for either party. This way, *the job description, expectations, and goals were clear from the beginning; proper orientation and training occurred.*

### 3 **Initial Thoughts (cont.):**

- *Do evaluations/reviews at purposeful intervals*—especially in concert with your department's [compensation plan](#). Your student employee should have received a copy of your compensation plan in their orientation.
- *Schedule evaluations/reviews for the future* at the time the student is hired—i.e. place them on your MS Outlook calendar.

### 4 **Uses/Goals of a Performance Appraisal/Evaluation**

- (Adapted from "Supervising Student Employees in Academic Libraries" by David A. Baldwin):
  - Should be a constructive experience for you and your student employees.
  - Measurement of how well your student employee is doing their job.
  - To encourage good performance and discourage bad performance.
  - To satisfy employee's curiosity on how they are doing.
  - To provide a foundation for later judgments on pay, transfers, promotions, terminations and non-renewals.
  - More Uses: counseling, training, motivation, clarification, ongoing communication.

### 5 **Reasons Disciplinary & Performance Problems Occur: "Knowledge"**

- (Adapted from "Think Like a Manager" by Roger Fritz and various seminars):
  - Do they know they should do it?
  - Do they know how to do it? (Has the orientation and training occurred and have they been "certified proficient" in the required task.)
  - They think they are doing it.
  - They think their way is better.
  - They think your way will not work.

### 6 **Reasons Disciplinary & Performance Problems Occur: "Obstacles to Specified Duties"**

- Excessive interruptions.
- Constant reassignment of tasks and priorities.
- Obstacles exist that exceed their control.
- Not allowed the time or resources needed for the task.

### 7 **Reasons Disciplinary & Performance Problems Occur: "Attitude and/or Motivation"**

- They are not rewarded for doing the task(s).
- They are punished for doing the task(s).
- There are no negative consequences for poor performance.
- There is no positive outcome for doing the task(s).
- Other priorities? They think something else is more important.
- They anticipate negative consequences.









### 8 **Reasons Disciplinary and Performance Problems Occur: "Aptitude/Skills"**

- If they have truly been well orientated and trained, and their attitude is good, and they are not being excessively interfered with...perhaps this job/set of duties does not draw on their work strengths...i.e. Michael Jordan playing professional baseball vs. professional basketball.

### 9 **Sequence of Activity for Performance Appraisals**

- Big Picture (Adapted from "Supervising Student Employees in Academic Libraries" by David A. Baldwin for slides 9-14):
  - Set performance standards.
  - Communicate these standards.
  - Observe/assess the work being done and collect "data".
  - Have employees perform self-appraisals.
  - Do a supervisor's appraisal/evaluation of the student's job performance.
  - Present the [appraisal/evaluation](#) & give a response.

### 10 **More Advantages and Goals of a Performance Appraisal Meeting:**

- To assure there are no misunderstandings about the ratings.
  - To allow the employee to share feelings about their performance.
  - To provide an opportunity for straightforward and honest discussion.
  - To build a better relationship between supervisor and employee.
- 11  **Performance Appraisal Meeting—Actual:**
- Schedule in advance.
  - Deliver copy to student and ask that they review it prior to your meeting.
  - Ask the employee to come prepared to discuss.
  - Make the purpose clear: “To discuss Job Performance”.
  - Provide a comfortable and confidential setting for the meeting.
  - Review Job Description, performance standards/goals and appraisal/evaluation.
  - List specific positive things to acknowledge.
- 12  **Performance Appraisal Meeting—Actual (cont.):**
- List specific “areas for improvement” to discuss/rectify.
  - Plan ahead about possible reactions and how you will handle.
  - Keep detailed list of facts supporting your appraisal.
  - Make a list of corrective actions (if needed).
  - Plan how to present and gain acceptance of corrective actions.
  - Note follow-up activity (if needed).
- 13  **Appraisal Errors:**
- Central tendency: everyone and all that they do is average.
  - Halo effect: one good aspect overcomes all other areas...
  - Harshness: all outcomes are below average—they can do nothing right!
  - Leniency: all outcomes are above average—they can do nothing wrong!
- 14  **Appraisal Errors (cont):**
- Similarity: a good evaluation comes from them being like you!
  - Recency of events: are you looking at just the last month of a 6 month evaluation period?
  - Seniority: are you treating/rating those with seniority differently than “newbies”?
  - Personal Bias (prejudice) and/or acquaintanceship.
- 15  **Tools for Addressing Performance Problems:**
- - Sample [“reprimand”/documentation letter](#) from “CU Mountain Lion Office”.
  - [Documentation Logs & Written Warning templates](#).
  - [Notice of Termination](#).
- 16  **Bottom Line:**
- \*\*\*Make expectations clear, train well, use good communication skills, provide frequent feedback—particularly regarding expectations being met or not, conduct periodic “formal” performance reviews, and be fair!\*\*\*
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  - Believe in your employees and help them to be successful! If you’ve tried everything and their job performance is still not satisfactory, “free up your employee’s future”. (document and terminate). There should be NO SURPRISES in this area.
- 17  **Final Questions:**
- - 1) Do you have any systemic errors/faults that are causing you problems?
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  - 2) Do you have to “like” someone in order for them to be a quality employee for you and your organization?
- 18  **Policies:**
- UCCS Student Employment [Termination and Discipline Policy](#)
  - UCCS Student Employee [Grievance Policy](#)