Objectives of a research project were to determine current employer practices in personnel performance evaluation in New Hampshire, and to inform vocational teachers and guidance counselors of these employer practices so that they might make program or counseling service modifications to better acquaint vocational students with these practices. Interviews were conducted with twenty-three employers across the state to learn of their current procedures in employee evaluations. Also, professional meetings of personnel managers and training seminars for personnel were attended to gain perspective and insight into the tasks personnel managers are required to do. Overall findings indicated that graduates who know what they want and what they have to offer, and who cultivate human relations skills, will interview effectively and be more successful in landing a job. This report discusses the findings under three topics: how to get a job; evaluation prior to employment, how to hold a job; evaluation after employment, and the importance of work attitudes. Brief suggestions directed to vocational teachers for teaching work attitudes and interpersonal relations are included. These suggestions refer to use of the appended materials, which comprise the major portion of the report and include sample employer interview forms, employee performance evaluation forms, a listing of teacher resource materials. (SL)
HOW NEW HAMPSHIRE EMPLOYERS EVALUATE THEIR EMPLOYEES

IMPLICATIONS FOR VOCATIONAL EDUCATION

Richard A. Gustafson
Patricia McClary Groves

Keene State College
Spring, 1977

The project reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare, through the New Hampshire Research Coordinating Unit. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official New Hampshire Research Coordinating Unit and/or the Office of Education position or policy.
Contents

INTRODUCTION AND PURPOSE 5
METHODOLOGY 6
FINDINGS 8
"How to Get a Job" — Evaluation prior to employment 8
"How to Hold a Job" — Evaluation after employment 9
The Importance of Work Attitudes 10
HOW THE VOCATIONAL TEACHER CAN MAKE A DIFFERENCE 13

APPENDIX A: List of Employers Interviewed 15
APPENDIX B: Samples: Employer Interview Evaluation Forms 17
APPENDIX C: Samples: Performance Evaluation Forms 29
APPENDIX D: List of Teacher Resource Materials 49
Introduction and Purpose

- What makes a good vocational program? Are there any universally accepted criteria for vocational program quality?

A recent study conducted by the Center for Vocational Education at The Ohio State University (April, 1975) used the Delphi Technique to help develop a rank order of agreed-upon criteria for vocational program quality.

Using two rounds under the Delphi format, 66 criteria for quality were ranked by more than 500 vocational educators from all levels of involvement.

As one might expect, the number one criteria was “Program content is current with occupational practice.” It has been traditional to examine and re-examine vocational program content with craft committees to insure that this criteria of quality is present in all vocational programs.

However, once they are employed, vocational program graduates are evaluated from a number of points of view and the evaluation involves more than simply the vocational tasks performed. In fact, students who are employed in larger agencies — such as insurance companies, production industries, health services and retailing businesses — often find performance evaluations relate only in small ways to specific job skills. Factors such as interpersonal relationships, personal appearance, punctuality, motivation, and self-direction are given high priority as part of the periodic performance review.

Another study completed by the University of Tennessee (Porreca and Stallard, 1975) concluded that “affective domain competencies of students appears to be as important as cognitive and psycho-motor competencies in vocational-technical education.”

Thus, while vocational educators are quite confident that the specific vocational skills taught in a given program are “current with occupational practice,” we are not fully aware (nor are the students) of those other aspects of the world-of-work-environment upon which our graduates will be evaluated.

To continue to develop quality vocational programs, we must know the full extent of employer expectations above and beyond specific vocational skills.

It is the purpose of this research to learn of these employer expectations and accomplish the following two objectives:

(1) To determine current employer-practices in personnel performance evaluation in New Hampshire.

(2) To inform vocational teachers and guidance counselors of these employer practices so that they might make program or counseling-service modifications to better acquaint vocational students with these practices.
Methodology

For the results of this study to be useful to the vocational teacher, first-hand knowledge of the actual methods employers currently use to evaluate their employees was essential.

The best way to gain this information was through face-to-face interviews with the personnel departments which have the responsibility for hiring of new employees and evaluating existing employees.

Interviews were conducted with twenty-three (23) employers across the state to learn of their current procedures in employee evaluations. These interviews were held with businesses and industries of diverse size and geographic location — industries representative of the occupational areas for which vocational education prepares students.

The interview process offered employers three methods of providing data and materials:

1. Employers responded to a standard set of prepared questions.
2. Employers offered open-ended comments about their methods of employee evaluations.
3. Copies of evaluation materials which employers use for employee evaluations were obtained.

The instrument used in the interviews posed the following five questions for directing the discussion:

1. Does your company/organization use a written evaluation form which deals with the performance of your employees? If so, could we please have a sample copy?
2. In hiring new personnel, what are the six basic factors you feel are most important?
3. How are employee evaluations for pay raises or promotion conducted in your company/organization?
4. Who is involved in these evaluations?
5. What are the most common reasons for termination of an employee?

In addition to these standard questions, each personnel representative was asked to rank the relative importance of the following ten factors of work attitudes:
1. **PERSONAL HYGIENE AND APPEARANCE**: the person is appropriately attired.

2. **TRAINABILITY**: the person accepts constructive criticism, follows instructions willingly and performs consistently.

3. **SELF-CONFIDENCE**: the person believes their own actions influence future events.

4. **RESPECTFULNESS**: the person respects co-workers, supervision and property.

5. **TRUSTWORTHINESS**: the person can handle information discreetly and respects confidences.

6. **OPTIMISM**: the person expects good from people and satisfaction from the natural course of events.

7. **WORKING FLEXIBILITY**: the person is willing to work hours requested, is on time and is present all days required.

8. **RESPONSIBILITY**: the person is able to handle responsibility justly and able to work under stress.

9. **AMBITIOUS**: the person is striving for advancement or growth.

10. **COOPERATIVE**: the person is able to work well with others.

Twenty-three employers (see Appendix A) were identified and interviewed. In most cases the personnel representative hired from two or more of the vocational education areas. For example, a large electronics company might employ secretaries, engineers, draftsmen and machinists. The employers were selected based on these considerations:

- Located in New Hampshire
- All vocational education areas were represented
- Both urban and rural employers were represented
- Small, medium, and large employers were represented

In addition to the interviews, the researchers also attended professional meetings of personnel managers and participated in training seminars for personnel. From these we were able to gain perspective and insight into the tasks personnel managers are required to do. Employee evaluation is critical because so much is at stake — for the people rejected, for the people hired, for the people promoted, and for the people fired.

The interviews were designed to find the answer to two basic questions:

1. What techniques are being used during the interviewing process to determine which potential employee to hire?

2. What techniques are being used once an employee is on the job to assess his or her potential and performance?
Findings

There are many more qualified applicants applying for most jobs than can possibly be hired. Personnel management has a difficult task in finding the best person for the company. The definition of "best person" is a person who will be an asset to the company — one who will stay with the company and work hard. Personnel people are trained in the art of communication — questioning skills, listening skills, and understanding non-verbal communications. It is their job — within legal confines — to gather as much information about an applicant in order to make the best possible hiring decision.

The job market in New Hampshire continues to be very tight. And the new vocational graduates enter this market with some strong strikes against them. Specifically, the graduates are:

- Young
- Inexperienced
- Statistically not stable on the job.

Vocational teachers have the opportunity to change these debts to credits. Our findings clearly indicate that graduates who know what they want and what they have to offer, and who have cultivated human relations skills, will interview effectively and be more successful in landing a job.

Our findings are extensive and will be presented in three broad areas:

I. Evaluation prior to employment — "How to Get a Job"

II. Evaluation after employed — "How to Hold a Job"

III. The Importance of Work Attitudes

How to Get a Job:
Evaluation Prior to Employment

The minute a vocational graduate makes contact with a potential employer, the evaluation process begins. Thus, competition for jobs begins long before a person even has the opportunity to demonstrate his or her vocational skills. Graduates of vocational programs, therefore, require skills in the job interview process if they are to improve their chances of obtaining the job they want. Actual forms which personnel managers use in the interview process are available in Appendix B.

In many organizations the interview process itself has a number of steps beginning with the initial contact with the receptionist.

When the job applicant is brought to the company, sometimes the personnel receptionist will "code" the application form with some brief general impressions of the applicant. The receptionist may also choose to pass the application on to personnel or file it away.
The second step is usually a meeting with a member of the personnel department. The purpose of this stage of the interview process is important to keep in mind. Here the applicant has a chance to convince personnel that he or she has the necessary qualifications and is the right person for the job. Personnel managers look for the relevant information needed to make the hire/reject decision. The interview with personnel usually emphasizes identification of work habits and attitudes. Specifics being considered are aptitude, personality, motivation and character. Personnel will be alert to the manner of response passed that may indicate avoidance of critical issues and will investigate further in these areas. In essence, every possible factor is considered by the interviewer and then evaluated. It is his job to decide if the job specifications and the applicant's skills will match.

The third part of the screening process is performed by the department supervisor who assesses the applicant's specific job skills. This interviewer also assesses work attitude factors. Personality traits often play an important role — it is in the company's best interest to hire a person who will be an asset, a person who will get along well with other employees.

While variations in the evaluation prior to employment often occur, affective domain competencies are always considered. Sometimes an informal score card is maintained on each applicant with all interviews being recorded. Such a record is important and valuable when large numbers of applicants apply for a given position. This pre-employment record is destroyed as soon as the applicant is hired or rejected.

The personnel workers in New Hampshire are fully aware and respectful of the legal structure which restricts the questions job applicant is required to answer. In fact, it was suggested that students be taught the laws governing equal employment opportunities.

---

**How to Hold a Job: Evaluation After Employment**

Personnel evaluation after employment is a more extensive and formal process. Nearly every employer has a probationary period for the new employee. During this time a mutual evaluation of the employer-employee relationship and the job environment takes place. It is understood that during this period either party can terminate the employment with no recriminations.

Most employers have required procedures and forms which are used in periodic employee evaluations. These forms show clearly that employee evaluations hinge strongly on personal and attitudinal factors as well as cognitive and psychomotor skills.

Most New Hampshire employers evaluate their employees for three reasons: pay raises, promotion, and personal improvement. Evaluations for these purposes are usually performed at the same time and with the use of the same questionnaires. Some employers, however, believe these evaluations should be done separately to allow employee growth and development to be emphasized and separated from salary and promotion considerations.
There are three different types of job evaluations performed: one for hourly wage positions; one for salaried non-exempt, such as office workers and technicians, and one for salaried exempt or managerial positions. The affective domain competencies appear to be more important in the salaried positions.

In all of these positions the evaluation usually begins with the immediate supervisor. Some instruments used are included in Appendix C. The criteria used include cognitive, psychomotor, and affective domain competencies. The employee's evaluation and his supervisor's evaluation are then compared and a decision is reached concerning the pay raise or promotion.

The Importance of Work Attitudes

Each of the twenty-three (23) employers was asked to rate the relative importance of the ten factors which comprise working attitudes. While there were some differences, the following pattern was recorded.
## WORKING ATTITUDES

<table>
<thead>
<tr>
<th></th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Not Important</th>
<th>Definitely Not Important</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PERSONAL HYGIENE-AND APPEARANCE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person is appropriately attired.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. TRAINABILITY:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person accepts constructive criticism, follows instructions willingly and performs consistently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SELF-CONFIDENCE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person believes his own actions influence future events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. RESPECTFULNESS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person respects co-workers, supervision and property.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. TRUSTWORTHINESS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person can handle information discreetly and respects confidences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. OPTIMISM:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person expects good from people and satisfaction from the natural course of events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. WORKING FLEXIBILITY:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person is willing to work hours requested, is on time and is present all days required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. RESPONSIBILITY:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person is able to handle responsibility justly and able to work under stress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. AMBITIOUS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person is striving for advancement or growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. COOPERATIVE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the person is able to work well with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An analysis of the above table indicates:

- The factors of **TRUSTWORTHINESS** and **WORKING FLEXIBILITY** were rated the highest in terms of employer importance.
- The factors of **PERSONAL HYGIENE** and **APPEARANCE, RESPECTFULNESS**, and **COOPERATIVENESS** were close seconds.
- Other characteristics added to the list in the “other” category involved being Dependable, Hard-working, Economic-minded, and Stable.
- There were a number of occupations with specific characteristics which one might expect, such as:

  - Personal hygiene and appearance were extremely important in health-related occupations as well as business and office occupations.
  - Trainability was ranked very high in the manufacturing and technical industries.
  - Self-confidence was a factor which employees looked for in identifying future leadership potential.
  - Responsibility was another factor in identifying leadership or supervisory potential.
How the Vocational Teacher Can Make a Difference

This study has demonstrated that if a vocational education program is to be considered "current with occupational practice," there must be provision for instruction in the importance of work habits, attitudes and interpersonal communication skills as part of the program.

When asked if they address work habits and attitudes in their programs, vocational teachers and counselors usually indicate that these concepts are implied or discussed all the time. In fact, some of these factors are part of the grading process. However, this is not enough. If our vocational program graduates are to be fully prepared for entering and maintaining employment, a more substantial instructional effort in the teaching of work attitudes and interpersonal relations is required.

Suggestions for teacher action:

1. Vocational programs should have explicit instruction in personal development including work habits, attitudes, and interpersonal communication skills.

2. Vocational students must receive first-hand experiences in job-seeking skills. This can be accomplished in a number of ways, such as:
   a. Study, complete, and discuss sample job application forms as those in Appendix B.
   b. View films on the job interview process.
   c. Role-play the job interview with fellow students and instructors.
   d. Invite a local personnel manager to the classroom to discuss the job interview process and to demonstrate (role-play) various interview situations.
   e. Assist the students in writing a resume.

3. Vocational students must be knowledgeable in the purposes and methods which employers use to evaluate their on-the-job performances. The materials included in Appendix C provide a number of examples of actual evaluation instruments currently used by employers. These might be used by students to self-evaluate their performance in the vocational education program.

4. Vocational teachers should have access to a wide variety of instructional materials and media which address the areas of career and personal development. Commercial production of these materials has increased dramatically over the past few years and their cost is most reasonable. While some of the materials are designed for specific vocational areas, most are generalized and can be used in a variety of vocational program areas. A comprehensive bibliography of instructional materials for teachers appears in Appendix D.

5. Feedback to students enrolled in vocational programs should include information on work habits, attitudes, and interpersonal skills as well as grade reporting on program content and vocational skills.
APPENDIX

LIST OF EMPLOYERS INTERVIEWED
Alvirne High School
Ashuelot National Bank
Centronics
Cheshire Employment Agency
Cheshire Hospital
Department of Employment Security
Hogan's Florist
Homestead Woolen Mills
Jordan Marsh
Keene High School
Keene State College
Kingsbury Machine Tool Corp.
Manpower
Markem Corporation
Mill End Store
Mashua Corporation
National Grange Mutual Insurance
St. Joseph's Hospital
Sanders Associates, Inc.
Smith Plumbing & Heating
Teledyne Electro-Mechanisms
United States Department of Agriculture
Weatteau Incorporated
APPENDIX B

SAMPLES: EMPLOYER INTERVIEW EVALUATION FORMS
EMPLOYMENT APPLICATION

LAST NAME: [Blank]
FIRST NAME: [Blank]
MIDDLE INITIAL: [Blank]

ADDRESS: [Blank]
CITY: [Blank]
STATE: [Blank]
ZIP: [Blank]

NEAREST PHONE: [Blank]

1. DO YOU HAVE RELATIVES OR FRIENDS IN THIS COMPANY? [Yes] [No]

IF SO, STATE NAMES, RELATIONSHIP AND DEPT.: [Blank]

PRESENT OR LAST SCHOOL ATTENDED: NAME [Blank]
CITY: [Blank]
STATE: [Blank]

DATE FINISHED: [Blank]
GRADUATE: [Yes] [No]
HIGHEST GRADE OR CLASS COMPLETED: [Blank]

OTHER SCHOOLS-HIGH SCHOOL OR COLLEGES: [Blank]

HAVE YOU WORKED AT ANY OF OUR STORES OR WAREHOUSES IN THE PAST? [Yes] [No]
WHERE: [Blank]
WHEN: [Blank]
JOB TITLE: [Blank]

HAVE YOU APPLIED FOR WORK AT ANY OF OUR STORES OR WAREHOUSES IN THE PAST? [Yes] [No]
WHERE: [Blank]
WHEN: [Blank]

SPECIAL TRAINING OR OFFICE SKILLS: [Blank]

SPORTS OR HOBBIES: [Blank]

WHAT PROMPTED YOU TO COME IN? PLEASE LIST DETAILS AS TO NEWSPAPER ADVERTISING OR COMMUNITY ORGANIZATION REFERRAL: [Blank]

PERSONAL REFERENCES:

NAME ONE [Blank]
ADDRESS: [Blank]

NAME TWO [Blank]
ADDRESS: [Blank]

PLEASE LIST ANY EMPLOYMENT YOU HAVE HAD IN THE LAST TEN YEARS.

I, HEREBY CERTIFY TO THE BEST OF MY KNOWLEDGE AND BELIEF THE ANSWERS MADE HEREIN ARE TRUE AND COMPLETE AND I REALIZE THAT ANY OMISSION OR FALSIFICATION WILL RESULT IN MY DISMISSAL. IT IS AGREED THAT MY EMPLOYMENT IS WITHOUT SECURITY AND MAY BE TERMINATED BY THE COMPANY OR MYSELF AT THE DISCRETION OF EITHER PARTY. IN MAKING THIS APPLICATION FOR EMPLOYMENT I UNDERSTOOD THAT AN INVESTIGATIVE CONSUMER REPORT MAY BE PREPARED WHEREBY INFORMATION IS OBTAINED THROUGH PERSONAL INTERVIEWS WITH YOUR NEIGHBORS, FRIENDS, OR OTHERS WITH WHOM YOU ARE ACQUAINTED. THIS INQUIRY INCLUDES INFORMATION AS TO YOUR CHARACTER GENERAL REPUTATION, PERSONAL CHARACTERISTICS AND MODE OF LIVING. YOU HAVE THE RIGHT TO MAKE A WRITTEN REQUEST WITHIN A REASONABLE PERIOD OF TIME TO REVIEW AND OBTAIN ADDITIONAL, DETAILED INFORMATION ABOUT THE NATURE AND SCOPE OF THIS INVESTIGATION. I AGREE TO BE BONDED AT THE COMPANY EXPENSE.

AN APPLICANT FOR EMPLOYMENT WITH A SEALED RECORD ON FILE WITH THE COMMISSIONER OF PROBATION MAY ANSWER 'NO RECORD' WITH RESPECT TO AN INQUIRY HEREIN RELATIVE TO PRIOR ARRESTS, CRIMINAL APPEARANCES OR CONVICTIONS. AN APPLICANT FOR EMPLOYMENT WITH A SEALED RECORD ON FILE WITH THE COMMISSIONER OF PROBATION MAY ANSWER 'NO RECORD' TO AN INQUIRY HEREIN RELATIVE TO ARRESTS OR CRIMINAL COURT APPEARANCES.

APPLICANT'S SIGNATURE: [Blank]

DATE: [Blank]

Our employment policy — equal opportunity for all without discrimination because of race, color, creed, sex, age or national origin.
**PRE-EMPLOYMENT MEDICAL HISTORY QUESTIONNAIRE**

### A. Have you ever

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes or No</th>
<th>If Yes - Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been operated on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been advised to have an operation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been seriously injured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been refused employment for health reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been forced to stop a job because of health reasons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. Have you ever injured your back

- Have you ever had a hernia or rupture?
- Have you ever worn a back brace?
- Have you ever worn a knee brace?
- Do you wear a brace or support?

### C. Have you ever had

- Diabetes
- High Blood Pressure
- Nervous Disorders
- Tuberculosis or other lung disease
- Heart trouble
- Cancer
- Arthritis
- Epilepsy

### D. Have you ever had

- Allergies, or reactions to drugs
- Asthma
- Blood or Sugar re-Urine
- Cough (frequent or chronic)
- Fainting spells or dizziness
- Other illnesses

### IMMUNIZATION

- TETANUS (Lockjaw)
- POLIO

---

**THE ABOVE STATEMENTS ARE TRUE TO THE BEST OF MY KNOWLEDGE. I UNDERSTAND THAT ANY MISSTATEMENT OF FACT IS GROUNDS FOR RELEASE.**

**I AM WILLING TO SUBMIT TO A PHYSICAL EXAMINATION AT THE REQUEST OF THE STORE MANAGEMENT AND IF ONE IS GIVEN I AGREE THAT MY CONTINUED EMPLOYMENT MAY BE CONTINGENT ON THE RESULTS.**

**SIGNATURE OF APPLICANT**

---

**SIGNATURE**

**Date**

**Type**

---

**SIGNATURE OF APPLICANT**

**Date**

**Type**

---

**SIGNATURE OF APPLICANT**

**Date**

**Type**
TELEPHONE CHECK WITH PREVIOUS EMPLOYER

Applicant's Name: ___________________________ Type of Work: ___________________________
Former
Supervisor: ___________________________ Title: ___________________________ Company: ___________________________ Phone: ___________________________

This is (your name & title) (Applicant's Name), has applied to us for a job. I would like to verify the information he has given us. Do you remember him?

1. When did he work for your (Hospital)? From ___________ To ___________.

2. What was his job when he started? ___________________________. When he left? ___________________________.

3. He says he was earning $____ per ________. Is that correct? Yes ______ No: $$____

4. How hard a worker was he? Industrious? Variable? Lazy?

5. How good was his work? Careful? Quality, Conscious? Stubby?

6. How was his attendance? Chronic, Absentee? Health Problems? Dependable?

7. What was his accident record? Accident Prone? Safety Conscious?

8. How did his get along with others? Easy to work with? Trouble Maker? Moody?

9. How was he to supervise? Easy to handle? Needs close watching? Resistant?

10. Why did he leave your Hospital? Anything undesirable?


12. Do you know of any special problems he has--such as drinking, gambling, money, health, or trouble at home? ___________________________.

COMMENTS: ___________________________.

DATE OF CHECK ___________________________ MADE BY ___________________________ TITLE ___________________________
EVALUATION SHEET.

NAME: 

POSITION APPLIED FOR: 

DATE: 

PERSONAL

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Above Average</th>
<th>Average (Acceptable)</th>
<th>Unacceptable</th>
<th>Questionable</th>
<th>Give Reason(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendliness &amp; Agreeableness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Energy Level (Visual-Interview)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Condition (Any Noticeable Limitations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JOB REQUIREMENTS

<table>
<thead>
<tr>
<th>Experience</th>
<th>A Lot</th>
<th>Some</th>
<th>Almost None or None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stability (Overall Longevity Previous Employers)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MISCELLANEOUS

<table>
<thead>
<tr>
<th>Baby Sitter</th>
<th>No Problem</th>
<th>Problem Area (State Reason(s))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REMARKS

Overall Rating: 1 [ ] 2 [ ] 3 [ ] 4 [ ] Recommended to Employ: [ ] Yes [ ] No
Application for Employment

This application must be in your own handwriting. To receive proper consideration, all questions on both sides of this form must be answered.

Date

Name in Full

Please print name only

Present Address

Phone

State

Social Security A/C No.

ZIP Code

How long have you lived in this City?

Are you a citizen of United States?

Last previous address

Date of Birth

Height

Weight

Sex

Married □ Single □ Divorced □ Separated □ Widowed □

How Many Persons do you Support? Wife C Children Others

Have you any "sideline" business interests? Explain

Do you own your home? Do you own other Real Estate? Do you own Automobile?

Kind of work desired

Wages Expected

Previously employed here?

From To Dept.

Have you any Relatives or Friends in Our Employ?

Name

Name

In case of Emergency notify

Address

City

State

EDUCATION

Name and Location of School

No. of Years Attended

Course of Study

General

Special

Did You Graduate?

Date of Leaving

Grammar School

High School

College or University

Night School

Trade, Business or Correspondence School

What Foreign Language do you understand?

Have you served an apprenticeship? How long? Trade?

Where served in U.S.? When served?

Mechanical Experience or Business Machines you have operated

All qualified applicants will receive consideration without regard to age, race, color, religion, sex, national origin or military status.

Application Filed

Application Accepted

Clock No.
**EMPLOYMENT HISTORY**: Give Names and Addresses of ALL Previous Employers (including civil service)

If you are now working, present employer and reason for desire to quit must be included.

Also give reasons for lapses of time where a period of termination of one place of employment does not fit into the next place of employment.

<table>
<thead>
<tr>
<th>Employers Name and Address</th>
<th>Kind of Work</th>
<th>Wages Per Hour</th>
<th>Date Started</th>
<th>Date Left</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Physical Defects have you?

Were you ever injured at work? Nature of injury

Do you Wear Glasses? Is your Hearing Good? Your Speech?

Additional Remarks:

-----------------------------------

Have you ever served in the Armed Forces of the United States?

State Rank and Branch of Service

Are you now employed? Where?

I agree that any false statement in this application shall be sufficient cause for rejection or dismissal. I hereby grant permission to investigate any of the information included in this application and to submit to medical examination if required. The use of this blank does not indicate there are positions open and does not in any way obligate this Company.

Witness: Sign Here

Signature of Applicant

DO NOT WRITE BELOW THIS LINE

INTERVIEW (Yes or No) Date Hour

Result of Interview

Acceptable for Employment? Starting Rate Starting Date Shift

Occupation Dept. Clock No.

Interviewed by Employed by

Approved by

23
APPLICATION
FOR
EMPLOYMENT

(PLEASE PRINT PLAINLY)

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

PERSONAL

Date: __________________________

Name __________________________
Last First Initial Middle Initial Social Security No. __________________________

Present address __________________________ Telephone No. __________________________

No. Street City State Zip __________________________ __________________________ __________________________

"How long have you lived at above address? __________________________

Previous address __________________________ How long did you live there? __________________________

No. Street City State Zip __________________________ __________________________

To Applicant: READ THIS INTRODUCTION CAREFULLY BEFORE ANSWERING ANY QUESTIONS IN THIS BLOCKED-OFF AREA. The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion, sex or national origin. P.L. 90-202 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age. The Acts of some States also prohibit some or all of the above types of discrimination.

DO NOT ANSWER ANY QUESTION CONTAINED IN THIS BLOCKED-OFF AREA UNLESS THE EMPLOYER HAS CHECKED THE BOX NEXT TO THE QUESTION, thereby indicating that the requested information is needed for a bona fide occupational qualification, national security laws, or other legally permissible reasons.

☐ Are you over the age of twenty-one? __________________________ If no, hire is subject to verification that you are of minimum legal age.

☐ Sex: M ☐ F ☐ Height: ____ ft. ____ in. ☐ Weight: ____ lbs.

☐ Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed __________________________

☐ Date of Marriage __________________________ ☐ Number of dependents including yourself __________________________ ☐ Are you a citizen of the U.S.A.? __________________________

☐ What is your present Selective Service classification? __________________________

☐ Indicate dates you attended school:

Elementary __________________________ High School __________________________ College __________________________

From To From To From To

Other (Specify type of school) __________________________

☐ Have you ever been married? __________________________ If yes, on what jobs?

☐ Have you been convicted of a crime in the past ten years; excluding misdemeanors and summary offenses? __________________________ If yes, describe in full.

Employer may list other bona fide occupational questions on line below:

☐ __________________________

What method of transportation will you use to get to work? __________________________

Position(s) applied for __________________________ Rate of pay expected $ ____ per week

Would you work Full-Time ☐ Port-Time ☐ Specify days and hours if part-time __________________________

Were you previously employed by us? ☐ If yes, when? __________________________

List any friends or relatives working for us __________________________ Name(s) __________________________

If your application is considered favorably, on what date will you be available for work? __________________________

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? __________________________
Do you have any physical defects which preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations.

Have you had a major illness in the past 5 years? If yes, describe

Have you received compensation for injuries? If yes, describe

**RECORD OF EDUCATION**

<table>
<thead>
<tr>
<th>School</th>
<th>Name and Address of School</th>
<th>Course of Study</th>
<th>Check Lost Year Completed</th>
<th>Did You Graduate?</th>
<th>List Diploma or Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MILITARY SERVICE RECORD**

Were you in U.S. Armed Forces? Yes ______ No ______ If yes, what Branch?

Dates of duty: From ______ To ______ Rank at discharge ______

List duties in the Service including special training

Have you taken any training under the G.I. Bill of Rights? If yes, what training did you take?

**PERSONAL REFERENCES** (Not Former Employers or Relatives)

<table>
<thead>
<tr>
<th>Name and Occupation</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
List below all present and past employment, beginning with your most recent.

<table>
<thead>
<tr>
<th>Name and Address of Company and Type of Business</th>
<th>From</th>
<th>To</th>
<th>Describe in detail the work you did</th>
<th>Weekly Starting Salary</th>
<th>Weekly Last Salary</th>
<th>Reason for Leaving</th>
<th>Name of Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

May we contact the employers listed above? [ ]
If not, indicate by No. which one(s) you do not wish us to contact [ ]

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.

In making this application for employment I also understand that an investigative consumer report may be made whereby information is obtained through personal interviews with my neighbors, friends, or others with whom I am acquainted. This inquiry includes information as to my character, general reputation, personal characteristics and mode of living. I understand that I have the right to make a written request within a reasonable period of time to receive additional, detailed information about the nature and scope of this investigative consumer report.

Signature of Applicant

26
## INTERVIEWER

<table>
<thead>
<tr>
<th>INTERVIEWER</th>
<th>DATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FOR TEST ADMINISTRATOR'S USE

<table>
<thead>
<tr>
<th>TESTS ADMINISTERED</th>
<th>DATE</th>
<th>RAW SCORE</th>
<th>RATING</th>
<th>COMMENTS AND INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## REFERENCE CHECK

<table>
<thead>
<tr>
<th>Position Number</th>
<th>RESULTS OF REFERENCE CHECK</th>
<th>Position Number</th>
<th>RESULTS OF REFERENCE CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

SAMPLES: PERFORMANCE EVALUATION FORMS
PERFORMANCE RATING

NAME ___________________________ DATE ___________________________

DEPARTMENT ______________________ JOB TITLE _______________________

Check one of the descriptive phrases in each factor which most clearly describes the employee.

FACTOR I - JOB KNOWLEDGE concerns how completely the employee has learned about all the types of work, methods, practices, procedures for which his job is accountable.

1. Limited knowledge. Regularly needs instruction. ___
2. Fair knowledge, but still requires occasional checking. ___
3. Confidence in his knowledge, but still needs coaching on details. ___
4. Well informed on requirements. Rarely needs assistance and asks for it when needed. ___
5. An expert. Outstanding ability in applying knowledge. Fellow employees have a high regard for his job-related knowledge. ___

Comment:

FACTOR II - PERFORMANCE

1. Approaches job in unimaginative and routine fashion. Frequently too much time, effort and materials are used. ___
2. Erratic, inconsistent, easily discouraged. Difficulty in adjusting to new work. Has limited accomplishments. ___
3. Steady, predictable. Does what is asked, but doesn't leave the beaten path. Completes work on time with a minimum amount of wasted time. ___
4. Self-starter. Adjusts to new situations readily. Resourceful. Most other fellow employees respect his abilities. ___
5. Unusual initiative: makes extremely valuable contributions. Is consistently productive, handles an unusual amount of work and uses time effectively. ___

Comments:

FACTOR III - DEPENDABILITY

1. Absentee and punctuality record are poor. Can't anticipate any difficulties. Does not handle well, confidential information. ___
2. Sometimes lacks common sense. Attendance is somewhat less than desirable. Accurate, but still requires monitoring. ___
3. Good reliable employee though experiences some infrequent lapses of attending and industry. Attendance is reasonably good. ___
5. Entirely reliable. Tends to influence others constructively. ___

Comment:
FACTOR IV - ATTITUDE, concerns the impact his behavior has on others, reflections of his attitudes towards his job and towards his co-workers. Concerns the employee's receptiveness to suggestions, new ideas, constructive criticism, whether from his subordinates or his superiors.

1. Hostile and frequently uncooperative. May do his own job as he sees it and resists doing any more. Disturbing influence.  
2. Goes along with required activities but tends to resist new ideas. Apt to be a difficult person to correct. Rarely cooperative person when the situation is not to his immediate advantage.  
3. Usually gets along well with others.  
4. Always willing to cooperate with his superiors and fellow employees.  

Comment:

1. Does the employee's present position permit the best use of his capabilities

2. What specific types of positions should this employee be considered for? Has he indicated a special interest in any other type of work? What should he do or we do to prepare the employee for the other position, if applicable?

3. What training or educational course(s) has he taken in the last twelve months?

This performance rating has been discussed with me.

Employee's Signature ___________________________ Department Head/Supervisor's Signature ___________________________

Date ___________________________
EMPLOYEE EVALUATION FORM

NAME: _______________________________ JOB CLASSIFICATION _______________________________

DEPARTMENT: __________________________ EMPLOYEE NO: __________________________

Listed below are factors to be considered in this performance evaluation. Each factor has a five point maximum value.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PURPOSE</th>
<th>MAXIMUM SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>All Employees</td>
<td>55</td>
</tr>
<tr>
<td>A &amp; B</td>
<td>Clerical</td>
<td>60</td>
</tr>
<tr>
<td>A &amp; C</td>
<td>Professional &amp; Supervisory</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION A</th>
<th>ABOVE</th>
<th>EXCEPTIONAL</th>
<th>AVERAGE</th>
<th>BELOW</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTITUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPORTMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INITIATIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VERSATILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADAPTABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPENDABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOB KNOWLEDGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUANTITY OF WORK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| SECTION B | | | | |
|-----------| | | | |
| OFFICE SKILLS | | | | |

| SECTION C | | | | |
|-----------| | | | |
| COMMUNICATIVE SKILLS | | | | |
| CREATIVITY | | | | |
| ORGANIZATIONAL ABILITY | | | | |
| SUPERVISORY SKILLS | | | | |

DATE: ____________________________

-52-
Major weak points are—
1. 
2. 
3. and these can be strengthened by doing the following:

Major strong points are—
1. 
2. 
3. and these can be used more effectively by doing the following:

LAST RATE CHANGE:

DATE OF EMPLOYMENT FROM $_______ TO $_______ DATE_______

CONDITIONS WHICH MERIT SPECIAL CONSIDERATION

RECOMMENDATIONS FOR CURRENT REVIEW PERIOD

PERFORMANCE RATING

_________ EXCEPTIONAL _________ BELOW AVERAGE

_________ ABOVE AVERAGE _________ UNSATISFACTORY

_________ AVERAGE

RATED BY:

DATE:

A copy of this Report has been discussed with me.

EMPLOYEE'S SIGNATURE DATE_______

APPROVALS

1. _______

2. _______
POTENTIAL REVIEW

Name ______________________ Date __________________

Department ___________________ Job Title __________________

Place an X mark on each rating scale, over the descriptive phrase which most clearly describes the employee.

ALERTNESS is the ability to grasp instructions, to meet changing conditions and to solve novel or problem situations.

- Slow to "catch on" | Requires more than average instructions and explanations.
- Grasps instructions with average ability.
- Usually quick to understand and learn.
- Exceptionally keen and alert.

CREATIVITY is talent for having new ideas, for finding new and better ways of doing things and for being imaginative.

- Rarely has a new idea; is unimaginative.
- Occasionally comes up with a new idea.
- Has average imagination; has reasonable number of new ideas.
- Frequently suggests new ways of doing things; is very imaginative.
- Continually seeks new and better ways of doing things; is extremely imaginative.

DEPENDABILITY is the ability to do required jobs well with a minimum of supervision.

- Requires close supervision; is unreliable.
- Sometimes requires prompting.
- Usually takes care of necessary tasks and completes with reasonable promptness.
- Requires little supervision; is reliable.
- Requires absolute minimum of supervision.

DRIVE is the desire to attain goals, to achieve.

- Puts forth practically no effort.
- Puts forth little effort to achieve.
- Has average goals and usually puts forth effort to reach these.
- Strives hard; has high desire to achieve.
- Sets high goals and strives incessantly to reach these.

1. Does employee's present position permit the best use of his capabilities?
## EMPLOYEE EVALUATION

**Non-Exempt Office Personnel**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Time since last report:</th>
<th>Date of this report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 mos.</td>
<td>6 mos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Job Title**

**Time on job:**

<table>
<thead>
<tr>
<th>Years</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rater**

**Title**

---

**Instructions:** Evaluate the employee on the job now being performed. Use your rating guide that describes behavior in each category and check in the column that applies. Care, Accuracy, and Thought is necessary for maximum fairness.

### Factor

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rating</th>
<th>Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacks that</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outstanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or no</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has gone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Use reverse side if necessary)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Principle strengths:

#### Main weakness:

#### What will be done to strengthen these weak areas:

---

**Signatures:**

- **Rater:**
- **Date discussed with employee:**
- **Employee:**
- **Personnel Manager:**

**NOTE:** An employee may make a written statement concerning this evaluation, within one week of the evaluation. This will be filed with the evaluation.
EMPLOYEE PERFORMANCE APPRAISAL

Name: ___________________________ Date: ___________________________

Department: ___________________________ Job Title: ___________________________

INSTRUCTIONS

1. The forman should complete all forms in privacy.
2. The employee should not be allowed to actually see and read the form for fear of misinterpretation.
3. Job performance should be discussed with the employee in privacy, not at his work station.
4. Give the employee one day’s notice prior to the conference.
5. The “Rater” should return the completed forms to his supervisor after his discussion with the employee. The completed forms should be directed to Personnel in a SEALED, CONFIDENTIAL envelope after being reviewed by the “raters” supervisor.

CHECK ( ) EACH ONE OF THE DESCRIPTIVE TERMS THAT APPLY

ACCURACY

Makes frequent errors. Careless; makes recurrent errors. Usually accurate; makes only average number of mistakes. Requires little supervision; is exact and precise most of the time. Requires absolute minimum of supervision; is almost always accurate.

ALERTNESS

Slow to “catch on.” Requires more than average instructions and explanations. Grasps instructions with average ability. Usually quick to understand and learn. Exceptionally keen and alert.

CREATIVITY

Rarely has a new idea; is unimaginative. Occasionally comes up with a new idea. Has average imagination; has reasonable number of new ideas. Frequently suggests new ways of doing things; is very imaginative. Continually seeks new and better ways of doing things; is extremely imaginative.
### FRIENDLINESS

| Very distant and aloof. | Approachable; friendly once known by others. | Warm; friendly; sociable. | Very sociable and out-going. | Extremely sociable; excellent at establishing good will. |

### PERSONALITY

| Personality unsatisfactory for this job. | Personality questionable for this job. | Personality satisfactory for this job. | Very desirable personality for this job. | Outstanding personality for this job. |

### PERSONAL APPEARANCE

| Very untidy; poor taste in dress. | Sometimes untidy and careless about personal appearance. | Generally neat and clean; satisfactory personal appearance. | Careful about personal appearance; good taste in dress. | Unusually well groomed; very neat; excellent taste in dress. |

### PHYSICAL FITNESS

| Tires easily; is weak and frail. | Frequently tires and is slow. | Meets physical and energy job requirements. | Energetic; seldom tires. | Excellent health; no fatigue. |

### ATTENDANCE

| Often absent without good excuse and/or frequently reports for work late. | Lax in attendance and/or reporting for work on time. | Usually present and on time. | Very prompt; regular in attendance. | Always regular and prompt; volunteeers for overtime when needed. |

### HOUSEKEEPING

| Disorderly or untidy. | Some tendency to be careless and untidy. | Ordinarily keeps work area fairly neat. | Quite conscientious about neatness and cleanliness. | Unusually neat, clean and orderly. |
### DEPENDABILITY

| Requires close supervision; is unreliable. | Sometimes requires prompting. | Usually takes care of necessary tasks and completes with reasonable promptness. | Requires little supervision; is reliable. | Requires absolute minimum of supervision. |

### JOB KNOWLEDGE

| Poorly informed about work duties. | Lacks knowledge of some phases of work. | Moderately informed; can answer most common questions. | Understands all phases of work. | Has complete mastery of all phases of job. |

### QUANTITY OF WORK

| Does not meet minimum requirements. | Does just enough to get by. | Volume of work is satisfactory. | Very industrious; does more than is required. | Superior work production record. |

### STABILITY

| Goes "to pieces" under pressure; is "jumpy" and nervous. | Occasionally "blows up" under pressure; is easily irritated. | Has average tolerance for crises; usually remains calm. | Tolerates most pressure; likes crises more than the average person. | Thrives under pressure; really enjoys solving crises. |

### COURTESY

| Blunt; discourteous; antagonistic. | Sometimes tactless. | Agreeable and pleasant. | Always very polite and willing to help. | Inspiring to others in being courteous and very pleasant. |
OVERALL EVALUATION


COMMENTS

Weakness

1.

2.

3.

and these can be improved by doing the following:

Strengths

1.

2.

3.

and these can be used more effectively by doing the following:

Rated by

(Name)

(Title)

(Date)
## Performance Evaluation

### Current Status

<table>
<thead>
<tr>
<th>Last Review Date</th>
<th>Current Date</th>
<th>Review Date</th>
<th>Employee Name</th>
<th>Employee No.</th>
<th>Dept. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Code</th>
<th>Supervisor</th>
<th>Department Name</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Last Increase

<table>
<thead>
<tr>
<th>Amount</th>
<th>Date</th>
<th>%</th>
<th>Present Salary</th>
<th>Amount</th>
<th>%</th>
<th>Planned Increase</th>
<th>Salary</th>
<th>%</th>
<th>Actual Increase</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Authorized Approvals

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Date</th>
<th>Department Mgr.</th>
<th>Date</th>
<th>Division Mgr.</th>
<th>Date</th>
<th>Date</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary of Accountabilities

### Accomplishments

<table>
<thead>
<tr>
<th>Number</th>
<th>Accomplishments</th>
<th>How Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Performance Assessment

### Overall Performance Notation

<table>
<thead>
<tr>
<th>Marginal (1)</th>
<th>Adequate (2)</th>
<th>Competent (3)</th>
<th>Commendable (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If necessary, to expand accountabilities and/or accomplishments, use back of form.*
EMPLOYEE GROWTH AND DEVELOPMENT FORM

NAME ____________________________ DATE __________________

I. General Information

A. Present position __________________ B. Department __________________
C. Years in present position ________ D. Total service ________ years.

II. Instructions

A. Employee: Fill in all areas. If, as the employee, you feel you are doing well in the particular factor being considered, give yourself credit by checking the appropriate statement and then stating such in the space provided. If you are lacking, be equally frank in writing your opinion. Such a remark will enable your supervisor to assist you in increasing your total personal performance.

B. Supervisor: Review the employee's remarks for each factor and check in the box provided, agree or disagree. If you disagree, explain your reason in the space provided beneath the factor.

C. Employee-Supervisor: In recording the answer of each factor, the employee will use a black or blue pen and the supervisor will use a red pen. Both must complete the form, per the instructions, in order to be eligible for the proposed increase.

III. Factors

A. Job Knowledge - Consider if you possess the necessary tools (experience, training) to perform the job adequately.

   Needs Improvement Satisfactory Highly Acceptable Agree Disagree

   Explain your answer: __________________________________________________________

B. Communications - Consider your ability to both understand and make yourself understood by others, both equal communications.

   Needs Improvement Satisfactory Highly Acceptable Agree Disagree

   Explain your answer: __________________________________________________________
III. C. Initiative and Creativity - How is your planning, ability to carry through a job and your ability to make constructive suggestions?

Needs Improvement  Satisfactory  Highly Acceptable

Supervisor Agree  Disagree

Explain your answer:


D. Quality of Work - Are you meeting the standards of the job? Supervisor

Needs Improvement  Satisfactory  Highly Acceptable

Agree  Disagree

Explain your answer:


E. Dependability - Rate your ability to accomplish an assigned task within the time limits allowed. Supervisor

Needs Improvement  Satisfactory  Highly Acceptable

Agree  Disagree

Explain your answer:


F. Cooperation with others - Consider your ability to cooperate with your fellow workers including policies and practices in general. Supervisor

Needs Improvement  Satisfactory  Highly Acceptable

Agree  Disagree

Explain your answer:


G. Personal Appearance - Consider your appearance and hygiene as it relates to your position or department/service dress code. Supervisor

Needs Improvement  Satisfactory  Highly Acceptable

Agree  Disagree

Explain your answer:


H. Attendance-Punctuality - Rate your attendance record; lateness.

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Highly Acceptable</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Explain your answer:

I. Proper utilization of skills - technical ability
To what degree are your skills and technical ability (past or present) properly utilized in your present job?

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Highly Acceptable</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Explain your answer:

J. Growth and development (technical) To what degree are you or the company improving your technical abilities and potential?

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Highly Acceptable</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Explain your answer:

K. Leadership/Promotional Potential - Do you possess leadership and promotional potential in your present work field?

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Highly Acceptable</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Explain your answer:

L. Employee's suggestions for self-improvement during the next year:
IV. SUPERVISOR RECOMMENDATIONS:

A. Supervisor's suggestions for employee's improvement during the next year:

B. Employee's especially good traits:

C. Overall evaluation: (check one)
   Needs Improvement  Satisfactory  Highly Acceptable

D. Recommendations: (check one)
   Employee to move up to next appropriate step increase
   Withhold the step increase pending performance improvement and schedule another review in ______ months.
   Other

V. EMPLOYEE COMMENTS - Further comment on your evaluation and your supervisor's recommendations:

I would like an appointment with the appropriate department/service director prior to signing this form.

NOTE: Do not sign until after your discussion period with your supervisor.

Signing does not necessarily indicate approval.

Employee Signature                       Supervisor Signature

Date                                      Date
**EMPLOYEE EVALUATION**
Non Exempt Lab Personnel

**NAME**  

**REPORT PERIOD** 3-6-12 Mos.  
**RATER**  
**DEPARTMENT**  
**DATE**  

Instructions: Evaluate employee on the job now being performed. Use the rating guide on the reverse side in selecting the category that best describes the employee's performance. Place a check in column below that applies.

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>Unsatisfactory</th>
<th>Marginal</th>
<th>Expected</th>
<th>Above Average</th>
<th>Outstanding</th>
<th>Improved</th>
<th>No Change</th>
<th>Gone Back</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy &amp; Completeness of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy &amp; Completeness of Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment and Common Sense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to Criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to Learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to Assume Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45
<table>
<thead>
<tr>
<th>Principle, Strengths</th>
<th>Main Weaknesses</th>
<th>Corrective Steps to Be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date rating discussed with employee __________________________ INITIAL; DATE & ROUTE

Signatures: Rater __________________________ Rater's Super. __________________________

Employee __________________________ Personnel Mgr. __________________________

File __________________________

Employee should sign indicating he has read report. NOTE: The employee may make a written statement to the rater concerning this evaluation.
# Employee Evaluation

**Rating Guide**

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>UNSATISFACTORY</th>
<th>MARGINAL</th>
<th>EXPECTED</th>
<th>ABOVE AVERAGE</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy &amp; Completeness of Work</strong></td>
<td>Frequent and repeated errors</td>
<td>Occasional errors Work incomplete</td>
<td>Few errors Work usually complete</td>
<td>Errors rare Work complete</td>
<td>Errors Extremely rare Work always complete</td>
</tr>
<tr>
<td><strong>Accuracy &amp; Completeness of Records</strong></td>
<td>Poor records Important data not recorded</td>
<td>Records messy Data recorded</td>
<td>Records up to date All data recorded</td>
<td>Records complete Concise point way to future work</td>
<td>Records complete Concise point way to future work</td>
</tr>
<tr>
<td><strong>Working Speed</strong></td>
<td>Very slow on routine work</td>
<td>Does enough to get by</td>
<td>Good Producer Above average speed</td>
<td>High Speed</td>
<td>High Speed</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>Messy work area</td>
<td>Occasionally cleans up Untidy</td>
<td>Reasonably neat</td>
<td>Seldom needs reminder Meticulous</td>
<td>Seldom needs reminder Meticulous</td>
</tr>
<tr>
<td><strong>Judgment and Common Sense</strong></td>
<td>Does not understand work</td>
<td>Requires detailed direction Sometimes illogical</td>
<td>Needs some guidance Usually reliable</td>
<td>Plans work well Needs little direction Offers logical suggestions</td>
<td>Plans work well Needs little direction Offers logical suggestions</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Frequently wastes time</td>
<td>Occasionally wastes time</td>
<td>Needs some guidance</td>
<td>Usually busy Always busy, interested</td>
<td>Always busy, interested</td>
</tr>
<tr>
<td><strong>Dependability</strong></td>
<td>Requires constant reminders</td>
<td>Occasional reminders</td>
<td>Completes work as directed</td>
<td>Needs little supervision Always reliable</td>
<td>Excellent team worker Durable</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Uncooperative Belligerent</td>
<td>Generally cooperative</td>
<td>Team worker</td>
<td>Good team worker</td>
<td>Good team worker</td>
</tr>
<tr>
<td><strong>Reaction To Criticism</strong></td>
<td>Angers Fails to change</td>
<td>Disregards Sometimes resentful</td>
<td>Accepts and modifies behavior</td>
<td>Receptive Quick to follow advice</td>
<td>Receptive Quick to follow advice</td>
</tr>
<tr>
<td><strong>Desire To Learn</strong></td>
<td>No interest in work</td>
<td>Learns only as required</td>
<td>Interested in work</td>
<td>Interested in learning new skills</td>
<td>Interested in learning new skills</td>
</tr>
<tr>
<td><strong>To Assume Responsibility</strong></td>
<td>Burk passer</td>
<td>Reluctant to assume responsibility</td>
<td>Willing to assume responsibility</td>
<td>Eager to assume responsibility</td>
<td>Eager to assume responsibility</td>
</tr>
</tbody>
</table>

47
APPENDIX D

List of Teacher Resource Materials
BIBLIOGRAPHY


BIBLIOGRAPHIES OF CLASSROOM ACTIVITIES RELATED TO SELF-ASSESSMENT SKILLS, INTERPERSONAL SKILLS, AND CONCEPTUAL SKILLS


5. Argus Communications 1975, In Other People's Shoes, POINTS OF VIEW, 7440 Natchez Avenue, Niles, Illinois.


7. Benson, Arland, A Resource Guide for Career Development in the Senior High School, Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education.


44. Lyon, Harold C., Jr. Learning to Feel-Feeling to Learn. Columbus, Ohio: Charles E. Merrill, Publisher, 1971.


81. *Student's Personal Adjustment To Work*, compiled in two volumes, containing suggested plans for group discussion in industrial cooperative training classes. Austin, Texas Education Agency, Industrial Education Division.