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Office of Human Resources

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**~ DO NOT INCLUDE THIS PAGE AS PART OF THE EVALUATION FORM ~**

**Lakehead University**

**Performance Evaluation Review**

**Instructions:**

A key component of a good Performance Management System is the annual review. Performance Management is something that needs to happen every day and should not be thought of as an annual event. To encourage great performance and a positive evaluation, consistent coaching and mentoring throughout the year should be occurring.

**Some of the key components of the Performance Evaluation document are:**

1. Competencies: There are six core competencies that apply to the performance being evaluated. Read the definition of the competency and the explanations found below each number on the scale to determine the most accurate rating.
2. Comments: Found below each competency, these should be completed to support the nature of the rating that is applied. I.e. you should not be giving someone a 10 or a 1 without being able to support that rating. (If you are printing the document prior to completing you may need to add additional space to these fields)
3. Additional Competencies: This section allows for you to indicate specific position or departmental competencies. Some of you may have a number of these to add. Feel free to do so.
4. Professional/Management: This section should be used if the competencies are applicable to the position being reviewed and should be in addition to the rest of the document.
5. Goals Template: This should be completed to assist in the employee’s development and future evaluations. If you have a preferred template that you already use please feel free to use what you and your employee are comfortable with.

**Suggested Process: (Please feel free to contact Human Resources (807-343-8334 or human.resources@lakeheadu.ca) with any specific question or discussion on approach, documentation or process issue)**

1. Review previous performance evaluation of employee.
2. Ask the employee to prepare previous goals and objectives – status report. Consider having the employee complete their version of the evaluation and have them send it to you prior to the meeting date. This can assist in completing your evaluation and help support key changes, goals and development needs.
3. Review position description and or job fact sheet as required.
4. Prepare your document and attain any feedback necessary to complete the report.
5. Meet with the employee and complete the review, development plan and goals. Ensure that all necessary signatures are attained.
6. **Forward a copy of the report to Human Resources by May 15th.**

**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**:       **Department**:

**Position:**       **Date Discussed:**

**Evaluation Period:**       **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-started; 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** |
| 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**

1. **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.*

1. **Areas to be Improved or Developed, and How?**

1. **Training and/or development recommended** - *Specify Type: Courses, workshops, on-the-job training, etc. Please be as specific as possible.*

1. **Assessor’s Comments:**

1. **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.**

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