ABSTRACT
        Effective management and the importance of feedback
in relation to improvement are becoming critical issues for
libraries. Upward appraisal evaluates managers' performance based on
input from their staff, rather than the traditional top-down
evaluation format in which a manager is evaluated solely by their
superior. This paper discusses the Carnegie Mellon University
Libraries' (Pennsylvania) upward appraisal program which was adopted
to address staff concerns about managerial communication and
accountability. Upward appraisal programs consist of a questionnaire
designed to measure how a manager performs along targeted performance
dimensions such as communication and delegation of authority; an
evaluative scale rating performance; a comments section; a set of
procedures to guide the evaluation and reporting processes; and
instructions for raters and for supervisors preparing reports on
feedback. Suggestions for a successful upward appraisal program
include: (1) determine the purpose of the program; (2) protect the
confidentiality of subordinates' responses; (3) develop a
questionnaire thoughtfully; (4) target the appropriate behaviors; (5)
provide fast turn around of results to managers involved; (6)
establish performance norms; (7) evaluate the responses carefully and
use them to develop action plans to improve managerial performance;
(8) keep the results in perspective; (9) solicit feedback on the
process itself from both the raters and the managers being rated; and
(10) repeat the process every year. The paper also discusses the
advantages and disadvantages of upward appraisal; the implementation
of the program, including managers' reactions to their results; and
if upward appraisal really works. An appendix includes the
questionnaire. (Contains 23 references.) (SWC)

Upward Appraisal: A Tool for the Continuous Improvement of Library Managers' Skills

by Joan E. Stein

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All too often, library professionals are promoted into managerial and supervisory positions based on their functional expertise and years of experience without the benefit of any formal management training and without any previous supervisory experience. Given their background and area of expertise, it is no wonder, then, that John Murdoch and John Sherrod, the authors of a review paper on library management literature found that 'librarians and information scientists who perform management functions see themselves only secondarily as managers. This attitude may even have a negative effect on their performance as managers' (Murdoch and Sherrod, 1976).

Effectively managing the staff of a department, a division, or an entire library calls for a different set of skills and traits than does effectively managing the library's physical resources and one's own workload. Leaders within the library community recognize this lack of effective management and have made various appeals and suggestions to overcome this deficiency. Charles McClure, Professor at Syracuse University, in his 1980 essay 'Library Managers: Can They Manage? Will They Lead?' stated that 'academic library managers have not provided leadership in the solution of societal information problems, nor have they effectively utilized innovative managerial techniques to administer the library. Instead, a hybrid between "concerned paternalism" and "crisis management" impedes the library from serving as a problem solver in society and limits the librarian from utilizing his/her full potential to improve the performance of the library.' (McClure, 1980). Any library or information service can only be as effective as its managers. Effective managers have been defined as those who excel at achieving results through people, yet librarian managers frequently excel at managing physical resources and acting independently. How, then, does such a library manager develop the skills and traits necessary to manage his or her staff and better accomplish the goals of the organization?

With the rise in commitment to total quality management principles and practices in libraries and information centers across the United States and the United Kingdom the importance of feedback in rela-tion to improvement becomes crucial. As is said repeatedly in the literature of quality improvement, 'What gets measured, gets done'. If management performance is not measured in some meaningful fashion, then performance improvement cannot be targeted toward the specific, necessary changes that would help the manager, and thereby the library, to become more effective. Library managers should be held accountable for their managerial skills and this can only happen when these skills are measured and the results of that measurement communicated to the manager in some fashion.

Currently, where annual performance appraisals do exist in libraries in the United States, library managers are most often evaluated by their immediate supervisor in the traditional top-down fashion, even though the evaluator may have difficulty in developing an accurate idea of how well the manager actually supervises his or her staff on a day-to-day basis, or how well the manager communicates with that staff. When evaluating the manager's performance, the manager's supervisor most often judges on the results produced by the manager's department, not how those results were produced. The accomplishments and output of a department don't tell the whole story of a manager's performance, nor do they reveal much about how a manager relates to the people they supervise. Consequently, the manager learns little of real value to assist him or her in improving crucial supervisory skills. It seems self-evident that feedback to managers from those people who are under their direct supervision would provide valuable insight into how well that manager functions as a communicator and motivator. Yet upward or subordinate appraisal of managers is used infrequently as an assessment tool in libraries and other organizations.

Use of Upward Appraisal in Libraries

Gay Helen Perkins, Business Reference Librarian and Assistant Professor at Western Kentucky University Libraries in Bowling Green, has written two excellent articles on the use of upward evaluation in libraries (Perkins, 1992 and 1995). Her first article, entitled 'Enhancement of organizational structure through upward evalua-

tion', provides a thorough review of the use of upward appraisal systems in libraries throughout the United States. Most notable of these is the 20-year successful experience with upward appraisal at the University of Texas at Austin. There the stated purpose for conducting these evaluations is 'to encourage individual and continued self-development by staff in supervisory positions, as well as to allow every library employee to express an opinion on the supervisory skills of his or her supervisor.' (Rice-Lively, 1991). Feedback forms are tabulated by computer and the results reported as averages. Because the feedback is anonymous, it is not retained in the rated manager's personnel file and only the evaluated manager sees the cumulated results. In addition, a computerized report is produced showing average scores library-wide. Each year, these aggregate scores are published in their General Libraries *Library bulletin*. Areas of strengths and weaknesses are highlighted. Staff and managers alike have shown strong support for the process. Another notable example, this time for its lack of success, is the Center for Health Sciences Library at the University of Tennessee, where, in the second year of the program, a lowered response rate and overall higher ratings for managers resulted when anonymity was eliminated from the program and signed feedback forms were mandated. This caused the director to discontinue the program. Upward appraisal has been tried with varying degrees of success at these and other US libraries.

Advantages of Upward Appraisal

H. John Bernardin, Professor of Management at Florida Atlantic University, who writes extensively on performance appraisal, and particularly upward appraisal, cites three compelling reasons to support the formal use of subordinate appraisals of managers (1986). First of all, subordinates are a valid source of information about their managers because they are often in a better observational position to evaluate certain managerial dimensions than any other source of assessment. Second, because appraisals are often available from several subordinates, the multiple assessments have potential for greater validity than that which is typically found in ratings by a single rater, most often the superior to the manager. Third, a formal system of subordinate appraisal of managers fits nicely into the employee commitment or involvement models which are gaining in popularity today. When properly implemented, subordinate appraisal systems enhance worker job satisfaction and morale.'

An upward appraisal system offers additional advantages:

- Properly implemented, the system can lead to improved supervisory effectiveness.

- Staff members can provide valuable suggestions about how they need to be supervised in order to perform to the best of their abilities.

- Upward appraisal contributes to a more participative management style, which is a hallmark of today's quality-driven organizations.

- It increases employees' sense of empowerment and lets them know that their opinions about how they are managed are valuable to the organization.

- Upward appraisal also increases communication by opening a channel of information that was previously neglected.

- Because the appraisals are conducted anonymously, they may be more accurate than face-to-face appraisals, which tend to be more lenient.

- Upward appraisal can reinforce good managerial behavior that may go otherwise unobserved by the manager's supervisor.

- It can also point out and facilitate needed changes in a manager's department by revealing problems that the manager may have overlooked or ignored.

Disadvantages of Upward Appraisal

Upward appraisal systems also have potential disadvantages. The literature mentions a variety of these, but lacks empirical evidence to reinforce the legitimacy of these concerns. Instead, the literature suggests that a carefully planned and implemented system could overcome some of the perceived disadvantages. The most critical concerns mentioned about this system are:

- subordinates are not qualified to give valid ratings on the performance of their supervisors because they lack the ability, aptitude, or training

- subordinates may not give an accurate appraisal because they fear retribution from their manager

- the system will undermine managerial authority

- the manager will focus too much on pleasing employees at the expense of other responsibilities

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- subordinates do not adequately understand the supervisor's job and lack organizational perspective about the job

- the process will turn into a popularity contest

- the subordinates who are pushed the hardest will rate the lowest.

These drawbacks must be kept in mind when designing and implementing an upward appraisal program.

Steps to a Successful Program

An upward appraisal program usually has the following components:

- a questionnaire or a series of statements designed to measure how a given manager performs along certain targeted performance dimensions such as communication or delegation of authority

- an evaluative scale of some sort, usually a Likert scale which rates performance along a continuum from best to worst

- a comments section

- a set of procedures to guide the evaluation and reporting processes, and

- supporting documentation such as schedules, procedures, instructions for raters and for supervisors preparing reports on feedback.

What constitutes a successful upward appraisal program? The available literature on upward appraisal suggests several guidelines that should be followed in order to ensure a successful implementation and acceptance of the program. Following these suggestions will increase the probability that the program will be useful and effective.

1. Determine the purpose of the program. Will it be used strictly for management development and improvement or will it also be used as the basis for personnel decisions such as pay and promotion? Most authorities recommend that the program be used only for development purposes for the first three years to allow employees time to become accustomed to the process. If it is to be used solely for development purposes, who will see the results? Will they only be seen by the manager, or by the manager and his or her supervisor? Will an action plan be developed to ensure that issues raised in the evaluation are addressed?

2. Protect the confidentiality of rater's responses. The confidentiality of subordinates' responses is critical to the success of the program. Raters must feel that they can trust the process before they will feel confident enough to give an accurate evaluation of their manager's behavior. In departments that have only one or two employees, protecting confidentiality is difficult, if not impossible. Many organizations with upward appraisal programs require that there be at least four employees in a department before that department head can be evaluated by his or her subordinates.

3. Develop a questionnaire thoughtfully. Predesigned forms are available from management consultants, but these forms tend to be too general to be of any real value. Designing your own form has the advantage that the questions can be specific to your organization. When devising the questions for your feedback instrument, ask for input from the staff. In addition, your questions should be as specific as possible. A manager attempting to improve his or her performance on a given dimension will not be helped by vague feedback. Each question should focus on only one behavior or skill. Open-ended responses are also important and may be provided for either through a comments section at the end of the feedback instrument or by allowing space for comments after each question. The designer may also want to include a few open-ended questions at the end of the questionnaire, such as 'Which two or three things is it most important for your supervisor to focus on improving during the coming year?' or 'What would you say are your supervisor's two greatest strengths and two greatest weaknesses?'

4. Target the appropriate behaviors. Be sure that subordinates are asked to rate those people-oriented dimensions of performance that they observe regularly. Include questions about leadership, communication, interest in subordinates' development, provision of adequate training, delegation of authority, setting and maintaining performance standards, provision of timely performance feedback, and fairness and honesty in evaluations. The choice of items to include in the questionnaire should also be guided by which managerial behaviors are most important to the organization. If an organization has recently implemented a quality program, questions about how well the manager uses quality principles in their interactions with staff can be included.

5. Provide fast turnaround of the results of the evaluations to the managers involved. Raters and

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ratees alike will become frustrated and disillusioned with the process if too much time goes by before they receive their feedback. Ensure that whoever compiles and prepares the reports on the feedback has adequate time to do so in a timely fashion, even if this means relieving them of other duties or extending deadlines on other projects.

6. Establish performance norms. Providing computerized data analysis not only can speed up the turnaround time of results, but can also facilitate the establishment of performance norms for each item on the questionnaire. The existence of such norms allows managers to see how their ratings compare with the standard and puts their results in a larger organizational context. It also allows the organization to identify any training needs for their managers as a group.

7. Evaluate the responses carefully and use them to develop action plans to improve managerial performance. H. John Bernardin recommends that 'managers above the rank of managers being appraised should serve as the major vehicle for the feedback and action planning to correct acknowledged problems' (ibid.). Both the manager being evaluated and his or her manager should focus on those items that suggest corrective action and draw up an appropriate action plan. One of the biggest causes of failure in upward appraisal programs is ignoring the results received.

8. Keep the results in perspective. Upward appraisal should always be used in conjunction with other appraisal techniques and incorporated into a multiple rater system. There are many dimensions to a manager's job that their subordinates are not qualified to rate. The results should be properly weighted and compared with all other sources of information.

9. Solicit feedback on the process itself from both the raters and the managers being rated. This should be done at the time of the appraisal, or as soon as possible thereafter. This step is important for determining which questions were ambiguous, if the procedures and instructions were clear enough, if new questions need to be added, and whether or not the staff thought the process had value. Revise the process based on the feedback that is received.

10. Repeat the process every year. This will allow managers to track their improvement over time and give them feedback on the success or failure of their efforts to improve. Upward appraisal should be conducted at a time that is separate from the annual performance appraisal process to avoid confusing staff about its purpose.

Upward Feedback at Carnegie Mellon University Libraries

The impetus for the upward appraisal program at the Carnegie Mellon University Libraries stemmed from the total quality management tools and techniques training sessions that all library staff members underwent in small groups during 1993 and 1994. At the end of the comprehensive three-and-one-half-day training sessions, each group was asked to brainstorm a list of issues specific to the libraries that would benefit from the application of TQM principles. Among the list of issues which arose during these sessions, increasing and improving communication between managers and their staff members surfaced repeatedly as an issue. Managerial accountability was another important issue that arose. In later large group meetings, library staff members were then asked to combine the lists from each session and to rank the issues on that combined list in order of priority. Improved communication and managerial accountability were both ranked as high priorities by staff members.

The Department Heads Council, a group of the library's middle managers (a total of ten people, including myself), was charged with reviewing the prioritized list and recommending ways to address the five highest priority items. The Council agreed that a program of upward appraisal would be one way to address the staff's concerns about managerial communication and accountability.

The Council felt strongly that the feedback should only be used for development purposes, especially in the early years of the program. Once this was decided, we worked to develop a feedback questionnaire that would reflect our environment and the concerns of our staff. We based our questionnaire on one contained in the article 'They Shoot Supervisors, Don't They?' (Jaffe and Ives, 1987). Questions were combined, added, eliminated, or revised until the Council felt that we had an instrument that elicited information about the behaviors we hoped to target and one that reflected the concerns of our organization.

Behaviors we hoped to measure concentrated on:

- effective communication within the manager's department as well as with other departments and with senior administrators

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- the appropriate use of total quality management principles in running the department

- training and development of subordinates

- provision of clear job responsibilities and goals, and

- fairness and honesty, especially in evaluating subordinates.

Statements were devised to measure these behaviors using a Likert scale rating of between one and five, with one being the lowest rating and five being the highest. Each statement also had a choice for not applicable. The final survey instrument contained a total of 27 statements. In addition, staff members were asked to indicate the two statements from the rating instrument that they would most like their supervisors to address during the coming year. They were also given the opportunity to make any other comments about their supervisor's strengths and weaknesses that they felt were relevant.

The draft was given to the full staff for comment and revised once more to incorporate those comments. We then devised a procedure for the process that would ensure anonymity and confidentiality for staff and managers alike and, in addition, not create too great a work burden on those supervisors compiling and reporting results. The questionnaire and the process were then submitted to the library's senior administrators for final approval (see Appendix A).

The Council decided to have the completed evaluation forms tabulated by the rated manager's supervisor in order to increase the incentive for the manager to actually act on the feedback they received. We also felt that this was the only way to ensure that staff members could give comments on their supervisor's performance without worrying that the manager would recognize their writing. Staff members performing the evaluations were asked to put their names on the cover sheet of the evaluation form, but only the rated manager's supervisor saw these names.

The supervisor preparing the report on the upward feedback was instructed to compile the ratings on to one form, indicating the average of responses per statement as well as the variation of the responses per statement. They were then to indicate which numbered statements staff wanted the manager to concentrate on during the coming year. Finally, staff comments were to be restated by the manager's supervisor to make certain that they were not recognizable. This was all to be prepared into a written report and given to the manager, followed

by a meeting one week later to discuss the meaning of the feedback and to create an action plan to address any areas for improvement. The original feedback forms from staff members were destroyed. Only the report was retained, and that was to be retained only by the rated manager, not his or her supervisor. The report was not to be placed in the manager's personnel file.

Our upward feedback forms were distributed to staff in early May of 1995 and returned to the appropriate managers' supervisors within one week. A total of 88 forms were distributed to the full staff of the University Libraries to be used to rate 26 staff members with supervisory responsibilities. Sixty-four questionnaires were return for a response rate of 73%. The written reports summarizing the results and comments were to be given to the evaluated managers by the following month.

We learned a great deal from this first year of our upward appraisal program. Perhaps most important-ly, we learned the importance of considering the first year of such a program as a trial run and acknowledging that there will be some confusion and some deviation from the stated instructions and procedures. Staff and managers alike need time to get used to this new method of performance appraisal, to understand what is expected of them and to have the necessary confidence in the process to make it work. You can never anticipate every eventuality and prepare for it before it happens. Following is a summary of the more important lessons we learned from this first year of our upward appraisal program:

1. Be very explicit in your instructions. For example, we had some staff members place a rating midway between two numbers on the rating scale, which made these very difficult to decipher. Nowhere in the instructions did we state to choose only the numbers on the scale, not some midpoint in between. We also had some deviation in the way that reports were prepared by managers' supervisors. We will give them more explicit instructions when we repeat the process next year.

2. Ensure that supervisors compiling results have adequate time to prepare them. We scheduled our upward appraisal program for May because it was far enough away in time from our annual performance appraisal process (which is conducted in January). The timing of this new program coincided with the migration to a new library management system and we all underestimated how time consuming that would be. I would also rec-

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ommend investigating the feasibility of having the results compiled by a computer program since this would facilitate preparation of the reports to managers and allow for the establishment of performance norms library-wide.

3. Recognize that your results will be skewed in departments that have only one or two staff members reporting to a manager. During interviews, managers in five such departments (out of a total of 10) in our libraries who received very high ratings (all fours and fives) wondered if this was because they were excellent managers or because their staff felt that the department was too small for them to give an honest evaluation of the manager's performance. As a general rule of thumb, the mean of data from less than four or five raters may not be a statistically valid assessment of managerial performance. The Council will address this issue before we repeat the program next May.

4. Ask staff members to evaluate the instrument itself at the time that they evaluate their manager. Staff feedback, particularly in the first year of your program, is necessary to determine what works and what doesn't from their point of view and which questions need revision.

Managers' Reactions to Their Results

The reaction to upward appraisal by the managers at Carnegie Mellon University Libraries has been very positive. I was able to interview seven of the 26 evaluated supervisors in early August in order to get a sampling of comments and reactions from feedback recipients. All of them felt that the feedback was valuable, sometimes confirming what they already knew about their managerial behavior, both good and bad, and sometimes pointing out things that they weren't aware of. Five of the seven felt that the feedback from their staff was more valuable than the feedback from their supervisors. Several of them stated that the staff feedback focused on 'how' they performed their duties while their supervisor's appraisal focused on 'what' they accomplished and was more results based. Four of the managers interviewed felt that the upward feedback corresponded to their own self-assessment of their managerial behavior while three felt that it did not, which made it all the more valuable to them. All seven felt that it was difficult to judge the accuracy of the feedback. Some felt that it was too subjective to judge the accuracy. Others mentioned that it was difficult to separate out criticisms of the envi-

ronment from criticisms of their managerial behavior.

Two managers felt that their scores were too uniformly high to be truly accurate. They felt sure there must be areas where they need improvement. Four of the seven managers mentioned that their feedback was not really anonymous, in spite of the best efforts of their supervisor to disguise responses, since their departments were small and they knew who would give which types of scores.

Managers interviewed listed the following advantages to the upward feedback process:

- 'provides valuable input on your performance that you wouldn't otherwise get'

- 'it lets you know if you are really giving your staff what they need to succeed'

- 'lets you see where you stand with your staff'

- 'allows staff members to vent their frustrations and creates an illusion of control over their work environment'

- 'opens channels of frank communication'

- 'provides an opportunity for growth'

- 'shows whether or not your supervisor can follow directions in preparing the feedback report'

- 'gives you positive reinforcement for the things that you are doing well'

Disadvantages mentioned include:

- 'creates unnecessary anxiety and tension among managers'

- 'there is the possibility of retaliation with some managers

- 'vindictive employees could take the opportunity to hurt the manager'

- 'it isn't as reliable or anonymous for smaller departments and may not be as honest as a result'

- 'it is difficult to know how to interpret the results in some instances'

Only two of the managers interviewed believed that upward appraisal should ever be used as a basis for personnel decisions and merit pay, and both were adamant that managers should be held accountable for their managerial behavior since it is a large part of their job. They also felt that the process would never be taken seriously by staff unless the results affected pay and promotion. Four felt that it should be used mainly for development purposes, but that any results indicating corrective action should

become part of that manager's goals for the year and those goals would affect pay and promotion since they are part of the annual appraisal process.

Three of the managers plan to develop action plans to address the issues that arose from the feedback they received and to incorporate that plan into their goals. Four others are not planning any formal development, but will keep certain issues in mind when dealing with their staff throughout the year.

Does Upward Appraisal Really Work?

If subordinate appraisal is such a valuable tool for improving management performance, then why isn't it used more widely? Several factors contribute to its relative obscurity. Managers' resistance to the idea is perhaps the greatest stumbling block, particularly in traditionally top-down organizations. Some reasons for this resistance include concerns about challenges to management authority, worry that subordinates are not sufficiently well-informed about the managers' duties and responsibilities to rate them on their performance, and fear of retribution from vindictive employees. In addition, upward appraisal is an innovative technique with little empirical research to back up its claims of success. However, what research does exist shows positive results.

In a study conducted at the University of North Carolina, managers in the experimental group, which received feedback from subordinates, significantly improved their supervisory behavior in the eyes of their subordinates when compared with the control group, which received no subordinate feedback (Hegarty, 1973). In addition, organizations like British Petroleum's Exploration division, RCA, Syntex, and IBM, that have been using this technique for several years, have found that the process has had a significant impact on improving the supervisory skills of their managers. Management training institutes are also beginning to employ this technique as a way of providing specific, relevant training targeted to strengthen a manager's weak areas, defined by the upward feedback provided by their subordinates.

It is too early to have accumulated any data on how the upward appraisal program at Carnegie Mellon will impact managerial performance. We are encouraging managers to retain their feedback reports from this year and use them for comparison purposes after next year's upward appraisal cycle is complete. Anecdotal evidence from informal discussions with my colleagues suggests that many man-agers are already beginning to use the feedback from their staff to make suggested corrections where indicated. In addition, many of our managers say that the feedback has made them more self-observant in their dealings with their staff. Our experience with upward appraisal has also prompted the members of the Department Heads Council to look for ways to begin sharing advice and information with each other about how we manage our staffs and which techniques have or have not worked effectively for us. Carnegie Mellon University Libraries is committed to using this method of feedback and making it a permanent feature of our overall appraisal program.

Conclusion

As libraries are asked to do more with less money and staff, managers will need to become more creative and effective if libraries are to flourish. Effective management is becoming a crucial issues for libraries, as it has become for industry. In addition, the role of the manager is changing. According to Maureen Sullivan, of the Office of Management Services at the Association of Research Libraries, 'As the manager's role shifts from one of direction and control to one of guidance and coordination, the role of staff shifts from that of subordinate to a partner or participant in the accomplishment of work and the achievement of organizational goals.' (Sullivan, 1992) Managers need to use all of the tools at their disposal to develop the skills necessary to take our organizations into the future. Upward appraisal is one such tool that addresses a long overlooked source of valuable management development information. It can bring about positive change.

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Appendix A

CARNEGIE MELLON UNIVERSITY LIBRARIES

Date: _____

Your Name: _____

Person Being Evaluated: _____

Return completed evaluation to:_____ by May 5

Upward Feedback

Background: As follow-up to the TQM training, library staff designated several areas in need of quality improvements. One of the designated areas chosen to be implemented in 1994/95 was management accountability. Upward evaluation, a technique by which people evaluate their supervisors, was chosen from among the staff suggestions for TQM improvements. Department Heads Council then created the feedback form incorporating suggestions from library staff. The results will be used to improve both accountability and managerial skills of supervisors.

Confidentiality: Please take time to evaluate the competencies of your supervisor as they apply to you and your job in the past year. The information you provide on the feedback form will be confidential. The feedback form should be submitted to the manager (indicated above) to whom your supervisor reports. The manager will summarize and discuss the results of the questionnaire with your supervisor without identifying the source of the comments. Your supervisor will NOT see the completed feedback forms.

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Appendix B

Upward Feedback Questionnaire

SECTION A. - Rate your supervisor. For each statement check the number that most closely describes your supervisor from Almost Never (1) to Almost Always (5). If a question does not apply to your situation check Not Applicable. The rating should reflect the interactions of you and your supervisor in the past year.

1. My supervisor is fair and consistent in dealing with employees (treats each individual in a fair and balanced way without showing favoritism).

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

2. My supervisor shows a willingness to help out when there is a staff shortage in the department.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

3. My supervisor is willing to try new ideas.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

4. My supervisor shows concern and interest in my career development.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

5. My supervisor listens to and considers my suggestions and is willing to suggest my recommendations to management.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

6. My supervisor maintains open communication within the department and with other departments.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

7. My supervisor is honest with me.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

8. My supervisor displays patience, diplomacy, and competence.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

9. My supervisor clearly establishes and monitors job responsibilities.

   √   *(Almost Never)*   *1*   *2*   *3*   *4*   *5*   *(Almost Always)*   *Not Applicable*

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10. My supervisor provides/supports well-planned training and orientation.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

11. My supervisor gives explanations clearly.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

12. My supervisor takes requests and complaints seriously and responds promptly.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

13. My supervisor gives praise when deserved.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

14. My supervisor is willing to act as an advocate for staff concerns to higher management.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

15. My supervisor is an effective manager.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

16. My supervisor shows effective communication skills.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

17. My supervisor uses excellent leadership skills.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

18. My supervisor avoids responding with hostility or defensiveness when receiving a complaint.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

19. The skills and attributes of my supervisor help to build and maintain a high level of staff morale.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

20. My supervisor promptly and confidentially discusses performance problems with me and recommends strategies for improvements.

√   (Almost Never) 1 2 3 4 5 (Almost Always) Not Applicable

21. My supervisor evaluates me on clearly communicated job criteria.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

22. My supervisor is willing to admit mistakes or lack of knowledge.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

23. My supervisor has earned my respect and trust.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

24. My supervisor promotes independent decision-making and risk taking by discussing alternatives with me, but trusts my judgment.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

25. My supervisor helps me interpret my role in achieving the goals of the University Libraries.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

26. My supervisor uses TQM appropriately to facilitate work in the department.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

27. My supervisor encourages me to communicate and solve problems with others outside the normal chain of command, whenever appropriate.

        (Almost Never)   1   2   3   4   5   (Almost Always)   Not Applicable

√

SECTION B. - Help your supervisor improve his/her performance. Review your responses to the statements above and indicate the numbers of the two statements you would like your supervisor to address in the coming year.

SECTION C. - Comment on your supervisor's performance. Use the space below to elaborate on the strengths and weaknesses of your supervisor. Feel free to refer to specific statements in Section A by number or to address areas not specified in Section A. You may attach another page if you need more room for your comments.

Submit to _____ by May 5.
Thank you for your participation.
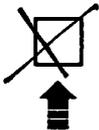
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