



supporting Labour Market Attachment

Create Your Own Employee Performance Appraisal

Description:

This template can be used by employers, HR managers and supervisors to customize a Performance Appraisal Form used in partnership with an employee interview. The template includes an evaluation of numerous performance dimensions as well as an overall rating and employee feedback. Both the person conducting the performance review and the employee can complete the Appraisal Form. During the interview a dialogue surrounding performance areas will lead to appropriate training, promotion or next steps for the employee.

Employee Performance Appraisal

Employee:

Title:

Date:

Supervisor:

Part I: Performance Dimensions

Evaluation	Comments <i>Provide specific examples:</i>
<p>A. Working Accurately/Thoroughly</p> <p><input type="checkbox"/> Work is very accurate/thorough; pays close attention to detail</p> <p><input type="checkbox"/> Accuracy of work is typically good; few errors are found in work; usually thorough</p> <p><input type="checkbox"/> Does not work carefully; tends to leave careless errors and overlooks important details</p> <p><input type="checkbox"/> Work often needs to be redone because of errors; it lacks essential detail</p>	
<p>B. Work Quantity</p> <p><input type="checkbox"/> Quantity of work is fully satisfactory</p> <p><input type="checkbox"/> Quantity of work is acceptable</p> <p><input type="checkbox"/> Quantity of work requires improvement</p> <p><input type="checkbox"/> Quantity of work is unsatisfactory</p>	
<p>C. Job Knowledge/Skills</p> <p><input type="checkbox"/> Can be consulted by others on all aspects of the job; has exemplary job skills and abilities</p> <p><input type="checkbox"/> Understands most procedures and requirements of the job; has good job skills</p> <p><input type="checkbox"/> Has an adequate knowledge of job procedures; displays adequate skills in getting the job done</p> <p><input type="checkbox"/> Job knowledge/skills requires improvement</p>	

Part I: Performance Dimensions cont'd.

Evaluation	Comments <i>Provide specific examples:</i>
<p>D. Job Involvement/Attitude</p> <p><input type="checkbox"/> Consistently does more than what is required; frequently offers suggestions for improvements; seeks to expand capabilities and responsibilities</p> <p><input type="checkbox"/> Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement</p> <p><input type="checkbox"/> Does assigned work and no more; shows little desire for self-improvement and for new responsibilities</p> <p><input type="checkbox"/> Does as minimum as possible; shows no concern for performance; shows no desire to improve skills</p>	
<p>E. Following Instruction</p> <p><input type="checkbox"/> Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required</p> <p><input type="checkbox"/> Can generally be depended on to follow instructions; usually knows when to ask questions or seek information</p> <p><input type="checkbox"/> Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed</p> <p><input type="checkbox"/> Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required</p>	

Part I: Performance Dimensions cont'd.

Evaluation	Comments <i>Provide specific examples:</i>
<p>F. Working with Minimum Supervision</p> <p><input type="checkbox"/> Starts and completes tasks independently; shows a great deal of initiative</p> <p><input type="checkbox"/> Starts and completes tasks without much supervision/direction; shows initiative</p> <p><input type="checkbox"/> Needs some supervision/direction to complete assigned tasks; shows little initiative</p> <p><input type="checkbox"/> Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed</p>	
<p>G. Learning New Tasks</p> <p><input type="checkbox"/> Learns procedures and tasks quickly</p> <p><input type="checkbox"/> Learns most procedures and tasks fairly quickly with minimal repetition</p> <p><input type="checkbox"/> Learns new tasks and procedures somewhat slowly; has some problems with difficult tasks</p> <p><input type="checkbox"/> Requires repeated instructions for most tasks and procedures</p>	
<p>H. Cooperation/Working with Others</p> <p><input type="checkbox"/> Succeeds in working well with others; helps eliminate tension and conflict</p> <p><input type="checkbox"/> Tries very hard to work well with others; very helpful; considers others' opinions</p> <p><input type="checkbox"/> Makes an effort to work with almost everyone; typically avoids conflicts; very cooperative</p> <p><input type="checkbox"/> Works fairly well with others; occasionally conflicts with others; usually cooperative</p> <p><input type="checkbox"/> Makes little or no effort to work with others; sometimes contributes to conflict or tension; generally uncooperative</p>	

Part I: Performance Dimensions cont'd.

Evaluation	Comments <i>Provide specific examples:</i>
<p>I. Contact/Interaction with Clients</p> <p><input type="checkbox"/> Has very effective skills interacting with clients</p> <p><input type="checkbox"/> Has good skills interacting with clients both individually and/or in groups</p> <p><input type="checkbox"/> Has adequate skills interacting with clients</p> <p><input type="checkbox"/> Needs guidance interacting with clients</p>	
<p>J. Exercising Judgement/Solving Problems</p> <p><input type="checkbox"/> Judgement is excellent; able to solve almost any work related problem</p> <p><input type="checkbox"/> Demonstrates good judgement; can be relied on to solve many problems by self</p> <p><input type="checkbox"/> Judgement/problem solving ability are fair</p> <p><input type="checkbox"/> Exercises little judgement in completing tasks; demonstrates little ability to solve problems</p>	
<p>K. Organization</p> <p><input type="checkbox"/> Does a very good job of planning and organizing work; good work habits</p> <p><input type="checkbox"/> Generally organizes and plans work well; works fairly systematically; recognizes priorities</p> <p><input type="checkbox"/> Does not organize or plan work well; work habits need improvement</p> <p><input type="checkbox"/> Does not set priorities; planning and organization are disorganized; work habits are poor</p>	

Part I: Performance Dimensions cont'd.

Evaluation	Comments <i>Provide specific examples:</i>
<p>L. Attendance</p> <p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Needs to improve</p>	
<p>M. Punctuality</p> <p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Needs to improve</p>	

Part II

Evaluation Summary:

Part III

Overall Performance Rating:

- Exceeds Requirements
- Meets Requirements
- Marginal
- Unsatisfactory

Employee's Comments (to be completed by employee)

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Employer

Employee

Date

