

After Assessment: Application of the Results of an Acquisitions Teams Survey

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Introduction

The team structure was implemented in the Acquisitions Services Department at the Pennsylvania State University Libraries in July 1994. This was shortly after the adoption of the Continuous Quality Improvement (a version of Total Quality Management) initiative at Pennsylvania State University. For the library, it was in response to reorganization discussions that occurred as a result of frustration and lack of communication due to the hierarchical structure that was in place. Financial implications were also considered, as we hoped that the team structure would improve efficiency while reducing the number of staff members in Technical Services.

Prior to the implementation of teams, the Acquisitions Department was traditionally structured. There was a librarian who served as Chief of the Acquisitions Department, four additional librarians who served as Section Heads, two Coordinators, four staff supervisors and staff in five functional areas (Approval Plans, Ordering, Continuations, Invoice/Claims, Monograph Receiving).

Today, we have one librarian who serves as Head of Acquisitions Services. No other professional librarians or supervisors make up the department. There are three functional teams: Approvals/Gifts, Firm Orders, Commonwealth Services and two staff members who coordinate training and statistical activities. Both Serials and Preservation are no longer part of Acquisitions Services. [See Appendix 1 for organizational charts of before and after the change.]

At the time that the teams were established, it was determined that they would strive to be self-directed teams. This means that staff members were to be empowered to handle day to day procedures, set their own goals, train fellow team mates and discipline their own members. They are responsible for the whole work process. The teams rotate "Administrator of the Month," who is basically the staff member responsible for team functions that month.

Why assessment?

At the time the teams were created, it was agreed that a formal assessment of their effectiveness should take place at some point in the future. This occurred in 1999 when the new Assistant Dean for Technical and Access Services received informal feedback from many staff in Acquisitions Services. This feedback indicated general discontent with the team structure. The comments raised questions about such issues as:

- Setting performance standards
- Prioritizing work
- Dealing with shortcomings in individual performance
- Accountability and authority for decision-making and problem solving
- Uncertainty about team responsibilities
- Resources and support available to teams to resolve problems
- Working relationships within teams
- Competition within teams

The University's Human Resources Development Center (HRDC), the Assistant Dean for Technical and Access Services, and the Acquisitions Services Department Head developed an assessment survey that was designed to profile the operational strengths and needs of the teams in Acquisitions. We designed questions to determine what was working well, and what was not. It was important to determine how well the teams were functioning and to discover the optimal role of the teams in handling typical leadership and management tasks. It was also important to determine if any adjustments in team structure and/or processes were likely to increase individual or team performance. Was the self-directed work team structure the most appropriate type of organization for the department?

The survey consisted of 44 questions. These questions appear in a previous article [1] and will not be repeated in this article. The questions were designed to obtain a more detailed and clearer understanding of the issues cited above. It should also be noted that at the time of the survey, serial operations were part of the Acquisitions Services Department. After the survey, and as a result of a special task force, serial functions were pulled out of Acquisitions and made into a separate department, the Serials Department. This reorganization was not prompted by the assessment survey, but rather by a desire to make work flow more efficient.

Results of a teams assessment survey

The survey netted a good response rate. 66% of the Acquisitions staff responded to the survey (19 out of 29 people). There were a high number of narrative responses, indicating an intense interest in the subject at hand. The results of the survey indicated that team based structures should be maintained, but clearer definitions of the roles of the teams and department heads were needed in human resources areas.

The greatest need for improvement was noted in four areas:

- Handling poor performance and disciplinary issues
- Providing informal rewards and recognition of team and individual accomplishments
- Holding team members accountable for completing assignments and meeting performance standards
- Defining the annual performance review process

A detailed listing of the categories that received the highest mean ratings, and those that received the lowest mean ratings can be found in Appendices 2 and 3.

Implementing the survey results

It was determined that the best way to address the issues identified by the assessment survey was to continue working with Human Resources. With their help, a management system for performance was developed (see Appendix 4). This tool also addressed the issues identified as being problematical, namely, performance issues, rewards and recognition, and the annual review process. The Management System for Performance was being adopted in order to provide teams with a method of ensuring that good things/positive outcomes occur when performance exceeds expectations, and appropriate coaching/constructive feedback is given when performance falls short of expectations. Another objective was to provide a clear understanding of the levels of responsibility between team members and the department head. The library turned to HRDC for their expertise to lead the department through the steps needed to effectively complete the Management System for Performance. HRDC would facilitate discussions and deliver training to help the staff through the process of completing the Management System for Performance, and, ensure successful implementation of this tool.

Approach: facilitation sessions

HRDC met with the Acquisitions Services Department to conduct three facilitation/discussion sessions. In general, the three sessions included structured activities designed to help staff:

- Clarify expectations and standards of performance
 - What are the desirable behaviors and aspects of performance that should be rewarded and recognized?
 - What are the behaviors that sometimes fall short of your expectations?
- Identify preferred rewards and recognition types
 - What good things should happen to people who exceed expectations?
 - How should they be acknowledged? What are your preferences for reward and recognition practices?
 - Identify priorities for HRDC training sessions
- What types of skill training would help you to successfully meet the expectations/standards of performance?

Clarifying expectations and standards of performance

As the facilitated sessions were taking place with the teams, the department head was busy creating documents based on what HRDC was finding out during the sessions. HRDC met frequently with the Head of Acquisitions Services and the Assistant Dean for Technical and Access Services during these sessions to share their findings.

The survey results indicated dissatisfaction with the handling of performance standards in the department. In order to address that issue more specifically, HRDC created a set of twenty-one questions for the teams to respond to during one of the facilitated sessions. These questions are listed in Appendix 5. The same questions were applied to Identifying Behaviors that Fall Short of Expectations by adding the word “not” at the end of the sentence. Responses were categorized as situations and tasks. An expectation and standard was applied to each situation/task as identified by the staff. The department head then took their responses

in order to develop a document on Expectations for Team Behaviors (see Appendix 6).

Identifying preferred rewards and recognition types

Rewards and recognition represent another area that the survey identified as being problematic. During the HRDC facilitated sessions, the staff completed a questionnaire designed to identify their preferences for reward and recognition practices. They were told that good performance can be acknowledged in many ways, including verbal recognition, written recognition, recognition through personal interest, public recognition, recognition through sharing of information, awards, recognition through gift giving and recognition through sharing and giving of food. They then checked items in each of these categories that described how they would most like their performance to be acknowledged. Some of the highest rated responses (9 or more responses) are listed below:

Verbal recognition

- Being told thank you as often as appropriate
- Being thanked by one or more teammates at a team meeting

Written recognition

- Having letters of commendation placed in your personal folder

Recognition through personal interest

- Receiving compensatory time off
- Having your teammates express appreciation for your current work
- Having lunch with your team
- Receiving permission to leave the workplace an hour or two early
- Receiving a helping hand from your teammates when needed
- Having coffee or ice cream with your team

Awards

- Job Well Done Award

Public recognition

- Celebrating an employee's promotion or receipt of an award, making it a positive event to be shared with the team

Recognition through sharing of information

- Receiving sufficient tools, information, and resources for your job

Recognition through gift giving

- Dinner for two
- Gift certificate at a bookstore
- Book by favorite author
- Coupon for a free video rental
- Parking space for a month

Recognition through sharing and giving of food

- Occasional doughnuts
- Pizza party

- Quarterly breakfast or luncheon
- Free lunch
- Holiday breakfast, lunch or brunch
- Dessert Day
- Muffin Monday

Using these responses, the Acquisitions Services Department Head created a chart of reward recognition strategies. The chart was brought to several department meetings for the staff to discuss and refine. We wanted it to be their document, i.e., an accurate reflection of their desires, but it also needed to be workable from an administrative point of view. For example, asking for salary increases was not feasible due to the procedures for salary increases defined within the Libraries and University. We wanted to show the staff that we value their work and are responsive to their needs (see Appendix 7).

Approach: training sessions

Three training sessions followed these facilitated sessions. These were designed to help staff refine skills for implementing the Management System for Performance. The staff determined the topics for the training sessions during their third facilitation session.

One three-hour session was devoted to Reinforcing Effective Behavior at the Individual Level. The focus of this program was on building staff awareness and skills in reinforcing one another's desired behavior in one-on-one communications. The trainer discussed techniques and built supportive communications involving participants' use of realistic processes to reinforce desired behavior.

A second three-hour session was on Reinforcing Effective Behavior at the Group Level. This focused on the same issues as the first session, but broadened the focus on how to reinforce desired behavior at the team rather than individual level. The department head and assistant dean attended this session to hear, first hand, some of the issues/concerns that these training sessions were bringing to the surface. It was a time for administration to let the staff know why they felt these sessions were important, and for the staff to express their concerns in a non-threatening atmosphere. This productive meeting led to the implementation of changes in the way the assistant dean and department head communicated information to staff.

Finally, the third three-hour session was on Building Accountability at both the individual and group levels. The focus was on the interdependence of team members and actions. The session provided tools and skills to manage conflict and to identify each person's dominant conflict management style. Team members were able to recognize the power of negative behavior on the outcome and morale of the group, and apply conflict management styles to a variety of scenarios.

The annual performance review

The way annual performance review is handled in a team environment has been an issue of continuing concern for the staff in Acquisitions Services. It was also noted, from the

assessment survey, that the staff desired clarification on how the review process would be routinely handled year after year. The major concern was individual versus team reviews. Should members of the teams be evaluated and rated individually, or should the team as a whole, receive a numerical ranking and written evaluation. A majority of staff indicated that individual performance reviews are a shared responsibility between team member and department head. However, when asked who **should** have responsibility, the majority indicated the team. In addition, a majority of staff (40%) felt that conducting team performance reviews was a shared responsibility, but, when asked who **should** have the responsibility, 60% indicated the department head.

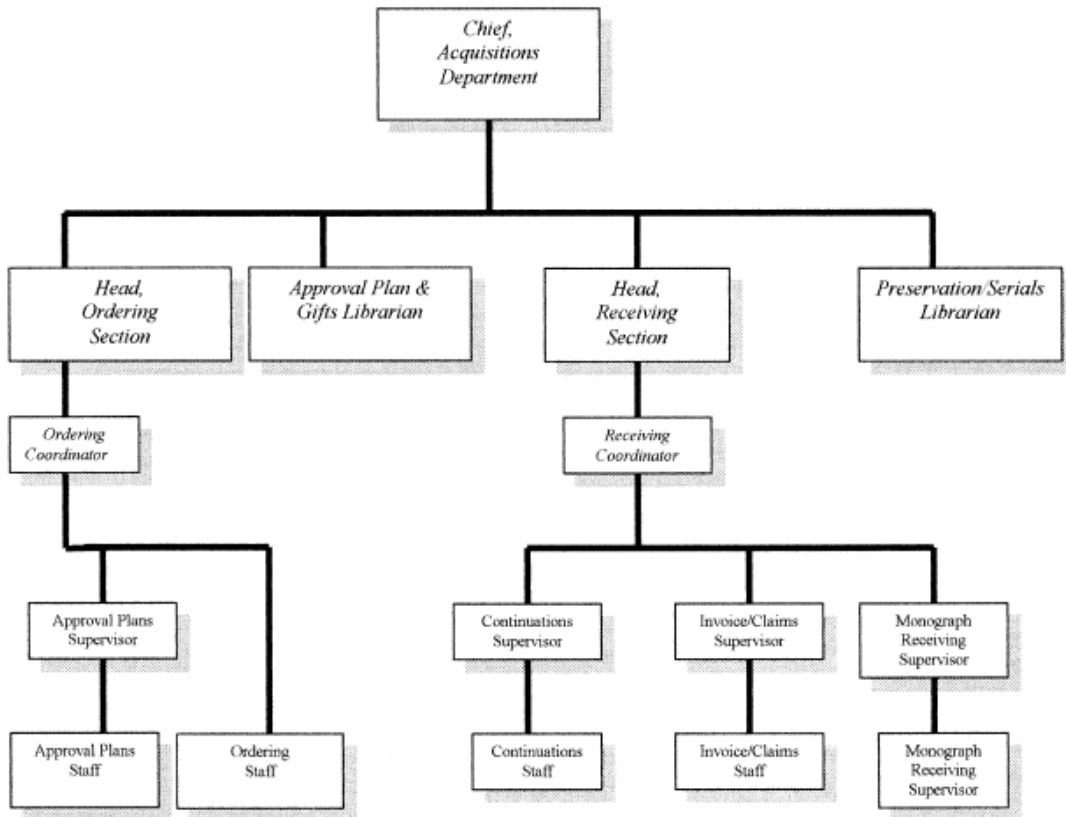
The library uses a staff review and development tool that requires the staff to complete a self-assessment and a development plan. They also receive a review from their supervisor. Two teams in Acquisitions Services also decided to add a peer review component to this process. Each team member arbitrarily (out of a hat) selects the name of another team member to review. Without the department head present, the teams meet to conduct their own peer review session. The entire team reviews each of the peer reviews. These reviews are then turned in to the department head who incorporates them into a team review evaluation. One of the three teams in Acquisitions Services opted out of the peer review process. It is hoped that as that team matures, they will feel that they can utilize this type of review. In addition, each staff member submits their own self-assessment along with goals and a work plan. The department head reviews these and meets with each team member individually to discuss them. An outline of this process can be found in Appendix 8.

Team members receive individual ratings rather than team ratings. We are encouraged that this way of handling the annual performance review will be accepted and routinized. It is seen as a fair way to make teammates responsible for each other's behavior, thereby affecting the performance of the team as a whole. Individual ratings ensure that staff are respected and acknowledged for their individual accomplishments.

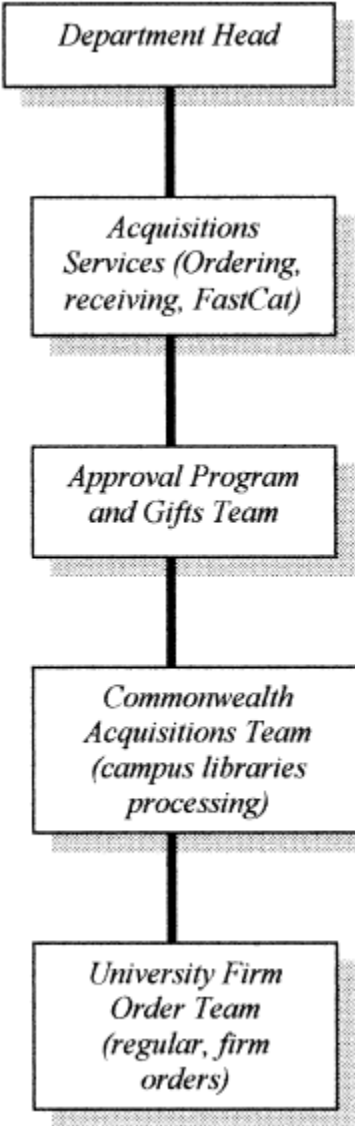
Conclusion

It is extremely important that there be excellent follow-through once an assessment of this magnitude is completed. It is not sufficient to find out what is working or not working well. Steps need to be taken to ensure that corrective action is taken in a methodical way. The Management System for Performance provides us with a tool that targets the areas that the assessment survey indicated were in need of attention. It interweaves all of the components while including the staff in the process one hundred percent of the time

Appendix 1: Old Organizational Chart



Current Organizational Chart



Appendix 2

Overview of Highest Mean Ratings: A Different Perspective Team Effectiveness Categories	Acquisitions Services	
	Faculty/ Staff	Department Head
Making hiring decisions	X	X
Delegating responsibility to team members for making a decision related to a task	X	X
Prioritizing work that needs to be completed by team members	X	
Delegating responsibility to team members for completing a task and solving a problem		X
Producing administrative reports		X
Defining and revising steps in the way work is done	X	
Defining goals and priorities for the department	X	X
Clarifying working relationships among team members (i.e., clarifying who is responsible for specific parts of a task or project)		X
Increasing collaboration/coordination and decreasing competition among teams		X
Reviewing and monitoring budgets		X
Obtaining resources and support needed to resolve problems		X
Defining goals and priorities for the team	X	
Coaching team members; providing technical assistance and guidance to resolve problems in completing work		
Strategic planning		X
Structuring and facilitating communications with other offices and working units		X
Monitoring the completion of work and its quality		
Structuring and facilitating vertical communications, both downward from management and upward to management		
Clarifying the scope of team responsibilities		

Appendix 3

Overview of Lowest Mean Ratings: A Different Perspective	Acquisitions Services	
Team Effectiveness Categories	Faculty/ Staff	Department Head
Handling poor performance and disciplinary issues	X	X
Providing informal rewards and recognition for individual accomplishments	X	
Providing informal rewards and recognition for team accomplishments	X	
Holding team members accountable for completing assignments and meeting performance standards		X
Increasing collaboration/coordination and decreasing competition among teams	X	
Coaching team members; providing technical assistance and guidance to resolve problems in completing work		X
Structuring and facilitating vertical communications both downward from management and upward to management	X	
Producing administrative reports	X	
Conducting annual performance reviews for each team member		
Monitoring the completion of work and its quality		
Clarifying the scope of team responsibilities		X
Prioritizing work that needs to be completed by team members		X
Training team members		
Structuring and facilitating communications with other offices and work units		
Conducting annual performance reviews of each team		

Appendix 4

Overview of Management System for Performance

Technical services

Task	Team Role	Department Head Role
Start-Up Activities		
Identify methods of rewarding and recognizing exemplary performance	[1] Team lists specific methods of rewarding and recognizing positive performance of an individual team member and/or the team as a whole.	[2] D.H. revises list [as needed], communicates with team and strives for consensus.
Define specific areas in which performance* has fallen short of standards or expectations, either consistently or occasionally	[1] Team lists behaviors/tasks where performance may not have met expectations for an individual team member and/or the team as a whole. [Note that behaviors are listed, but individuals and incidents are not identified].	[2] D.H. revises list [as needed], communicates with team and strives for consensus.
Document and discuss standards/expectations for each area of performance that has fallen short	[1] Team lists specific standards or expectations for each area of performance that has fallen short for an individual member and/or the team as a whole.	[2] D.H. revises list [as needed], communicates with team and strives for consensus.

* Performance here includes not only task related work, but interpersonal skills as well, i.e. handling of leave time, time management and other behaviors.

Daily activities—recognition of positive performance of individual and/or team as a whole contact addressing negative performance of individual and/or team as a whole

Identify occasions when performance exceeds standards	[1] Individual team member observes instance of teammate's positive performance that exceeds standards or significantly contributes to team and/or departmental goals.	[2] D.H. observes instance of the individual or team's positive performance that exceeds standards or significantly contributes to team and/or departmental goals.
Provide rewards or recognition when performance exceeds standards	Level I: (Individual recognition)* [1] Team member who observes positive performance gives verbal recognition to team member in 1-on-1 context. [2] Team member records instance of positive performance in writing for discussion with the team. Level II: (Team recognition)*	

	[3] If appropriate, team member who observes positive performance gives verbal recognition to team members in context of group meeting. [4] Team records instance of positive performance for input into annual staff review. Level III (Adm. Recognition)* [5] If appropriate, team member sends a note describing the exemplary performance to the D.H. [6] Team reinforces positive performance by offering specific method of reward/recognition previously agreed upon by team and D.H.	[7] D.H. personally commends the team member whose performance was reported by team as exemplary. [8] D.H. recognizes team member's performance by reward/recognition previously agreed upon. [9] If appropriate, the D.H. informs the Assistant Dean of the team member's exemplary performance. [10] (Re: team performance) The D.H. personally commends the team whose performance was observed to be exemplary. [11] (Re: team performance) D.H. recognizes positive team performance by reward/recognition previously agreed upon.
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Identify occasions when performance falls short of standards

[1] Individual team member observes instance of team member's negative performance that falls short of standards or interferes with achievement of team and/or department goals.

[12] (Re: team performance) If appropriate, the D.H. informs the Assistant Dean of the team's exemplary performance.

[2] D.H. observes instance of individual or team's negative performance that falls short of standards or interferes with achievement of team and/or departmental goals.

Provide coaching/constructive feedback when performance falls short of expectations

Level I: (Individual contact)*

[1] Team member who observes negative performance gives verbal feedback to team member in 1-on-1 context.

[2] Team member records instance of negative performance in writing for discussion with team.

Level II: (Team contact)*

[3] If appropriate, team member who observes negative performance gives verbal feedback to team member in context of group meeting. Team addresses relevant issues to deter recurrence of same negative performance. Team

actions may include coaching, mentoring, collaborative problem solving, process improvement, setting limits, etc. (Team members have option to solicit coaching, mentoring, or advice from D.H.)

[4] Team records instance of negative performance in writing for input into annual staff review.

Level III: (Adm. Contact)*

[5] If appropriate, team member verbally informs D.H. of negative performance.

[6] D.H. personally discusses negative performance with team member. D.H. addresses relevant issues to deter recurrence of same negative performance. D.H. actions may include coaching, defining needed improvements, setting limits, progressive discipline, HR-78 actions, etc. D.H. determines whether or not to document incident in personnel file.

Periodic [Annual] Performance Review and Development Plan

Provide formal and review and feedback

- [1] Each team member completes the form titled *Feedback for Staff Review and Development* for all other team members, integrating notes on performance observations. Completed forms are forwarded to the D.H.
- [2] Each team member completes & signs the Staff Input Section and the Development Plan of the SRDP and forwards to the D.H.
- [3] Team sends D.H. team performance records including

[7] (Re: team performance) D.H. personally discusses negative performance with the team. D.H. addresses relevant issues to deter recurrence of same negative performance. D.H. actions may include coaching, defining needed improvements, setting limits, progressive discipline, etc. D.H. determines whether or not to file document incident in personnel file.

[4] D.H. compiles all input into a single review document for each team member (Annual Individual SRDP)

[5] D.H. meets individually with each person to discuss the compiled feedback and individual's Development Plan. (See Create Development Plan below)

[6] (Re: team performance) D.H. integrates all input about team performance into a single review document. (Annual Team SRDP)

[7] (Re: team performance) D.H. meets with team as a group to discuss the compiled feedback and

observations of positive and negative performance of individual team members.

plans for the team's continuing growth and development

[8] D.H. assigns overall rating to individual. Team & individual reviews are forwarded to A.D. Individual and Team reviews are signed by D.H. & A.D. and copies are given to the individual to sign. Individual gets copy for personal file. Team copy is placed in team file. Copies of individual and team assessments are forwarded to H.R.

Create Development Plan

- [1] Each team member drafts a Development Plan.
- [2] The team reviews and discusses each team member's Development Plan and offers suggestions for revisions until consensus is achieved.
- [3] Each team member sends his or her Development Plan to the D.H.
- [5] (Re: team performance) Team drafts performance improvement goals for the team.

[4] D.H. revises the Development Plan [as needed] and communicates with the individual and/or the team until consensus is achieved.

[6] (Re: team performance) D.H. and team discuss team performance improvement goals until consensus is achieved.

Ensure implementation of
Development Plan

[1] The team reviews progress on individual Development Plans (*team sets time frame*). Revisions are made as needed. Support for completing the Development Plan is offered by the team as appropriate.

[2] The team informs the D.H. if progress on an individual's Development Plan does not meet expectations.

[4] **(Re: team performance)** The team reviews progress toward team performance improvement goals (*team sets time frame*). Revisions to goals are made as needed. The team plans and implements actions to achieve goals.

[3] The D.H. discusses progress on the Development Plans with those individuals whose progress is not meeting expectations. Revisions to the plan are made as needed.

Support for completing the Development Plan is offered by the D.H. as appropriate.

[5] **(Re: team performance)** The D.H. reviews the team's progress toward team performance improvement goals. D.H. communicates with team about revisions in goals and/or actions until consensus is achieved.

* Depending on the situation, the appropriate response to observed performance may be at Level I, II, or III. For example, moderately impressive performance might only warrant a Level I response while highly exemplary performance might warrant a Level III response.

Appendix 5

Identifying desirable behaviors and aspects of performance:

1. If someone on my team disagrees with me, I prefer that they . . .
2. When someone on my team is upset with me, I prefer that they . . .
3. When my performance exceeds my teammates' expectations, I prefer that they . . .
4. When my performance does not meet my teammates' expectations, I prefer that they . . .
5. When our team has a problem, I like it when my teammates . . .
6. When it comes to interacting with one another, I wish that everyone on our team would . . .
7. I would enjoy working with our team more if everyone on our team would . . .
8. Our team works together best when each person . . .
9. When it comes to scheduled work hours, I wish each person would . . .
10. When it comes to work habits, I wish that everyone on our team would . . .
11. Our team would be more productive if each person . . .
12. If someone on our team were a top performer, one thing that person would do it . . .
13. I wish that members of my team would start . . .
14. Something that members of our team should do more often is . . .
15. I appreciate it when someone on our team . . .
16. If someone were an "ideal team member," one thing the he or she would do is . . .
17. One of the things our team does well is . . .
18. Our team would do better if everyone. . .
19. Our team is productive because the department director . . .
20. There is cohesiveness in our department because the director . . .
21. Policy and practices are consistently applied because the department director . . .

Appendix 6

University Libraries' Acquisitions Services Department
Expectation for team behaviors

Situation/Tasks	Expectations/Standards
COMMUNICATIONS	
Team member disagrees with a teammate: (1), (13)	Before discussing with anyone else, approach teammate privately and constructively in one-on-one discussions and make sure teammate fully understands the issue.
In interacting with each other: (6) (13)	Individual should communicate concerns openly and constructively and recognize different interactive styles. Need to avoid cliques and relating issues behind someone's back.
INTERPERSONAL RELATIONSHIPS	
When someone on a team is upset with teammate (2)	Approach teammate directly and listen openly, avoiding critical language.
PERFORMANCE	
When a teammate is not meeting teammates expectations (4)	Shortcomings should be discussed personally or in a team meeting. Reiterate expectations. Provide specific suggestions. Be honest.
Team would be more productive (11)	If representative group and team tasks were shared equitably and when roles and responsibilities are clarified. Provide an environment in which everyone knows what everyone else is doing and there is no need for anyone to be second-guessing.
A team is doing well (17)	When it is meeting priorities and deadlines, performing high quality work and members are communicating openly with each other to make that happen.
A team can be better (18)	When everyone is honest, open, and able to make changes and is working at the same level.
Situation/Tasks	Expectations/Standards
USE OF TIME	
When scheduling work hours (9)	Expect changes to be scheduled in advance and assuring that all teammate are informed. Avoid taking advantage of flextime.
With regard to work habits (10)	Individuals should keep team and departmental goals in mind and prioritize tasks accordingly. Recognition of individual work styles is important. Individuals may not consult the internet for personal use, except during lunch and break times. This would be considered an abuse of one's work time.
REWARD & RECOGNITION	
If a teammate's performance exceeds expectations (3)	Teammates should verbally acknowledge the accomplishment.
Teammates should recognize a good job done by other team members (14-15)	Individuals in teams should voice appreciation in an open environment and compliment and thank each other for good work done.
TEAMWORK	
When our team has a problem (5)	Team should discuss together in scheduled team meeting or huddle and reach solutions as a team. Avoid discussing outside team discussion with individuals within and outside the team and do not place blame.
Individuals enjoy working within teams when (7)	Everyone is openly communicating and accounting for his/her time, sharing information and meeting assigned deadlines.

Our team works together best when (8)

When everyone contributes to team meeting discussions and shares workloads. Team project assignments belong to the team. Information about new projects needs to be shared and workload distributed per team agreement.

To promote stellar team performance among team members (12)

Top performers should support or suggest training for teammates who may struggle to meet standards, in terms of both quantity and quality of work. Everyone should share tips and techniques that improve production and suggest training for teammates who may struggle to meet standards, in terms of both quantity and quality of work. Everyone should share tips and techniques that improve production and content. Individuals should always seek to improve their performance by identifying problem areas and consulting with teammates on how to improve, keeping standards in mind.

The ideal teammate (16)

Supports all other team members, equitably shares the workload giving a good 40-hour work week, looks for what is best for the team, and respects the privacy of the individual. Team members discuss issues openly and constructively, look for the best in the individual, and never take advantage of a situation for personal benefit.

LEADERSHIP

We would be a more productive and cohesive department if the department head (19)

Would be consistent.

Would not create conflict that does not exist across teams.

Appendix 7

Acquisitions services

Management system for performance overall*

	Individual	Team
Level I Recognition by individual	Good performance should be acknowledged by a thank you from teammate. Note should be recorded in team member's personnel folder.	Individual recognizes own team.
Level II Recognition by team	Thanks for good performance expected in team setting. Written letter of commendations should be placed in personnel file.	Team celebrates milestone through event: <ul style="list-style-type: none">• Coffee• Pizza• Etc.
Level III Recognition by Administration	Dept. Head should make special trip to individual's workstation and/or provide personal handwritten, or email/card acknowledgment for good performance. Asst. Dean or Dean should acknowledge exceptional performance through handwritten note. Administration should use thanks box.	Asst. Dean should thank team in departmental meeting for major achievements.

* It is important to acknowledge good performance as often as appropriate.

Appendix 8

Appendix 8

Acquisitions services

Self evaluations outline

- Opening Statement (optional) in which you generally talk about the challenges in changes of your work environment
 - Report on the work performed within your team
 - Report on contributions outside the team in the representative groups and projects within Acquisitions Services and the Libraries
 - Report on the other events in which you participated (e.g., forums, teleconferences, etc.
 - Report on the training that you provided and/or received (include no. of hours in the formal session)
 - Restate your goals of last year and related accomplishments
 - Develop goals for the new review period and possibly some objectives to fulfill
 - Closing statement (optional)
-

References

- [1] Bazirjian R, Stanley NM. Assessing the effectiveness of team-based structures in libraries. *Library Collections, Acquisitions, & Technical Services* 2001;25(2):131–57.