

TEMPLATE: Performance Review Form - C

From ***Managing Employee Performance*** by **Clark Reed and his associates at Netgain Partners Inc.** (Cultural Careers Council Ontario and Cultural Human Resources Council, 2003).

PERFORMANCE REVIEW

Employee: _____ Position: _____

Manager: _____ Date: _____

A. Position Specifications

1. The primary responsibilities of this position are:

- a) _____
- b) _____
- c) _____
- d) _____

2. The main skills needed to meet these responsibilities are:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

B. Goals, Achievements, and Contributions

Comment on the goals and plans agreed in the last review session and the progress made in achieving them. If this is the employee's first review, indicate below the type of work assigned and completed, as well as any achievements made by the employee since starting with the organization.

C. Performance Assessment

This section is designed to assess the performance of the employee since his/her last review.

There are 4 items for you to complete for each skill/behaviour area. They are intended to help guide you in your performance discussion with your employee:

In the section with boxes to tick, tick one box in **each** of the horizontal lines to indicate the level at which the employee normally works in that aspect of their job.

Using the IMPORTANCE SCALE, indicate relative importance of the skill/behaviour area in the employee's job.

Using the PERFORMANCE SCALE, give an overall *summary* rating of the employee's performance in that skill/behaviour area over the entire review period.

Under each skill/behaviour, wherever possible, give supporting examples.

Should a particular skill or behaviour not be applicable to this position, indicate N/A. Under "Other" list any other skills or behaviours which are required in this position, along with an assessment and supporting examples.

1. JOB KNOWLEDGE AND SKILLS

<input type="checkbox"/> Demonstrates exceptional understanding of the job, including processes to be followed, materials and equipment to be used	<input type="checkbox"/> Demonstrates good job knowledge and understanding required to do all aspects of job.	<input type="checkbox"/> Demonstrates fair knowledge of job duties	<input type="checkbox"/> Demonstrates limited knowledge of job, does not have good understanding of methods/ procedures
<input type="checkbox"/> Has mastery of the technical skills required to perform this job	<input type="checkbox"/> Has strong, consistent technical skills	<input type="checkbox"/> Technical skills are satisfactory	<input type="checkbox"/> Technical skills require improvement
<input type="checkbox"/> Rarely requires assistance in performing the job	<input type="checkbox"/> Requires assistance infrequently	<input type="checkbox"/> Requires general instructions	<input type="checkbox"/> Requires assistance frequently

IMPORTANCE SCALE				PERFORMANCE SCALE			
1 Somewhat important	2 Important	3 Very important	4 Critically important	1 Below acceptable standards	2 Needs some improvement	3 Fully acceptable	4 Exceeds expectations

Comments/supporting examples:

2. QUALITY OF WORK

<input type="checkbox"/> Work is consistently of the highest quality	<input type="checkbox"/> Work is at the level normally required by this job	<input type="checkbox"/> Work is inconsistent, sometimes falling below the level required	<input type="checkbox"/> Work is consistently less than the expected level
<input type="checkbox"/> Pays close attention to detail	<input type="checkbox"/> Pays attention to detail	<input type="checkbox"/> Pays some attention to detail	<input type="checkbox"/> Pays little attention to detail
<input type="checkbox"/> Others (patrons, other departments, coworkers, etc.) are consistently pleased with the work produced	<input type="checkbox"/> Others (patrons, other departments, coworkers, etc.) are normally pleased with the work produced	<input type="checkbox"/> Feedback from others (patrons, other departments, coworkers, etc.) is inconsistent	<input type="checkbox"/> Others (patrons, other departments, coworkers, etc.) are frequently unsatisfied

IMPORTANCE SCALE				PERFORMANCE SCALE			
1 Somewhat important	2 Important	3 Very important	4 Critically important	1 Below acceptable standards	2 Needs some improvement	3 Fully acceptable	4 Exceeds expectations

Comments/supporting examples:

3. TEAMWORK, FLEXIBILITY, AND ABILITY TO ADAPT

<input type="checkbox"/> Goes out of the way to be cooperative and has excellent relations with others	<input type="checkbox"/> Cooperative and maintains good relations with others	<input type="checkbox"/> Behaviour can be inconsistent when working with others	<input type="checkbox"/> Difficult to get along with, causes friction and may be unapproachable
<input type="checkbox"/> Inspires teamwork	<input type="checkbox"/> Works well in a team setting	<input type="checkbox"/> Has some difficulties working in a team environment	<input type="checkbox"/> Does not work well in a team setting
<input type="checkbox"/> Adapts very quickly to changing circumstances	<input type="checkbox"/> Responds well to changing circumstances	<input type="checkbox"/> Has some difficulty adapting to changing circumstances	<input type="checkbox"/> Resists change and changing circumstances

IMPORTANCE SCALE

1 Somewhat important	2 Important	3 Very important	4 Critically important	1 Below acceptable standards	2 Needs some improvement	3 Fully acceptable	4 Exceeds expectations
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PERFORMANCE SCALE

Comments/supporting examples:

4. JUDGEMENT AND DECISION MAKING

<input type="checkbox"/> Exceptional ability to identify relevant facts and analyze available information	<input type="checkbox"/> Good ability to identify relevant facts and analyze information	<input type="checkbox"/> Fair ability to identify relevant facts and information	<input type="checkbox"/> Has not demonstrated the ability to assess and analyze the relevant facts
<input type="checkbox"/> Always identifies alternatives prior to making a decision	<input type="checkbox"/> Usually identifies alternatives prior to making a decision	<input type="checkbox"/> Sometimes identifies alternatives prior to making a decision	<input type="checkbox"/> Rarely identifies alternatives
<input type="checkbox"/> Decisions are always implemented in a timely manner	<input type="checkbox"/> Decisions are usually implemented in a timely manner	<input type="checkbox"/> Decisions are not always implemented in a timely manner	<input type="checkbox"/> Decisions are rarely implemented in a timely manner

IMPORTANCE SCALE

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PERFORMANCE SCALE

Comments/supporting examples:

5. ORGANIZATIONAL SKILLS AND PRODUCTIVITY

<input type="checkbox"/> Excellent in following through on assignments; always meets deadlines and/or completes work in assigned time	<input type="checkbox"/> Follows through well on assignments; generally meets deadlines and/or completes work in assigned time	<input type="checkbox"/> Does not always follow through on assignments; does not always meet deadlines or complete work in assigned time	<input type="checkbox"/> Often procrastinates, requires frequent follow up or deadlines will be missed; often takes longer than expected to complete work
<input type="checkbox"/> Productivity exceeds expectations	<input type="checkbox"/> Amount of work produced always meets the expectations of the job	<input type="checkbox"/> Amount of work produced sometimes falls below level required	<input type="checkbox"/> Productivity is below the acceptable standard for this job

IMPORTANCE SCALE

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PERFORMANCE SCALE

Comments/supporting examples:

6. COMMUNICATION SKILLS

<input type="checkbox"/> Exceptional ability to communicate verbally	<input type="checkbox"/> Able to communicate well verbally	<input type="checkbox"/> Verbal communication is sometimes unclear and requires explanation	<input type="checkbox"/> Verbal communication skills require improvement
<input type="checkbox"/> Exceptional ability to produce written communication materials	<input type="checkbox"/> Able to produce well-written communication materials	<input type="checkbox"/> Needs some assistance in preparing written materials	<input type="checkbox"/> Writing skills require improvement
<input type="checkbox"/> Exceptional listening skills	<input type="checkbox"/> Normally listens well to other's ideas, needs, and directions	<input type="checkbox"/> Sometimes does not listen well to other's ideas, needs and directions	<input type="checkbox"/> Listening skills require improvement

IMPORTANCE SCALE				PERFORMANCE SCALE			
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Comments/supporting examples:

7. HEALTH AND SAFETY

<input type="checkbox"/> Consistently works in a safe manner, follows safe work practices and reports any unsafe condition to the supervisor	<input type="checkbox"/> Usually works in a safe manner and follows safe work practices; will normally report unsafe conditions to the supervisor	<input type="checkbox"/> Does not consistently work in a safe manner and may not report unsafe conditions to the supervisor	<input type="checkbox"/> Often works unsafely and has disregard for some safe work practices; fails to report unsafe conditions
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IMPORTANCE SCALE				PERFORMANCE SCALE			
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Comments/supporting examples:

8. OTHER

Detail below any other specific skills or behaviours which are required in this position and comment on the employee's performance. Give supporting examples.

D. Professional Development

1. The goals and activities which will improve the employee’s performance over the next year include:

2. The employee may wish to identify future career interests, including cross-training, new skills they wish to acquire, or promotional aspirations. Over the next year, the following formal training and/or on the job training experiences will contribute to this goal:

3. Identify any other issues or factors discussed:

Completed by:

Manager

Date

Additional Comments (Manager):

This Review was discussed with me, and I received a copy:

Employee

Date

Additional Comments (Employee):
