

Personnel Evaluations

Mind Sets for Evaluation and Personnel



Personnel Evaluation

Identifying the traits most valuable to an Organization

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Personnel Assessment Mind Set

Ability to Deal With Risk. A valued employee has to operate effectively in an environment filled with risk. The valued employee can deal with risk and uncertainty. They are able to plan, prioritize, monitor, and make progress towards goals and are able to make logical and common sense decisions when lacking one or several critical resources or data.

Results Oriented. The employee is results oriented, they take ownership to get the task done. They are a "can do" person who demonstrates common sense in their decision and actions and is able to cut through and resolve problems that divert others. Their business judgment is sound and becomes stronger with each experience, decision or recommendation. While supervisors and managers may disagree with their ultimate recommendation, superiors usually agree that the alternatives presented are reasonable for the situation at hand.

Energy. The employee has high levels of enthusiasm and energy; they consistently generate output that is higher than could be reasonably expected. They are fully committed to the organization, its goals and overall success.

Sense of Urgency. Not only do they desire to make a contribution to results, they need to see the results of their contributions quickly, not measured in years! They will seek out an organization that solicits and acts upon their ideas, gives credit where credit is due and points out errors and poor decisions quickly and clearly. They perform effectively with limited supervision and are able to self-motivate and set priorities with minimal guidance.

Growth Potential. The employee's reach exceeds their grasp today. Today's employee is often next year's supervisor and a department manager soon thereafter. They are willing to accept **much higher levels** of responsibility than are the norm for their position, title, experience level or salary. They act as a strong role model, trains and coach others, and soon begin to assume supervisory responsibilities, again much earlier than would be expected in a normal corporate environment.

Team Player. The employee is a true team player; they recognize how their role contributes to the overall effort and success of the organization. They make active effort not to horde

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information. They accept accountability and ownership for their area of responsibility and expect others on the team to do the same. They also recognize the roles and contributions of others and applaud their efforts sincerely. They do NOT undermine the efforts of others and are thoughtful in countering these tendencies within other personnel, while letting their manager guide their related efforts.

Multitasking Ability. The employee is flexible to accept new duties, assignments and responsibilities. They can perform more than one role until the incremental duties and functions assumed can be assigned to co-workers in newly defined roles. They are also willing to dig in and do advanced development and/or grunt work tasks which eventually will be performed by experts and/or lower level employees to support the organization needs.

Improvement Oriented. The employee is more than willing to challenge in a constructive way existing procedures and systems; to them the status quo is temporary, a step to greater productivity. They cite potential changes and improvements frequently, but first inform themselves of the system of systems that the changes would impact; and encourage others to do so also. The employee understands, implements, and documents process work flow; every document and presentation has a definite and understandable flow of content.

Manager Assessment Mind Set

The valued employee is easier to manage in some ways but requires a higher level of management involvement in others. Ordinary (average, that are easy to replace) employees will not produce extraordinary results over time; valued employees will generally produce extraordinary results consistently over time. Unfortunately, unless properly motivated, managed, and rewarded, valued employees could perform at lower levels and only produce ordinary results. So what makes a valued Manager?

The valued Manager must have the characteristics of the valued employee; role models that consistently represent the qualities desired of the valued employee. They must also have the basic skill sets of sound business judgment, practical hands-on experience, general management skills, and advanced written/public-speaking abilities. They must be committed to and contribute to the organization's ethical environment (provides increasing gainful opportunities for all participants through predictability), strategic plan (provides focused efforts for available resources), and "bylaws and standard operating procedures" (provides a structure to mitigate harmful influences from individual personnel and provides a basis for their expulsion), and must convey this commitment in multiple ways: written, verbal and by proactive actions. They need an awareness, growing knowledge-base, and interest in the technology trends that affect the business activities and its customers. "Entrepreneurial acumen" describes these combined attributes, and is in-general, a requirement.

Externally, the Manager must be able to identify and build creative strategic relationships, especially for partnering opportunities to capitalize upon the use of limited resources.

Internally, they must effectively understand the implications, manage, and produce change as the organization evolves, gaining enthusiastic support for change and improvements from the supporting valued employees. Average employees are resistant to change and if left in control would drive the organization to failure. Through valued employees, the changes are taught and implemented; yielding greater gains from less resource obligations.

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When evaluating an employee or manager, look beyond the appearances (pretty talk without documented verification may indicate a non-productive employee) and consider the realistic potential outcomes.

With these mindsets and those of your developed experience and training, evaluate the personnel:

Non-Interactive Evaluation portion of Assessment

See the Personnel_Evaluation.xls spreadsheet in the Human Resources directory

Two evaluation components are always present in each assessment; likelihood of occurrence and level of importance/impact to the organization. Together, they describe "the likelihood of significant impact".

Using a normalized scoring, the mathematical implementation is Occurrence multiplied by Impact.

To form a scored assessment, list all of the following in a spreadsheet and assign columns for Occurrence and Impact. See the following example spreadsheet segments. Occurrence is specific to the individual; while Impact is specific to a class of position within the organization (i.e. department managers are rated for impact differently than a receptionist).

Both are rated with a score range of 0 to 100.

For a Manager or Foreman the Impact distribution might be:

Occur Impact O*I/100

90	15	13.5	Does NOT abuse available sick time
60	85	51.0	Does NOT forget appointments; and is prepared to participate
150	100	64.5	Column Totals (Impact Total should always be 100%)
75	50	32.3	Average

For a Laborer or Receptionist the Impact distribution might be:

Occur Impact O*I/100

90	75	67.5	Does NOT abuse available sick time
60	25	15.0	Does NOT forget appointments; and is prepared to participate
150	100	82.5	Column Totals (Impact Total should always be 100%)
75	50	41.3	Average

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Impact upon the organization for a particular class of job description is filled out long before ever considering an individual employee. This rating does not change from year to year. When the job description changes, then the rating system changes.

Two different people with the same traits in two different positions have different values to the organization. A Laborer that is promoted to a Foreman that continues to act as a Laborer will not have the same performance rating as they once received. The expectations of the position are different. Conversely, a Foreman that is demoted to a Laborer can similarly score lower regarding other evaluation criteria. A laborer that can work consistently at hard labor all day long is of greater value than a demoted manager that can be only half as productive in the same position. The same position with two different expected outcomes skews criteria.

Each section of evaluation is listed, with all of their identified sub-components used to describe each section (see below). All the components add up to 100% of the evaluation section. The distribution of Impact/Importance of the components is based upon the needs of the organization for that position, not the employee.

The expected occurrence of the component over the evaluation period is subjective, but is based upon observations and documented events. A person whom has never been late scores 100. A person that is consistently late by one minute as a laborer, may be allowed a higher score than some who is always early, but on occasion shows up an hour or more late. The subjective scoring should be documented to be consistent amongst all managers for the same positions to be evaluated.

Comparing evaluations must first compare all persons in the same class of position. If performance based wages are desired, the scores can be used to provide an ethical method of the distribution of profit sharing. Other considerations such as a uniform cost of living increase can be asserted and then the balance distributed based upon rational documented criteria.

Persons that willfully score employees based upon social issues (in rating criteria not focused upon social acumen) rather than the stated performance issues, should initially receive related training, and upon recurrence be reviewed by the organization's ethics review committee, and thereafter considered for demotion and perhaps termination. See your human resources Equal Opportunity Officer or your organizations equivalent, for guidance.

Being ethically consistent: When the rating system for Impact changes for any one position, then ALL personnel in that job description must be re-evaluated with the new impact distribution spreadsheet. The distribution should NOT be adjusted to be favorable to a particular employee.

Evaluation Criteria

- Consistent (what is expected of others, is expected of self)
 - Uses sufficient thoughtfulness to anticipate conflicts and provide pre-emptive mitigation without negatively impacting organization efforts
 - Punctual
 - Always On Time to work

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- Takes breaks, and back from breaks on time
- Notifies team “in advance” of being late
- Attendance
 - Does NOT abuse available sick time
 - Does NOT forget appointments; and is prepared to participate
- Beneficial Presence
 - Expressive (vocally and in writing)
 - Clear and Concise communications
 - Accurate
 - Good Grooming and Hygiene
 - Does not contradict oneself to suit personal agenda
 - Words do not contradict behaviors
 - Eliminates Drama (useless emotional conflict) from organization efforts

Project deliverables

- Able to use Deductive Reasoning to accurately plan for and predict outcomes
 - Uses/Implements what is learned, not just a repository of random information
 - Correlate present systems environment and factors needing change (problem), to a workable proposed systems environment (solution; or collectively “Project Charter”)
 - Implement logical prioritization (constraint driven) and order of precedence in problem solving (dependancies)
 - Gather, organize, and correlate pertinent (relevant) information, incorporating the practical and timely steps to achieve the systematic transitions (timeline and/or process flow sheet)
 - Recognize unstated assumptions and values (environment qualities)
 - Comprehend and use language with accuracy, clarity, and distinctive meaning
 - Interpret data (to appraise evidence) and evaluate arguments
 - “Arguments” are defined as “systems based logical relationships”
 - Able to form practical and “useful” Arguments
 - Arguments are able to be connected to cause system transitions

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- Recognize the existence of logical (or irrational) relationships between propositions/assertions (search for “Critical Thinking”)
- Propose verifiable conclusions and generalizations
- Test the conclusions and generalization
- Incorporates learned artifacts as an updated basis for broader experience
- Render “useful” judgments about specific things and qualities in everyday life
 - Uses the available information and resources for significant ethical utility
- Uses logical tool sets
 - Actively uses Thought Maps to plan evolutions
 - Seeks cohorts to provide meaningful planning insights
 - Actively contributes to recognizing risks and deriving control functions
- Actively Seeks to be Productive
 - Does not abuse sick time
 - Multi-tasks
 - Organizes all materials quickly with great detail
 - Balances time to provide greater overall company productivity
 - Promotes significant company developments between project efforts
 - In addition to completing ones own goals, seeks to help others accomplish their goals
- Consistent (following through on all commitments, not just pet projects)
 - Chooses priority of developments that first benefit the organization
 - Professionalism has priority over emotional contradictions
- Flexible
 - Provides support outside of recognized skill sets
 - When needed, not on a day to day basis (provides greatest value)
- Large Skill Set (ALL relative to organization needs)
 - Writing Acumen
 - Public Speaking
 - Hired Specialty
 - Business Acumen

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- Broad Support Knowledge Base
- Continuous Professional Improvement
- Consistent (assesses performance based upon deliverables, not rhetoric)
 - Recognizes and promotes value-plus activities
 - Valuing Outcomes over unsupported Rhetoric
 - Reporting based upon “verifiable” accomplishments
- Able to stay Focused on Critical Efforts
 - Works independently
 - Effective Personal Research Techniques
 - Uses Priority Matrix to order tasking independent of personal preferences
 - Seeks cohorts to overcome mental blocks
- Contributes to all personnel being Professionally Inclusive
 - Does not engage in self-deceit
 - Utilizes colleague strengths
 - Mentors colleague weaknesses
 - Contributes to healthy self-respect
 - recognizes ones own accomplishments
 - actively gives credit to others for their accomplishments
 - Consistently exhibits a positive attitude
 - Organization members seem to enjoy working together
- Consistent (low self-esteem precluded from interfering with logical assessment)
 - Opinions are not formed from Irrational Reasoning
 - Weakly related reasoning is not presented in the presence of strongly based reasoning; when limited resources are available
 - Overly complex relationships are not presented if the resources are not available to understand AND make-useful the structure of the complex relationships
 - Logical assessments extend across system boundaries, including systems of:
 - Hired specialty
 - Business

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- Politics
 - Reading the Room (when clear agenda, do not deviate)
- Written Communications
- Vocal Communications
- Broad Support Knowledge Base
- Continuous Professional Improvement
- Day-to-day Reasoning Tools are broadly applicable
- Reasoning tool sets contribute to and are not contradictory (destructive) to:
 - Knowing the "Goals and related inputs/outputs" that are supported by the Strategic Plan
 - Understanding how Environment Qualities are related to the Strategic Plan
 - Creation of performance detection metrics
 - Documenting verifiable processes that lead to detectable outcomes
 - Effectively implementing value-added control structures
 - Consistent Implementation
 - Capturing Interim Outcomes
 - Capturing Long-term Outcomes
 - Correlating Outcomes to provide "Systems" Continuous Improvements
 - Collecting "Lessons Learned" to grow Knowledge Base
 - Using "Lessons Learned" and "Systems Improvements" to optimize Strategic Plan
 - Reasoned efforts are constructive to overall systems efforts
- Correlates Abstract Relationships Productively
 - Productive outcomes occur that otherwise would not be planned
- Broad Systems Acumen (administration, business, politics, sciences, toolsets...)
 - Provides productive influence in areas other than professionally training
- Consistent (maintain healthy diversity within project developments)
 - Works Independently
 - Gets Along with peers, management, and clients
 - Cooperative, but asks good questions

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- Upbeat and Proactive Attitude
- Team Player

See also the Ethics Chart provided to help relate unethical mind sets to the stifling of significant opportunities.

Check-list for Interactive Portion of Assessment

see Personnel_Eval.xls

- The above spreadsheet captures subjective ratings across broad values for the organization.
- The check-list and/or the spreadsheet is/are used to provoke questions and trigger memories of employee activities over the previous evaluation period.
- The question/answer interactions are captured for all personnel; normalized and then correlated to, as much as practical; evaluate employees objectively.
- Consider that you may interact with some personnel more than others, but take into account the “real” accomplishments of each of the personnel independently.
- The following is a summary of the check-list, without the related data entry and calculations.

Honesty & Integrity

- Works proactively and diligently “despite fears” (courage) of working more than others and not being compensated similarly
- Makes active effort NOT to hoard development information
- Increasing experience and personal development providing for a more valuable employee
- Rhetoric largely ignored and honored respect offered to others for actual accomplishments
- The action of doing as little as possible while others make up the difference

Examples of Dishonesty

- Working more slowly than the standard pace
- Providing excessive praise
- Having coworkers clock in for them when late; this is usually illegal
- Horseplay; usually a discharge offense
- Pilfering work-related supplies and equipment

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- Extended breaks and rest room visits
- Completing personal tasks on the job, using company equipment and supplies, including the telephone and Internet

Positive / Proactive Attitude (Initiative)

Good attitudes help with promotion, creating friends, pleasing customers, and raising sales.

Good attitudes increase the value of personnel to the organization.

Good Attitudes

- Smiles
- Good posture
- Pleasant tone of voice
- Complaining through proper channels, while offering practical suggestions for improvements
- Respect and courtesy shown to all personnel
- Managing conflict and anger (constructive conflict versus destructive behaviors)
- Good job performance
- Interested in others (being non-self-centered)

Bad Attitudes

- Blank facial expression or a frown
- Slumping in chairs, leaning on walls
- Sarcasm, monotone voice, mumbling
- Complaining amongst unrelated personnel
- Participating in unsupported negative rumors about the company and/or personnel to coworkers; instigating bad attitudes among others
- Displaying anger inappropriately
- Substandard job performance
- Ignoring people at work

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Willing to Work

- Demonstrated with these qualities:
- Ability and Desire to Communicate, while organizing and presenting thoughts clearly
- Showing common sense and the ability and active on-going effort to learn
- Showing assertiveness and initiative
- Takes on new challenges, admits mistakes, fixes them, and creates methods to prevent repeating the same mistakes
- Being a good role model and taking charge
- High Energy Level
- Imagination
- Adaptable, accepts changes, and follows a path of a greater volume of positive outcomes, with an increasing return on resource investment
- Gets along with others
- Handles Conflict
- Sets and Achieves Goals, Continuous improvement, and has personal direction
- Exceptional Occupational Skills, Able to do the job and seeks new training

Uses Down Time Productively

- Ask for, or find, new tasks to do; help someone else.
- Think of a better way to do something in your job or in the company.
- Clean and organize your work area
- Update your filing systems, clean out old email messages, etc.
- Write an article about your job or your industry and share it with your manager
- Take an online class that is relevant to your job; some are free of charge. Then propose a plan that relates what was learned to something beneficial to the organization. The act of trying creates mental tools to make the next effort more realistic. Only present these types of proposals if the effort has at least 80% of the variables controllable; management may have the insights to control the other 20%.
- Read trade journals and magazine articles about your company and the industry in which you work
- Read about current trends in your industry on the Internet; things to implement