Tips for Writing MIT Weekly Evaluations

FOCUS ON WHAT THE INDIVIDUAL HAS ACHIEVED FOR THE WEEK!

Then, identify what has been achieved from the objectives of the week. If it's not clear whether or not the MIT accomplished all of the objectives, ask for clarification. Don't just put up with half accomplished objectives.

- Focus on what the individual did, not who they are
- Always talk about what the individual said or did.

REMEMBER, NEVER WRITE MEANINGLESS PHRASES, LIKE:

- **_____ is really helpful**

  In what way is Paul helpful? Does he make the tea? Did he help with your Christmas cards? Just stick to the facts. Write about what he did and how it helped.

- **_____ is reluctant to comply with instructions; uncooperative**

  How do you know this individual is reluctant? Did he/she say so? All you need to do here is say that this individual was asked to do something and what happened.

- **_____ is inclined to be argumentative**

  Again, give an example of the situation.

- **_____ is often difficult to work with**

  There are many ways in which you can be difficult to work with. If your comments are to be of any use, you need to explain what happened and what you need the individual to do differently. For example, "Three times we have asked for a response within 24 hours. Each time it has taken over a week to respond, and we have had no apology or explanation."

- **_____ creates a work environment that discourages team members from providing new ideas**

  The key here is probably that this individual's team does not come up with new ideas.

- **_____takes pride in her work**

  This is not really relevant. What you need to identify is the quality of the work produced. The work could still be rubbish.

Tips for Writing MIT Weekly Evaluations

- **_____ fosters good will at all levels**

But what does he/she achieve? Ask yourself why this is so important, and how it helps. Then, you may have something useful to put on the form.

- **_____ needs to work on ability to take feedback and criticism from Co-workers**

What you mean here is that this individual needs to act on the feedback he/she is given or even just needs to listen to it to start with. So be clear: "In March I asked Andrew to respond to my emails by the next day at the latest. He still has not done this and has given no reasons why."

- **_____ isn't afraid to ask questions**

Depending on the situation this could be good or bad. We don't know how useful the questions are. Give some clear examples: "_____ asked a question that opened up an entirely new line of enquiry in our investigation and resulted in us identifying the cause of the leak." OR "_____ asked the same question about when the bonus's would be paid four times during our meeting, even though it was answered accurately each time."

MORE "RECOMMENDED" WORDS AND PHRASES

- **Sought out**

I have no idea why someone would recommend this. What good is it if John 'sought out' something but didn't do it? It is much better to simply state what he did: "John answered all my questions about the Bakery department before I had even asked them. His understanding of the position and running the Department as the Department Head are evidence that he is ready to move on to the next position."

- **Encourages**

This seems like it is a useful word, but don't be fooled. It isn't. Imagine that I manage a team of 20 and spend all my time encouraging them to work harder and produce more, but not one of them does. You could still quite truthfully write: "Nancy encourages hard work in her team." Far better just to state what I have achieved: "Nancy has increased the output of her department from 100/week to 300/week since March."

- **Invaluable**

This is such a vague word you really should avoid it. Instead, quantify the value that has been added. Instead of: "Jane's help has been invaluable in improving standards in the team." Say,

Tips for Writing MIT Weekly Evaluations

"Over the last three months Jane has trained all the staff in the team. This has increased output by 30% and reduced the quantity of complaints from an average of 74 per week to below 10."

- **Willingness**

  "Joanne is always willing to help." Yes, but does she help? The spirit is willing, as they say, but the flesh can be weak.

INSTEAD OF OPINION, GIVE THE FACTS

What has Joanne done? "When two of the team were sick Janet immediately picked up their tasks and made sure that, when they returned all the emergency issues had been dealt with."

- **Attitude**

  Quantifying people's attitude is very difficult. So don't even try. Instead just give the facts: "Thomas has been asked to help others many times. Each time he has said he already has enough work to do and that he is not paid to do anyone else's work. He has never helped any colleagues."

- **Strives to cooperate with all staff**

  Striving is all very well, but it's only worth it if you succeed. So does this person cooperate or just strive to?

- **Eagerly volunteers to work with and assist others**

  Another double-edged sword. Give the facts: "Several times when _____ has been on the Line she has offered to help others serving at the counter."

- **_____ develops and maintains good working relationships**

  How do you know, and why is this so important? How does it help? Focus on that and you will have your evidence.

- **_____ has ability to effectively communicate complex topics**

  But does he or she use it? Much better to give a specific: "_____ presented to the Hot Cooks how to prepare the new steak recipe."

Tips for Writing MIT Weekly Evaluations

- **_____ performs exceptionally well under pressure**

    What was the pressure? What did this individual achieve? For example. "During the summer when orders increased suddenly, _____ helped organize the To Go order expeditor area to create a better flow, reducing the time to prepare an order by 2 minutes."

HOW TO ADDRESS CONCERNS ON EVALUATIONS

If you have noted an area for improvement on a previous evaluation and there is still no improvement, it is useful to make a record on the evaluation form.

Here's how to do that effectively.

- State the facts, what happened,
- Identify what would be helpful next time

You don't even have to say how bad it was: "Out of 64 deliveries, 48 have been on time. It would be helpful if they could all be within one day of the request." OR "_____ has been a member of the team for 2 years. We need all members of the team to be able to fill in when others are off. It would be helpful if _____ did this without being asked."

LAST TIPS

Start gathering your examples now if you haven't already. That will save you a lot of time later.

And, lastly, here is a list of words to avoid when writing evaluations:

- Seems
- Often
- Sometimes
- Usually
- Rarely
- Always
- Seldom
- Occasionally