



Lane Public Library Performance Appraisal

Appraisal Score

Overall Score: / 5.0

Name: **Title:**
Dept: **Hire Date:** 
Last Appraisal Date:  **Last Appraisal Score:**

Date: 

Supervisor Name:

Objectives

The performance evaluation and merit pay system are designed to:

- Continuously improve individual staff performance through coaching and training. While the formal performance evaluation occurs once a year, on-going, day-to-day performance assessment, coaching and training are primary responsibilities of the supervisor. The annual evaluation should not come as a surprise to the employee if on-going communication and coaching have occurred.
- Continuously improve performance outcomes for patrons by focusing on and rewarding appropriate behaviors.

The Evaluation Process

- An Explanation of Score is required for each factor rating. It's important to understand the reasoning behind the rating as we strive for consistency across evaluators and departments and look for organization-wide training and development opportunities.
- The Overall Rating is computed by multiplying each rating times the weight and adding the results.
- The Staff Code factor is not figured into the overall rating, but an effective rating on Staff Code is required for merit pay eligibility.
- The New Goals section of the evaluation is extremely important in that it is the blueprint for the employee's future improvement efforts. The Goals and Objectives chosen should correlate with the employee's lowest rated performance factors. A minimum of 1 (one) and a maximum of 3 (three)

improvement areas should be chosen and the improvement plans should be as relevant and specific as possible. New Goals are determined by the supervisor prior to meeting with the employee to review the evaluation.

If, after discussion, the employee and supervisor cannot agree on one or more points in the evaluation, the employee should state his/her concerns in writing. The entire evaluation, including any supplementary documentation, will be thoroughly reviewed by administration and maintained in the employee file.

The Rating Levels

(5) Superior Performance: Performance is consistently exemplary by a significant degree.

(4) Strong Performance: Performance is continually strong and frequently goes beyond what is expected.

(3) Meets Expectations: Performance consistently meets the requirements of the position, and the employee performs at the level expected.

(2) Needs Improvement: Performance occasionally falls below what is required of the position, and the individual needs to improve in specified areas.

(1) Unsatisfactory Performance: Performance is unacceptable. Immediate and sustained improvement is mandatory.

The Evaluation Form

Examples are given of factors that are being measured. **Read all of the examples in a competency section *before* deliberating on the rating and determining the overall performance level of each section.** The examples are not intended to be all-inclusive, and you will find that not every factor will apply to each person. You will need to consider the context of the specific job being performed and judge the specific behaviors exhibited, using the examples as benchmarks.

Most employees will exhibit behaviors from more than one rating level. For example, they may exhibit one or two factors from the “(5) Superior Performance” level although a majority of their behavior falls under the “(3) Meets Expectations” level. When this occurs, they could be given a “(4) Strong Performance” rating, which falls between “(3) Meets Expectations” and “(5) Superior Performance.”

A converse example is where an employee is failing at many things but shows the ability to do one thing really well. In this case, an “(1) Unsatisfactory Performance” or possibly a “(2) Needs Improvement” might be applied depending on the severity of the ineffective behaviors or the value of the strong behaviors.

If an evaluator is having difficulty making a determination between two ratings (for example: 2 and 3, or 3 and 4), the following determinations are recommended:

- If an employee is exhibiting a majority of behaviors from the lower rating, the lower of the two ratings should be given.
- If an employee is averaging between the two ratings - exhibiting behaviors equally from each level, then they should be given the lower of the two ratings.
- If the employee is performing a majority of behaviors from the higher rating, then the employee should be given the higher of the two ratings.

When an employee exhibits behaviors from the lower rating, whether by majority or on average, giving the lower rating provides a more realistic performance assessment. The supervisor may use those areas where the employee is performing at the lower rating to identify specific goals and areas for improvement in the coming year.

As you can see, even with a numerical rating system, supervisory judgment and discretion is not eliminated but rather tempered by the requirement for anecdotal evidence and a logical explanation for the overall rating.

A self-evaluation and input from peers and internal customers will be solicited and reviewed by the supervisor prior to preparation of the final evaluation.

(100%)

1. Adaptability

(15%)

SUPERIOR: Initiates or promotes positive/necessary change. Welcomes new situations positively and as a challenge. Eager to learn and try new things. Develops and champions new ideas, concepts and methods. Anticipates the need for change and is instrumental in implementation. Keeps trying despite setbacks. Helps co-workers embrace change.

SUPERVISORS ONLY: Designs effective methods and processes that make transitions easy. Keeps staff focused on the big picture or end goal. Is alert to improvement opportunities. Takes advantage of new technologies and processes. Develops contingency plans whenever feasible.

MEETS EXPECTATIONS: Accepts and supports change. Understands that change and modifications of work methods or procedures may be necessary. Adapts to changes. Can let go of the old and comfortable. Willing to accept new duties or procedures. Can deal with ambiguous situations and uncertainty. Remains productive and effective while adapting and learning.

SUPERVISORS ONLY: Prepares staff in advance of changes. Adjusts to unexpected obstacles. Accommodates changes in other parts of the organization. Focuses on the practical. Designs new methods to improve efficiency and effectiveness.

UNSATISFACTORY: Blocks or resists necessary change. Resists change and cannot adjust from one job, role or situation to another. Hangs on to the traditional in

the face of a new, better alternative. Is rigid. Values process over performance. Believes there is only one way to do something. Won't consider new ideas that could improve efficiency and effectiveness.

SUPERVISORS ONLY: Makes changes too abruptly or frequently without thinking through the alternatives or consequences. Fails to prepare staff for change. Doesn't allow for an adjustment period.

- (5) Superior Performance
- (4) Strong Performance
- (3) Meets Expectations
- (2) Needs Improvement
- (1) Unsatisfactory Performance

Self:	N/A
Explanation of Score:	






2. Customer Service

(30%)

SUPERIOR: Pro-actively serves the customer. Is exceptionally thorough. Always follows up. Is a role-model. Resolves issues independently. Creatively solves problems. Anticipates needs and acts to prevent problems. Promotes the library. Publicizes collections, services and events. Effectively represents the library in the community.

SUPERVISORS ONLY: Continually trains and coaches on excellent customer service skills. Promotes an attitude of positive customer service by example. Embodies a strong work ethic.

MEETS EXPECTATIONS: Is responsive to customer needs. Is approachable. Always greets with a smile. Has a pleasant tone of voice and attitude. Makes eye contact. Treats customers as the top priority. Delivers timely service. Is respectful. Is tactful and diplomatic. Maintains confidentiality. Treats all fairly. Responds appropriately to problems. Asks for supervisor's advice and help when needed. Always reports difficult situations. Follows policy.

SUPERVISORS ONLY: Strives for performance that meets customer expectations.

Oversees relevant, high quality collections, services or programs. Ensures coverage and efficient workflow through scheduling. Is available and approachable. Intervenes effectively to solve problems.

UNSATISFACTORY: Neglects customer needs. Considers tasks more important than customers. Neglects or ignores the customer. Avoids accountability. Passes the buck. Avoids customer interaction. Is tactless and undiplomatic. Violates confidentiality. Is inconsistent. Doesn't follow through. Plays favorites or holds grudges. Makes repeated errors and fails to learn from mistakes. Gives incorrect or incomplete information.

SUPERVISORS ONLY: Fails to solve problems in a timely manner. Is not available when needed. Does not respond to complaints or follow up. Fails to address poor customer service.

- (5) Superior Performance
- (4) Strong Performance
- (3) Meets Expectations
- (2) Needs Improvement
- (1) Unsatisfactory Performance

Self:	N/A
Explanation of Score:	






3. Communication

(15%)

SUPERIOR: Is an exceptional communicator. Exceptional writing or speaking skills. Explains things fully and clearly. Is precise and concise; informative and engaging. Initiates and facilitates discussions. Adept at negotiating, persuading and explaining. Tailors the message to the audience. Effectively confronts and delivers negative or controversial information without damaging relationships.

SUPERVISORS ONLY: Aware of staff interpersonal dynamics and intervenes or clears the air when necessary. Solicits input from community and staff and integrates into plans and goals when appropriate and feasible.

MEETS EXPECTATIONS: Is a skillful communicator. Has good listening skills.

Asks clarifying questions. Seeks first to understand, then to be understood. Writes and speaks clearly and succinctly. Exhibits appropriate nonverbal cues. Checks email/staff Intranet/Lane Web site/voice mail regularly. Answers messages in a timely manner. Keeps people informed. Supports open communication.

SUPERVISORS ONLY: Maintains an open line of communication. Holds regular meetings/interactions. Promptly communicates pertinent information. Listens to and considers input from community/staff. Provides regular feedback (both praise & constructive criticism).

UNSATISFACTORY: Lacks necessary skills or focus. Poorly articulates or has trouble with grammar, spelling or punctuation. Listens poorly. Treats communication as a one-way process. May try to dominate conversations, rambles or engages in monologues. Fails to check or return emails or phone messages promptly. Doesn't pass along information. Uses information as power. Blames others. Makes excuses.

SUPERVISORS ONLY: Fails to regularly interact with staff or share needed information. Delivers only negative feedback or doesn't provide regular feedback at all. Is not approachable or available when needed. Leaves staff uncertain. Ignores input from community/staff.

- (5) Superior Performance
- (4) Strong Performance
- (3) Meets Expectations
- (2) Needs Improvement
- (1) Unsatisfactory Performance

Self:	N/A
Explanation of Score:	

4. Teamwork

(15%)

SUPERIOR: Leads and facilitates. Acknowledges and celebrates the successes of others. Helps to resolve conflicts. Solves problems. Effectively leads when called upon. Effectively participates in and contributes to committees and task forces. Contributes to good morale by always being positive and supportive of others.

SUPERVISORS ONLY: Is skilled at group facilitation. Usually leads a group to a

consensus decision. Coaches and develops a cohesive team. Provides and encourages learning opportunities.

MEETS EXPECTATIONS: Works effectively in group settings. Can be relied upon to help. Pitches in before being asked. Knows when to involve supervisor and ask for help. Keeps others informed of progress. Respects the roles and viewpoints of others. Accepts feedback in a positive manner. Understands the need for compromise. Works within the job description. Respects boundaries.

SUPERVISORS ONLY: Sets clear goals and objectives. Unambiguously defines roles and expectations. Negotiates and compromises when necessary. Distributes work fairly.

UNSATISFACTORY: Doesn't collaborate. Doesn't trust collaborative effort. Tries to do it all him/herself. Avoids necessary interaction with others. Has difficulty with diverse working and thinking styles. Is overly competitive or values friendship over results. Creates conflict or avoids even productive disagreements. Covers for others rather than trying to solve problems. Has an "it's not in my job description" attitude.

SUPERVISORS ONLY: Manages individuals but not groups. Can't coordinate a cohesive unit. Is unclear regarding goals, expectations or staff roles. Leaves people confused. Ignores conflict. Manages with excessive control. Doesn't delegate or over-delegates.

- (5) Superior Performance
- (4) Strong Performance
- (3) Meets Expectations
- (2) Needs Improvement
- (1) Unsatisfactory Performance

Self:	N/A
Explanation of Score:	






5. Knowledge, Proficiency and Results

(25%)

SUPERIOR: Accomplishes more than most. Delivers superior results.Expertly

performs tasks/transactions. Trains/advises other staff. Plans ahead; rarely caught off-guard and unprepared. Knows/explains the underlying reasons for policies & procedures. Refines/improves processes. Consistently maintains quality & productivity at the highest level. Adept at using current technologies & training others in same. Eager to learn about/receive training in new technologies & train others.

SUPERVISORS ONLY: Outstanding coach & mentor. Shares expert advice. Follows through on evaluations throughout the year. Supports efforts to achieve performance goals and development plans.

MEETS EXPECTATIONS: Meets quantity & quality expectations. Proficient at job tasks. Assists with searches/holds/other relevant transactions. Works w/ minimal supervision and w/o being prompted. Organized/efficient. Sets appropriate priorities. Understands policies/procedures. Can answer most questions. Quantity/quality are at expected levels. Accurate, thorough, consistent. Meets deadlines. Uses current technologies.

SUPERVISORS ONLY: Able to transfer knowledge/skills to others. Creates effective training programs. Diligent & timely in conducting evaluations. Quickly confronts/resolves performance problems. Praises as well as constructively critiques.

UNSATISFACTORY: Quantity or quality of work is sub-standard. Doesn't know the collection/library services/roles. Requires frequent supervision or prompting or over-steps boundaries. Disorganized; fails to plan. Doesn't work on the most important things first. Lacks proficiency or knowledge. Misinterprets or misapplies policies. Is uninterested in or reluctant to attend training.

SUPERVISORS ONLY: Neglects training. Doesn't coach or mentor. Talks about performance only once a year. Is late or careless w/ evaluations. Doesn't provide constructive feedback. Ignores or hides performance problems.

- (5) Superior Performance
- (4) Strong Performance
- (3) Meets Expectations
- (2) Needs Improvement
- (1) Unsatisfactory Performance

Self:	N/A
Explanation of Score:	

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Score: / 5.0 (0%)

Staff Code

(0%)

EFFECTIVE: Follows Lane Staff Code. Is rarely tardy. Absences are always justified. Gives advance notice for vacation and personal leave. Is flexible with vacation and personal leave. Shows concern for maintaining coverage and accommodating needs and schedules of others. Wears name tag and is appropriately dressed.

SUPERVISORS ONLY: Ensures that coverage is maintained, and that schedules are on time and correct. Maintains etime to meet desired standards.

INEFFECTIVE: Violates Lane Staff Code. Is frequently absent or tardy, with little or no explanation. Consistently abuses work breaks. Schedules time off at the last minute. Abuses sick leave policy. Has to be reminded frequently to wear name tag and to follow the dress code.

SUPERVISORS ONLY: Schedules are late and/or incorrect. Fails to input etime in a timely manner or must be reminded to complete etime. Abuses the comp leave policy.

- Effective
- Ineffective

Explanation of Score:	
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Additional Questions

What are your achievements during this evaluation period?

What problems or concerns do you have regarding your current position?

What changes would you like to see for yourself, the department/branch, or the library in general?

Comments



Overall Score

Score: / 5.0 (100%)

NEW GOALS

What goals do you see for yourself and your position for the coming year? Please list a minimum of one goal. Consult the list of *System Goals* if needed. The goals found there can be copied directly as they appear, or used as a guide in the creation of your unique goals.

New Goals chosen by the employee will be taken into consideration by the Supervisor when determining the final, assigned goals.

New Goals

Self: N/A

Goal

%



Start:

Due:

Signatures

Employee _____ Date: _____

Supervisor _____ Date: _____