

Student name: _____ Date: _____

MODULE 16

Interpret the purpose and use of a performance evaluation and complete a self-evaluation.

Objectives:

- A. Understand purpose of performance evaluation.**
- B. Understand performance evaluation guides.**
- C. Complete a self-evaluation sheet.**
- D. Demonstrate understanding of performance evaluation process by completing short answer segment.**

MODULE 16: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is the purpose of a performance evaluation?

A performance evaluation is designed to help employees develop skills to assist the business reach its goals, and to give the employee opportunities for personal growth and job satisfaction.

What are the objectives of a performance evaluation?

- A. To build a strong communicating relationship between supervisors and employees so both participate freely in discussions of job performance, career interests, company expectations, goals and procedures.
- B. To establish specific work goals with priorities and plans for accomplishing them.
- C. To let employees know how they are meeting their responsibilities and goals and coach them on how they can improve their performance.
- D. To assist management in planning personnel moves and placements that will utilize each employee's capabilities.

E. To assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustment, promotions, disciplinary action, and training needs.

Job success depends a great deal on how your supervisor rates your performance on the job. At most companies, employees are reviewed every six months or once a year. As a co-op student you will be rated monthly or as designated by the individual program. During these reviews, employees are rated on their work and social skills as well as their attitudes towards work.

Check sheets are often used by companies to rate employee performance. Employees are rated on job factors such as attendance, accuracy or work, ability to work with others, ability to think problems through, and willingness to accept responsibility. The supervisor evaluates an employee's performance according to a rating scale such as excellent, good, fair, or poor.

The purpose of performance ratings is to help supervisors identify the weaknesses and strengths of their employees. After a performance rating, a supervisor may decide that an employee's skills would be better utilized for a different job. Therefore, the supervisor may promote the employee to another position or transfer him or her to another department. For example, after a performance rating, a supervisor may decide to promote a receptionist who has expertise working with the public to the customer service department.

As a result of the performance ratings, employees also become aware of their strengths and weaknesses. Most supervisors show workers their evaluations or review with them their past performance and future with the company. This gives employees a chance to learn how they can improve their work and become more productive employees. By improving their job performance, they will have an opportunity to receive salary increases and be considered for promotions. (J. J. Littrell, (n.d.) *From School to Work*, pp. 263-265.)

Guides for Performance Evaluations

During a performance evaluation, an employer and an employee will use the following tasks as a basis for evaluating:

1. Establish Performance Objectives -- The performance objectives include both the finished work to be produced and the skills the youth is expected to acquire during a specific period. The factors are:
 - a. Period for accomplishment
 - b. Quality of work
 - c. Quantity of work
 - d. Work competencies
 - e. Work behavior
 - f. Standards for measuring accomplishment

2. Define Performance Standards -- Performance standards may be very specific (number of boxes packed) or quite general (pleasant attitude toward customers). Set standards which progress to adult standards and which are achievable. These include:
 - a. Work and safety rules
 - b. Competencies (nature and level)
 - c. Work product (quality and quantity)
 - d. Completing work on schedule
 - e. Relationships with others
 - f. Flexibility
 - g. Adapt to change

3. Obtain Worker Agreement on Standards -- It is important that the employee accepts the standards as fair and reasonable from the beginning. This will help improve learning and performance. To gain acceptance:
 - a. Discuss performance objectives
 - b. Describe current employer standards
 - c. Present standards for next period
 - d. Encourage questions
 - e. Make changes where necessary
 - f. Be consistent
 - g. Review agreed upon standards

4. Observe Work Performance -- Observing performance and gathering evidence of knowledge, skill, ability, judgment and willingness to do the job.
 - a. Compare performance with the standards set
 - b. Work behavior compliance with work rules and expectations
 - c. Maintain quality and quantity in production
 - d. Develop relationships with others
 - e. Identify performance that is outstanding or unsatisfactory
 - f. Search for possible causes of problems
 - g. Determine how you (the employer) have affected employee's performance
 - h. Consider possible actions to improve performance

5. Evaluate Performance -- The purpose of the evaluation is to help the worker improve performance and increase learning.
 - a. Meet privately with each employee to discuss performance
 - b. Put employee at ease
 - c. State the purpose of the meeting
 - d. Review agreed upon performance objectives and standards
 - e. Describe what you have observed in terms of specific incidents. Be precise.
 - f. Try to focus on improvement, not poor performance
 - g. Listen to employee's views
 - h. Obtain agreement on facts of behavior and performance
 - i. Encourage questions and listen for problems and difficulties
 - j. Summarize areas of agreement and disagreement

6. Plan for Future On This Job -- Evaluation and review should lead to problem-solving and planning for improved performance. The plan should include assignments and training. Planning should be a joint effort.
 - a. Review employee's current status
 - b. Establish performance objectives for next period
 - c. Discuss alternate plans to achieve objectives
 - d. Agree on objectives and plan
 - e. Indicate how you will help employee carry out plan

7. Follow Through -- The evaluation process does not end with agreement on the plan. It is a continuing process. To maximize the benefits of the evaluation process:
 - a. Observe and provide feedback on very good and poor performance
 - b. Check on progress toward objectives
 - c. Demonstrate interest and willingness to help
 - d. Recognize effort and performance
 - e. Provide guidance

Self-Evaluation

By completing a self-evaluation in its entirety, the employee provides the basis for an informative discussion of how he or she views individual performance during the past appraisal period. This self-appraisal completed prior to your meeting with your supervisor should objectively reflect how you view your past performance based on the goals and objectives communicated to you during the past appraisal period. The worksheet is designed to be an aid in discussions that lead to increased activity within the company.

The following explanation of terms may be helpful to you when considering information to be put on a self-evaluation.

Key Areas of Responsibility -- Ask yourself the question, "What were my assignments during the past appraisal period?" The answer should include your major responsibilities for the past year as you understand them; e.g., the kind of work done, the number of people directly supervised, the amount of authority to make decisions, project objectives, goals, special assignments, and so on.

Principal Accomplishments -- Another question to ask is, "What did I accomplish on these assignments?" This answer should address the principal accomplishments that you associate with your key responsibilities. The list should include accomplishments related to major goals and objectives of the past appraisal period.

Importance -- Then ask yourself, "What level of importance do I place on each of these Key Areas of Responsibility?" For the principal Key Areas of Responsibility, distribute a total of 100 points, assigning the most points to the Key Areas you think were the most significant.

How Well Was This Accomplished -- Finally, ask, "How well did I do in completing my assignments during the past appraisal period?" This is your evaluation of your effectiveness in your Key Areas of Responsibility. Consider if the accomplishments came up short, were just met, or exceeded your expectations. Consideration should also be given to early completion, delays, and so on.

Note: *Review Co-op Performance Evaluation from your school.
Review Business and Industry Performance Evaluations.
Review and complete a self-evaluation with regard to your position of employment.*

DIMENSIONS SUPPLEMENT

(from Bethlehem Steel Corporation and Republic Waste Industries, Inc.)

What Are Dimensions?

Dimensions are categories of observed behaviors that are considered essential to effective job performance and results attainment. For example, a definition of the dimension Initiative is: active attempts to influence events to achieve goals. Initiative is evident when an employee seeks solutions to problems before being asked or directed. On the other hand, initiative is lacking when an employee seldom acts unless specifically directed.

Why Use Dimensions in the Performance Appraisal Process?

Dimensions are useful in that they focus on how work is done. The dimensions process will stimulate discussion on the how's. As a result, the performance appraisal process will be more comprehensive and substantive and will establish the groundwork for the constant improvement required of us all to be the best that we can be.

What Are the Dimensions Considered Essential to Effective Job Performance?

- *• **Communication -- Oral and Written** -- Effective expression of information and ideas; listening for understanding; organizing and presenting information in a clear, concise manner.
 - **Control** -- Taking action to manage and monitor performance and results of your own or delegated job assignments.
 - **Delegation** -- Utilizing employees effectively by allocating decision making and other responsibilities to the appropriate person(s) or group.
 - **Employee Development** -- Developing the skills and competencies of employees for effectiveness in current and future assignments.
 - **Initiative** -- Active attempts to influence events to achieve goals.
 - **Innovativeness/Creativity** -- Generating and/or recognizing imaginative, creative approaches to work-related situations.
- *• **Leadership/Influence** -- Use of appropriate styles and methods to guide individuals or groups toward task accomplishment.
 - **Planning and Organizing** -- Establishing a course of action for self and/or others to accomplish a specific goal.
 - **Problem Solving and Decision Making** -- A willingness and ability to analyze a situation, use good judgment in selecting a course of action, make a decision and follow it through.
 - **Professional/Technical Proficiency** -- Demonstrated level of understanding and ability to use technical/professional information applicable to the job.
- *• **Team Effectiveness** -- Individual actions which contribute to a cohesive, cooperative, and effective team.
- *• **Work Standards** -- Setting high standards of performance for self, others, and the organization.

*Target Dimensions

PERFORMANCE APPRAISAL

NAME: _____

REPORTS TO: _____

DEPARTMENT: _____

TIME IN PRESENT POSITION: _____

TITLE: _____

DATE: _____

SECTION I
PERFORMANCE ASSESSMENT

A. Brief description of job and function:

B. Summary of objectives and accomplishments:

C. Summary of objectives not met:

SECTION II
PERFORMANCE SUMMARY

INSTRUCTIONS: Rate each job function as indicated. If indicated "needs improvement," make notes in comments section of specific improvement expected and/or plans to achieve improvements. Cite examples to support ratings.

<u>NEEDS IMPROVEMENT</u>	<u>MEETS STANDARDS</u>	<u>OUTSTANDING</u>
1. SAFETY (use of personal protective equipment, housekeeping, safety record, etc.)		
_____	_____	_____
Comments: _____		
2. RELATIONSHIPS (team worker, helps others, leadership, attitude, cooperation)		
_____	_____	_____
Comments: _____		
3. ATTENDANCE (punctuality, availability, attendance record)		
_____	_____	_____
Comments: _____		
4. MOTIVATION (self-motivated, takes initiative, handles work load, time usage)		
_____	_____	_____
Comments: _____		
5. JOB SKILLS (improving, assuming responsibility, knowledgeable)		
_____	_____	_____
Comments: _____		
6. OVERALL PERFORMANCE		
_____	_____	_____
Comments: _____		

SECTION III
DISCUSSION AND FUTURE DIRECTION

A. List and discuss strengths:

B. List and discuss areas needing improvement:

C. Action plan for improvement:

D. Training plans:

E. List suggestions to improve Company efficiency, working conditions, other ideas:

F. Individual career goals for short term and long term:

Manager's/Supervisor's Signature: _____ Date: _____

* Next Performance Appraisal to be: (date) _____

Employee Comments:

Employee's Signature: _____ Date: _____

"EMPLOYEE OF THE MONTH" RATINGS
(Sample)

A. Candidate Name: _____ Department: _____

Candidate is being chosen for the month of: _____

B. Rate the above candidate in the following six categories: (on a scale of 1 to 10)

1. Performance 1 2 3 4 5 6 7 8 9 10

2. Productivity 1 2 3 4 5 6 7 8 9 10

3. Cooperation 1 2 3 4 5 6 7 8 9 10

4. Safety 1 2 3 4 5 6 7 8 9 10

5. Housekeeping 1 2 3 4 5 6 7 8 9 10

6. Dependability 1 2 3 4 5 6 7 8 9 10

C. How has the candidate demonstrated above-average work in the last 30 days? Explain:

D. How has the candidate saved (OUR COMPANY) a substantial amount of money or time?
Explain:

E. Has the candidate submitted a constructive suggestion to save (OUR COMPANY) time or money?
Explain:

F. Has the candidate positively promoted (OUR COMPANY'S) ideals and goals? Explain:

G. Other: Explain:

Submitted by: _____ Date: _____

Note: The same individual cannot be the "Employee of the Month" two months in a row.

CO-OP RATING SHEET *

Due Date _____ Month _____
 Student _____ Type of Work _____
 Employer _____ Rated By _____
 Course _____ Instructor _____

To be filled out by the immediate supervisor or department head as assigned. On the basis of your personal contact with this employee, your opinion of the employee's job performance is requested. Please evaluate by checking the square that best describes the employees' performance.

	F Unsatisfactory	D	C Satisfactory	B	A Excellent
JOB KNOWLEDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consider the employee's fundamental understanding of basic techniques and procedures relating to position.</i>	<i>Does not have enough understanding to handle present work properly.</i>		<i>Adequately informed on all aspects of job.</i>		<i>Well informed in this and has good knowledge of related jobs.</i>
WORK OUTPUT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consider the volume of work consistently done in relation to the volume required for fully proficient performance of the job.</i>	<i>Work output consistently falls below the daily requirements of job.</i>		<i>Work output is consistently good.</i>		<i>Work output is generally above the standard requirements of job.</i>
QUALITY OF WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Disregard volume. Consider accuracy, thoroughness, and related characteristics of work.</i>	<i>Careless. Time required for revisions noted to be excessive.</i>		<i>Does a good job. Seldom has errors. Checks quality frequently.</i>		<i>All work performed is accurate and thorough. Catches errors in the work of others, & good knowledge of related jobs.</i>
JUDGEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consider the ability to think through a problem, select pertinent factors and arrive at a sound decision.</i>	<i>Jumps to conclusions. Judgement is not dependable.</i>		<i>Judgement is usually dependable.</i>		<i>Sound judgement. Decisions always based on thorough analysis.</i>
RELIABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consider the ability to think assumed by employee for their own action.</i>	<i>Can rarely be counted on to carry out work as directed.</i>		<i>Generally can be relied upon.</i>		<i>Never any doubt about carrying out duties with minimum supervision.</i>
COOPERATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consider employee's attitude toward work, associates, company, and its effect on others.</i>	<i>Shows reluctance to cooperate. Constant friction with others. Antagonistic.</i>		<i>Gets along well with associates. Meets others halfway.</i>		<i>Good team worker. Always helpful. Goes out of way to cooperate.</i>

Please write additional comments on the back.

*(from Bethlehem Area Vocational-Technical School)

**COOPERATIVE EDUCATION PROGRAM
STUDENT GRADE REPORT ***

Date _____ Employer/Training Agency _____

Student's Name _____ Training Supervisor _____

Observation Criteria	Unsatisfactory	Below Average	Average	Very Good	Superior	Performance Points**
	0	1	2	3	4	
1. Personal Appearance						
2. Initiative						
3. Attendance & Punctuality						
4. Dependability & Organization						
5. Interpersonal Relationships						
6. Job Knowledge						
7. Sense of Responsibility						
8. Attitude & Cooperation						
9. Quality of Work						
10. Quantity of Work						

0 = F
1 = D
2 = C
3 = B
4 = A

TOTAL POINTS: _____

**** PLEASE NOTE:** Less than average performance (20 points/2.0) will require a conference with the student, parent, coordinator and instructor.

COMMENTS:

Training Supervisor's Signature _____ Date: _____

**(from Bucks County Technical High School)*

**COOPERATIVE EDUCATION PROGRAM
TIME REPORT ***

Student's Name _____ Student Co-op # _____

Employer _____ Today's Date _____

Student's Supervisor _____ Current Hourly Wage \$ _____

Student's Job Title _____ Employer's Designee Signature _____

FIRST SESSION WEEK

Day	Date	Time Started	Time Finished	Daily Total Hours		
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>WEEKLY TOTALS:</i>						
Total Hours	Gross Wages (Before deductions)	Soc. Sec. Tax	Fed. Inc. Tax	PA Inc. Tax	Other	Net Take-Home Pay

SECOND SESSION WEEK

Day	Date	Time Started	Time Finished	Daily Total Hours		
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>WEEKLY TOTALS:</i>						
Total Hours	Gross Wages (Before deductions)	Soc. Sec. Tax	Fed. Inc. Tax	PA Inc. Tax	Other	Net Take-Home Pay

**(from Bucks County Technical High School)*

SELF-APPRAISAL WORKSHEET

Key Areas of Responsibility	Principal Accomplishments	Weight*	How Well Was This Accomplished?

* Distribute 100 points among your Key Areas of Responsibility to indicate their relative importance.

Answer the following questions:

1. What criteria did you use in distributing those points?

2. With whom do you suggest your supervisor talk in order to gain a balanced picture of your performance?

Summary

Reasons for having a formal evaluation program are:

1. It provides a regular period for reviewing work-related behavior. Discussion of past deficiencies can lead to corrections and improved performance; discussions of areas in which employees showed proficiency can reinforce these areas and help motivate them. Good counseling and coaching can give the employees recognition for past work and help them focus on future improvements.
2. A formal evaluation program provides helpful data for promotion decisions. It makes the evaluation process more objective and makes it easier to compare one employee with another.
3. The performance appraisal is also the basis of salary or wage adjustments, bonuses and other financial rewards. However, many companies have found that by discussing salary at the time of the review, it takes away the emphasis from improving performance and goal setting, which is the major reason for the appraisal.

To overcome this, they separate the discussion of performance and goals from that of salary. The first meeting concentrates on discussing the past year's activities and on what the employee can do to be more effective next year. A second meeting is held and improvements in performance since the earlier meeting are taken into consideration in determining the raises or bonuses. (Dale Carnegie & Associates, Inc., Managing Through People, pp. 241-242.)

MODULE 16: STUDENT ACTIVITIES

TO THE STUDENT: Answer the following questions:

1. Define the driving force of a performance evaluation.
2. Define the purpose of a self-evaluation.
3. Describe why good communication is a necessary function of a performance evaluation.
4. List five items on which employees are evaluated and explain in your own words why they are important.
5. Write a descriptive essay describing two of your strengths and two of your weaknesses that your supervisor might identify.
6. Describe the benefits you see in completing a self-evaluation prior to a performance evaluation with your supervisor.
7. Considering your answers to questions 5, 6, and 7, would you like your salary adjustments to occur at the time of your performance evaluation?

MODULE 16: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Career Education and Work****13.3.11. Career Retention (Keeping a Job)**

- A. Analyze work habits needed to advance within a career.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Secretary's Commission on Achieving Necessary Skills (SCANS)

PERSONAL QUALITIES

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.