

Appendix-A: Team Member Evaluations

How to Initiate the Evaluation

Team Coordinator obtains a blank Orthodontic Team Member Evaluation System form, fills in and signs the top part and gives it to the team member to complete. The Team Coordinator fills out another form and finalizes it with the doctor. The team member tells the Team Coordinator her grades and the Team Coordinator agrees or not, saying why she and the doctor agree or disagree. A training program is set up to train her in areas she is deficient.

How to Decide on an Excellent (E), Good (G), Fair (F), or Poor (P) Grade

- The Team Member Evaluation is divided into two sections, the Personality Evaluation (front) and the Position Evaluation (back).
- When evaluating, an Excellent (**E=6**), Good (**G=5**), Fair (**F=2**), or Poor (**P=0**) grade may be chosen.
 - They receive an Excellent (**E=6**) grade if the results are as good as possible in that practice.
 - They receive a Good (**G=5**) grade for satisfactory results, (results are satisfactory).
 - They receive a Fair (**F=2**) grade for *not totally* satisfactory results.
 - They receive a POOR (**P=0**) grade if the results are very unsatisfactory, if done at all.
- Please Note! To stimulate *improvement* in results:
 - For every **P** or **F** grade, the evaluator enters a comment as what the team member must do to improve to attain a **G** or **E** grade. By writing these *improvement notes* for **P** or **F** grades, you provide a positive mechanism for helping the team member to improve. The notes also help the team coordinator and team member to discuss the reason for the doctor's and team coordinator's evaluations.
 - Team members can only be evaluated on work responsibilities that they were taught to do. If not trained yet, don't evaluate them on it, yet. This especially applies to *new* team members.

Variations in Grades

When you feel that the grade should *not* be one of the noted **E** or **G** or **F** or **P** grades you may write in an *in-between* grade. When choosing a printed grade, *circle* the 6 (**E**), 5 (**G**), 2 (**F**) or 0 (**P**) number. When giving an in-between grade, *write in* the 4, 3 or 1 grade between the two printed grades as shown below.

| | | | | | | |
|-----------------------|----------|----------|---------------|----------|----------|----------|
| Possibilities: | E | G | write-in | F | write-in | P |
| | 6 | 5 | <i>4 or 3</i> | 2 | <i>1</i> | 0 |

THE PERSONALITY EVALUATION was designed to allow you to evaluate aspects of the three main areas that could cause problems in a practice; attitude, appearance and attendance.

When evaluating the entries for each of these three categories the evaluator should consider the following to determine an **E** or **G** or **F** or **P** grade. When doing an evaluation of a new team member, the Team Coordinator should read the sections below to the team member so that the team member has a handle on what constitutes an **E** or **G** or **F** or **P** grade.

ATTITUDE

When completing this section, keep in mind that the attitude of the team members is very important to the morale of the practice. When evaluating attitude consider:

Attitude Toward Co-Workers ... Does the team member enjoy working with the rest of the team members and support them in every way (= E)? ... or is she unhappy around them, have conflicts with them, make comments behind their back, and in general "Does Not Fit In"? (= P)? ... or somewhere in between (= G or F)?

Attitude Toward Team coordinator (or person in charge) ... Does she work well with and follow the directives of the team coordinator (= E)? ... or does she resent and not do what her team coordinator asks her to do (= P)? ... or somewhere in between (= G or F)?

Attitude Toward The Doctor(s) ... Does she like and get along well with the doctor (= E)? ... or does she have conflicts with him and/or is she uncomfortable to be around (= P)? ... or somewhere in between (= G or F)?

Degree Of Genuine Concern For The Patients ... Does she enjoy seeing the patients and help them in every way possible (= E)? ... or is she short or rude or snippy toward them (= P)? ... or somewhere in between (= G or F)?

Degree To Which Responsibility Is Accepted ... Does she accept responsibility for all the work she does, get it done, and ask for more to do (= E)? ... or does she shirk her responsibilities and make excuses for not doing it (= P)? ... or somewhere in between (= G or F)?

Committed To The Goals Of The Practice ... Does she do whatever it takes to help the practice achieve its goals even if it may seem a hardship to her (= E)? ... or does she only do what is good for her and undermine the practice goals (= P) ... or somewhere in between (= G or F)?

Attempts To Improve Her Position In The Practice ... Does she know her own work well and come up with realistic ways of improving her tasks without negatively affecting others (= E)? ... or does she have a limited understanding of her work and never tries to do a better job to make it faster or more accurate (= P)?...or somewhere in between (= G or F)?

Ability To Accept Suggestions & Criticism ... Does she understand and intelligently respond in a positive manner to criticisms or suggestions and want to improve (= E)? ... or does she deny or argue about it and not feel the need to improve (= P)? ... or somewhere in between (= G or F)?

Ability To Keep Personal Affairs Under Control ... Are her personal problems, no matter how great, unknown to you and does she not miss work and complete her tasks (= E)? ... or does she look for sympathy from everybody and prove unable to get her work accomplished (= P)? ... or somewhere in between (= G or F)?

Ability To Pay Attention And Give Feedback ... Does the team member understand exactly what you are saying to her and is her feedback concise and enhance what was told to her (= E)? ... or does she seem confused when told something, not respond at all, or respond in such a manner as to confuse the issue even more (= P)? ... or somewhere in between (= G or F)?

Ability To Use Non-patient Time Efficiently ... When NOT treating patients, is she always busy doing productive or preparatory work, to make things faster or easier in the near future (= E) ...or does she goof off when not seeing patients, keep others from doing their work, and not get her work done (= P)? ... or somewhere in between (= G or F)?

Ability To Follow Through On Directions Given ... Does she understand explicitly what to do and do it exactly as asked (= E) ... or does she misunderstand directions, not clarify them, and not do what you want her to accomplish (= P)? ... or somewhere in between (= G or F)?

Awareness Of Her Daily Work Schedule ... Is she completely aware of the day's work schedule, adjust to changes in this schedule as needed to be as effective as possible and get all the work done (= E)? ...or is she unaware of what she is to accomplish, goes way off schedule all the time, and finds it impossible to get all her scheduled work done (= P)? ... or somewhere in between G or F).

Ability To Relate Problems To The Practice ... Is she able to understand and relate her problems to her team coordinator in a concise, organized and unemotional manner (= E)?... or does she not know what the problem is and how to relate to it, and is she shy, disorganized, immature, and overly emotional when discussing her problems (= P)? ... or somewhere in between (= G or F)?

APPEARANCE

The appearance of the team member is also important because it projects whether the team member is professional and considerate or not. To evaluate appearance consider:

Uniform and/or Own Clothing ... Is the team member proud of herself and have a neat, clean uniform in good condition (= E)? ... or does it look like she slept in it all year and doesn't know where the laundry is (= P)? ... or somewhere in between (= G or F)?

Hair and Makeup ... Is the team member's hair clean and in place and is there just a subtle 'highlight' of makeup (= E)? ... or does her hair fall in her and the patient's face or does she look like a painted clown (= P)? ... or somewhere in between (= G or F)?

Oral and Physical Hygiene ... Does this team member smell sweet and have clean teeth and breath (= E)? ... or does she have bad breath and smell like a locker room (= P)? ... or somewhere in between (= G or F)?

ATTENDANCE

Attendance is another area which causes a great deal of conflict in the office. Nobody likes to have to continually do another person's work, because she is late, absent, or doesn't do a full day's work. When evaluating attendance consider the following:

On Time For Work ... Is she *never* late in a year (= E), late 1 to 2 times per year (= G), late 3 to 4 times per year (= F), or late more than 4 times per year (= P)?

Does Not Abuse Her Break (or Lunch) Time ... Does she take her scheduled breaks with discretion and keep aware of the patient's needs (= E)? ... or does she take breaks every chance she gets, take long breaks, get back late from lunch, and let others pick up her work (= P)? ... or somewhere in between (= G or F)?

Not Out For Sickness ... Is she *never* sick (=E)? 1 time per year (= G)? sick 2 times per year (= F)?... or sick more than 3 days per year (= P)?

IMPORTANT !!!

- On all Fair (**F**) or Poor (**P**) responses to any of the 20 categories above, make a 'positive' comment on what this person must do to get **G** or **E** in that category. Do *NOT* write what is wrong, only what needs to be done to make it right. For example, if a team member gets an **F** or **P** in Clothing and Uniform: your comment could be, "needs to clean and press her uniform more often." Write your comment on the line to the *right* of the personality grade.
- Now that you have circled a 6, 5, 2 or 0 (or wrote in some in-between numbers) for each of the 20 categories, total the numbers circled to get the ADDITION OF CIRCLED NUMBERS (this number cannot be greater than 120 = 20 x 6). Next divide by 20 to get the PERSONALITY SCORE [to the second decimal place]. This score should be somewhere around the number most circled. For example, if mostly 6's & 5's were circled the score should be between 5 and 6.
- Next, complete the POSITION Evaluation on the back of the form. The left side is for the Clerical Team members positions, and the right side is for the Clinical Team members positions.

The Position Evaluation

The Position Evaluation is used to determine how well the team member does her job. It is divided into CLERICAL work (left) and CLINICAL work (right), with a notes section on the far right.

- The Position Evaluation has two sets of evaluation grades:
 - As with the Personality Evaluation, the Position Evaluation requires that you choose a grade 6, 5, 2, 0 (or in-between numbers of **E 4 G 3 F 1 P**).
 - But, the position evaluation also has a 12, 10, 4, 0 grades. These double score grades were established in order to give more emphasis to a category. The in-between numbers that may be written are **E 11 G 9, 8, 7, 6, 5 F 3, 2, 1 P**.
 - And, in order to place this emphasis on certain items, we need a *weight* to end up with an accurate score of 6.00 or less. Thus, we have a **Divisor column** to account for this: you must also circle the corresponding divisor weight (**1** or **2**) for every grade circled or written in.
 - When you circle a number 6, 5, 2, or 0 grade (or write in an *in-between number* grade), you must circle the **1** divisor weight to the right of it.
 - When you circle a number 12, 10, 4, 0 grade (or write in an *in-between number* grade), you must circle the **2** divisor weight to the right of it.
- Only the Team Coordinator completes that top-left section, but if another team member is delegated certain responsibilities listed, then the team member may evaluate herself on those responsibilities.
- The entire team must evaluate themselves on the rest of the clerical and clinical position duties that they perform, skipping over those that they are not responsible for. For each grade given the team member must circle the 1 or 2 **Divisor** weight to the right of the grade.
- When done evaluating all of the appropriate *pre-printed* clerical or clinical duties, the team member must also list other *non-patient* treatment-related duties in that position that are not listed. Examples are: cleaning, restocking supplies, equipment maintenance, marketing programs, etc. Once listed, give a score for these duties and circle the **1** divisor weight.
- **IMPORTANT!** Make sure you make a positive comment in the **Position Evaluation Notes:** (a, b, c, etc.) section on the far right for any item with a **F** or **P** grade, so that a re-training program can be scheduled to help the team member improve. Put a letter a, b, c, etc. next to the **F** or **P** number circled or written in, and then put that same a, b, c, etc., letter and a positive comment in the notes section.
- After the pre-printed and other *non-patient* treatment-related duties are graded and weighted, total the E, G, F, P and Divisor weight columns.
 1. First total the **Left Columns Totals** (one grade total and one divisor weight total). Make sure that you have one *divisor weights* for every grade given.
 2. Transfer these totals to the right side where it says Place Left Column Totals Here.
 3. Next total the **Right Columns Totals** (one grade total and one divisor weight total). Make sure that you have one *divisor weights* for every grade given.
 4. **ADD** the **Right Columns Totals** to the **Left Columns Totals** to get the Right & Left Column Totals **A** ___ **B** ___.
- **DIVIDE A** by **B** to get the Position Score (to two decimal places).
- Make any Position Score comments if appropriate.