

PERFORMANCE PROJECT

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B+

An interesting project. The one thing I  
miss in your paper is any reference  
to the body that would back up  
the decisions you made.

The performance project which I chose to do involved two major activities; performing both a manual and a cognitive task. The manual task which I taught my group was how to correctly bag groceries, and the cognitive task entailed the learning of guidelines on employee behavior to be followed when working in a public service job. I felt that these both related directly to library work and were important to learn simultaneously because much of the work done in libraries requires both the ability to perform manual activities and the ability to interact and cope with the public.

In order to accomplish all that I had set out to do, I gave my group a list of guidelines to read and memorize two days before the actual task was to be done. These guidelines were taken from an employee handbook which I borrowed from my boss at the grocery store where I work. They emphasized how an employee should behave when working with the public. (See the attached sheet for the complete list.) The intent of this list was to get each person to think in a 'service-oriented' manner.

On the day of the actual task, I brought into class groceries, various sized bags, and a visual chart which described and illustrated proper bagging procedure. I also gave each 'employee' a written job description. Then, using both the chart and the handout, I demonstrated how to do the task. In order to test their ability to integrate their knowledge of the behavioral guidelines and the performance of the manual task, I created a mock situation for each person. For my first employee, I acted out the part of a little old lady with arthritis. The second employee encountered a lecherous little old man, who verbally accosted her, jokingly of course. The third 'customer' was a picky, rigid, and rude perfectionist who had to have everything just right, and finally, the last character which I portrayed for the remaining employee was a loud and obnoxious drunk. Since I stood directly in front of each employee while they did the bagging and spoke with me, I was able to carefully monitor both their behavior towards me

the customer, and their performance of the bagging task.

As soon as everyone had a chance to do the task, I asked the group to stay for a few minutes so that I could evaluate each person's performance. The evaluation form which I used measured my questions using such descriptors as unsatisfactory, fair, good and outstanding. I included a written description of each word on all the evaluation forms. In addition to evaluating each person on his/her speed and efficiency, I evaluated each one on his/her ability to do the task, to remain friendly, follow directions, and handle stress. I also left space on the form for any additional comments. When the employee evaluations were all completed, I then asked each member of my group to evaluate me. The format of the evaluation form which they used was the same as the one I used, but the questions were different. Each member evaluated me on how well I taught the task, whether or not I gave the group enough time to learn the task, and if they thought they learned something worthwhile. All these evaluations took no more than a few minutes to complete.

In terms of results, 75% of the questions on the employee evaluation forms received an 'outstanding' rating. The remaining 25% of the answers fell into the 'good' category. I imagine that I could have been a bit more conservative or 'objective' in my evaluations, but since the group was given so much to learn and remember in such a short period of time, with little practice, I really thought they all did very well. In terms of their evaluations on me, 58% of the questions received an outstanding rating, while the remaining 42% fell into the 'good' category. I received the most criticism on the question of whether I gave the group enough time to learn the task. In addition, a couple of people thought that the task could have been a bit more worthwhile. Other comments I received mentioned that

didn't review the guidelines with the group. I realize now that I should have done so. Time was a big constraint, however, and it was one of the

*Some of the work, such as the eval could have been carried out at another time*

reasons why I didn't go over them.

Looking back at the whole thing, I think that I should have narrowed the scope of the project, focusing more upon either the task or the service aspect. In any case, we all had fun. I think that I learned something about teaching and evaluating, and that is that people should be given time to practice a given task, and that one should not try to teach too much too quickly and expect excellent results. I was truly amazed that my group did such a good job in both areas. All in all, everything went smoothly and we all enjoyed ourselves.

*I enjoyed watching you carry out the project. I thought it was appropriate for future librarians*

Greetings:

The purpose of the task which you will learn on Thursday is twofold: to teach you some basic guidelines to follow when working in a public service situation, and to teach you how to carry out a task which involves interaction with other people. The task you will learn will be how to properly bag groceries. Although this seems easy enough, it requires skill, common sense and a ability to interact with people.

In the grocery business, customer service is the main ingredient in keepin' people happy and willing to return to one's store. Courtesy clerks are very important because they interact directly with the customer and are the last persons the customers see before they leave the store. Here are some guidelines you will need to follow at all times when working with the public:

- If you had related this to The library, your staff would have seen the relevance*
1. Smile warmly and always greet the customer.
  2. Give the customer your full attention. Do not carry out private conversations with fellow workers or friends. Don't ignore the customer.
  3. Let the customer know that s/he is important. When a customer has a question, take the time to answer it correctly.
  4. Give the customer fast, efficient service. Efficiency is the combination of quality work and speed. Don't sacrifice one for the other.
  5. Sincerely thank the customer and ask him/her to come again.
  6. Show an interest in the customer.
  7. If a problem arises, call a manager. They are there to handle conflicts.

Since I will be teaching you how to bag groceries on Thursday, I am giving you this list of guidelines to remember when it is your turn to do the actual task. An easy way to remember these is to ask yourself how you like to be treated when you are the customer. Good luck.

## TIME SCHEDULE

- 2:40- Introduction, instructions given by me on how to bag-demonstration
- 2:50- Victim #1 will bag groceries, I will be a little old lady with back trouble.
- 2:55- Victim #2- I will be a lecherous old man
- 3:00- Victim #3- I will be a picky person who wants everything perfect.
- 3:05- Victim #4- I will be a drunk customer who is loud and obnoxious.

*important  
to explain here  
} no-  
surprises*

After each person in the group finishes the assigned task, I will quickly write down how I thought they performed. I will evaluate them on their ability to bag properly as well as their ability to interact with the customer. I will also give each person in the group an evaluation form with which they can evaluate my performance.

## PROPER BAGGING PROCEDURES

- 1) Select proper sized bag; open bag properly.
- 2) Build a solid foundation, with heavy items such as cans or containers of milk. Never put more than two layers of cans in one bag.
- 3) try to keep the bag in its rectangular shape. Continue to build the bag from the bottom up, with heavy items on the bottom and light items on the ~~bottom~~<sup>top</sup>.
- 4) Build up the sides of the bag with boxes. Pack breakables in the center of the bag.
- 5) Whenever possible, use the protective funnel you created by the boxes. Do not place glass items next to each other. Always tighten the caps or bottles and jars to prevent leakage.
- 6) Place all crushable items on the top of the bag.-(Potato chips, light bulbs, soft produce, bakery items, eggs, yogurt, and sour cream containers.)
- 7) Use a plastic bag to wrap fresh meat and frozen items. (All ice cream)
- 8) always check eggs for damage..
- 9) Sack soaps, detergents, ammonia, bug sprays and other contaminanats separately. Tighten all lids.
- 10) Bag all items with strong odors separately.

EMPLOYEE PERFORMANCE REVIEW

Name of Employee #1

Date of Review \_\_\_\_\_

EXPLANATION OF APPRAISAL GUIDE:

Outstanding (O) - Performs this aspect of work in a manner that far exceeds minimum requirements; demonstrates unusual skills or abilities.

Good (G) - performs this aspect of work in a manner that meets or exceeds minimum requirements; demonstrates satisfactory skills or abilities in this area while leaving room for improvement.

Fair (F) - Performs this aspect of work in a manner that barely meets minimum requirements; demonstrates a need for improvement of skills or abilities in this area.

Unsatisfactory (U) - Performs this aspect of work that does not meet minimum requirements. demonstrates a lack of skills or abilities in this area; the need for definite improvement in this area is crucial.

I. Evaluation of Primary Duties (circle one)

*Star scale is OR but  
The more specific the  
better*

a. showed an ability to be friendly with customer \_\_\_\_\_ x x x (x)

b. gave job full attention \_\_\_\_\_ x x x (x)

c. was able to handle stress on the job \_\_\_\_\_ x x x (x)

d. followed directions \_\_\_\_\_ x x x (x)

e. did job quickly and efficiently \_\_\_\_\_ x x x (x)

Employee ~~be~~ comments: Handled stress well, did good job.

Employee Signature \_\_\_\_\_



EMPLOYEE PERFORMANCE REVIEW

Name of Employee #2

Date of Review 1/7/85

EXPLANATION OF APPRAISAL GUIDE:

Outstanding (O) - Performs this aspect of work in a manner that far exceeds minimum requirements; demonstrates unusual skills or abilities.

Good (G) - performs this aspect of work in a manner that meets or exceeds minimum requirements; demonstrates satisfactory skills or abilities in this area while leaving room for improvement.

Fair (F) - Performs this aspect of work in a manner that barely meets minimum requirements; demonstrates a need for improvement of skills or abilities in this area.

Unsatisfactory (U) - Performs this aspect of work that does not meet minimum requirements. demonstrates a lack of skills or abilities in this area; the need for definite improvement in this area is crucial.

I. Evaluation of Primary Duties (circle one)

	U	F	G	O
a. showed an ability to be friendly with customer _____	x	x	x	(x)
b. gave job full attention _____	x	x	x	(x)
c. was able to handle stress on the job _____	x	x	x	(x)
d. followed directions _____	x	x	x	(x)
e. did job quickly and efficiently _____	x	x	x	(x)

Employee <sup>er</sup> comments: Very good p-r. (Handled stress well.)

Employee Signature \_\_\_\_\_

EMPLOYEE PERFORMANCE REVIEW

Name of Employee 3  
Date of Review \_\_\_\_\_

EXPLANATION OF APPRAISAL GUIDE:

Outstanding (O) - Performs this aspect of work in a manner that far exceeds minimum requirements; demonstrates unusual skills or abilities.

Good (G) - performs this aspect of work in a manner that meets or exceeds minimum requirements; demonstrates satisfactory skills or abilities in this area while leaving room for improvement.

Fair (F) - Performs this aspect of work in a manner that barely meets minimum requirements; demonstrates a need for improvement of skills or abilities in this area.

Unsatisfactory (U) - Performs this aspect of work that does not meet minimum requirements. demonstrates a lack of skills or abilities in this area; the need for definite improvement in this area is crucial.

I. Evaluation of Primary Duties (circle one)

- |   | U | F | G   | O   |
|---|---|---|-----|-----|
| a. showed an ability to be friendly with customer _____ | x | x | (x) | x   |
| b. gave job full attention _____                        | x | x | x   | (x) |
| c. was able to handle stress on the job _____           | x | x | x   | (x) |
| d. followed directions _____                            | x | x | x   | (x) |
| e. did job quickly and efficiently _____                | x | x | (x) | x   |

Employee ~~see~~ <sup>er</sup> comments: a little slow, had to re-do bag.

Employee Signature \_\_\_\_\_

EMPLOYEE PERFORMANCE REVIEW

Name of Employee #4  
Date of Review 11-7-85

EXPLANATION OF APPRAISAL GUIDE:

Outstanding (O) - Performs this aspect of work in a manner that far exceeds minimum requirements; demonstrates unusual skills or abilities.

Good (G) - performs this aspect of work in a manner that meets or exceeds minimum requirements; demonstrates satisfactory skills or abilities in this area while leaving room for improvement.

Fair (F) - Performs this aspect of work in a manner that barely meets minimum requirements; demonstrates a need for improvement of skills or abilities in this area.

Unsatisfactory (U) - Performs this aspect of work that does not meet minimum requirements. demonstrates a lack of skills or abilities in this area; the need for definite improvement in this area is crucial.

I. Evaluation of Primary Duties (circle one)

- |   | U | F | G        | O        |
|---|---|---|----------|----------|
| a. showed an ability to be friendly with customer _____ | x | x | x        | <u>x</u> |
| b. gave job full attention _____                        | x | x | x        | <u>x</u> |
| c. was able to handle stress on the job _____           | x | x | <u>x</u> | x        |
| d. followed directions _____                            | x | x | x        | <u>x</u> |
| e. did job quickly and efficiently _____                | x | x | x        | <u>x</u> |

Employee comments: Remembered to call a manager in a difficult situation - excellent job

Employee Signature #4

EMPLOYER PERFORMANCE REVIEW

(circle one)

U F G O

A. Gave easy to understand instructions \_\_\_\_\_ x x x

B. Gave employee enough time to learn task \_\_\_\_\_ x x x

C. I learned something worthwhile \_\_\_\_\_ x x  x

Other comments: TASK WAS WELL-PLANNED AND A LOT OF  
FUN TO DO. IT DEMONSTRATED THE NEED FOR  
PATIENCE IN DEALING WITH THE PUBLIC.

EMPLOYER PERFORMANCE REVIEW

(circle one)

U F G O

A. Gave easy to understand instructions \_\_\_\_\_

x x x x

B. Gave employee enough time to learn task \_\_\_\_\_

x x x x

C. I learned something worthwhile \_\_\_\_\_

x x x x

Other comments: B: but this was due only to the  
restrictions put on us as a class.  
Great simulation! It was fun  
very professional in presentation, knows  
the task.

EMPLOYER PERFORMANCE REVIEW

(circle one)

U F G O

A. Gave easy to understand instructions \_\_\_\_\_ x x x

B. Gave employee enough time to learn task \_\_\_\_\_ x x  x

C. I learned something worthwhile \_\_\_\_\_ x x  x

Other comments: If the supervisor ever retires from library work (or grocery bagging) he might consider becoming an actor.

Very effective instruction.

EMPLOYER PERFORMANCE REVIEW

(circle one)

U F G O

A. Gave easy to understand instructions \_\_\_\_\_ x x x (X)

B. Gave employee enough time to learn task \_\_\_\_\_ x x (X) x

C. I learned something worthwhile \_\_\_\_\_ x x x (X)

Other comments: I gave clear directions for bagging groceries; however, if the task involved how to react to people, some instruction should have been provided in this area. You had an excellent knowledge of the task as it involved the customer & might have shared a few tips. You were well prepared & had materials carefully thought out. You have a positive, cheerful attitude which made this a very pleasant learning experience.