Keeping it Fair: 
Using Rubrics in Hiring and Evaluations

Sian Brannon, Assistant Dean for Collection Management

Julie Leuzinger, Eagle Commons Library, Department Head
What we’ll cover

- Rubric construction
- Rubric Examples
- Use of Rubrics in Hiring
- Use of Rubrics in Evaluations
Rubrics 101

- **Matrix**: ordered display of expressions arranged with rows and columns that have an underlying action associated.

- **Rubric**: matrix containing expressions to aid in the delineation of expectations for performance related to specific criteria.
Rubrics - Hiring

- Reflect
- List
- Define
- Instruct
Rubrics – Evaluating

- Review
- List
- Describe
- Communicate
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEAS</td>
<td>Few/No details</td>
<td>Some details — need more</td>
<td>Lots of interesting details</td>
</tr>
<tr>
<td></td>
<td>Writer doesn’t know much about topic</td>
<td>Writer knows a little about topic</td>
<td>Writer sounds like an expert on topic</td>
</tr>
<tr>
<td>ORG.</td>
<td>Order does NOT make sense</td>
<td>Some ideas out of order</td>
<td>Order makes sense — easy to follow</td>
</tr>
<tr>
<td></td>
<td>Middle only</td>
<td>BM — no end</td>
<td>BME — all 3!</td>
</tr>
<tr>
<td>VOICE</td>
<td>Reader is bored.</td>
<td>Some boring parts — some interesting parts</td>
<td>Reader enjoyed the whole thing</td>
</tr>
<tr>
<td>WORD CHOICE</td>
<td>All R.I.P. Words</td>
<td>Some R.I.P. &amp; some “wow” words</td>
<td>Tons of “wow” words</td>
</tr>
<tr>
<td>SENT. FLUENCY</td>
<td>Sentences all sound same</td>
<td>Most of the sent. sound the same</td>
<td>Different types of sentences</td>
</tr>
<tr>
<td>CONV.</td>
<td>Tons of mistakes</td>
<td>Many mistakes</td>
<td>Few/No mistakes</td>
</tr>
</tbody>
</table>
### Writing Rubric

<table>
<thead>
<tr>
<th>No Color</th>
<th>Some Color</th>
<th>Many Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Details</td>
<td>Some Details</td>
<td>Many Details</td>
</tr>
</tbody>
</table>

**Picture has lots of color and details. Picture tells a story.**

**One sunny day I played outside all day. I pretended a tree was my tall. It was fun!**

**Story uses describing words. Story has details.**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Still Developing</th>
<th>Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>No letters</td>
<td>Letter Strings Random Words Some Labels</td>
<td>Looks Like Sentences Uses Word Wall Words Use Details</td>
</tr>
</tbody>
</table>

*UNT*

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A green light to greatness:
Use of Rubrics for Hiring Employees
Why use Rubrics in Hiring Decisions?

- Keeping Human Resources Happy!
- Easier for Supervisor/Search Committee
- Clear Performance Expectations
The Search Begins…

1. Vacant position
   - Dean approves filling it?
     - Yes: Form search committee
     - No: Oh, well.

2. Form search committee
   - Write job description
     - Does Dean approve?
       - Yes: Post job
       - No: Does Provost approve?
         - Yes: Does Equity and Diversity Office approve?
           - Yes: Post job
           - No: No, well.
         - No: No, well.

A green light to greatness.
Application review begins

Create rubric for reviewing applicants

Train search committee in use of rubric

Use rubric to narrow pool for telephone interviews

Interviews

Use rubric to narrow pool for on-campus interviews

On-campus interviews

Recommendation

Make recommendation to Dean
POLL QUESTION

Is your hiring process:

Easier than what I’ve described?

About the same as what I’ve described?

Even harder than what I’ve described?
Use of Rubrics in the Hiring Process

- Applications
- Interviews
BAD RUBRIC

• Did they turn in the materials?
• Do I like them?
• Did they spell everything right?
• Did they look nice?
• Did they smell nice?
• Did they meet the minimum qualifications?
## Minimum qualifications

<table>
<thead>
<tr>
<th>References?</th>
<th>MLS/MSIS from ALA accredited program</th>
<th>Supervisory experience (staff, students, or interns)</th>
<th>Metadata descriptor experience</th>
<th>Familiarity in acquiring, editing, and loading files of vendor-supplied bib records</th>
<th>Demonstrated proficiency in written and oral communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3? Yes or no?</td>
<td>yes or no?</td>
<td>should be stated in resume or cover letter: indicate yes or no; add notes about detail</td>
<td>should be stated in resume or cover letter: indicate yes or no; add notes about detail</td>
<td>should be stated in resume or cover letter: indicate yes or no; add notes about detail</td>
<td>glean this from resume and cover letter. Pay attention to grammar, spelling, punctuation. Consistency of tense.</td>
</tr>
</tbody>
</table>

A green light to greatness.
### Preferred qualifications

<table>
<thead>
<tr>
<th>Knowledge of current issues and principles regarding RDA</th>
<th>Familiarity with OCLC Connexion</th>
<th>Evidence of publishing and/or participation appropriate to the level of appointment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>should be stated in resume or cover letter: indicate yes or no; add notes about detail</td>
<td>should be stated in resume or cover letter: indicate yes or no; add notes about detail</td>
<td>this is an assistant librarian level - none is expected; indicate how much, or stated intent to participate</td>
<td>write any observations from cover letter, resume, or application here</td>
</tr>
</tbody>
</table>
GOOD HIRING RUBRIC

Should have acceptable levels of compliance

• What metadata descriptor experience is appropriate?
  • Acceptable: knowledge of 1 schema, 1 year experience
  • Not acceptable: no experience stated

• Familiarity with III Sierra
  • Desired: back up system-administrator or 3+ years experience
  • Acceptable: 1+ years experience
  • Not acceptable: no experience
You’ve read the apps…

And evaluated with a rubric

Now it’s time to interview…
BAD INTERVIEW RUBRIC

• What did you think were the strengths of the candidate?
• What were the weaknesses?
• Any other comments?
## Other Examples

<table>
<thead>
<tr>
<th>Skills</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Typing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recordkeeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral &amp; Written Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Contact</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Hiring Examples

**Supervision**
Can effectively direct actions of others, assess workload needs, maintain constructive work environment, resolve conflicts or problems.

**Communication/Interpersonal**
Effectiveness: Expresses ideas clearly, concisely, and logically; is able to gain acceptance for own ideas; perceives and reacts sensitively to the needs and actions of others; can relate to diverse people including faculty, students and people of varied ethnic backgrounds.
Other Hiring Examples

**Flexibility**
Can vary behavior according to the situation, successfully with stress, reassess priorities and come up with new ideas when needed.

**Problem Solving**
Can troubleshoot organizational problems; identify correctly and respond appropriately to key people and key issues; define problems and identify central issues; sort out and weigh consequences of alternatives.
# GOOD INTERVIEW RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Written Communication</th>
<th>Critical Thinking Ability</th>
<th>Leadership Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Super</strong></td>
<td>clear, coherent, imaginative, concise, intelligent, free of errors</td>
<td>consistently fair minded, ethical, justifies assumptions and reasons, discusses alternate points of view</td>
<td>has point of view, confidence, engages reader, shows maturity, recognizes benefits of teams, demonstrates trustworthiness</td>
</tr>
<tr>
<td><strong>Mid-level</strong></td>
<td>weak structure, predictable results, basic</td>
<td>makes connections in limited way, includes evidence of interpretation or prediction</td>
<td>has personal voice, mentions goals, but lack of depth regarding leadership, seems fair</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>poorly written, spelling and grammar errors, sloppy, plagiarism</td>
<td>lacks careful thought, weak or unsupported arguments, shows close-mindedness</td>
<td>no understanding of leadership or demonstration of potential</td>
</tr>
</tbody>
</table>

A green light to greatness:
<table>
<thead>
<tr>
<th>Level</th>
<th>Appreciation of Diversity</th>
<th>Forward Thinking/Vision Ability</th>
<th>Commitment to Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Super</strong></td>
<td>clear connection to adding to and affirming diversity</td>
<td>originality, shows innovative thinking, grasp of future</td>
<td>ambition, recognition of current events/issues, evidence of professional development/contributions</td>
</tr>
<tr>
<td><strong>Mid-level</strong></td>
<td>acknowledges diversity, interaction with others</td>
<td>is realistic in goals and ideas, maybe simplistic</td>
<td>able to place themselves in organization</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>no clear opinion or vision of diversity</td>
<td>no concept of future or thoughts beyond here and now</td>
<td>demonstrates little to no commitment to profession</td>
</tr>
</tbody>
</table>
You’ve hired them…

Now…

Should you fire them???
Why use Rubrics in Performance Evaluations?

• Keeping Human Resources Happy!
• Easier for Supervisor
• Better for Staff
• Clear Performance Expectations
POLL QUESTION

Evaluation time:

- Once per year?
- Twice per year?
- More frequently?
- No formal review process?
Unclear Performance Expectations

Performance Review

• Use a current job description (job descriptions are available on the HR web page).

• Rate the person's level of performance, using the definitions below.

• Review with employee each performance factor used to evaluate his/her work performance.

• Give an overall rating in the space provided, using the definitions below as a guide.
Unclear Performance Expectations

Performance Rating Definitions

The following ratings must be used to ensure commonality of language and consistency on overall ratings: (There should be supporting comments to justify ratings of “Outstanding” “Below Expectations, and “Unsatisfactory”)

- **Outstanding**: Performance is consistently superior
- **Exceeds Expectations**: Performance is routinely above job requirements
- **Meets Expectations**: Performance is regularly competent and dependable
- **Below Expectations**: Performance fails to meet job requirements on a frequent basis
- **Unsatisfactory**: Performance is consistently unacceptable
## Unclear Performance Expectations

### Performance Factors (use job description as basis of this evaluation)

<table>
<thead>
<tr>
<th>Administration</th>
<th>Outstanding</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Work</td>
<td>Outstanding</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Below Expectations</td>
<td>Unsatisfactory</td>
<td>NA</td>
</tr>
<tr>
<td>Communication</td>
<td>Outstanding</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Below Expectations</td>
<td>Unsatisfactory</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Administration** - Measures effectiveness in planning, organizing and efficiently handling activities and eliminating unnecessary activities.

**Knowledge of Work** - Consider employee's skill level, knowledge and understanding of all phases of the job and those requiring improved skills and/or experience.

**Communication** - Measures effectiveness in listening to others, expressing ideas, both orally and in writing and providing relevant and timely information to management, co-workers, subordinates and customers.
## Clearer Performance Expectations

<table>
<thead>
<tr>
<th>3.1 It is the responsibility of the librarian to teach information literacy and literature appreciation.</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Librarian discourages use of the library when the facility is not being used for classes.</td>
<td>□ Librarian occasionally encourages use of the library when not in use for classes.</td>
<td>□ Librarian encourages use of library when not in use for classes.</td>
<td>□ Librarian consistently facilitates use of library when not in use for classes.</td>
<td>□ Librarian actively promotes and facilitates use of library when not in use for classes.</td>
<td>□ Librarian collaborates with teachers to teach information literacy and research skills to accomplish shared goals.</td>
</tr>
<tr>
<td>□ Librarian does not teach information literacy skills.</td>
<td>□ Librarian occasionally teaches information literacy skills.</td>
<td>□ Librarian teaches information literacy skills.</td>
<td>□ Librarian provides information literacy skills to all students.</td>
<td>□ Librarian uses technology to enrich student learning opportunities, access current trends, organize and maintain information, and facilitate communication.</td>
<td>□ Librarian uses a variety of techniques and activities to promote individual and schoolwide literacy; students are actively engaged in learning or literacy activities.</td>
</tr>
<tr>
<td>□ Librarian makes little, if any, use of technology.</td>
<td>□ Librarian occasionally uses technology.</td>
<td>□ Librarian is able to use technology to enhance student learning.</td>
<td>□ Librarian consistently uses technology to enhance student learning.</td>
<td>□ Librarian uses technology to enrich student learning opportunities, access current trends, organize and maintain information, and facilitate communication.</td>
<td>□ Librarian uses a variety of techniques and activities to promote individual and schoolwide literacy; students are actively engaged in learning or literacy activities.</td>
</tr>
<tr>
<td>□ Librarian does not promote literacy.</td>
<td>□ Librarian occasionally promotes literacy.</td>
<td>□ Librarian promotes literacy as a school-wide goal.</td>
<td>□ Librarian consistently promotes literacy in a variety of ways.</td>
<td>□ Librarian actively promotes literacy in a variety of ways.</td>
<td>□ Librarian uses a variety of techniques and activities to promote individual and schoolwide literacy; students are actively engaged in learning or literacy activities.</td>
</tr>
</tbody>
</table>
# Clearer Performance Expectations

## Summative Rating Form for Librarian

(Note: If librarian administration time is scheduled for other duties, then Domains 2, 4, and 5 should not be evaluated.)

<table>
<thead>
<tr>
<th>Domain 1: Professional Knowledge</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 It is the responsibility of the librarian to continue to grow in competence in his or her role as librarian.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: Library Management &amp; Organizational Skills</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 It is the responsibility of the librarian to establish and maintain an organized educational environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Working Effectively with Students.</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 It is the responsibility of the librarian to teach information literacy and literature appreciation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Working Effectively with Colleagues.</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 It is the responsibility of the librarian to maintain positive working relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Excellent Rating 4</td>
<td>Good Rating 3</td>
<td>Fair Rating 2</td>
<td>Needs Additional Training Rating 1</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Trainer is able to verbally express thoughts clearly, articulately and coherently, avoiding vagueness and ambiguity.</td>
<td>Trainer usually expresses thoughts clearly, articulately, and in a poised manner.</td>
<td>Trainer usually does not express ideas clearly and articulately.</td>
<td>Trainer uses improper language, tone, and/or manner of speaking.</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Trainer makes eye contact with all participants.</td>
<td>Trainer makes eye contact most of the time.</td>
<td>Trainer makes little eye contact.</td>
<td>Trainer makes no eye contact with participants.</td>
<td></td>
</tr>
<tr>
<td>Directions</td>
<td>Trainer is able to communicate directions in a coherent manner, avoiding vagueness and ambiguity, by using a variety of techniques.</td>
<td>Trainer states directions in a straightforward and easy to understand manner.</td>
<td>The directions are vague and incomplete causing confusion amongst the participants</td>
<td>Directions are unclear and incoherent.</td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>Trainer clarifies information and speaks at a rate that is easy to follow.</td>
<td>Upon request, trainer repeats important information to ensure accuracy and understanding; generally speaks at an appropriate rate.</td>
<td>Trainer is not successful in clarifying information in response to questions. Rate of speech is sometimes difficult for participants to understand.</td>
<td>Trainer fails to speak at the appropriate rate to ensure understanding; speech is disjointed.</td>
<td></td>
</tr>
<tr>
<td>Technology and Teaching Tools</td>
<td>Trainer uses a variety of teaching methods, techniques and tools that facilitate learning, including, multimedia aids such as PowerPoint, flip charts, handouts and overheads.</td>
<td>Trainer demonstrates an acceptable use of multimedia aids or other teaching tools.</td>
<td>Trainer demonstrates a fair use of multimedia aids; some glitches; misses opportunities to support visual learners.</td>
<td>The use of multimedia aids distracts from the content; no back up plan for tech problems; uses no tools.</td>
<td></td>
</tr>
</tbody>
</table>
UNT Use of Rubrics in Performance Evaluations

- Professional and Paraprofessional
- Public Services Division Performance Standards
Public Services Division Performance Standards

At the service desk - Meeting standards - refers patrons to other departments or staff members when appropriate

At the service desk - Exceeding standards - contacts other department or staff member for the patron
Library instruction- **Meeting standards** - Teach all scheduled classes, workshops or tours (find replacement in instance of illness or emergency)

Library instruction- **Exceeding standards** - Willing to offer library instruction outside of your normal working hours to meet faculty needs
SMART GOALS for Professional Staff

- Specific
- Measurable
- Attainable
- Relevant
- Timely
Encourage Political Science faculty and students to schedule individual or group reference by appointment sessions through marketing and at library instruction sessions.

Increase library reference by appointments by 10% over the 2012-2013 total by August 31, 2014. Input specific reference by appointment sessions in Reference Statistics Database.
Annotation exceeded goal

Promoted my reference by appointment services during all of my library instruction sessions and advertised reference by appointment in my faculty newsletter in the Fall and Spring. I also started a Librarian Tip of the Week in Blackboard with Dr. Kimi King where I reached 900 students in the Spring semester and I promoted the service on Blackboard to her students. I had 10 reference by appointment sessions in 2012-2013, I increased my reference by appointment sessions by 100% in 2013-2014. I entered all 20 reference by appointment sessions in the Reference Statistics database.
Annotation met goal

Mentioned reference by appointment service during library instruction sessions for Political Science classes and advertised reference by appointment in my faculty newsletter in the Fall and Spring. I had 10 reference by appointment sessions in 2012-2013, I increased my reference by appointment sessions by 10% in 2013-2014. I entered all 11 reference by appointment sessions in the Reference Statistics database.
Annotation failed to meet goal

Mentioned reference by appointment service during library instruction sessions for Political Science classes and advertised reference by appointment in my faculty newsletter in the Fall and Spring. I had 10 reference by appointment sessions in 2012-2013 but I only had 6 for 2013-2014 because I had surgery during the Fall semester so I had to turn many of my reference by appointment sessions over to colleagues. I entered all 6 reference by appointment sessions in the Reference Statistics database.
SMART Goal

Present “Keeping it Fair- Using Rubrics in Hiring and Evaluations” a Library Leadership and Management Association webinar in April 2014 with Sian Brannon.
SMART Goal Annotation

Annotation exceeded goal

Presented “Keeping it Fair- Using Rubrics in Hiring and Evaluations” webinar with Sian Brannon for the Library Leadership and Management Association on April 23, 2014. Evaluation forms from viewers ranked our presentation the most valuable of the webinar season and most applicable to their work. Rewrote presentation with Sian Brannon and submitted to a national peer reviewed journal in May 2014, manuscript was accepted in July 2014 and will be published in September 2014.
SMART Goal Annotation

*Annotation met goal*

Presented “Keeping it Fair- Using Rubrics in Hiring and Evaluations” webinar with Sian Brannon for the Library Leadership and Management Association on April 23, 2014. Evaluation forms from viewers indicated this was a useful session.
SMART Goal Annotation

Annotation failed to meet goal

Went to Happy Hour with Sian on Tuesday after work, decided to go on a bar crawl, had at least a bottle of wine to myself at dinner that night, slept through the presentation on Wednesday, but that bottle of wine was life changing.
Planning Guide for Paraprofessional Staff

**Standardized task**

Coordinate preparation and administer annual student assistant budget

**Performance standard**

The assigned budget should not be exceeded for the academic year
Planning Guide for Paraprofessional Staff

**Standardized task**

Handle facilities and security problems according to department procedures

**Performance standard**

Facility and security emergencies are handled according to UNT Libraries' policies and procedures. Incident reports are filed within 24 hours of incident.
Planning Guide for Paraprofessional Staff

**Standardized task**

Monitor department email account and respond to inquiries

**Performance standard**

Inquiries are responded to within 48 hours. Refer issues to supervisor if not able to find a resolution.
## UNT Planning Guide

### Planning Guide/Performance Rating Form (UPO-31)

Performance Plan/Rating Scale: "Ratings other than "3" must include comments in the justification column.

<table>
<thead>
<tr>
<th>KEY RESULT AREAS/TASKS</th>
<th>PERFORMANCE STANDARDS</th>
<th>WEIGHT (1-3)</th>
<th>RESULT 1 2 3 4 5</th>
<th>JUSTIFICATION of results other than '3'</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference, Research Support &amp; Information Assistance</td>
<td>Adheres to RUSA Guidelines for Behavioral Performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff member is approachable, shows interest in the patron's question, uses active listening techniques,</td>
<td></td>
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<tr>
<td></td>
<td>gives patron information on how to search, and invites the patron to return.</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Give accurate answers to questions about any library or</td>
<td>Gives correct information or referrals at level required by the PSPS. Performs using level of customer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>university department, resources, and services in person,</td>
<td>service required by the PSPS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by telephone, or virtually.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist &amp; instruct library patrons in the use of library</td>
<td>Gives correct, clear, and thorough explanations as required by the PSPS. Performs using level of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>systems, technology unique to ECL, the Internet, and basic</td>
<td>customer service required by the PSPS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>electronic resources.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

A green light to greatness.
(7) GOALS AND OBJECTIVES: List any specific goals and objectives, special projects, major changes, etc. which will affect the employee's position during this review period.

Replace department head as ECL representative at the Circulation work group, communicate with ECL staff regarding work group meetings, training opportunities, and gather feedback from staff regarding changes to Sierra or circulation policies. Continue to move into assistant manager role by increasing decision making role, increasing confidence to make more judgment calls. Monitor workflow and processes for staff, train new staff, manage circulation functions and procedures. Mr. Hurt's catalog and bib maintenance experience will be relied upon heavily for the remote storage sifting project to assist Stacks Manager in coordination of remote storage shifting project by updating records and managing cataloging errors brought by other ECL staff. Since there will be a shift in priority, department head will work with Mr. Hurt by August 1, 2013 to adjust the weights on the planning guide to more accurately reflect the work he is doing.

(8) DEVELOPMENT NEEDS: List any areas in which employee needs to develop to meet current job responsibilities and/or enhance career opportunities.

(9) ACTION PLANS: List specific actions, courses, training, etc., planned to meet the goals and objectives and/or development needs outlined above. Indicate when the action is to take place and who is responsible for the action plans. This now becomes a part of the performance plan.

Attend the following HR trainings (in person or video archive): Moving into Management & Leading and Communicating Change by 08/31/13.
PERFORMANCE REVIEW

NOTE: The Performance Review consists of three items:
* Using the Planning Guide/Performance Rating Form (UPO-31) the supervisor assesses employee performance by assigning number ratings to the performance of each duty, using a 5 point scale: (ratings other than 3- met standard require written justification).
  1 - usually did not meet standard (poor)  4 - often exceeded standard (excellent)
  2 - occasionally did not meet standard (fair)  5 - always exceeded standard (superior)
  3 - met standard (good)
* The supervisor and employee meet to discuss the employee's performance and the performance evaluation ratings, documenting their discussion by signing Part B of this form. Comments may be indicated in Item 3.
* The supervisor and employee schedule a meeting to establish another Performance Agreement (Part A) for the next review period.

(1) Formula for Overall Number Rating:

| Sum of All Totals: | 692 | Sum of all Weights: | 178 | Overall Rating: | 3.9 |

(2) Single Word Rating:

Excellent

Scale: 1.0 - 1.4 Poor (usually did not meet standards) 3.5 - 4.4 Excellent (often exceeded standards)
1.5 - 2.4 Fair (occasionally did not meet standards) 4.5 - 5.0 Superior (always exceeded standards)
2.5 - 3.4 Good (met standards)

(3) COMMENTS: (attach additional sheets if necessary)

Supervisor's Comments:

Mr. Hurt has done a lot to help out this year while we were short staffed, pitching in to work late shifts or take on additional tasks with little interruption to regular work productivity, he has excellent time management skills. He has also made my transition...
In Conclusion

• Another way to use rubrics...
• Keep HR on your good side
• Like our examples?
• Any other suggestions?
Questions, Comments....

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