

Lakehead University
Performance Evaluation Report
Schedule II, OPSEU, Technical and Contract Staff

This Performance Evaluation Report is designed to facilitate a discussion between the employee and their immediate supervisor with respect to position duties, responsibilities and performance expectations. This communication is essential for satisfactory job performance. Changes to job duties or responsibilities, plans for future activities and work objectives should be reviewed with the employee at this time.

Comment section is available to highlight key activities that support the competency rating utilized.

Name:

Position:

Evaluation Period:

Department:

Date Discussed:

Supervisor/Evaluator:

Step I Performance Evaluation

Dependability is the ability to carry out instructions and fulfill responsibilities with minimum supervision and demonstrate regular attendance and punctuality									
1	2	3	4	5	6	7	8	9	10
Requires close supervision; is unreliable.		Sometimes requires prompting.		Usually takes care of necessary tasks and completes with reasonable promptness.		Requires little supervision; is reliable.		Requires absolute minimum of supervision.	
Comments:									
Interpersonal Skills is the ability to maintain polite and sociable relationships towards supervisor, peers, subordinates and public. Acceptance of supervisor's instructions and constructive criticism.									
1	2	3	4	5	6	7	8	9	10
Relationships are not good-interferes with job performance.		Generally reasonable but occasionally a little difficult to work with. Occasionally resents instruction and constructive criticism.		Relationships are satisfactory with others.		Tactful and cooperative; easy to work with. Accepts instruction and constructive criticism in a sensible manner.		Very tactful and cooperative; accepts instruction pleasantly and welcomes constructive criticism.	
Comments:									

Initiative is the tendency to develop and carry out new ideas with a degree of originality, planning and independent action in performing tasks.									
1	2	3	4	5	6	7	8	9	10
Needs to be constantly coached.		Needs extra assistance in planning work.		Keeps busy with normal supervision. Can usually plan own work within the limits required on the job.		A real self-starter; can plan work expertly on his/her own. Shows some originality.		Consistently seeking knowledge for self-improvement. Shows a high degree of originality.	
Comments:									
Job Knowledge is the information concerning work duties which an individual should know for a satisfactory job performance.									
1	2	3	4	5	6	7	8	9	10
Poorly informed about work duties.		Lacks knowledge of some phases of work.		Moderately informed; can answer most common questions.		Understands all phases of work.		Has complete mastery of all phases of the job.	
Comments:									
Quantity Of Work is the amount of work an individual accomplishes in a work day.									
1	2	3	4	5	6	7	8	9	10
Quantity unsatisfactory.		Does just enough to get by.		Volume of work is satisfactory.		Very industrious; does more than is required.		Superior work production record.	
Comments:									
Quality Of Work is the degree of accuracy and the thoroughness of work and caliber of output.									
1	2	3	4	5	6	7	8	9	10
Inaccurate; careless; unsatisfactory.		Quality of work a little below standard. Requires regular monitoring.		Usually accurate; makes only average number of mistakes.		Requires little supervision; is exact and precise most of the time.		Consistently accurate and thorough; requires absolute minimum supervision.	
Comments:									

Additional Competencies:									Not Applicable <input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Comments:									
Overall Performance									
1	2	3	4	5	6	7	8	9	10
Unsatisfactory		Fair		Good		Superior		Outstanding	
Professional/Management Section (if applicable)									
Problem Solving/Decision Making									
Problem solving- Identifies problems, involves others in seeking innovative, simple solutions, conduct appropriate analyses, searches for the best solutions and responds quickly to new challenges. Decision making- Makes clear consistent, transparent decisions, acts with integrity in all decision making, distinguishes relevant from irrelevant information and makes timely decisions.									
1	2	3	4	5	6	7	8	9	10
Comments:									
Strategic Planning And Organization									
Understands the big picture and aligns priorities with broader goals, measures outcomes, uses feedback to change as needed, evaluate alternatives, solutions oriented, seeks alternatives and broad input; can see connections with complex issues. Demonstrates integrity, accountability and efficient stewardship of university resources in a manner consistent with the Employee code of conduct and other policies.									
1	2	3	4	5	6	7	8	9	10
Comments:									
Leadership And Team Work									

Accepts responsibility for own work; develops trust and credibility; demonstrates honest and ethical behavior, cooperates with colleagues as appropriate; works in partnership with others.									
1	2	3	4	5	6	7	8	9	10
Comments:									

Step II - Review of strengths, areas requiring improvement, training and/or development

- Strengths of Employee** - *In this area we expect you to comment on the strengths of the individual and, where possible, give examples from last year's performance.*
- Areas to be Improved or Developed, and How?**
- Training and/or development recommended** - *Specify Type: Courses, workshops, on-the-job training, etc. Please be as specific as possible.*
- Assessor's Comments:**
- Employee's Comments** - *I have received a copy of this report and acknowledged that it has been reviewed with me and my comments on this report are as follows:*

I recommend **I do not recommend**
that this employee be awarded a Career Development Increment (CDI), should one be
applicable and made available as part of this year's salary administration program.

Employee's Signature

Date

Assessor's Signature

Date

Chairman/Director's Signature

Date

Human Resources Signature

Date

(If additional space is required, please attach extra pages).

Step III - Next Steps

Next Periods Goals

Enter the performance goals for the current performance period to be evaluated. Individual goals and objectives should align with those of the department and the campus. Indicate the priority (i.e. High-Medium-Low) for each goal based on criticality to unit/department goals, organization mission, and/or customer need.

Priority	
High	Goal/Key Responsibility:
Medium	Time frame (Check in intervals (3/6/9 Months):
Low	Measures of success:
	Comments:
High	Goal/Key Responsibility:
Medium	Time frame (Check in intervals (3/6/9 Months) :
Low	Measures of success:
	Comments:
High	Goal/Key Responsibility:
Medium	Time frame (Check in intervals (3/6/9 Months) :
Low	Measures of success:
	Comments: