



PERFORMANCE APPRAISALS AND ITS EVALUATION FOR LIBRARY PERSONNEL IN CORPORATE SCENARIO

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ABSTRACT

It is important to evaluate the performance of professional librarians in the corporate library because these employees are in their important role. Professional libraries ensure that the library's resources and services are effective, relevant, and integrated into the original organization. While the importance of performance appraisal and job feedback has been downplayed in library literature, these topics have received a lot of attention in other areas and in corporate life. There have also been innovations in performance appraisal. Some large companies have skipped annual appraisals, for example, quarterly performance snapshots with supervisors and weekly check-ins. We deployed a web-based survey to library directors in the United States in November 2011 to check the current state of performance appraisal in corporate libraries. A national survey on the subject and with this population had not been conducted for 25 years. The results we report in this article relate to the following research objectives: The Snapshot research objective seeks to identify the components of the performance evaluation system currently in use. The feedback research objective sought to identify who could provide feedback during each performance evaluation program, the amount of peer-to-peer feedback, and whether there was sufficient feedback in the library's performance evaluation systems.



KEYWORDS : professional librarians , library's resources and services.

INTRODUCTION

It is important to evaluate the performance of professional librarians in the corporate library because these employees are in their important role. Professional libraries ensure that library resources and services are effective, relevant and integrated into the original organization. The importance of performance appraisal and job feedback has been downplayed in library literature, but much attention has been paid to these topics in other disciplines and in corporate life. There have also been innovations in performance appraisal. Some large companies have omitted annual evaluations, for example, snapshots of quarterly performance with supervisors and weekly check-ins. In November 2012, we deployed a web-based survey of library directors in the United States to assess current performance appraisals in corporate libraries. A national survey on this topic and this population had not been conducted for 25 years. The results we report in this article relate to the following research objectives: The feedback research objective sought to find out who could provide feedback during each performance evaluation program, the proportion of peer-to-peer feedback, and whether there was sufficient feedback in the library's performance evaluation systems.

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APPRAISAL OF FREQUENCY:

Most of the libraries surveyed made this assessment from time to time, on an annual basis, at a rate of 100%. Continuous evaluation of performance is an important part of supervision Harold Mayfield and many others advocate a relationship between supervisor and subordinate where performance is discussed as part of day-to-day operations. Black suggests that the assessment interview is primarily a teaching device. The purpose is to help the employees by identifying the shortcomings and convincing them of the shortcomings. The assessment interview is a follow-up training program. Talking to subordinates about how he does the job is an important part of his training, and successful managers use every opportunity to give their employees personal training in identifying their skills to develop people. This includes regular reviews of their performances; try to come for the second year, not once a year. On a daily basis, it is not an exaggerated importance to praise or criticize in a situation where it is a natural time to show job performance features on the job contact with subordinates. The staff shortage is more clearly understood when it is notified immediately than it was discussed six months later in a formal interview. If he has done something good and got immediate recognition, he will be happier than his quality was read in the annual review.

Practitioners as well as theorists agree that the greatest disadvantage of a single periodic assessment is that it serves many purposes. The annual comprehensive performance appraisal interview is dominated by pay action questions that neither party has in mind to discuss revised performance plans. Some supervisors suggest that set, periodic assessments give them the ability to read enough material to discuss.

Although most libraries are evaluated on an annual basis according to the survey, many specific improvements such as previous deficiencies have been reported or should be eliminated by the evaluation after the deadline. From the point of view of refuting this response, it appeared that some directors felt that the assessment should be avoided. A director's confident answer summarizes this attitude: "We have the experience that by making the right choice of applicants and carefully examining them during the exams, we have quality staff who do not need to be evaluated. Get tenure. "It's easy to find administrators who think

they know their people so well that it's unnecessary to evaluate; however, it's harder to find staff members who don't expect a good opportunity to re-evaluate the library's overall goals and the contributions they've made. The purpose of the key assessment is simply to point out shortcomings and is not necessary to assess when you have tenure employees.

This explanation completely eliminates counselling tasks, praise for good work, a solution on how to distribute rewards, a means of personal growth, or the opportunity to talk to individual employees to compare them to all of their self-goals. Evaluation is done annually for most libraries; fall, winter and spring were specified with equal frequency. Importantly, the assessment time was almost always chosen to add to the annual salary review, budget preparation, or determination to retain tenure or rank for the coming year. Strongly resist the temptation to create a grand performance appraisal system to meet all management needs, as Thompson and Dalton mentioned earlier. Colbert notes that the right time to evaluate an employee in terms of his or her personal development - rarely, is consistent with a strict timetable; He recommended that evaluations be made when necessary to maintain a good relationship between the supervisor and the subordinate or to advance the development of the staff.

VARIOUS APPRAISAL TECHNIQUES:

Kangemi suggests that when using a form based on a rating scale, the evaluator should be careful to avoid four common errors: personal bias, mediocre tendencies, halo effect, and logical errors. Individual bias results in errors when evaluators consistently rate all individuals too high or too low. The error of the median trend indicates that the evaluator rarely gives a rating to the end of the scale. The temptation effect is usually found in those who work in the presence of strong individual bias. In this case, the rater judges a person to be equal or almost equal in all features. Logical error arises from a misunderstanding of the 'measured' characteristic and occurs when no definition of the characteristic is given.

Another reason for dissatisfaction with the form is to fit a person's performance into a pet phrase such as "knowledge of bibliographic resources-excellent, good, poor (a check)". This may be irrelevant to the work done, but must be evaluated; Therefore, a decision is made on potential performance. Once the evaluation of that feature is converted into a rating like "good", it is considered the same as other ratings with a more reliable base of measurement. It is also difficult to evaluate the phrase "work volume" objectively. Catalytic books can be measured, but extreme variation in effort is required. Specific types of reference work are opposed to scale, yet many reference libraries are regularly evaluated for the amount of work produced.

An important advantage of a self-assessment or participation approach is that it often provides the supervisor with useful insights for evaluation. McCoy speaks of evaluated interviews and advocates as an opportunity to take important steps in understanding subordinates and as an opportunity for meaningful introspection by employees. Employee development is self-development in the final analysis. With a rating scale, there is an implicit requirement that all scores be evaluated. In many cases, this forces them to decide on features that have nothing to do with job performance. The most commonly used qualities on the rating scale are: initiative, leadership, quantity of work, credibility, attitude towards others, cooperation, accuracy, fairness, loyalty, organization of work and quality of work. Many of these features are easy to calculate and evaluate in a catalogue but impossible to even consider in a reference librarian. The quality of leadership can be assessed in a person with supervisory responsibilities but not in a person who has never had the opportunity to lead others.

Different categories or levels of each item on the rating sheet present another opportunity for inconsistency. If five levels like 1, 2, 3, 4, and 5 are allowed, how meaningful is it to give 4 accurately to someone if 5 levels are at the top? How many mistakes does one need to make to rate 4 instead of 5? The whole process is a bit more than an exercise unless ridiculously specific guidelines are set. They differentiate themselves from the way people evaluate. A very conservative person can rarely give a 5 to anyone, while another supervisor can give a rating to everyone at the top. The only real value of a rating scale type

assessment is that it is done from time to time and gives an opportunity to think about the progress of the employee and discuss with him rather than just why not. This time loyalty gave 3.

One of the odd requirements for many assessment forms is the signature of the employee. As stated by Myer, this requirement is inconsistent with the assessment goals in addition to being a warning. In this case, the purpose of the signature is to stop the employee from telling you later that his work has never been unsatisfactory. The otherwise enjoyable assessment is somewhat inconsistent with the conclusion of the interview that "you must now have your signature on the form." Another possible explanation for the signature requirement proves to the administration that the supervisor has actually conducted an assessment interview with the staff.

Culberth points out that there is no better way to ensure maximum departmental efficiency than to evaluate employees appropriately, consistently. This raises the question of evaluating the union against the employee. It has been suggested that a person is responsible and can only control certain aspects of his or her performance. Maybe we should evaluate performance issues instead of people. When a supervisor evaluates each employee, he asks himself the question, "Do I, as a supervisor, in any way contribute to the problem of performance of subordinates?" Haynes suggests that employee effectiveness depends on four things: employees, jobs, supervisors, and the work environment. Therefore, the discussion of performance should not be limited to employees for the purpose of increased effectiveness.

CONFERENCE:

Evaluation is done in every organization, whether formal or casual. It is seldom difficult to identify the extreme pattern of behaviour that is too good or too poor and requires too much time or money to exercise. An assessment system is more necessary for falls during this phase. Evaluation forms are useful for assuring a minimum period of review and evaluation of employee contributions. There are many small comings in the rating scale form and it is difficult to judge the performance of a librarian by applying the same criteria used to evaluate teaching faculties. The best yardstick for measuring librarians is a form created to consider the special skills of librarians. Theoretically, two types should be used: being completed by an individual, allowing him to list activities in research or publications, professional or personal development, and participation in professional, educational, or community affairs; the second form, to be completed by a library supervisor, requires a summary of a person's job performance, personal characteristics, and attitudes.

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