



Arctic Development
Library

***Canadian Institute For Research On
Regional Development - Annual Report
Date of Report: 1988
Author: University Of Moncton, New
Brunswick
Catalogue Number: 9-5-194***

9-5-194
CS

**Manager's Guide
to Performance Review
and Planning**

**First Edition
August 1985**

Department of Personnel
Government of Northwest Territories

Prepared with the assistance of the Manuals Writer, Department of Government Services.

Preface

Letter of Introduction

To: All Government of the Northwest Territories Managers

On behalf of the Executive Council, I am pleased to present to you this Guide to Performance Review and Planning. It represents a new commitment to employees, to their development within the Public Service and to the enhancement of their satisfaction with their work.

The Interdepartmental Staff Development Committee has created a method of allowing appraisal, training, and planning systems to work together toward the goal of an effective and representative Public Service.

Performance review is just one part of human resource planning, but it is the part that touches managers most closely and all through the year. Managers who successfully employ the performance review system will be contributing greatly to the ability of the government to carry out its mandate.

I encourage you **all** to participate fully in the process we have set in motion to achieve a government staffed by employees working at their full potential.



Richard Nerysoo,
Government Leader.

Contents

1.	Introduction	
	Purpose	
	Performance Pay	
	Responsibilities	
2.	Linking Objectives	5
3.	Setting Objectives	8
	Three Types of Objectives	8
	Talking Over the Objectives	10
	Guidelines for Writing Objectives	11
4.	Ongoing Process	14
	Updating Objectives	14
	Documenting Performance	14
	Regular Review Meetings	15
5.	Scheduling	16
	Category Review Cycles	18
	Annual Review: Orders of Events	18
6.	Preparing For Annual Review	20
	Preparing Objectives	20
	Rating Performance	20
	Identifying Development & Training Needs	22
	Career Planning	24
	Consulting Review Officer	26
7.	The Review Meeting	27
	Meeting Techniques	27
8.	Completing Paperwork	30
	Performance Review & Planning Report	30
	Training & Development Plan	32
	Annual Increment Authorization	32
9.	Dealing With The Poor Performer	33

Appendices

A.	Definitions	A-1
B.	References	B-1
C.	Sample Objectives	C-1
D.	Performance Review & Planning Report Form	D-1
E.	Skill Profiles	E-1
F.	Assignment Performance Review Form	F-1
G.	Training & Development Plan Form	G-1
H.	Annual Increment Authorization Form	H-1

The N, W .T. Government is committed to managing and developing its human resources to their full potential. Employees who have clear goals and who get regular feedback on how well they are doing tend to produce more. Goals introduce a challenge. Feedback increases the sense of achievement and recognition.

Performance review is a process that goes on all year. An essential part of that process is the setting of goals. The employee's goals are linked with those of the division and department. They may change as the months go by and circumstances change. Success in achieving the goals is measured all year. Then when review day comes, reporting on performance is easily done. This leaves time for some important tasks: setting new goals, considering training needs, and career planning.

There is a common image of "performance review". Faced with a deadline, the supervisor pulls out a blank appraisal form, copies last year's entries, adds a few check marks, and calls in the employee for an interview. This is an old picture which we must work to change.

This Guide discusses the entire process of performance review and the planning involved. The illustration on the next page shows the cycle. Appendix A gives some useful definitions.

Purpose

The primary purpose of the process is to improve and/or maintain high levels of employee performance and thus organization ef festiveness. The process also provides back-up data for management decisions on pay increases, promotions, transfers and, on occasion, demotions or dismissals.

For employees who are capable of performing **successfully** at higher levels, supervisors are responsible for identifying and guiding needed training to bring employees to the peak of their abilities.

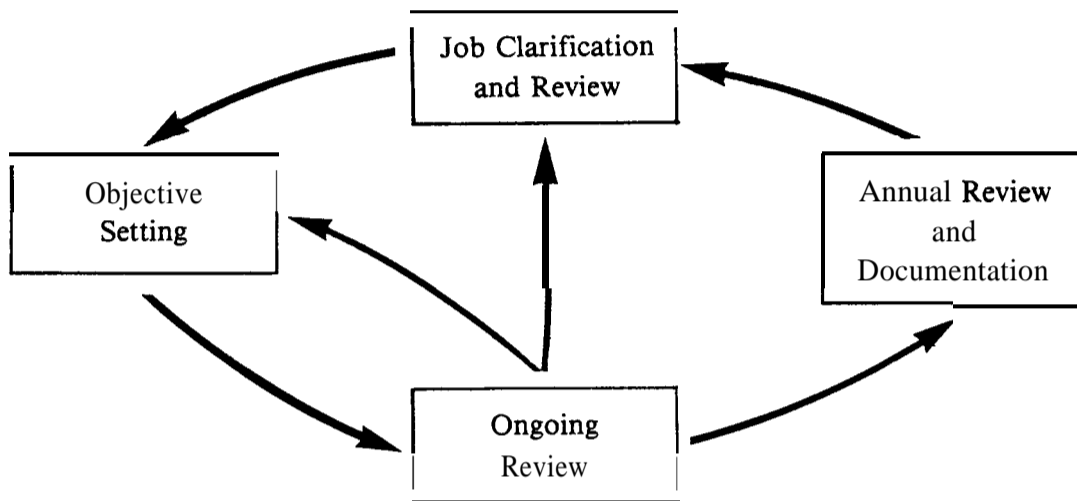
Performance Review & Planning Cycle

Job Clarification & Review

- What is the job?
- What do I expect of the employee?
- Where does the job fit in the organization?
- What are the specific accountabilities?
- What **major** contributions **can** be made?

Annual Review & Documentation

- . How well do I think the employee has done the job?
- How well does the employee think he or she has done?
- How can we improve the performance?
- Where are we going now?
- What future does this person have in this department or the Public Service?



Set Objectives & Plan Work

- How well should the job be done?
- What results are **expected** of the employee?
- How should objectives be set?
- What is the work plan for meeting the objectives?

Ongoing Review

- (At least 3 or 4 times a year)
- . How well is the person doing?
 - Do the job & objectives need updating?

Performance Pay

Most employees have jobs that are linked to the six-step pay schedules in the collective agreement. When satisfactory performance is confirmed, their pay advances one step until it reaches step 6.

Employees on the Hay **Plan** have their performance assessed annually by their supervisor who then submits a recommendation for a performance salary adjustment.

In this way, the manager who writes performance reports, and the reviewing officer, have input to salary adjustments. The salary recommendation is, however, made at a separate time and on its own form. This separation increases the emphasis on the performance review process as a year-round management tool.

Responsibilities

Department Heads are responsible for ensuring that the performance review and planning process is being applied effectively in their departments and regions. They are accountable for ensuring that all performance reports are completed on time, are of high quality, accurately reflect performance, and include all the required elements.

The Department of Personnel is responsible for:

- developing the policy and process
- monitoring implementation
- co-ordinating improvements in the process
- keeping up-to-date with new approaches
- ensuring everyone has the information and training needed to use the process effectively
- using performance data to maintain a human resource information system and for recruitment and promotion planning

Supervisors at all levels are responsible for:

- ensuring the employees they supervise have a clear understanding of their job responsibilities, the results expected, and the standards used to measure their performance

- ensuring employees know how the performance review system works, how they can contribute to it, and what the report information may be used for
- setting work objectives in consultation with employees
- carrying out on-going performance reviews by meeting with employees regularly to discuss progress
- completing a performance review and planning report for each employee, when required

Individual **employees are** responsible for:

- planning and carrying out their work in a manner that will lead to reaching their objectives
- doing their work well
- advising their supervisor of any problems they have or may have **in** reaching their objectives

Confidentiality

A completed performance review is a confidential document and everyone handling this document has a responsibility to see it is treated as such at **all** times.

Some further information about responsibilities is included in the Personnel Manual Chapter 203. Appendix B contains a list of references that discuss the performance review process.

Linking Objectives

Sometimes the objectives for an individual are set without any reference to the overall purpose of the organization. The result can be a lot of very busy people, often with fine sets of annual objectives, but without a sense of direction. Where are we heading? What is the long-term objective of all this effort? The strategic outlook allows us to get up a little higher, see the big picture, and plan better for what lies **ahead**.

Strategic objectives answer the question, “where are we heading?” They usually start at the political and executive level and are communicated to deputy heads for conversion into long-range and annual operational objectives. **Operational objectives** identify our actions to meet the strategic objectives. Senior managers particularly must give attention to the department’s or government’s strategic plan when setting objectives for middle managers and supervisors.

Examples:

Local Government’s long range goal to upgrade **all** Arctic ‘B’ and ‘C’ airports to certain standards and NWT operational control; Education’s Local Education Authority Development Program and Public Works’ Energy Conservation Program. Such objectives must begin at the strategic level with multi-year horizons. Following necessary studies to find out what it will take to get there, a manager begins to consider what must be done next year, next month and today if the department is to be on the right track towards getting there.

In setting objectives for senior managers, the one-year horizon doesn’t allow for **long-range** planning. Some objectives must begin at the strategic level with **multi-year** horizons. Then more immediate actions can be planned that will lead us to the long range objective.

Example:

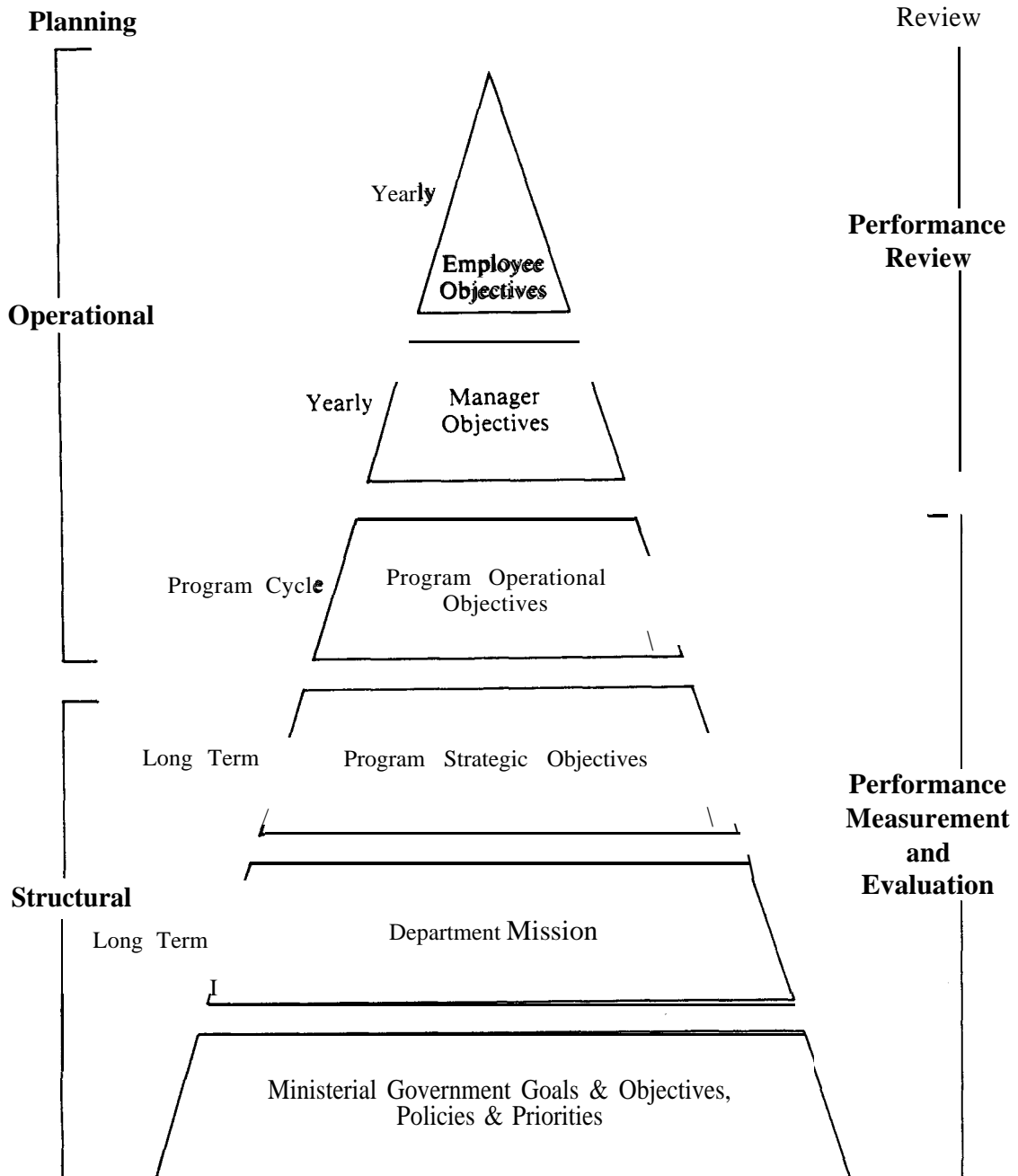
A Regional Engineer might have a multi-year objective to upgrade all housing in the region to energy-efficient standards for arctic communities over the next three to five years. Next year's objectives may be (a) to prepare and get approval of an implementation plan and delegate responsibilities and (b) to upgrade $x\%$ of housing units in the region so that oil and power consumption costs are reduced by $y\%$ over the next 12 months.

The links between objectives for individuals at various levels in a department are sometimes called an **accountability** chain. This is a sequential list of objectives, each more specific than the last and applying to employees at descending levels in the organization. The chaining process helps to focus on how all work builds to the accomplishment of a particular goal.

Example of an Accountability Chain:

Chief or Regional Engineer	Implement a maintenance program for government vehicles to reduce the need for premature replacement. Converting to a measurable performance statement this might read: Increase average life span of government vehicles by <u>070</u> over the next <u>y e a r s</u> .
↓	
Area Maintenance Officer	Set up servicing schedule and driver checks for all vehicles to satisfaction of Regional Engineer and have it in full operation by <u>(date)</u> .
I Mechanic	Carry out servicing of all vehicles on schedule and to specifications as given in servicing checklist.
+ Driver	Reduce maintenance costs and vehicle down time that can be traced to driver error by <u>% o v e r</u> the next <u>_</u> months.

**Framework For Linking Performance Review and Planning
With The Priorities And Mission Of The Government**



Setting Objectives

Given a specific target that is realistic, achievable, and challenging, people produce more. This is the reason for our emphasis on objectives in the performance review process. Good objectives provide a goal to aim for and a means for employees to track their own performance. They also provide for considerable self-control, which leads to high levels of commitment.

The writing of objectives is a complicated topic. If you want more information than we can provide here, refer to some of the books listed in Appendix B.

Three Types of Objectives

To allow for flexibility in tailoring the process to suit different jobs it is **useful** to think of three types of objectives. Different jobs will require different combinations of the three types:

1. Regular and recurring objectives
2. Project and problem-solving objectives
3. Personal development objectives

Samples of all three types of objectives are given in Appendix C.

Regular and Recurring Objectives

Regular or recurring objectives are based on the normal duties and responsibilities of the job. They can be derived from the task statements in the job description—by establishing measures that define when these duties are being done well. Jobs in the administrative services and trades categories are likely to have a higher number of this type of objective.

Example:

To complete classification evaluation for all new positions within 7 days of receipt of required data.

Such objectives may be repeated every year if the job responsibilities are the same. The standards for expected outputs can be adjusted up or down, as experience or conditions dictate. In the example above, you can see how the measure "7 days" could be altered with changes in the employee's experience or with changes to workload.

Project or Problem-Solving Objectives

The second category of objectives deals with completing specific projects or solving particular problems. They relate to a specific assignment, have a start date and finish date, and include some means (an indicator) of telling whether the project is on target. Jobs in the program delivery, technical and managerial categories will have more of this type of objective.

Example:

Conduct a feasibility study and identify at least two methods for delivering service **xyz** that will increase the number of clients served, with no increase in staff or budget. Target date —.

Project objectives can be used to provide challenge and developmental experiences to employees whose jobs are mostly routine. The next example might be a special project for a clerk.

Example:

Set up a procedure for reconciling manual records of the division with **F.I.S.** printouts, to provide for **100%** reconciliation of all records, Target date _.

Personal Development Objectives

Personal development objectives relate to:

- performance problems/skill deficiencies that are preventing the employee from meeting present objectives
- preparing the employee for new responsibilities in the present job
- preparing the employee for possible promotion or transfer to a different position

One or two personal objectives might be listed for the year, although not everyone will need objectives of this type. Employees should be encouraged to identify work skills they need to aid their personal development.

Example:

Complete Supervision Level 1 course by (date) .

Talking Over the Objectives

Employees should be involved in setting objectives for their jobs in order to increase their commitment to these goals. Unfortunately, most employees lack the expertise required. You may need to provide background information and some coaching to get full participation,



A discussion to set objectives may take place as part of performance review or when an employee starts a new job. Here are some suggestions about holding the meeting:

1. Before the meeting, ask the employee to jot down some ideas on objectives for the next year. It might be helpful to offer a copy of the department and division objectives as well as last year's objectives for this job. Both of you might review this chapter of the Guide.
2. List some objectives you have in mind for the employee and have them ready. Think of new projects or ideas as well as improvements in some skill areas.
3. During the meeting, review the employee's ideas and your own. Discuss objectives in general. Invite new **ideas and** offer suggestions until agreement is reached.
4. Check that the objectives follow the writing and content guidelines of this chapter (see below).
5. Have the final draft typed, with copies for each of you.
6. Ask the employee to prepare a personal work plan for reaching the objectives. Ask what you can do to help reach any of the goals.

Guidelines for Writing Objectives

A complete performance objective should meet most of the following criteria:

1. Begin with an action verb that leads to a result or output, e.g., "reduce", "maintain", "increase", "complete", "prepare".
2. Include a standard that serves as a measurable indicator of successful performance; usually related to quantity, quality, time or cost.
3. Focus on results or outputs rather than activities or inputs.
4. Specify a target date for completion.
5. Relate directly to the key responsibilities of the position. (This is a good time to review and if necessary update the job description.)
6. Be clear enough so that two people using it to rate the performance of another would come to roughly the same conclusion.

7. Be realistic and attainable, but **still** represent a significant challenge.
8. Be controllable by the employee.
9. Be agreed to by both supervisor and employee.

Performance Indicators

What can we use to indicate successful performance towards an objective? The objective statement should contain an indicator for measuring success. This indicator also tells us what information and statistics to gather all year.

It is not always possible to make a quantitative measurement — to define success in numeric terms. In that case, the indicator would be a statement of quality. Don't give up too easily, though. Take some time to try to identify measurable factors. The following **list** of commonly used indicators may stimulate your thinking:

- | | |
|---------------------------------|----------------------------|
| • output per unit or individual | . requests for service |
| • 070 error or reject | • expenditures up or down |
| • equipment life span | • number of grievances |
| • budget variations | • turnover rate |
| • tourism flow | • probation violations |
| . programs or projects approved | • public or client opinion |
| • consumption rates | • maintenance costs |
| • frequency of claims | |

Now let's look at some comparative examples. You might want to use a range of numbers (25 to 35070) or dates (six to nine months) to allow for flexibility.

Sample Objectives

Too General or Input Focus

- . Develop and implement an energy conservation program.

Measurable Outputs or Results Focus

- Implement an energy conservation program that will result in a minimum 070 reduction in heating oil and electrical power consumption over previous year. Target date .

(The indicator is consumption of oil and electrical power, the standard is % reduction by a given target date).

- Develop and implement more effective methods of delivering home nursing care to senior citizens.

- Reduce by _____% the number of senior citizens requiring hospitalization by (date).

OR

- Increase the percentage of qualified northern hire.

- Increase by _____% the number of senior citizens served by home nursing care over the next 12 months with no increase over present budget.

- Develop and distribute a tourism promotion package.

- Increase the qualified northern hire by % in headquarters region over the next 12 months.

- Improve safety program and reduce accident rates in maintenance shop.

- Increase tourism flow from outside territories by % over the previous year at a cost not to exceed \$ — .

- Modify organizational structure and realign staff responsibilities to improve administrative efficiency.

- Reduce lost time accidents by % over the next 12 months.

- Enhance the level of public awareness of programs and services provided by the Department.

- Have in place by (date) an organizational **structure that will** enable superintendent to limit the administrative tasks to no more than 30% of work load.

- Develop and distribute information brochures on programs 'A' and 'B' to all communities in the region by (date).

- Increase the number of presentations to schools and the public on departmental programs and services to a minimum of _____ each quarter.

Ongoing Process

Performance review should be a process that goes on all year. Objectives are agreed to at the beginning and then updated as needed. Information for indicators is collected and monitored. The employee and supervisor meet several times, not just at annual review time.

Using this approach, the annual review becomes simply a continuation of the review process — a time to summarize and document results that have been previously discussed and to plan for the year ahead.

Updating Objectives

Since performance review begins with objectives, each employee should have a separate typed sheet of that year's objectives. Both supervisor and employee should refer to the objectives regularly, to keep an eye on progress.

There should be some flexibility in objectives. Work is not done in magical one-year lumps, and planning is not a one-shot annual event. As work demands or project plans change, objectives should also be updated. Target dates maybe revised, objectives may be altered, added, or deleted, if operational requirements dictate.

Documenting Performance

Part of the ongoing process is regular collecting of data or results for the performance indicator. It is important that performance information is collected uniformly all year, so the annual review shows a balanced picture.

When employees are part of collecting this information, they are able to monitor their own performance and to see where improvement is needed. This self-feedback plays a valuable role in motivating employees.

In all cases, employees should be aware of information gathered about performance, as it happens. Delayed feedback creates mistrust and is less useful in terms of changing or reinforcing behaviour.

Project Assignment Review

The Audit Bureau has developed a performance report that is geared for employees who carry out specific projects during the year. (A copy of the Audit form is provided in Appendix E). A similar summary might be used to evaluate the performance of other project-oriented employees.

The information contained in such project reviews helps provide ongoing feedback to employees and makes completion of the annual performance review easier.

Significant Incident

A useful and simple method of tracking performance is to keep notes on very good or very poor performance as it happens. Notes on these significant incidents are a memory aid to help the manager ensure recollection of an incident is accurate. Be sure to discuss the incident with the employee near the time it happens, as part of ongoing review.

Once project or incident information has been summarized and included in the annual review, these notes should be destroyed.

Regular Review Meetings

Three or four brief, informal review meetings should be held during the year. Reconsider the objectives to see if any changes are required. Look at indicators or review reports and talk over the results. Many supervisor-employee relationships come unstuck because the supervisor fails to communicate regularly and informally his or her feelings on the employee's performance.

You may want to schedule these meetings during the annual review session.

It is recognized, of course, that some jobs need regular review sessions more than others. Progress in the completion of major, costly and critical projects for example, may need more frequent and formal review than maintaining standards in the performance of ongoing or regular tasks. Managers must use their judgement in deciding the frequency and formality of such reviews. It is well to remember, however, that everyone needs feedback on their performance from time to time, and waiting for a once a year meeting, even where much of the work is repetitive or routine, is hardly enough.

Scheduling

The timing of the annual review meeting depends on the employee's job category (based on the classification system). Formal reviews are sometimes required at other times — trainees for example, have quarterly reviews.

The chart on the next page illustrates one employee's path through the performance review system. Here are the highlights:

Objectives: When an employee starts a new job, objectives should be set within the first three months.

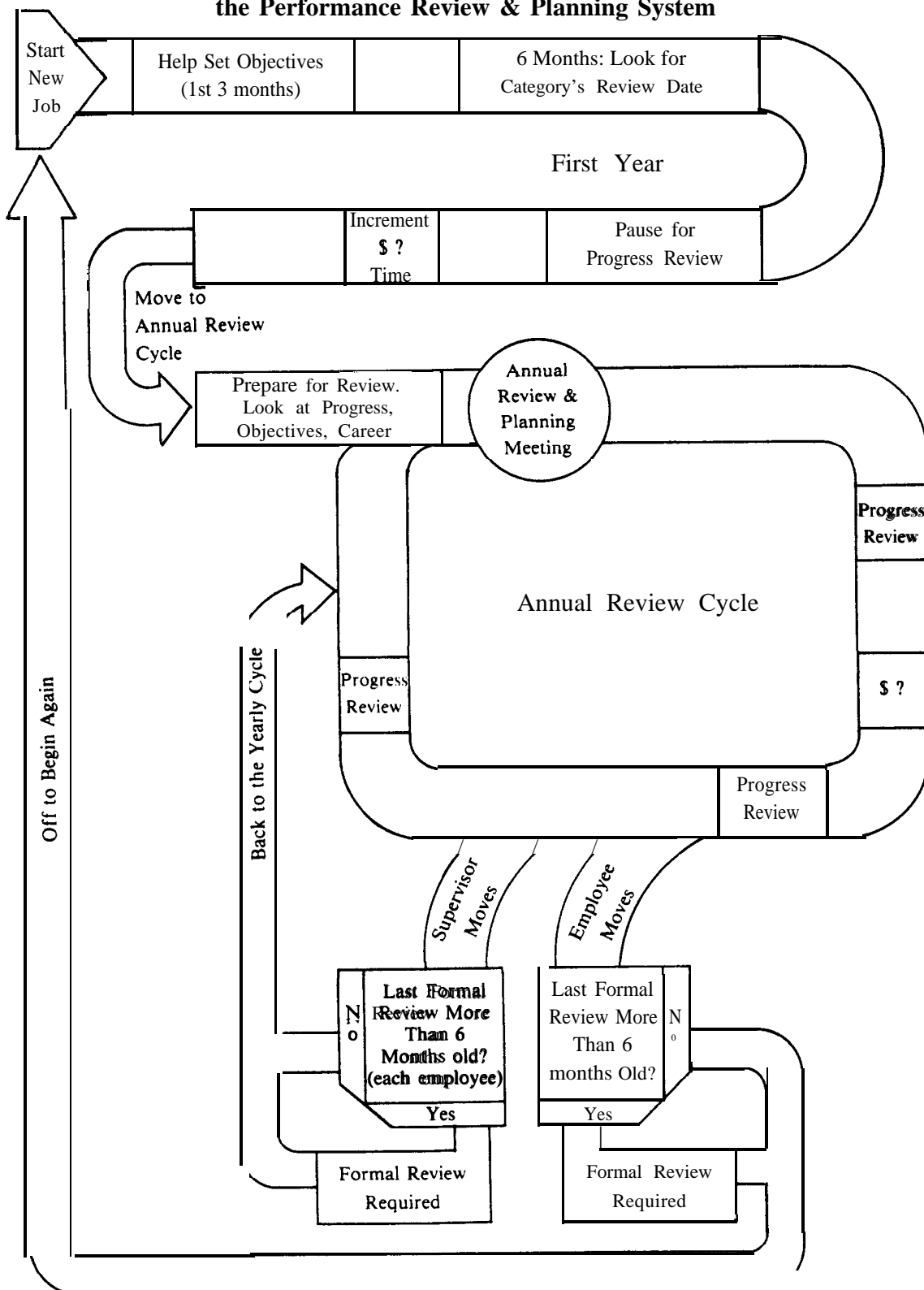
First Annual Review: An employee's first "annual" review is completed at the end of the first review period for the job category following six months in the position. Thus, an employee might have a formal review seven months after starting or seventeen months after starting. In the latter case, ongoing reviews would be especially important.

Increment Time: Except for Hay Plan employees, the timing of the pay increment is not related to the performance review cycle. It depends on the starting date in the position.

Employee Leaves: When an employee moves to a different job or leaves the government, we require a formal review that is less than six months old. If one is already on file, no further action is needed. If the last one on **file** is older than six months, carry out a formal rating of performance.

Supervisor Leaves: When a supervisor leaves the government or moves to another job, we require current reviews of all supervised employees. For all employees whose most recent formal review is older than six months, carry out a complete performance review.

An Employee's Path Through the Performance Review & Planning System



Category Review Cycles

The performance reviews for employees in a job category are all due at the same time. This allows for better meshing of objectives. It also enables the supervisor to get into a review-and-planning frame of mind by doing a number of reviews together.

The job categories and review periods are these:

Job Category	Reviews to be Completed By
Administrative Services	Jun. 30
Clerical/Secretarial/Court Reporters	Oct. 31
Program Delivery	Mar. 31
Technical	Mar. 31
Trades and General Labour	Feb. 28
Managerial (Hay Plan)	Mar. 31
Classroom Asst./Instructors/ Adult Educators	Jun. 30
Trainees and Apprentices	Quarterly

Note:

To allow flexibility and help avoid peak work schedules and so on, annual reviews may be completed at any time during the three month period before the due date.

Trainees/Apprentices

Trainees and apprentices must have a formal review every three months.

Seasonal

Seasonal employees have an interim review at the end of each season **and** a full performance review when the number of months worked equals twelve. This latter, "annual" review may be adjusted to coincide with the review date for the employee's category.

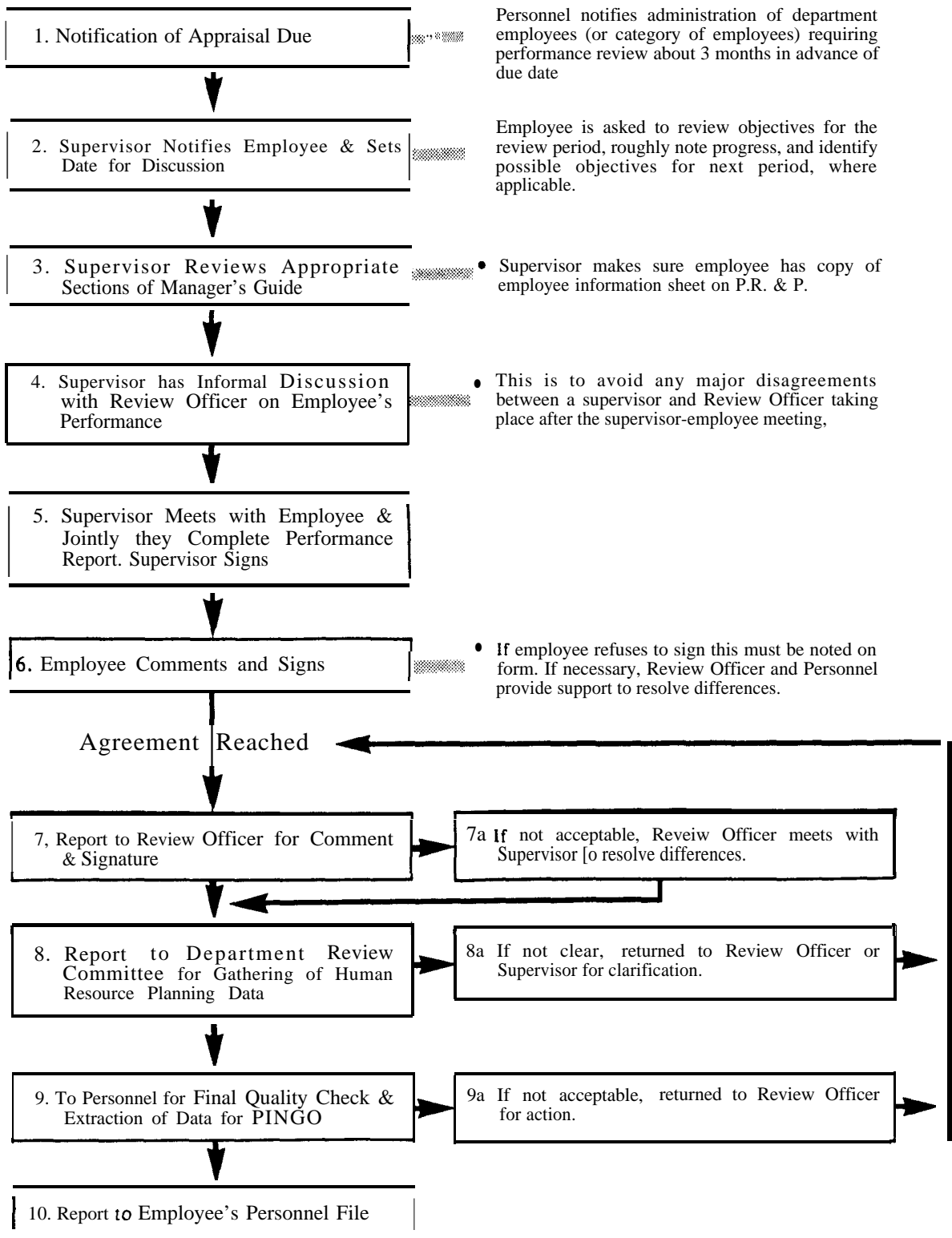
Term

Term employees are treated like indeterminate employees. The key is that there should be a recent review on file at the end of the term employment.

Annual Review: Order of Events

The following flow chart summarizes the sequence of events when an annual review takes place.

Performance Review and Planning Document Completion Flow Chart



Preparing for Annual Review

Both employee and supervisor need to prepare for the annual review meeting. They need to think separately about the events of the past year and workable plans for the future. Each should also think about training needs and career plans.

Arrange a time and place so that the meeting will be free from interruptions. A few days before, ask the employee to look over the old objectives, to consider how performance might be rated for each objective, and to think about some objectives for the next year. Be sure the employee has a copy of the old objectives. If you are using a Skills Profile, give the employee a copy of the blank form.

Preparing Objectives

Chapter 3 has a complete discussion on setting objectives. In addition, Appendix C has some sample objectives for different positions. Review these.

You may want the employee to read about setting objectives, too.

Use your experience in writing last year's objectives to zero in on the most productive expectations.

Rating Performance

The final ratings of performance should be determined during the meeting, not before. You will, however, want to have prepared your ideas of the ratings and perhaps to have a draft. These will be based on the results achieved compared to the standards or targets. Take into account any factors affecting the results that were beyond the employee's control.

Where an employee has performed work under the direction of more than one supervisor during the period under review, the immediate supervisor should ask other supervisors to provide their observations on the employee's performance.

We use a 5-point rating scale to measure results achieved along with the descriptors not met, met, and exceeded.

Definitions:

Rating 1
means failed to meet most or **all** of the requirements of the objective;

Rating 2
means partial completion of the objective and some recognition should be given;

Rating 3
means the objective has been met satisfactorily in every way;

Rating 4
means the objective has been met and in some areas exceeded; and,

Rating 5
means exceeded most or all of the requirements of the objective.

Common Rating Errors

Remember these common rating errors and guard against them.

The Halo Effect: The tendency to generalize from one or a few aspects of a person's performance to all aspects of their performance. Someone who did an outstanding job in one area will tend to be rated high in other areas. It is also the tendency to hang a halo over the rating of a **favoured** employee.

Recency: The tendency to rate performance on the basis of some recent and well-remembered event. The employee who did an excellent job (or fouled up badly) last week stands a chance of having the overall evaluation influenced by that event.

Contrast: The tendency to evaluate an employee relative to other employees rather than on the standards that have been set for the job. This can be particularly troublesome in performance evaluation because of deep seated habits and assumptions we have about the need to compare people. Legally, evaluation by comparison is not defensible.

Central Tendency:	Some managers are ill at ease in making judgments about employees and tend to rate on or close to the mid-point of the scale, even when an employee's performance clearly suggests a higher or lower rating.
First Impression:	The tendency for managers to make initial favorable or unfavorable judgments about an employee and to allow this to influence their thinking when rating performance later on.
Similar/Dissimilar:	The tendency to rate employees on the basis of "how similar to me" they are. Managers may unconsciously give more favorable ratings to people they see as similar to themselves.
Leniency/Severity:	This is the error of rating employees either too easy or too hard, depending on the personality and standards of the manager. Managers who tend to rate low may do injustice to good employees if such employees are compared with an employee whose supervisor tends to rate high.

Identifying Development & Training Needs

There are five basic reasons for recommending development or training actions for an employee. These are:

1. To correct a performance problem that is attributable to a skill or knowledge deficiency. Someone is not doing something right and it is because they don't know how.
2. To prepare an employee for a new position or advancement that may be related to succession and career planning. It is poor planning if a department hasn't got competent people ready to fill key positions on short notice.
3. To prepare an employee for new responsibilities, equipment or procedures. Examples would be computers, word processors, new test equipment, or new management processes.
4. To retrain an employee whose job or skills have become obsolete due to new technologies.
5. To enhance or refresh an employee's job skills.

For each of these reasons there are associated questions. The answers may reveal training and development needs to the supervisor.

1. Is there a skill or knowledge deficiency? (A skills profile might help you to identify it).
2. What position is next above this one? What training would be required for advancement?
3. What changes are planned for this area? Is a new skill required?
4. Is this job or part of this job becoming obsolete?
5. Are there any areas where a refresher course might increase the employee's motivation or improve work?

Development should be thought of in terms of long range plans as well as immediate needs. Suitable courses provided by management associations, university programs, or adult education programs might be considered. It is worth remembering that people learn in many ways and participating in training courses is only one of them. Experience is still one of the best teachers, and coaching, formal or informal, by experienced staff over extended periods will almost certainly yield results that outweigh what may be learned in any 3 day course. For those with sufficient challenge and motivation, self learning by a variety of means — professional journals, current texts, and so on — will often lead to significant individual progress.

Skills Profiles

A skills profile may help you to locate problem areas in an employee's performance.

There are separate profiles for different types of jobs. Each one lists skills that maybe used by employees in that job. The supervisor rates the amount of skill shown for each item (or marks 'not applicable'). By studying each part of a job individually, areas for training may become clear.

Objectives alone may give little information on how or why targets are being met, exceeded or not met. Objectives specify end results, skills profiles specify the means. Using skills profiles helps avoid "results-at-any-cost" thinking, which can, in the long run, be counterproductive, especially where teamwork is important to a department's objectives.

Appendix D contains sample skills profile forms for four job categories.

Skills profiles are not required for all employees. If used, they may be attached to the performance review.

Follow Through

Write on the performance report **only** those training and development **recommendations** that you are prepared to follow through on. This means approving the time off and the course fees when it comes time for the employee to register for training.

Career Planning

Part of the focus on the future is the discussion of the employee's career aspirations. It is helpful to establish a link between performance review and career planning.

During performance discussions managers should always ensure they get a clear indication of employees' career aspirations and then help initiate any development actions that may be needed to prepare employees, remembering of course that the ultimate responsibility for career planning rests with the individual.

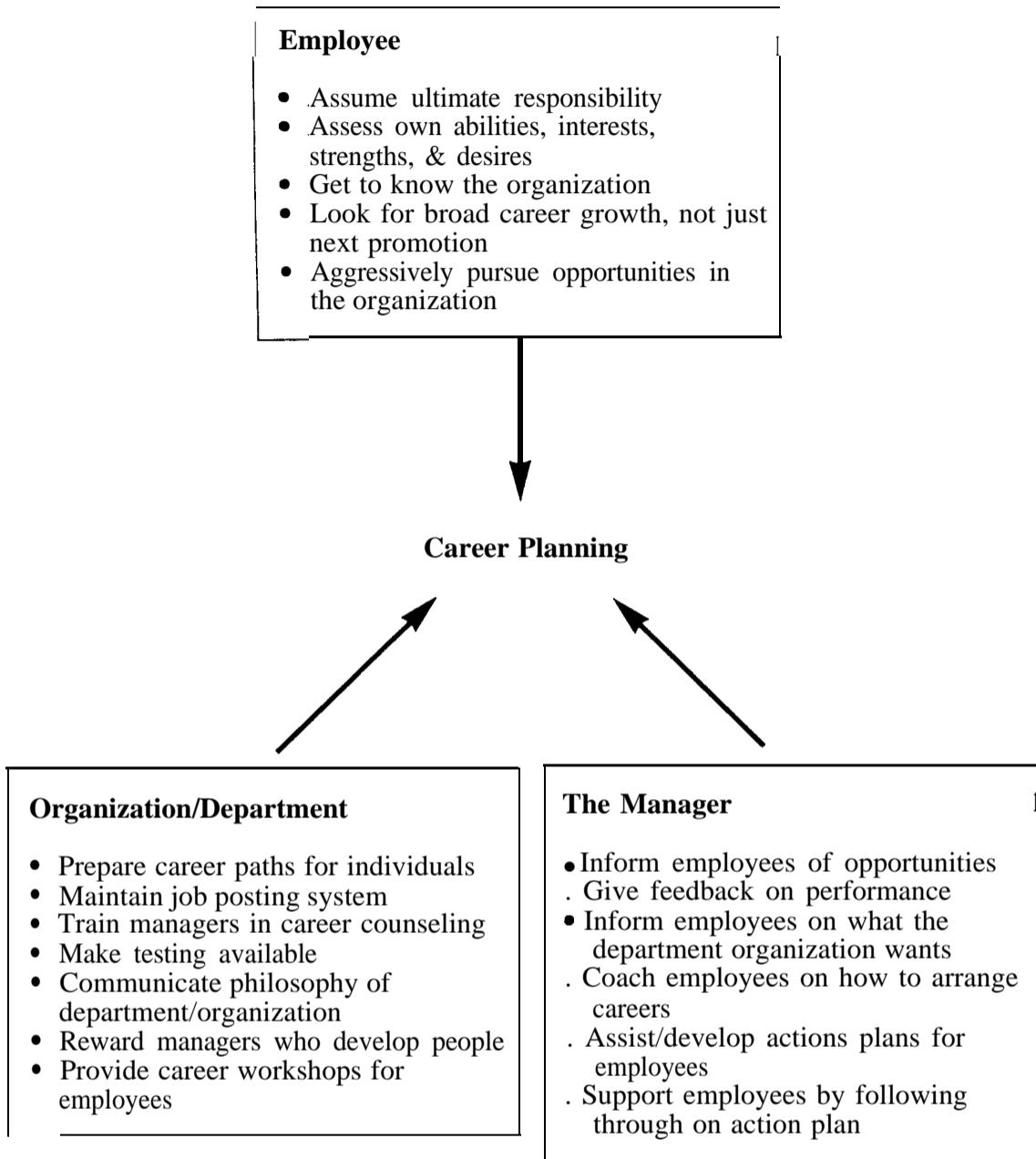
The Department of Personnel also has a responsibility to assist in career counseling. The roles in career planning are summarized in the chart on the next page.

Some Problems Associated with Career Planning

Career planning is a key element in integrating organizational objectives with employee career goals. Some factors to consider are:

- younger employees or new employees tend to have high turnover rates making planning more difficult — but it can still be rewarding;
- some employees simply do not think in terms of long term career plans and may not have very clear ideas of where they want to go;
- a potential problem to guard against in career planning is that of raising employee expectations about career opportunities that may never materialize; and,
- the goal is to prepare employees to compete for new positions and responsibilities, not so much for a specific job.

Roles in Career Planning



Career Planning and Counseling — The Downward Move

A downward career move can pose a serious problem and embarrassment for most individuals. Even if the move is lateral, if it involves less responsibility, such as fewer people to supervise or less financial accountability, it will usually be seen as a downward move.

Such moves must be handled with sensitivity so as to encourage growth and development in the new position, rather than resentment and stagnation. Perhaps the worst possible situation is where a person is moved down, more or less ignored by everyone, and left with little or nothing to do. The new job must have some responsibility and with challenging goals to achieve just as with any other employee.

There will be employees who move up into management jobs only to find after a reasonable trial that management is not their thing. Such employees **should** not be made to feel a failure but rather may need to counseling to help realize and accept that a downward move out of management is in their best interests as well as the government's.

Consulting Review Officer

Before the meeting, you should have an informal discussion with the Review Officer. Talk about the general performance of the employee, plans for objectives, and recommended training. The Review Officer can give you information about approval of training and development plans.

The Review Meeting

If a manager and employee have had regular ongoing reviews of progress throughout the year, the annual meeting will be little more than another review, except that the results are recorded and kept. Successful performance review and planning meetings depend on the extent to which they are stress-free and are seen by employees as serving their interests as well as the department 's.

Meeting Techniques

Beginning the Discussion

It is usually better if the manager, after briefly outlining the objectives of the meeting and setting a friendly, relaxed tone, lets the employee speak first. This can be done by using openers such as;

“Perhaps we could start by having you give your thoughts on project XYZ. ”

“Tell me how you feel about progress towards objective ABC. ”

“ What’s your views on that special assignment you completed last month?”

To help set a positive tone try to pick an objective the employee will feel comfortable with and had some success in.

Making it a Two-Way Process

Avoid dominating the discussion. As the amount of talking the supervisor does goes up the likelihood of a successful meeting goes down. There are several techniques for ensuring the employee does most of the talking. One is to keep quiet when necessary, and another is to ask questions in the right way.

Open questions encourage employees to talk and to enter into a discussion rather than give yes or no answers. For example:

“Tell me how project XYZ is coming on. ”

“Could you talk a little more about?”

Closed questions also have their place, but normally will be used much less than open questions. They can help to clarify or nail down specific points. For example:

“When do you plan to start retrofitting in?”

“How much is the budget variance this quarter?”

Paraphrasing and Reflection

Paraphrasing is a restatement in your own words of what your employee has just said. It is used to clarify and confirm you understand each other, and can be helpful as an opener to explore issues in more depth. Usually begin with words such as: “If I hear you correctly _,” or “What you’re telling me is _.”

Reflection relates more to feelings. Here you try to say in your own words how you sense your employee feels about something. This can help reduce fear, mistrust and defensiveness. For example:

“Jim, I sense you are really uptight about this objective.
Would you like to talk about it?”

“Mary, you seem to be quite frustrated about this project,
could we talk about it a little more?”

Remember in any such questioning it is better to avoid being judgmental as that in most cases will only lead to self-protection and argument, and be counter-productive in the long run. If it is necessary to dismiss someone, this is not the place to do it.

Focus on Results

The value of having set clear objectives becomes evident by making it easier to focus on results. The best way to avoid putting employees on the defensive is to discuss results and variances from targets, rather than focus on the individual. Some examples:

Personal Focus

“Your work has a lot of errors. ”

“You missed the budget deadlines
again this year. ”

Results Focus

“We still have to work at improving
the 070 error in reports. ”

“How could I help you get the
budget ready ahead of schedule?”

‘You’ve got the worst driving record in the region. Now here’s what I want you to do _.’”

“How would you propose we reduce the vehicle down time to _____ this year?”

“This is the second project you’ve fouled up this year. You seem to have poor planning ability. ”

“Jim, community support and project deadlines are critical, What would help you become more effective in planning and supervising projects?”

The goal is to reduce defensiveness and increase personal responsibility for **improvement** where necessary, This can be best done by an analysis and **problem-solving** approach rather than by being too evaluative.

Using Silence Effectively

Silence, like anything else has its limits. Once the desired result has been achieved (that is, the employee has begun to talk) continuing with silence can, after a while, lead to mistrust and tension. The employee begins to wonder if you are really listening, or just passing silent judgement. You can let the employee know you are following by using some simple attending behaviors. A nod of the head, an **uh huh**, words such as : I follow; oh; then; I see; tell me more; give an example — **all will help** assure **YOU are** listening and encourage a more relaxed atmosphere for frank discussion.

A few employees (and it will be the few) may talk too much. In this situation the manager must exercise more control by leading the discussion in the direction that will be the most productive. Statements such as “Good, let’s go on now to _.”, or “I understand, now what was progress like on project XYZ ?” will **help** keep the discussion on track.

Be Specific

Avoid speaking in generalities during the discussion. Get down to cases. Use or ask the employee for specific examples of good performance or areas that need improvement. Discussing improvement will lead naturally to a focus on the future rather than the past, which should be the major emphasis of the meeting.

Closing the Discussion

At the end of the meeting summarize all that has been discussed and give the employee an opportunity to make any final comments. Explain that you will now be having the final report document typed up and returned for comment and signature. Leave a copy of the objectives agreed to for the next period with the employee and encourage developing a work plan to reach the objectives. Offer your help in doing this if necessary. Close the discussion on a friendly and positive note.

Completing Paperwork

There is only one performance review form for use in the NWT Public Service. A copy of this form is provided in Appendix F.

We do not view the form itself as a key element in effective performance review and planning. It is the process and not the form that is important. It is not possible to design a form that will satisfy every situation or supervisor or that we would be comfortable with under all circumstances. It is better, however, to have one form that provides for maximum flexibility in presentation of objectives and ratings than to try to create different forms for different situations. Supervisors who have difficulty with the format or space available may supplement it with additional documentation.

Job Skills Profiles are optional forms. They may be used as a supplement to the performance review report. We described the use of skills profiles in Chapter 5.

The Training and Development Plan (Appendix G) is a required form which summarizes the training planned for a department's employees in one category.

The Annual Increment Authorization form (Appendix H) deals specifically with pay increments. It is on a different schedule from the rest of the performance review and planning system.

Performance Review & Planning Report

A completed performance report is a significant document that is placed on an employee's file and may be used in relation to staffing actions, possible promotions or demotions, training and development decisions, and other human resource planning actions. Obviously then, supervisors should take great care to ensure that the comments contained in these reports are as accurate and objective as possible.

A well-documented performance report includes:

- A statement of the objectives and the actual results achieved (ratings) for the period under review. (See Chapter 4)

- . A brief narrative giving a substantiation of the ratings and highlighting any particular strengths or areas that may need improvement. (See Chapter 6)
- . Development and training needs for present position and for possible future promotions. (See Chapter 6)
- . A statement by the supervisor giving a fair and objective assessment of the employee's potential. (See Chapter 6)
- A statement by the employee on career aspirations.
- Employee and reviewing officer comments on the overall report.
- . A clear statement of objectives and expected results for the coming year, (See Chapter 3)

We recommend that the report form be completed after the performance review meeting. This way the discussions can be open and frank, and they can be reflected in the final written review.

If a Skills Profile has been used, attach it to the performance report before comments and signatures are added.

Review by Employee

The employee must be given the opportunity to make written comments about any section of the report. Employees, also, have the right to grieve the performance report to correct any factual inaccuracies.

Just before the form is sent to Personnel, the employee should sign the report, to show that it has been read and understood. Signing the report does not necessarily mean agreement with its contents. (If an employee refuses to sign, make a note of this fact in the employee-signature area).

Review by Reviewing Officer

The reviewing officer's responsibility is:

- . to ensure that performance reviews are conducted fairly and accurately, and that standards are consistently applied across the work unit;
- to ensure that training and development plans are realistic, and to approve them accordingly;
- to resolve cases of manager-employee disagreement;
- to ensure that established goals are in accordance with the

broader objectives of the work unit; and,

- to follow up on any recommendations of the immediate manager which require the reviewing officer's authority.

Distribution of the Performance Report

Before sending the report away, copy the employee's training information on to the Training and Development Plan.

With the reviewing officer's approval, and all signatures affixed, a copy of the report is given to the employee and the original performance report is forwarded to Personnel and is placed in the employee's personnel file.

Completed performance report documents are considered strictly confidential. They are to be mailed and processed in envelopes marked "confidential". They may be accessed only by individuals who require performance information in order to carry out responsibilities related to staffing, human resource planning, or **labour** relations.

Training and Development Plan

Departments are responsible for gathering training and development data from completed performance review reports. This information shall form part of a department's human resource plan.

The information is recorded on the Training and Development Plan form (Appendix G), a copy of which is forwarded to the Training Services Division of the Department of Education. In larger departments where there are many employees in a given job category, a separate form should be completed for each category. In smaller departments, several categories may be listed on one form.

Review Committees

Although not a requirement, departments should consider using a Review Committee to gather human resource planning data from completed reports and prepare the department's annual training plan for various job categories. A Review Committee would normally have two or three members who should be senior to the level being reviewed, and have some knowledge of the work performed by the employees concerned.

At this time the department also takes action on any overdue appraisals. Department heads are accountable for ensuring that appraisals are completed on time.

Annual Increment Authorization

Personnel sends a reminder when increment action is due. If the increment is to be denied, supporting documentation must be provided. A sample of this form is shown in Appendix H.

Dealing With The Poor Performer

Rule number one is that poor performance is dealt with when it happens and is never “kept on file” until the annual performance review.

Indicators of poor or unsatisfactory performance might include any of the following:

- quality or quantity of work produced is consistently below the standards agreed to and considered the minimum acceptable for the job;
- . target dates are frequently missed;
- . counseling and/or training assistance does not lead to improvement; or,
- a high frequency of complaints about working relationships with others or from the public.

Unsatisfactory performance should not be allowed to continue without some remedial action being taken. The first step is to try to find out the cause of the poor performance.

Poor performance may be traced to any of a number of causes. Some of the more common causes are:

- 1, **A skill deficiency:** New equipment, methods, procedures, responsibilities, etc. may create a need for new skill development.
2. **Lack of clear goals for the employee:** Make sure the employee knows exactly what is expected and then be prepared to provide coaching or assistance where necessary.
3. **Poorly motivated:** This is a more complex problem which requires special expertise on the part of the supervisor, if it is to be handled properly. As a supervisor it is important that you know something of what motivates people and that you develop skill in this area.

4. **Personal problems that may be interfering with work:** It is important to be sensitive to personal issues and encourage the employee to work at solving such problems.
5. **Rewards and punishments maybe reinforcing the wrong things:** If good performance frequently results in “penalties” such as increased work load, and poor performance results in increased attention or feelings of importance, then performance may well get worse.
6. **Promotion or transfer to a position which the employee maybe inadequately prepared for or not suited for:** An early assessment of the employee’s skills against the job requirements should help here.

Where a probable cause of poor performance has been identified, the employee should be encouraged, or required (with help), to prepare a personal action plan, and make a personal commitment, to overcome the problem. A personal commitment to improve is the only approach that is likely to have any lasting results. This puts the responsibility where it belongs, with the individual.

If an employee’s performance continues to be unsatisfactory after all reasonable remedial action has been taken, the supervisor must be prepared to take action such as recommending demotion, release, or rejection on probation. Any such action will require documented evidence of the unsatisfactory performance.

Staff of the Department of Personnel are available as an independent third party to provide counseling to employees in this situation. Do not hesitate to contact your nearest Personnel Office, or to refer employees to Personnel, when performance problems arise.

Discipline is better kept out of performance reviews. Discipline problems should be dealt with at the time they arise using the progressive discipline approach. This is detailed in the Manager’s Guide to Employee Discipline available from your nearest Personnel Office.

Definitions

Manager or Supervisor	The terms manager or supervisor are used interchangeably to describe the immediate supervisor of an employee, the person who signs the Performance Review and Planning Report as supervisor or supervising manager.
Employee	Employee means the person whose performance is being reviewed and planned and who signs the report as employee.
Performance Planning	Performance planning is the process by which a manager and employee jointly prepare and agree on a work plan and objectives for the next review period.
Performance Review	Performance review is a two part process. The first is the ongoing communications that takes place between manager and employee to review progress, discuss and solve problems, and change plans or objectives when needed. The second is the annual review during which a written assessment is prepared and training and development needs and future assignments are considered.
Job Clarification and Review	Means the process of reviewing the major duties or accountabilities of an employee's position to determine whether there is need for change.
Indicators	Indicators are those factors that identify what is to be measured.
Objective or Goal	Objective or goal is used interchangeably to mean measurable results to be achieved, and may apply to a department, a program or employee at any level in the organization.
Standards	Standards are criteria by which to measure progress or base a judgement.

References

Books

- R-1 **Morrisey**, George L, *Performance Appraisal in the Public Sector*, Addison-Wesley, Don Mills, Ontario, 1983
- R-2 **Morrisey**, George L. *Management by Objectives and Results in the Public Sector*, Addison-Wesley, Don Mills, Ontario, 1976
- R-3 King, Patricia, *Performance Planning and Appraisal*, McGraw-Hill Book Company, Toronto, 1984
- R-4 Odiorne, George S. *MBO 11*, Fearon Pitman Publishers, Belmont, California, 1979
- R-5 **Latham**, Gary and **Wexley**, Kenneth, *Increasing Productivity Through Performance Appraisal*, Addison-Wesley, Don Mills, Ontario, 1982
- R-6 Locke, Edwin and **Latham**, Gary, *Goal Setting — A Motivational Technique That Works*, Prentice Hall Canada Inc., Scarborough, Ontario, 1984

N.W.T. Policies & Guides

1. A Manager's Guide to Employee Discipline.

This handbook provides a step-by-step outline of the procedures that must be followed in order to effectively resolve discipline problems.

2. Personnel Manual, Index No. 409 Employee Relations — Discipline

Note: Performance review and planning is not an appropriate time for administering discipline, or seeking to resolve disciplinary problems other than through behaviour change.

3. Alcoholism, A Guide for Supervisors

This booklet provides a reference for use by supervisors when a personal problem involving alcohol surfaces.

**4. Personnel Manual, Index No. 505-1
Employee Pay Rate Selection**

This explains the link between annual increments and performance.

**5. Hay Plan, Position Evaluation and Compensation System for Senior
Employees**

This booklet outlines the basic concepts of the profile method of job evaluation and elaborates on the procedures used to determine salary ranges once Hay Plan positions have been evaluated.

**6. Welcome to the GNWT — A Guide for New Employees of the
Government of the Northwest Territories.**

Appendix C

Sample Objectives

On the next few pages are sample sets of objectives for the following positions:

- Project Officer
- Automotive Mechanic
- Regional Supervisor
- Secretary
- Administration Officer

Project Officer Objectives Agreement for Period _____ to _____

Key Responsibility y Areas	Objectives
1. Preliminary Engineering	1. Manage the preliminary planning and design for project "A" so that all documentation is complete and to Department standard by <u>(date)</u> . 2. Present consultant recommendations and get Community Council approval of project "E" by <u>(date)</u> .
2. Design	3. Prepare tender documents, tender and select contractor for project "D" by <u>(date)</u> .
3. Contract Supervision	4. Supervise contractor performance on project "C" so that all work is to plan and specifications, and project is completed and accepted on schedule and within _____% of budget.
4. Budget Control	5. Complete final inspection and report on project "Y" by end of <u>(month)</u> . 6. Justify and secure funding for design changes to project "D" by <u>(date)</u> . 7. Monitor expenditures in all projects to ensure changes are appropriate and that projects have no more than _____% over-run.
5. Liaison	8. Meet with contractors, client departments and officials of other parties concerned at least once each <u>week/month</u> and have in place a process that will resolve _____% of disputes at — level.
6. Supervision	9. Reach and maintain a performance level of at least <u>(numerical rating)</u> in all areas of supervisory competence defined in the attached Supervisory Skill' Profile. Target date — .
7. Personal Development	10. Complete courses 3 and 4 of the U. of A. Supervisory Development Certificate program over the next 12 months.

Review Dates _____

Automotive Mechanic Objectives Agreement for Period _____ to _____

A. Regular and Recurring Objectives

Key Responsibility Areas	Objectives
1. Vehicle and equipment inspection, servicing, repair and overhaul	1. Carry out preventative maintenance checks on schedule and to specifications, with all potential problems identified and corrected, 2. Service and maintain all vehicles so that down time and maintenance costs are minimized. 3. Complete all repair and overhaul of vehicles and equipment to manufacturers specifications and within acceptable time limits.
2. Vehicle Inspections	4. Inspect and road test vehicles serviced under contract so that all deficiencies are noted and corrected before acceptance.
3. Administrative	5. All stock, tools and supplies inventories checked and replacement needs reported in time for reordering. 6. Record all cost information for completed work orders and mileage/hour meter readings of vehicles in for servicing.
4. Apprentice Training	7. Train apprentices so that they meet the on-job skill requirements for certification by the Apprenticeship Training Authorities.

B. Project & Problem Solving Objectives

- | | |
|--------------------|--|
| 5. Special Project | 7. Assist the community of _____ to set up servicing schedule for all vehicles in their jurisdiction by end” of (date) . |
|--------------------|--|

C. Personal Development Objectives

- | | |
|-------------------------|---|
| 6. Personal Development | 8. Complete Supervision Level 1 course by (date) .
9. Develop full job competence in using new engine analyzer equipment by (date) . |
|-------------------------|---|

Review Dates _____

**Regional Supervisor Social Services Objectives Agreement for Period _____
to_____.**

Key Responsibility Areas

Objectives

- | | |
|-----------------------------------|---|
| 1. Manage Child Welfare Programs | 1. Complete a study on children’s services that will identify cost effective methods of improving the quality of service and frequency of client contacts with no increase in staff or budget. Target date _. |
| | 2. Revise Legislation on XYZ services in order to accommodate recommendations from study ‘A’ by (date) . |
| | 3. Update child welfare information system so that total client information may be stored and retrieved without additional files. Update to be completed by (date) . |
| 2. Young Offenders Rehabilitation | 4. Put in place a rehabilitation program for young offenders that will increase the percentage of successful rehabs in the region to at least the national average over the next 12 months. |
| 3. Special Needs Clients | 5. Place all children in need of specialized resources within three to six months of being referred to regional office. |
| 4. Public Awareness | 6. Increase the number of presentations to the public on departmental programs and services to a minimum of _____ each quarter. |
| | 7. Develop and distribute information brochures on programs ‘A’ and ‘B’ to all communities in the region by (date) . |
| 5. Personal Development | 8. Complete assignments as acting superintendent during superintendent absences. |

Review Dates _____

Secretary Objectives Agreement for Period _____ to _____

A. Regular, Recurring Objectives

Key Responsibility y Areas	Objectives
1. Typing correspondence, reports and other documents	1. Type correspondence, reports and other documents, using typewriter and word processor, so that work is error free, and to format and time frame given by supervisor. 2. Reply to routine correspondence on own initiative and to supervisor's satisfaction without rewrite. 3. Take dictation and transcribe from notes or Dictaphone so that work is error free and format to department standard.
2. Reception duties	4. Receive, screen and direct telephone callers and visitors in a manner that results in no unfavorable feedback.
3. Filing and Record-keeping	5. Setup and maintain files, records and reference materials so that all material is filed correctly and within _____ days, and can be retrieved without delay.
4. Mail	6. Sort, date, record and redirect mail to appropriate officer or division without error and within one day of receipt. Follow-up on redirected mail within time limits given.
5. Recording Secretary	7. Act as recording secretary to committees or conferences by sending agendas and notice of meetings, and taking, writing and distributing minutes to committee's satisfaction and within _days of meetings.
6. Administrative Support	8. Research, assemble and analyze data to meet given target dates. 9. Schedule appointments and arrange meetings and conferences so that there is no overlap and supervisors time is managed efficiently. 10. Make travel arrangements to meet time and cost efficient schedules, and complete associated records without error and on time.

B. Project, Problem Solving Objectives

- 7. Special Projects
 - 11. Update and rewrite the Secretary's Reference Manual for the Division to approved style and format by (date) .
 - 12. Solve the problem of mail flow in the Division so that objective of having all mail logged and directed to appropriate officer within one day can be reached. Target date.

C. Personal Development Objectives

- 8. Personal Development
 - 13. Complete training in computer terminal operation in preparation for assuming responsibility for financial data entry to **F.I.S.** by (date) .

Review Dates _____

Administration Officer Objectives Agreement for Period _____ to _____

A. Regular and Recurring Objectives

Key Responsibility Areas	Objectives
1. Budget Development	1. Coordinate and prepare annual O&M and Capital budget submission so that all documentation is completed on time and without error. 2. Coordinate and prepare the annual update of the 5-year program forecast so that all documentation is completed on time and all programs funded.
2. Expenditure Control	3. Monitor expenditures and provide variance analyses and cash flow projections so that program managers have the data and lead time necessary to control overruns or lapses. 4. Maintain all financial records current and accurate. 5. Confirm completeness and accuracy of hamlet financial statements within given time limits.
	OR
3. Office and Personnel Administration	6. Plan and supervise office work flow and staff work plans so that all administrative tasks are completed on time and to GNWT regulatory requirements. 7. Complete all performance planning and reviews for clerical staff on time. 8. Train senior clerk so that clerk is able to complete all routine day to day tasks in an acting capacity during administration officer's absence.

B. Project, Problem Solving Objectives

4. Control
9. Eliminate work duplication between HQ and Region in the following areas: a) _____ b) _____ over the next six to nine months.
10. Implement the revised commitment control procedure by (date) .

C. Personal Development Objectives

5. Personal Development
11. Successfully complete courses C and D of the University of _____ extension program in Business Administration.

Review Dates _____



PERFORMANCE REVIEW & PLANNING REPORT

Note: EMPLOYEE COMPLETES SHADED AREAS!

Section I: EMPLOYEE IDENTIFICATION			
EMPLOYEE NAME	DEPARTMENT	S.I.N	
LOCATION	POSITION TITLE	POSITION NUMBER	SUPERVISORY POSITION YES <input type="checkbox"/> NO <input type="checkbox"/>
EFFE CTIVE DATE OF APPRAISAL Day/ Month/ Year	PERIOD COVERED: FROM: TO:		
SUPERVISOR'S NAME	SUPERVISOR'S TITLE		

Section II: INSTRUCTIONS

- For information on how to complete the performance report please refer to the appropriate chapters of the "Manager's Guide". All supervisors should have a copy of this guide.
- The original copy of the completed report is to be forwarded to Personnel where it will be placed on the employee's personal file. A copy of the report is to be given to the employee. This document is to be considered confidential at all times.
- If additional comments are attached to the report this should be indicated on the form. All attachments are to be considered as part of the report document.

Section III: TRAINING and DEVELOPMENT • Complete AFTER completing Sections IV & V.

1 TRAINING NEEDS FOR CURRENT POSITION

2 EMPLOYEE POTENTIAL Identify example positions at next level for which the employee has potential (specify time frame) Identify developmental training required to realize this potential.

3. EMPLOYEE CAREER ASPIRATIONS

4. TRAINING COMPLETED or NEW QUALIFICATION ACHIEVED DURING REPORTING PERIOD

Seminars/Courses	Academic/Professional/Technical/Trades
------------------	--

Section IV: PERFORMANCE EVALUATION

KEY RESPONSIBILITY AREAS From the position description, identify the key responsibilities. Use just a few words to identify each.	2. OBJECTIVES FOR THE REPORTING PERIOD List the objectives and/or duties that were established for the reporting period, i.e.: what was the employee expected to accomplish. Include evaluation standards for each.	3. RESULTS ACHIEVED				
		NOT MET		MET		EXCEEDED
		1	2	3	4	5

Section V: OBJECTIVES FOR NEXT PERIOD

I. NARRATIVE EVALUATION

Provide a substantiation of very high or low ratings and give examples of performance. Identify factors affecting performance over which the employee had no control. Emphasize strengths and areas for improvement should also be noted here.

List the objectives, with performance measures, for the next reporting period. Review dates should also be set at this time.

ATTACHMENTS:

SKILLS PROFILE OTHER (List)

Review Dates _____

Section VI: EMPLOYEE COMMENTS ON APPRAISAL

Note: Includes review of "Skills Profile" (where applicable)

	SIGNATURE	DATE - D/M/Y
--	-----------	--------------

Section VII: APPROVALS

1. SUPERVISOR(S)-	
-------------------	--

SIGNATURE	DATE	SIGNATURE	DATE D/M/Y
-----------	------	-----------	------------

2. REVIEW OFFICER .	<p style="font-size: small;">Note: If comments or attachments, other than fully supportive, are added to the report after the employee has signed, the report must be returned to the employee to read before processing</p>
POSITION TITLE	

NAME	SIGNATURE	DATE D/M/Y
------	-----------	------------

<p>3 PERSONNEL</p> <p>DIRECTOR (HAY PLAN REPORTS)</p>	<p style="text-align: right;">INITIALS</p> <p>•1 ACTION (Human Resource Planning) _____</p> <p>•1 ACTION (P. I. N.G.O.) _____</p> <p>•1 FILE (Pay & Benefits) _____</p>	
SIGNATURE	DATE - D/M/Y	

SUPERVISORY/MANAGERIAL CATEGORY

EMPLOYEE NAME	SUPERVISOR			
RATING DEFINITIONS - Please assess employee abilities, which had an Impact on performance, to the following rating definitions. Mark each statement in the appropriate column. Comments • ra a must where lowest or highest rating is given.				
MAJOR IMPROVEMENT NEEDED Performance consistently failed to meet most requirements. A plan for major improvement must be prepared.	FAIR: Performance hox mot some, but not • ll requirements. Improvement is required in this skill • rea. A plan for improvement must be prepared.	COMPETENT: Performance hoo mot • ll, • nd may have • xoodod some requirements. This rating describes the performance of • xporhncod • mployoos who consistently moot job standards in these skill • roox.	COMMENDABLE: Performance has consistently • xoodod moot requirements. Employ.. possesses valuable • xpcrloncc, • bility • nd • noruy and functions • -IVOIY with little or no management • upport.	EXCEPTIONAL: Performance has consistently • xoodcd • ll requirements over • n • xtondod time span. For outstanding performance characterized by achievement of • xocptional results or innovations. (Only rarely • chlovd.)

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

A. LEADERSHIP AND HUMAN RESOURCE MANAGEMENT

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Forecasting staff ing requirements.
2. Selecting staff.
3. Motivating staff.
4. Developing teamwork.
5. Giving direction.
6. Evacuating staff performance.
7. Identifying training and development needs.
8. Developing staff.
9. Providing timely and constructive feedback.
10. influencing and convincing others.
11. Accepting direction and advice.
12. Sustaining quality of performance under pressure.
13. Disciplining staff.
14. Matching leadership style with situation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. COMMUNICATION

1. Written communication.
2. Oral communication.
3. Maintaining confidentiality.
4. Following-up.

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. PROGRAM MANAGEMENT

1. Developing programs.
2. Scheduling and assigning work priorities.
3. Allocating staff to activities and projects.
4. Meeting deadlines.
5. Getting results.
6. Adapting to change.
7. Dealing with the public.
8. Dealing with elected officials, native, and other organizations.
9. Dealing with client programs.
10. Managing inter-departmental liaison.

COMMENTS:

I D. FINANCIAL MANAGEMENT

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Forecasting financial requirements including budget preparation.
2. Managing allocated resources.
3. Accounting for and justifying expenditures,
4. Meeting deadlines.
5. Preparing and administering contract documents,

E. PLANNING

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Establishing priorities.
2. Setting objectives.
3. Planning and organizing work,
4. Contributing new ideas.
5. Managing time.

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F. PROBLEM SOLVING AND
F. DECISION MAKING**

1. Defining problems.
2. Devising solutions to problems.
3. Resolving problems.
4. Making timely decisions.
5. Risk management.

COMMENTS:

G. OTHER SKILLS - Please list

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.

CONFIDENTIAL
DATE - D/ M/ Y

SECRETARIAL/CLERICAL CATEGORY

EMPLOYEE NAME	SUPERVISOR
<p>RATING DEFINITIONS</p> <p>- Please assess employee abilities, which had an impact on performance, to the following rating definitions. Mark each statement in the appropriate column.</p> <p>- Comments are a must where lowest or highest rating is given.</p>	
<p>MAJOR IMPROVEMENT NEEDED: Performance consistently failed to meet requirements. A plan for major improvement must be prepared.</p>	<p>FAIR: Performance has met some, but not all requirements. Improvement is required in this skill area. A plan for improvement must be prepared.</p>
<p>COMPETENT: Performance has met most, and may have exceeded some requirements. This rating describes the performance of experienced employee who consistently meet job standards in these skills areas.</p>	<p>COMMENDABLE: Performance has consistently exceeded most requirement. Employee possesses valuable experience, ability and energy and functions effectively with little or no management support.</p>
<p>EXCEPTIONAL Performance has consistently exceeded all requirements over an extended time period. For outstanding performance characterized by achievement of exceptional results or innovations. (Only rarely achieved.)</p>	

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. SECRETARIAL/CLERICAL SKILLS

1. Communicate verbally using tact and diplomacy.
2. Drafting and composing correspondence.
3. Providing receptionist services, giving information, directing callers and taking messages.
4. Preparing/arranging schedules, appointments, meetings and conferences.
5. Making travel arrangements and completing associated records.
6. Setting up/maintaining files, records & reference materials & retrieving same, including a "B. F." system,
7. Performing research tasks or analyzing data.
8. Maintaining security & confidentiality of information and the office.
9. Reading, prioritizing & recording mail.
10. Typing correspondence, reports & other documents.
11. Proofreading & editing outgoing correspondence.
12. Recording minutes & preparing verbatim or summary accounts of meetings and conferences.
13. Taking dictation & transcribing from notes or voice recordings.
14. Handling & accounting for cash and inventory.
15. Providing over-the-counter sales and services.
16. Applying regulations, policies and procedures in the provision of services.
17. Delivering/distributing mail, equipment and material.

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

B. ADDITIONAL TASKS - Please list

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. |

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

SECRETARIAL/CLERICAL SKILLS (con't.)

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Maintaining manual posting of ledgers & associated accounting registers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Sorting, arranging, coding, recording, transmitting and processing information and data. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Collecting, tabulating, verifying and filing data and information. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Reviewing, arranging and presenting data. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Searching/retrieving data and information. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Operating routine office equipment. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Operating light motor transport. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Operating computer terminals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. Operating telephone switchboard. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. Operating word processors. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. Operating telex equipment. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. Preparing/processing reports, financial documents & calculating statistical data. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. Maintaining records of inventories. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. Maintaining adequate stocks. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. Receiving, storing and shipping supplies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. Contacting persons, both inside & outside the organization to provide & request information. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. Planning & organizing support services for the office. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. Monitoring leave and attendance. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36. Training new employees. |

COMMENTS:

CONFIDENTIAL

DATE - D/ M/ Y

TRADES CATEGORY

EMPLOYEE NAME	SUPERVISOR			
RATING DEFINITIONS - Please assess employee abilities , which had an impact on performance, to the following rating definitions . Mark each statement in the appropriate column. Comments are a must where lowest or highest rating is given.				
MAJOR IMPROVEMENT NEEDED: Performance consistently failed to meet most requirements. A plan for major improvement must be prepared.	FAIR: Performance has met some, but not all requirements. Improvement is required in this skill area. A plan for improvement must be prepared.	COMPETENT: Performance has met most, and may have exceeded some requirements. This rating describes the performance of experienced employees who consistently meet job standards in these skill areas.	COMMENDABLE: Performance has consistently exceeded meet requirements. Employee possesses valuable experience, ability and energy and functions effectively with little or no management support.	EXCEPTIONAL Performance has consistently exceeded all requirements over an extended time period. For outstanding performance characterized by achievement of exceptional results or innovations. (Only rarely achieved.)

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. GENERAL SKILLS

1. Performs work with minimal supervision.
2. Meets deadlines.
3. Prepares and plans for community visits.
4. Keeps work area and equipment clean and organized.
5. Maintains tools in clean, safe conditions.
6. Provides required tools.
7. Cares for assigned clothing.
8. Follows safety rules & procedures.
9. Seeks advice and guidance when necessary.
10. Accepts suggestions willingly.
11. Functions co-operatively with other workers.
12. Accepts constructive criticism.
13. Reads and understands documents related to job function: e.g. service manuals and grams.
14. Maintains accurate MMS reporting.
15. Provides travel and other reports.
16. Co-ordinates work with other trades.
17. Applies basic first aid.

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

B. TRADE SKILLS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Completes preventative maintenance tasks on schedule.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Identifies and reports potential problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Diagnoses causes of problems and failures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Corrects problems identified.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Repairs & overhauls vehicles & equipment to specifications.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Inspects & road tests vehicles & equipment repaired under contract.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Timely ordering of parts and supplies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Completes required documentation for job function: e.g. work orders, requisitions, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Prepares cost estimates.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Handles shipment to communities for projects.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Trains apprentices to meet the on-job skill requirements for trades certification.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Supervises and instructs trades helpers and labourers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Operates vehicles and/or equipment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Constructs and maintains road surfaces.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Constructs and maintains snow road surfaces.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Conducts on going inspections to schedule.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Makes adjustments & corrections from inspections in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Prepares reports on inspection and/or work performed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Carries out minor new construction or alteration to codes and specifications.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Meets emergency situations effectively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Reads technical drawings and prepares sketches.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Operates power tools safely and effectively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Provides cleaning services to specified areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Maintains security of buildings and equipment.

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

C. TRADE SPECIALTY AREAS - List additional skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

D. SUPERVISORY SKILLS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Verbal reporting is concise and constructive.
2. Presents written reports in an effective manner.
3. Provides **labour & cost reports** to management.
4. Assigns & reviews work on a day-to-day basis.
5. Recommends work schedules and staff allocation.
6. Schedules & assigns work priorities.
7. Allocates staff to activities or projects.
8. Trains new employees & explains new work methods & procedures.
9. Monitors adherence to policies, regulations and procedures.
10. Writes letters of warning and reprimand and recommends further disciplinary action.
11. Plans, schedules & implements work programs.
12. Establishes quality & quantity standards for work.
13. Exercises signing authority. (Specify leave forms, appraisals, etc.)
14. Recommends changes to **position** duties & writes job descriptions.
15. Identifies staffing needs and interviews potential employees.
16. Evaluates employee performance.

COMMENTS:

E. OTHER SKILLS - Please list

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PROGRAM DELIVERY CATEGORY

EMPLOYEE NAME	SUPERVISOR
---------------	------------

RATING DEFINITIONS - Please assess employee abilities, which had an impact on performance, to the following rating definitions. Mark each statement in the appropriate column.
 - Comments are a must where lowest or highest ratings given.

<p>MAJOR IMPROVEMENT NEEDED: Performance consistently failed to meet most requirements. A plan for major improvement must be prepared.</p>	<p>FAIR: Performance has met some, but not all requirements. Improvement is required in this skill area. A plan for improvement must be prepared.</p>	<p>COMPETENT: Performance has met all, and may have exceeded some requirements. This rating describes the performance of experienced employees who consistently meet job standards in these skill areas.</p>	<p>COMMENDABLE: Performance has consistently exceeded meet requirements. Employee possesses valuable experience, ability and energy and functions effectively with little or no management support.</p>	<p>EXCEPTIONAL Performance: Performance has consistently exceeded all requirements over an extended time span. For outstanding performance characterized by achievement of exceptional results or innovations. (Only rarely achieved.)</p>
---	--	---	--	---

<p style="text-align:center">RATING</p> <p style="writing-mode:vertical-rl; transform:rotate(180deg);"> MAJOR IMPROVEMENT NEEDED FAIR COMPETENT COMMENDABLE EXCEPTIONAL NOT APPLICABLE </p>	<p style="text-align:center">A . G E N E R A L S K I L L S</p>
--	--

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Designing & developing programs, projects and services.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>2. Administering & co-ordinating programs, projects and services.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>3. Developing budgets for programs, projects and services.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>4. Controlling budgets.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. Preparing contracts & supervising contractors.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>6. Evaluating program results against objectives.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>7. Initiating corrective actions based on evaluations.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>8. Directing & supervising staff.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>9. Advising clients on solutions to problems.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>10. Solving problems - repetitive situations.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>11. Solving problems - unique situations.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>12. Advising on the scope & intent of legislation.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>13. Recommending new or revised policies.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>14. Writing policies & directives.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. Planning & organizing personal work schedules.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>6. Developing program objectives.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>7. Developing objectives for self and others.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>8. Dealing with elected officials, native, and other organizations.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>19. Using tact & judgement effectively in dealing with others.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>20. Communicating with the public and business representatives.</p>

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

GENERAL SKILLS (con't.)

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Demonstrating keen sense of strategy and timing. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Influencing others towards required course of action. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Working and contributing as a team member. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Disseminating information through the media. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Maintaining contact with community agencies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. Maintaining contact with local/territorial/provincial/federal government departments. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. Maintaining contact with universities or research organizations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. Assessing needs of individuals, groups or communities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. Observing, recording and reporting on the behaviour of others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. Monitoring and controlling activities of others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. Providing advice, counseling and/or assistance to individuals and groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. Providing for the care and well-being of others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. Providing instruction to others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. Translating & interpreting orally or in written form. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. Maintaining order & security of premises or centers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36. Acquiring & maintaining supplies. |

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

B. PROGRAM SPECIFIC - List additional skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.

COMMENTS:

RATING					
MAJOR IMPROVEMENT NEEDED	FAIR	COMPETENT	COMMENDABLE	EXCEPTIONAL	NOT APPLICABLE

C. SUPERVISORY SKILLS

COMMENTS:

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Verbal reporting is concise and constructive. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Presents written reports in an effective manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Provides labour & cost reports to management. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Assigns & reviews work on a day-to-day basis. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Recommends work schedules and staff allocation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Schedules & assigns work priorities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Allocates staff to activities or projects. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Trains new employees & explains new work methods & procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Monitors adherence to policies, regulations and procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Writes letters of warning and reprimand and recommends further disciplinary action. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Plans, schedules & implements work programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Establishes quality & quantity standards for work. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Exercises signing authority. (Specify leave forms appraisals, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Recommends changes to position duties & writes job descriptions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Identifies staffing needs and interviews potential employees. |

I D. OTHER SKILLS -

Please list

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. |



ASSIGNMENT PERFORMANCE REVIEW

NAME	TEAM NUMBER	EMPLOYEE% LEVEL
ACTIVITY	IMMEDIATE SUPERVISOR	

NATURE OF ASSIGNMENT: (Type of engagement, objective, nature and extent of responsibilities)

ASSIGNMENT IS: <input type="checkbox"/> COMPLEX <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> EASY IN RELATION TO EMPLOYEE'S LEVEL	NUMBER OF STAFF SUPERVISE
DURATION OF ASSIGNMENT: FROM	TO MAN HOURS

A. GENERAL CRITERIA

“VERY SATISFACTORY SATISFACTORY “IMPROVEMENT . . . REQUIRED N/A or NBE

	“VERY SATISFACTORY	SATISFACTORY	“IMPROVEMENT . . . REQUIRED	N/A or NBE
1. ACCOUNTING AND/OR AUDITING KNOWLEDGE AND APPLICATION				
2. KNOWLEDGE OF AUDITEE'S ACTIVITY				
3. KNOWLEDGE AND APPLICATION OF REPORTING STANDARDS AND DISCLOSURE REQUIREMENTS				
4. PROPER PLANNING AND CONTROL OF ASSIGNMENT				
5. ADHERENCE TO TIME BUDGET				
6. EFFECTIVE DIRECTION AND UTILIZATION OF STAFF				
7. EFFECTIVE ON-THE-JOB TRAINING OF STAFF				
8. RELATIONS WITH AUDIT STAFF				
9. RELATIONS WITH AUDITEE				

B. FILE PREPARATION CRITERIA

1. SYSTEM NARRATIVE				
2. FLOWCHARTS				
3. INTERNAL CONTROL EVALUATION				
4. DEVELOPMENT OF AUDIT PROGRAM				
5. WORKING PAPER PREPARATION				
6. INDEXING AND CROSS REFERENCING				
7. FILE CONTENT (AUDIT EVIDENCE) AND GENERAL FILE PRESENTATION				
8. ANALYSIS AND SYNTHESIS				
9. SUPPORT FOR AUDIT OBSERVATIONS				
10. EXIT INTERVIEW (ORAL COMMUNICATIONS)				
11. FINANCIAL STATEMENT PREPARATION				
12. AUDIT REPORT PREPARATION (WRITTEN COMMUNICATIONS)				

*TO BE DOCUMENTED IN SECTIONS 'C' AND 'D' (OVER)
 **NBE NO BASIS FOR EVALUATION
 **N/A NOT APPLICABLE

NWT2276 12/0981

C. CLARIFYING COMMENTS ON RATINGS (Strengths and weaknesses. Use additional sheets where necessary.)

D. RECOMMENDATIONS FOR IMPROVEMENTS: (Use additional sheets where necessary.)

E. OVERALL COMMENTS ON PERFORMANCE (To be completed by Employee's Audit Manager, where applicable.)

1. HAS THIS EMPLOYEE SHOWN IMPROVEMENT REGARDING PAST IDENTIFIED WEAKNESSES YES NO N/A

2. WHAT IS BEING DONE TO IMPROVE THE PERFORMANCE OF THIS INDIVIDUAL?

3. HOW DO YOU RATE THE OVERALL PERFORMANCE OF THIS EMPLOYEE ON THIS ASSIGNMENT?

- EXCELLENT VERY SATISFACTORY SATISFACTORY
- ACCEPTABLE MARGINAL UNSATISFACTORY

QUALIFYING COMMENTS (WHERE APPLICABLE)

F. RATE EMPLOYEE'S PERFORMANCE IN TERMS OF OBJECTIVES AND WEAKNESSES SHOWN

PREPARED BY: _____ APPROVED BY: _____
AUDITOR/AUDIT MANAGER DATE AUDIT MANAGER DATE

EMPLOYEE'S COMMENTS

EMPLOYEE'S SIGNATURE DATE

REVIEWER'S COMMENTS

REVIEWED BY: _____
EXECUTIVE MANAGER DATE



TRAINING AND DEVELOPMENT PLAN

Page _____ of _____

DATE SUBMITTED
D/ M/ Y

JOB CATEGORY

DEPARTMENT

REGION

* TRAINING CODE: 1 - Training Required for Present Position 2 - Career Advancement 3 - Specific Departmental Training 4 - Other - (Specify)

EMPLOYEE NAME	M	F	D	IDENTIFY TRAINING	* CODE	ENTRY DATE D/ M/ Y	TRAINING DATE D/ M/ Y	COMPLETED LOCATION
TOTALS								

Male Female Native Disabled



ANNUAL INCREMENT AUTHORIZATION

DATE PREPARED	D/	M/	Y
---------------	----	----	---

PERFORMANCE REVIEW DATED	D/	M/	Y
--------------------------	----	----	---

PROBATION TERMINATES	D/	M/	Y
----------------------	----	----	---

INCREMENT DATE	D/	M/	Y
----------------	----	----	---

SOCIAL INSURANCE NUMBER

EMPLOYEE NAME	Surname	Given Name(s)
POSITION TITLE	POSITION No.	
DEPARTMENT		
DIVISION/SECTION		
<p>DECISION:</p> <p><input type="checkbox"/> The employee IS recommended for a pay increment.</p> <p><input type="checkbox"/> The employee IS NOT recommended for a pay increment</p> <p>DOCUMENTATION ATTACHED!</p>		
COMMENTS:		
AUTHORIZED BY:		DATE - D/ M/ Y
SUPERVISOR		
REVIEW OFFICER (HAY PLAN)		
DEPARTMENT HEAD		

WT 725 - 14/0885

Copy 1 - H.Q. Personnel Copy 2 - Region Copy 3 - Employee