

Running Head: PERFORMANCE EVALUATION

Evaluation and Revision:

A Performance Evaluation

SW 843

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Introduction

CASA of Johnson and Wyandotte Counties, like many other not for profit agencies, relies heavily on the ability of personnel to further the organizational goals and mission. The question of measuring this ability has been widely thought necessary—but more often confusing—to administrators with the responsibility of carrying out these specific supervisory events. We have learned in previous discussions the importance of the supervisory role, but a discussion on how a supervisor tracks personnel performance and builds an environment to discuss individual performance is of paramount importance as social work administration students enter the profession. The goal of this paper is to follow the process of conducting an agency performance evaluation, specifically using CASA's current evaluation tool through a revision period. Based on other agency tools and literature, the result will include an updated tool and protocol, as well as a final critique highlighting the strengths and limitations of the process. [Excellent.](#)

Critique of Current Appraisal Process

It is important for any organization to participate in the performance appraisal process. However, this step is only successful if it is done in an environment where a comprehensive supervisory relationship is maintained. According to Kettner (2002), the supervisory relationship is a complex one that carries mutual rights and responsibilities. There are many areas including the appraisal that should be spelled out in policy to guide supervisory practices. CASA has a tendency to react to these practices rather than have a consistent plan because (1) they are not in a policy manual; (2) supervisory staff has not placed a high enough priority to practice appraisals well; and (3) the organization does not use appraisals to measure rewards or performance in any consistent matter. Currently, the employee initiates the performance appraisal. [Interesting.](#) When the employee wants to be evaluated, he or she approaches the executive director because there is no set evaluation plan. This demonstrates a lack of priority for creating an environment where

supervisory feedback is important. This is further emphasized by Kettner (2002), who reports that regularly scheduled consultation forms the basis of supervision/worker communication. Once an appraisal is scheduled, the staff member fills out a self-reflection form in preparation for the interview with the executive director. The form asks the employee questions such as: what are the areas of your performance that you would like to improve? What do you consider your current career development needs? The employee is also asked to identify short and long term goals. Once completed, the employee meets with the supervisor for approximately thirty minutes to discuss and the employee's responses to the self-reflection form. After discussing the self-reflection form, both parties begin to discuss issues listed on the employee development form. This short form encompasses topics that cause the employee to look inward, outward, and forward, as well as examine their work values. [Good overview.](#)

One of the strengths of the process is that the employee development form focuses on the employee's strengths. In addition, self-reflection can be a valuable tool for some employees to evaluate their progress and goals. Unfortunately, the process is limited by the fact that it is employee-initiated, and that neither form addresses the administration of corrective action planning. Furthermore, the employee does not receive constructive written feedback from the supervisor. The process seems too therapeutic and may make an employee feel like he or she is the client. The most surprising limitation is the lack of policy in the manual and a protocol for how frequent each employee must undergo a performance appraisal. [Good.](#)

After pursuing staff members to comment on the process, it was interesting to note that a majority of them believed it to be a "waste of time," because of the poor quality of feedback. [Hmm.](#) One staff member claimed that the performance evaluation was a "joke" and was more of a conversation than an important formality to determine rewards. She said we get a raise if there

is money in the budget—not if we have a superb appraisal. The supervisory staff failed to comment and mentioned that “this is the way we do it here and it works for us.”

The CASA performance evaluation was compared with the SRS and KCSL performance evaluations, as all of these agencies advocate for children, and are involved in the court system. After examining both the SRS and KCSL performance evaluations, it was interesting to see how open-ended CASA was compared to these two. Moreover, CASA does not use any type rating or evaluation system in its evaluation forms, but rather relies on an interview style that fails to get an accurate picture of how the supervisor—not the employee—views how the employee is doing. KCSL had an interesting layout that included job functions, which CASA does not. SRS had specific instructions at the beginning, walking the supervisor and employee through the process. This can be helpful when there are personnel changes in the supervisory role. All three evaluations are not job specific; each evaluation can be tailored to each employee that could be beneficial for a bureaucracy. [Good](#).

As discussed in a previous analysis of CASA’s organizational climate, CASA is unique in the sense that there is little sense of teamwork, evidenced by the employees often retreating to their offices and not engaging with each other. I truly believe that this pattern of behavior was introduced from the executive director. If the supervisor did not have to do appraisals, I believe they would not happen, as it simply is not a part of her prescribed organizational climate. As a result, the whole evaluation process becomes awkward and out of place in her style of supervision. Rarely are there any type of supervisory events that would help both the employee and supervisor gain more from an evaluation. [Excellent](#).

Diversity at CASA has not been an issue of importance and has literally been placed on the back burner. I feel that until someone challenges the lack of diversity, the situation will

continue to remain. In terms of the questions asked in the evaluations, there is really nothing that is diverse about them. [Good](#).

Create a Performance Appraisal

I think it is important to note again that for employees at CASA to be able to experience the benefits of a well-done performance appraisal, it must reform as an organization. [good](#). It is not enough to just simply create or revise the appraisal, as the assignment requires. I believe that for CASA to be successful it needs to find new leadership that is willing to participate and celebrate all the pieces of the supervision puzzle which include, but are not limited to, an understanding of shared goals for performance from employees, a dedication to creating an environment of teamwork and openness, and being proactively engaged in employee job functions. It would be very easy for CASA to simply put together a revised appraisal and pat itself on the back. Currently the best interests of the employee are not being served and this will trickle down into how CASA serves children and families. [good](#).

There are a number of revisions that should be made to the performance evaluation process. My experience with the organization has been that the leadership has not taken active role in scheduling consultation events. Kettner (2002) suggests that “appraisals are conducted throughout the year and that the end-of-the-year appraisal be used as an opportunity to review previous discussions.” If Kettner’s advice were heeded, this one step would be a helpful change. Another much needed change within the form itself would be to include a scale of how the supervisor would rate how the employee is doing. Currently, the employee simply discusses how he or she “feels” regarding his or her work performance. This was something that KCSL did rather well and was helpful in providing quantifiable feedback to the employee. The SRS form was very detailed and

included a section that highlighted how well the employee handles teamwork. Currently, there is no formal appeal process for an employee to pursue if he or she is dissatisfied with the way that the appraisal was handled. I believe that this could be resolved if the employee could make a request of appeal to the board of directors and seek a resolution under their authority. Another change to the new policy will include when and how many appraisals to expect so that the employee is made aware and the supervisor is able to track progress. I would tentatively schedule a review every three months. The policy would also clearly state that the supervisor initiates all meetings and prepares the employee for them prior to the event. Because of the limited funds, there is no way to attach monetary rewards to good performance, but implementing a system of verbal rewards in front of coworkers or even a bulletin board highlighting accomplishments might be a beneficial change. The previous appraisal was a good start and had lots of strengths to get the employee and supervisor to begin a dialogue about performance. It was just not giving quality performance feedback to the employee. [excellent.](#)

Critique of the Revised Process

While the performance appraisal form can always be edited and improved, the major problem of poor leadership at CASA cannot be resolved by simply revising a performance appraisal. Ultimately, I would combine the strengths of the former appraisal with the rating system used by SRS. I believe that this combination points to a well-rounded approach in how to evaluate an employee and still provide helpful and honest feedback. If I had the ability to spend a lot of time reworking the whole process I probably would have included an opportunity for the employee to evaluate the supervisor in a regular and frequent way. This allows the supervisor to see his or her strengths and limitations from a unique perspective. The new process does

demonstrate some important strengths. These strengths include a rating system that includes teamwork, communication, leadership and several other points that were not previously being highlighted. Also, the new version allows for an appeal process, forcing the supervisor to carefully evaluate the employee. The frequency of the reviews helps the employee stay on a course of healthy communication and leaves little opportunity for major surprises in the future.

In terms of limitations I feel that I have neglected how to include diversity in the evaluation form. Good. I am not sure how this would best be measured, especially in an agency that is all white women. But do they work with families who are not white? I struggled with how to make this a reality and something to focus on. The new system is still not the most balanced in terms of different rating styles, which can be good or bad. In this case, as the agency slowly reforms, it was in my opinion that too many new tools would be confusing and met with hesitation. In the future it would be important to update the system and integrate new rating scales.

The staff overwhelmingly supports the idea to have an actual rating system rather than just talking about how they did. They appreciated the policy that made the reviews occur more frequently. Some were hesitant about being rated on teamwork and leadership. This, in my opinion, translated into a need for teamwork and leadership training for both staff and supervisor. As stated before, this new process does not truly match up with the organizational climate. Yet, the current organizational climate does not match up the mission and goals of the agency. Now is a critical time for the agency to either reform and focus on its mission or continue to follow down a path of passive leadership and poor supervision. The one area that CASA and I need to be concerned with is diversity. It is so easy to just place a question about diversity in your evaluation and call it good. The real question is this: are we doing everything in the power of the

agency to address and celebrate diversity that surrounds our clients and our community? Sadly, the answer is not yet. [Excellent.](#)

Conclusion

There is so much to learn about life, social work, supervision, diversity, and even more minor details like performance appraisals, that as I begin my new career as an administrator I am confident that I will be challenged with all of these things. The reality is that I am no longer in school and the results now have to matter. This assignment—rather this class--has helped me realize that I have so much more to learn and I am fortunate that this is not.....

THE END. [Cute.](#)

- 5) List your goals for the coming year.
Short term (6 months to 1 year)

Long term (1 year +)

- 6) Which of the following methods are needed to accomplish your goals:

A. Programs:

B. Workshops/Seminars:

C. Annual Conference Requiring Travel:

D. Continuing Education:

E. Professional Organizations:

F. Training:

G. Professional Publications:

Employee Development (to be done with supervisor and employee)

Looking Inward:

2) Tell me about 2 accomplishments you are proud of and skills it took to achieve success.

3) What skills do you have and like to use that are not adequately being tapped in your present position?

4) What knowledge/skills would you like to develop to increase your contribution to CASA?

Work values

1) When do you feel the greatest sense of satisfaction at work?

2) What circumstances cause you to feel dissatisfied at work?

3) What aspects of your job do you enjoy the most?

4) What aspects of your job do you enjoy the least?

- 5) What skills and competencies would you like to develop to be more effective in your current job? (Short-term career goals)

- 6) What are your long-term career goals (Consider for your next assignment)?

Outward:

- 1) What information about the organization do you need to accomplish your goals?

- 2) What resources and/or people might be helpful in providing information?

- 3) What questions do you have regarding the organization's culture, politics, unwritten rules, or unspoken assumptions?

- 4) What steps are you taking to achieve your goals?

- 5) What barriers are you aware of that might affect achieving your goals?

Forward:

- 1) Focus on two or three key development actions to ensure the activities are manageable and practical.

- 2) Identify specific time frames for accomplishing each goal.

Questions for direct report:

- 1) Identify your performance strengths and weaknesses.

- 2) Analyze your work-related accomplishments for the past year.

- 3) Identify ways you could capitalize on your strengths to add value to the organization in your current job.

- 4) Identify ways to maximize your visibility in the organization.

Rating to be completed by supervisor prior to appraisal meeting

Supervisor will rate levels of performance - E = Exceptional S = Satisfactory U = Unsatisfactory

COMMUNICATION

- _____ 1. Selects, organizes and presents information effectively
- _____ 2. Adapts communication to diverse audiences
- _____ 3. Presents new ideas effectively and gains the support of others
- _____ 4. Establishes and maintains effective communication with internal and external customers
- _____ 5. Share appropriate information internally and externally
- _____ 6. Listens to others and responds with appropriate, clear and specific feedback
- _____ 7. Facilitates/supports teamwork through open and honest communication

TEAMWORK

- _____ 1. Understands, supports, and focuses on the vision, mission, goals and objectives of the organization and team
- _____ 2. Promotes teamwork and a cooperative work environment
- _____ 3. Demonstrates sensitivity to individual differences and demonstrates/promotes trust and mutual respect of others
- _____ 4. Demonstrates a willingness to negotiate and seek consensus
- _____ 5. Offers assistance to others
- _____ 6. Views the success of the organization and team as more important than individual needs and desires
- _____ 7. Contributes to the development, cohesion and productivity of the team
- _____ 8. Encourages and recognizes the contributions of others
- _____ 9. Promotes cooperation, communication and coordination within the agency, other agencies and the public

INNOVATION & CHANGE

- _____ 1. Identifies, shares and is receptive to new ideas
- _____ 2. Adapts to new situations
- _____ 3. Looks for and acts on opportunities to continuously improve work processes
- _____ 4. Helps others overcome resistance to change
- _____ 5. Identifies ways to include diverse thoughts and celebrate diversity

WORK PROCESSES & RESULTS

- _____ 1. Provides work products and services that continuously meet the needs and expectations of both internal and external customers
- _____ 2. Uses customer satisfaction as a key measure for quality
- _____ 3. Demonstrates sensitivity to public attitudes and concerns
- _____ 4. Uses appropriate problem-solving methods to improve processes
- _____ 5. Collects, evaluates and integrates relevant information to make decisions
- _____ 6. Sets and adheres to priorities
- _____ 7. Sets priorities to meet organizational goals
- _____ 8. Meets established productivity standards, deadlines and work schedules
- _____ 9. Accomplishes accurate work with minimal assistance or supervision
- _____ 10. Applies technical knowledge to achieve results
- _____ 11. Pursues efficiency and economy when using resources
- _____ 12. Demonstrates an understanding of the benefits of teamwork
- _____ 13. Analyzes final impact of a decision on the total organization
- _____ 14. Anticipates problems and develops effective strategies to prevent or overcome them
- _____ 15. Identifies and removes barriers to continuous improvement
- _____ 16. Uses creative and innovative thinking to contribute to organizational and individual objectives

SELF-MANAGEMENT

- _____ 1. Exhibits initiative and action in improving knowledge and skills
- _____ 2. Seeks and assumes additional responsibilities
- _____ 3. Arrives to work on time
- _____ 4. Attends regularly
- _____ 5. Makes efficient use of work time
- _____ 6. Works in a safe manner
- _____ 7. Uses and maintains equipment properly
- _____ 8. Exhibits integrity and honesty
- _____ 9. Is dependable and loyal
- _____ 10. Gives and accepts constructive feedback
- _____ 11. Supports cultural diversity in the workplace and works efficiently and objectively in a diverse work environment
- _____ 12. Focuses on the situation, issue or behavior rather than on the person
- _____ 13. Is well organized and uses time productively
- _____ 14. Demonstrates the courage to take action when outcomes are uncertain

LEADERSHIP

- _____ 1. Promotes, supports, and focuses on the vision, mission, goals and objectives of the organization
- _____ 2. Demonstrates initiative, persistence and courage in meeting organizational goals
- _____ 3. Empowers employees by delegating responsibility and authority to lowest level possible
- _____ 4. Involves employees in problem-solving and decision-making
- _____ 5. Identifies and provides appropriate resources
- _____ 6. Resolves differences and seeks win/win outcomes
- _____ 7. Accepts responsibility for decisions and ownership of outcomes
- _____ 8. Coaches and mentors
- _____ 9. Leads by example
- _____ 10. Provides opportunities for others to develop leadership skills
- _____ 11. Effectively introduces and operationalizes new methods, procedures and organizational relationships
- _____ 12. Identifies worthwhile ideas and generates a favorable climate for implementation
- _____ 13. Understands and cultivate relationships with those who have a vested interest in the outcome
- _____ 14. Creates a supportive environment that reinforces continuous improvement, creative thinking and change

HUMAN RESOURCE MANAGEMENT & DEVELOPMENT

- _____ 1. Manages effectively and objectively in a diverse work environment
- _____ 2. Provides growth and development opportunities to employees through a combination of work assignments, in-service training and outside developmental programs and experiences
- _____ 3. Rewards and recognizes individual and team successes
- _____ 4. Provides timely information on performance indicators and gives frequent feedback
- _____ 5. Acts forthrightly to unacceptable behavior or performance
- _____ 6. Promotes employee safety and wellness
- _____ 7. Selects employees who demonstrate a willingness to accept responsibility and desire personal growth
- _____ 8. Promotes cultural diversity in the workplace

SIGNATURES - Required at the beginning of the rating period

Employee _____ Date _____ Supervisor _____
 Date

References

Kettner, P.M. (2002). *Achieving Excellence in the Management of Human Service Organizations*. Boston: Allyn & Bacon.

You did an outstanding job on this assignment. You were able to succinctly evaluate the current process and present your ideas in light of the organizational climate. I also appreciate your attention to diversity in this assignment; it is often very hard to keep diversity at the forefront of all we do. Great job! Grade = 100

It has been a pleasure getting to know you this semester. You are an extremely bright and creative person coupled with a great sense of humor and playfulness that puts all at ease. It has been fun interacting with you as well as watching you grow in your knowledge and awareness. I wish you the best of luck with your new job, new baby, and new home. Keep in touch!