



Douglas College

BCGEU STAFF EVALUATION MANUAL

Employee Relations

Updated March 2007

copyright © 2007 Douglas College Employee Relations

ER Mission: To provide leadership to the Douglas College community by offering services, tools, and opportunities to enhance the people experience and support organizational effectiveness

POLICY

All employees will receive an evaluation of their performance from their immediate supervisor on a regular basis.

PURPOSE

The assessment of an employee's performance is an ongoing process and does not occur only at the time of the formal evaluation. Regular contact is invaluable and provides for frequent discussion and feedback to you and provides a sound basis for evaluating your performance.

The evaluation of an employee's performance serves three purposes:

- (1) It facilitates communication between the employee and the supervisor resulting in a clear understanding by both parties as to how well the employee is doing in the job and in what ways performance may be improved (training and development needs). In addition, the employee will have the opportunity to discuss operational problems, self-development activities, and significant achievements. It will also help to develop specific objectives to assist in achieving career goals.
- (2) The evaluation of the employee's performance also fosters better management within the organization by providing current summaries of performance, which are essential in the determination of staffing requirements.
- (3) Evaluation is a tool used to determine strengths as well as weaknesses in performance and to clarify management expectation of the quality and quantity of work expected of the employee. If expectation(s) with reference to quality and quantity are not unreasonable and cannot be met by the employee and if weakness cannot be corrected to raise performance to a satisfactory level, then the evaluation process may well be used for purposes of career re-evaluation, transfer, demotion or termination.

Important as it is, daily evaluation cannot be relied upon exclusively for assessing an employee's overall performance because daily discussions are normally concerned with immediate problems and are somewhat piecemeal in nature. The purpose of a periodical or formal review is to provide an opportunity for comprehensive discussion of overall performance.

PROCEDURE

The purpose of the performance evaluation system, as has been stated previously, is to foster better management and to assist in the development of the College's human resources. When properly conducted, an evaluation is essentially a positive process. However, the majority of evaluations provide some constructive criticism or counseling requirement to assist the employee in improving any areas of performance that have not reached an acceptable standard.

The measurement of an employee's performance will be based on the Rating Factors depending on employee group, as included with this package. The employee should read the factors and discuss them with the supervisor. This will ensure that the supervisor's expectations with respect to the employee's performance are clear and that the employee understands how his/her performance will be measured.

REGULAR EMPLOYEES

Employees will receive an evaluation during their probationary period and on the first year of employment (Appendix A). For the evaluation system to be effective, the regular employee must, on an ongoing basis, actively participate in the process. To this end, the employee will receive a performance evaluation package at least five (5) work days prior to the performance evaluation interview.

The employee will review the performance evaluation package and complete an evaluation of his/her own performance. This self-evaluation, together with the performance evaluation completed by the employee's immediate supervisor, will be used as tools for discussion during the performance evaluation interview.

In order to facilitate the process, the employee should:

- (a) ensure that he/she knows what is to be done, exactly what are his/her responsibilities;
- (b) ensure that he/she knows what his/her supervisor thinks of his/her performance on an on-going basis;
- (c) request the 'coaching', necessary to improve any shortcomings in performance that have been identified;
- (d) ensure that his/her supervisor is aware of his/her training wishes, career aspirations, immediate job likes/dislikes, etc.

The supervisor will meet with the employee privately to conduct the performance evaluation interview. The employee and the supervisor will establish measurable objectives and a career development plan for the coming year. If this is not the employee's first evaluation interview, a measurement of the employee's achievement of any objectives and career development plans established the previous year will be conducted.

After the first-year evaluation, all employees will receive an evaluation a minimum of once every three years.

AUXILIARY EMPLOYEES IN POSTED POSITIONS

Employees will receive a minimum of one performance evaluation during their probationary period (Appendix B). The probationary evaluation will take place at the completion of the second month of employment. Upon completion of the posting, the employee will receive

another evaluation. Auxiliary employees in posted positions are given the chance to provide a review of their assignment (Appendix C).

AUXILIARY EMPLOYEES IN NON-POSTED POSITIONS

Employees will, after five days of continuous employment in a particular position, receive an evaluation of their performance from their immediate supervisor (Appendix B). These evaluations will be conducted for each emergency auxiliary placement in a different classification. Auxiliary employees in non-posted positions (emergency auxiliaries) are also given the chance to provide a review of their assignment (Appendix C).

In addition, employees who continue to work as an auxiliary in a non-posted position will receive an evaluation of their performance a minimum of once per annum. This annual evaluation will be coordinated by the Employee Relations Department following a review of any performance evaluations given the employee during the preceding year.

Note:

None of the above will prohibit a supervisor from increasing the frequency of performance evaluations received by an employee, in particular, where an employee is experiencing difficulty in meeting the established standards of performance.

RATING FACTORS

REGULAR EMPLOYEES

1. Performance Factors

- (a) Knowledge, Skills and Abilities - the degree to which the employee has depth and breadth of understanding of matters pertaining to the job; the employee's knowledge of the regulations, policies, procedures and other factors affecting the job. Where required, the degree to which the employee has understanding of the role and function of other departments and the relationship of those departments to his/her job function. For some positions, the degree to which the employee maintains an awareness of changing policies, rules, regulations, trends and developments in his/her particular field.
- (b) Quality of Work – the degree to which the employee meets established standards of quality and production in a timely manner. Measures industry, application, thoroughness, accuracy and the need for checks/reviews.
- (c) Quantity of Work – the degree of the employee's efforts in performing work in a productive and timely manner.
- (d) Work Habits – the degree to which the employee conscientiously applies himself/herself to the duties performed. In rating this factor, one should consider compliance with established work rules and organizational policies.

- (e) Communication - the degree to which the employee is able to transmit ideas and information with clarity. The manner, technique, clarity, logic and conciseness of the employee's verbal communication; the style, clarity, conciseness, completeness, accuracy and logic of the employee's written communication (choice of words, grammar, syntax). For some positions, the degree of the employee's effectiveness in conveying information and in obtaining understanding and acceptance of ideas both in one-on-one discussions and before groups; the degree to which the employee articulates well in office meetings or before interest groups.

2. Behavioural Traits

- (a) Dependability – the extent to which the employee adheres to time frames, works independently and responds appropriately to instructions and procedures.
- (b) Cooperation - the degree to which the employee shows flexibility in getting along with a variety of personality types; the employee's ability to enlist the cooperation of others, promote understanding, establish a good rapport, utilizing accepted lines of communication within the organization. Where required, the degree to which the employee demonstrates an ability to work closely with other employees in a team situation. For more senior positions measures stress tolerance, that is, the degree to which the employee shows even control in all situations; his/her ability to remain calm, poised, and rational when faced with unexpected interruptions, diversions or abnormal situations.
- (c) Initiative - the degree to which the employee shows originality of thought, seeks responsibility and displays a fresh approach to problems. Measures employee's ingenuity to discover and to develop new ways of performing the job or to formulate new ideas in his/her particular field.
- (d) Adaptability - the degree to which the employee is flexible to change in work assignments, objectives, goals, new procedures. Measures flexibility, responsiveness, quickness to grasp, interpret and adjust to change in the work to be performed or the manner in which it is performed.
- (e) Judgment - the degree to which the employee makes sound decisions without delay using the evidence at hand concerning specific problems. Measures analysis and evaluation skills (ability to size up problems), timely assessments of alternatives, sound decision-making within specific time frames.
- (f) Attendance – number of absences, use of annual and sick leave in accordance with College expectations.
- (g) Punctuality - work arrival and departure in accordance with departmental and College expectations.

3. Supervisory Factors (for supervisory positions)

- (a) Leadership - the degree to which the employee exercises leadership and authority in directing work to completion. Measures employee's ability to set objectives for subordinates, maintain communication, instill enthusiasm, and motivate others to maintain productivity.
- (b) Delegation - the degree to which the employee effectively delegates responsibility to others, provides clear, complete and concise directions on delegation, provides professional advice and makes provision for follow-up on delegated activities.
- (c) Planning and Organizing - the degree to which the employee effectively plans work for a definite time, sets priorities, makes effective use of time and resources, establishes and meets deadlines. Measures the employee's ability to establish and follow work plans to control assignments and schedules to get the job done.
- (d) Administration – how the employee administers policies, implements procedures and manages time.
- (e) Personnel Management - the degree to which the employee effectively trains, motivates and develops the staff under their supervision. Measures employee's willingness and ability to assess the training requirements of others, provide for the appropriate instruction, show consideration for the well being and development of subordinates, demonstrate sensitivity to the aspirations and goals of subordinates and provide sound advice when required or requested the degree to which the employee effectively assesses and evaluates the performance of the staff under their supervision. Measures employee's ability to establish standards of performance, analysis and judgment, problem solving and communication skills.

AUXILIARY EMPLOYEES IN POSTED POSITIONS

- (a) Knowledge, Skills/Abilities and Comprehension – the extent to which the employee exhibits the required level of job knowledge and skills for the position, and the ability of the employee to understand and follow instructions and work procedures.
- (b) Ability to Deal With Others – measures courtesy, cooperation, tact, diplomacy, ability to act/react to the 'personal situation on hand'; effectiveness in dealing with supervisors, subordinates, fellow employees and the public at large.
- (c) Work Attitude/Habits – the extent to which the employee displays a positive and cooperative attitude and complies with established procedures.

AUXILIARY EMPLOYEES IN NON-POSTED POSITIONS

The rating factors for auxiliaries in non-posted positions (emergency auxiliaries) are the same as those for auxiliaries in posted positions.

PERFORMANCE RATING GUIDE

a) Superior

This rating indicates consistent performance of a very high quality where the employee has obviously exceeded all the job requirements, and all expectations over an extended time span. It is characterized by exceptional performance on all aspects of the job, at a level which would rarely be attained by most others in the same job. This rating tends to be used infrequently, except in the case of a truly high level of performance. The employee's performance in its excellence in scope and quality in all aspects of the job is widely recognized.

Any knowledgeable observer would perceive the overall high quality of results in all areas of job emphasis. The employee demonstrates a level of knowledge that normally can be gained only through long periods of experience in his/her particular field of work.

This level of performance must be viewed in terms of both quantity and quality. Assignment of this performance rating indicates that the supervisor is recognizing a truly outstanding contribution to the College within the scope of this position. There are many individuals who have the knowledge and years of experience to qualify for this performance recognition, but because of lack of application or effort, in either quantity or direction, are not giving the College superior performance.

b) Exceeds Expectations

This rating describes an employee who substantially exceeds the 'competent' level of performance. An individual with this rating would achieve all, and frequently surpass, the requirements of the job. Superior performance is characterized by achievement of defined, complex and significant objectives and is beyond expected job performance. In these cases, the employee's performance will have been worthy of special note; in most cases, the employee would have contributed to the achievement of divisional/ department objectives well beyond job requirements. The employee exceeds position requirements even on some of the most difficult and complex parts of the job; seizes the initiative in the development and in the implementation of challenging work goals. Normally, this individual would be considered promotable. This person is able to take on extra projects and tasks without defaulting in any of his/ her other fields of activity. The employee does his/her own advanced planning, anticipates problems, and takes appropriate action.

c) Meets Expectations

This rating describes performance, which does not noticeably deviate from an acceptable level; either because there is no variation in any area of job emphasis from the results the job was

designed to produce, or because areas of strong achievement are counterbalanced by periodic gaps in results. The employee is doing a full, complete and competent job; performance is what is expected of a fully qualified and experienced person in the assigned position. The supervisor would not require the incumbent to improve significantly. If the employee does improve, it is a plus factor for the component's effectiveness; if not, the supervisor has no cause to complain. The supervisor considers the employee to be a good, solid member of the team and feels reasonably secure in, giving that person any kind of assignment within the scope of the position. If all employees were as good as this person, the organization's total component performance would be satisfactory.

d) Needs Improvement

This rating describes performance, which is at the competent level in some areas of job emphasis, and is noticeably below that level in other areas. The employee either requires further development or experience on the job before competent performance can be expected or there may be some question whether competent performance can be achieved. He/she needs more than the normal amount of direction from the supervisor. Performance at this level is not unacceptable but does require improvement to become competent.

e) Unsatisfactory

This rating indicates that the employee did not achieve results basic to the job requirements. He/she needs more improvement to bring his/her performance to an acceptable level. The employee has been in the position long enough to have shown better performance and does not have the drive or know-how to do the job. The employee's work is holding up that of other positions in the workflow line. If retained, another employee will be required to get the normal amount of work accomplished. A morale problem may be created with those employees who have to help carry the load. Performance at this level must be improved prior to the next review or replacement will be required.

Note:

Not all of the comments in a particular category will apply to any one employee. In some cases, comments from more than one category may apply. Ratings should be based on the category which best summarized the employee's performance.

SUPERVISOR/MANAGER'S RESPONSIBILITIES

New supervisors are expected to attend a workshop on the staff performance evaluation system within one year of their appointment as a supervisor. It is expected that supervisors will be accountable for the timeliness and quality of the performance evaluations conducted for each of their employees, and for the responsibilities listed below:

- (1) complete training on BCGEU staff evaluation;
- (2) provide employees with clear-cut expectations, consistent measures and achievable standards of performance;
- (3) support and provide resources for employees to meet performance standards;
- (4) identify performance deficiencies;

- (5) provide assistance and support for correction;
- (6) assist employees in identifying and participating in career development and training programs;
- (7) recognize outstanding performance; and
- (8) ensure that evaluations are conducted in a timely manner.



EMPLOYEE PERFORMANCE EVALUATION

For Regular Staff

INSTRUCTIONS FOR MANAGERS/SUPERVISORS

1. CREATE A PERFORMANCE EVALUATION SCHEDULE FOR ALL STAFF IN THE DEPARTMENT.
2. ON THE SET DATE, INFORM THE EMPLOYEE OF THE SCHEDULED PERFORMANCE EVALUATION FORM.
3. SET A DATE FOR A PERFORMANCE EVALUATION MEETING WITH THE EMPLOYEE.
4. PROVIDE THE EMPLOYEE WITH THE PERFORMANCE EVALUATION PACKAGE AT LEAST FIVE (5) WORK DAYS PRIOR TO THE SCHEDULED PERFORMANCE EVALUATION MEETING, TOGETHER WITH A LETTER INFORMING THE EMPLOYEE ABOUT THE SCHEDULED EVALUATION.
5. INSTRUCT THE EMPLOYEE TO REVIEW THE PERFORMANCE EVALUATION PACKAGE AND COMPLETE AN EVALUATION OF HIS/HER OWN PERFORMANCE.
6. COMPLETE THE EMPLOYEE PERFORMANCE EVALUATION FORM, FOLLOWING THE "INSTRUCTIONS TO RATERS" NOTED ON THE PART 1 OF THE FORM.
7. FIRST YEAR OF EVALUATION: CONDUCT A PRIVATE MEETING WITH THE EMPLOYEE USING THE EMPLOYEE'S SELF-EVALUATION AND THE SUPERVISOR'S EVALUATION AS TOOLS FOR DISCUSSION. ESTABLISH MEASUREABLE OBJECTIVES AND A CAREER DEVELOPMENT PLAN FOR THE COMING YEAR.
8. ENSUING YEARS OF EVALUATION: CONDUCT A PRIVATE MEETING WITH THE EMPLOYEE USING THE EMPLOYEE'S SELF-EVALUATION AND THE SUPERVISOR'S EVALUATION AS TOOLS FOR DISCUSSION. ESTABLISH MEASUREABLE OBJECTIVES AND A CAREER DEVELOPMENT PLAN FOR THE COMING YEAR. MEASURE ACHIEVEMENT OF ESTABLISHED OBJECTIVES AND DETERMINE STATUS OF CAREER DEVELOPMENT PLAN GOALS FROM THE PREVIOUS YEAR. (EVALUATION MUST BE CONDUCTED AT LEAST EVERY 3 YEARS).
9. MAKE TWO (2) COPIES OF THE COMPLETED PERFORMANCE EVALUATION AND THE EMPLOYEE'S SELF-EVALUATION.
10. GIVE ONE (1) COPY OF THE COMPLETED PERFORMANCE EVALUATION AND THE EMPLOYEE'S SELF-EVALUATION TO THE EMPLOYEE.
11. KEEP ONE (1) COPY OF THE COMPLETED PERFORMANCE EVALUATION AND THE EMPLOYEE'S SELF-EVALUATION FOR YOUR DEPARTMENT FILES.
12. SEND THE COMPLETED PERFORMANCE EVALUATION AND THE EMPLOYEE'S SELF-EVALUATION IN A SEALED ENVELOPE MARKED CONFIDENTIAL TO EMPLOYEE RELATIONS AT ROOM 4011, NEW WESTMINSTER CAMPUS.
13. EMPLOYEE RELATIONS WILL PLACE THE FINAL EVALUATION IN THE EMPLOYEE'S PERSONNEL FILE.



EMPLOYEE PERFORMANCE EVALUATION For Regular Staff

EMPLOYEE NAME: _____ EMPLOYEE IDENTIFICATION NUMBER: _____
 JOB TITLE: _____ CLASSIFICATION NUMBER: _____
 DEPARTMENT: _____ DEPT. CODE: _____
 PERIOD OF EVALUATION: From: _____ To: _____
 TIME IN CURRENT POSITION: _____ TIME WITH THE COLLEGE: _____
 EMPLOYEE STATUS: Regular FT Regular PT

PART I - INSTRUCTIONS TO RATER

Listed below are five performance factors, seven behavioral traits, and five supervisory factors that are important in the performance of the employee's job. Performance factors and behavioral traits must be utilized for all employees. The supervisor factors should be utilized only for employees with supervisory responsibilities. **NOTE: A rating of Unsatisfactory (1), Needs Improvement (2) or Superior (5) requires comments.** The "overall performance" evaluation should reflect the employee's total performance, including the performance factors as related to the employee's responsibilities and duties as set forth in the job description, behavioral traits and supervisory factors, if applicable.

DISTRIBUTION INSTRUCTIONS	<ol style="list-style-type: none"> 1. Return the original form to Employee Relations Department Room 4011, New West Campus 2. Maintain one copy for your departmental records. 3. Distribute one copy to the employee
MARKING INSTRUCTIONS	<ol style="list-style-type: none"> 1. The supervisor should indicate the employee's performance by using check box next to the appropriate level of performance.

The following rating scale guide is being provided to assist the evaluator in assigning the most appropriate measurement of the employees' performance factors, behavioral traits and supervisory factors.

- 1 = **UNSATISFACTORY** – Consistently fails to meet job requirements; performance clearly below minimum requirements. Immediate improvement required to maintain employment.
- 2 = **NEEDS IMPROVEMENT** – Occasionally fails to meet job requirements; performance must improve to meet expectations of position.
- 3 = **MEETS EXPECTATIONS** – Able to perform 100% of job duties satisfactorily. Normal guidance and supervision are required.
- 4 = **EXCEEDS EXPECTATIONS** – Frequently exceeds job requirements; all planned objectives were achieved above the established standards and accomplishments were made in unexpected areas as well.
- 5 = **SUPERIOR** – Consistently exceeds job requirements; this is the highest level of performance that can be attained.

PART II - PERFORMANCE FACTORS

1. **Knowledge, Skills, Abilities** – Consider the degree to which the employee exhibits the required level of job knowledge and/or skills to perform the job and this employee’s use of established techniques, materials and equipment as they relate to performance.

Unsatisfactory Superior
 1 2 3 4 5

Comments: _____

2. **Quality of Work** – Does the employee complete assignments meeting quality standards? Consider accuracy, neatness, thoroughness and adherence to standards and safety rules.

Unsatisfactory Superior
 1 2 3 4 5

Comments: _____

3. **Quantity of Work** – Consider the results of this employee’s efforts. Does the employee demonstrate the ability to manage several responsibilities simultaneously; perform work in a productive and timely manner; meet work schedules?

Unsatisfactory Superior
 1 2 3 4 5

Comments: _____

4. **Work Habits** – To what extent does the employee display a positive, cooperative attitude toward work assignments and requirements? Consider compliance with established work rules and organizational policies.

Unsatisfactory Superior
 1 2 3 4 5

Comments: _____

5. **Communication** – Consider job related effectiveness in dealing with others. Does the employee express ideas clearly both orally and in writing, listen well and respond appropriately?

Unsatisfactory Superior
 1 2 3 4 5

Comments: _____

PART III - BEHAVIORAL TRAITS

1. Leadership – Consider how well the employee demonstrates effective supervisory abilities; gains respect and cooperation; inspires and motivates subordinates; directs work group toward common goal.

Unsatisfactory.....Superior N/A
 1 2 3 4 5

Comments: _____

2. Delegation – How well does the employee demonstrate the ability to direct others in accomplishing work; effectively select and motivate staff; define assignments; oversee the work of subordinates?

Unsatisfactory.....Superior N/A
 1 2 3 4 5

Comments: _____

3. Planning and Organizing – Consider how well the employee plans and organizes work; coordinates with others, and establishes appropriate priorities; anticipates future needs; carries out assignments effectively.

Unsatisfactory.....Superior N/A
 1 2 3 4 5

Comments: _____

4. Administration – How well does the employee perform day-to-day administrative tasks; manage time; administer policies and implement procedures; maintain appropriate contact with supervisor and utilize funds, staff or equipment?

Unsatisfactory.....Superior N/A
 1 2 3 4 5

Comments: _____

5. Personnel Management – Consider how well the employee serves as a role model; provides guidance and opportunities to their staff for their development and advancement; resolves work-related employee problems; assists subordinates in accomplishing their work-related objectives. Does the employee communicate well with subordinates in a clear, concise, accurate, and timely manner and make useful suggestions?

Unsatisfactory.....Superior N/A
 1 2 3 4 5

Comments: _____

PART V - GOALS/OBJECTIVES/SPECIAL ASSIGNMENTS

Where goals, objectives, projects, special assignments, etc. have been clearly established, progress of these tasks should be evaluated. In cases where special goals or objectives are not appropriate, the supervisor should identify the major duties and/or responsibilities of the job and evaluate the employee accordingly. List and evaluate progress made on major pre-determined goals, objectives, projects, job duties and special assignments by marking the appropriate box. The "Comments" space may be used for satisfactory progress but must be used for unsatisfactory progress. Attach additional sheets if necessary.

1. Goal/Objective/Project/Major Job Duty/Special Assignment

Accomplished or Satisfactory Progress Unsatisfactory Progress (See "Comments" Below)

Comments: _____

2. Goal/Objective/Project/Major Job Duty/Special Assignment

Accomplished or Satisfactory Progress Unsatisfactory Progress (See "Comments" Below)

Comments: _____

3. Goal/Objective/Project/Major Job Duty/Special Assignment

Accomplished or Satisfactory Progress Unsatisfactory Progress (See "Comments" Below)

Comments: _____

4. Goal/Objective/Project/Major Job Duty/Special Assignment

Accomplished or Satisfactory Progress Unsatisfactory Progress (See "Comments" Below)

Comments: _____

PART VI - OVERALL PERFORMANCE

Please use this space to describe the overall performance rating. The overall rating should be a reflection of the performance factors, behavioral traits and supervisory factors.

Unsatisfactory Superior
 1 2 3 4 5

Comments: _____

SIGNATURES

Rater: _____ Date: _____

Reviewer: _____ Date: _____

Comments: _____

PART VII - TO THE EMPLOYEE:

I have been advised of my performance ratings. I have read and discussed the contents of this review with my supervisor.

This confirms that I agree with the evaluation:

Signature: _____ Date: _____

This confirms that I disagree with the evaluation:

Signature: _____ Date: _____

My comments are as follows (optional) (attach additional sheet/s if necessary):

APPENDIX 1: ESTABLISHMENT OF OBJECTIVES FOR THE COMING YEAR

With reference to the position responsibilities, list below the goals, objectives, projects or special assignments which should be continued and/or completed in the coming year. It is understood that these goals, objectives, etc. are subject to adjustment or change as situations and priorities change. A copy of this section should be kept in departmental files so that it can be updated as the situation warrants and so that it can be used to assist the rater at the end of the next evaluation period. Annually, attach a copy of this completed form to the performance evaluation.

GOALS/OBJECTIVES/MAJOR DUTY/PROJECT/SPECIAL ASSIGNMENTS

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Supervisor's Signature: _____ **Date:** _____

Employee's Signature: _____ **Date:** _____



EMPLOYEE PERFORMANCE EVALUATION

- For Auxiliary in a Posted Position
 For Auxiliary in a Non-Posted Position

In order for the Employee Relations Department to continue to provide qualified auxiliary employees, we ask that you to take a few minutes to complete the employee evaluation. Your evaluation is given careful consideration and is confidential subject to freedom of information legislation and Collective Agreement requirements. All results are noted on the employee's files for future reference. Your honest input is valued. Please submit this evaluation at any time during or immediately after the assignment.

EMPLOYEE NAME _____ DEPARTMENT _____

ASSIGNMENT LENGTH _____ JOB LOCATION _____

How well were the assigned duties carried out? Please circle the appropriate number

Keyboarding	Unsatisfactory	1	2	3	4	5	Superior
Filing	Unsatisfactory	1	2	3	4	5	Superior
Telephone	Unsatisfactory	1	2	3	4	5	Superior
Mail	Unsatisfactory	1	2	3	4	5	Superior
Bookkeeping	Unsatisfactory	1	2	3	4	5	Superior
Clerical	Unsatisfactory	1	2	3	4	5	Superior
Organizational skills	Unsatisfactory	1	2	3	4	5	Superior
Interpersonal skills	Unsatisfactory	1	2	3	4	5	Superior
Other (specify) _____	Unsatisfactory	1	2	3	4	5	Superior
Other (specify) _____	Unsatisfactory	1	2	3	4	5	Superior
Did he/she follow instructions well?	Not well	1	2	3	4	5	Extremely well
Did he/she readily comprehend instructions?	Not well	1	2	3	4	5	Extremely well
Was he/she enthusiastic about the work and job?	Not very	1	2	3	4	5	Very enthusiastic
Was he/she pleasant and courteous at all times?	Never	1	2	3	4	5	Always
Did he/she get along with other staff members?	Not at all	1	2	3	4	5	Always
How would you rate his/her overall performance?	Unsatisfactory	1	2	3	4	5	Superior

Would you have this person return to your office for another assignment? Yes No

EMPLOYEE SIGNATURE: _____ DATE: _____

SUPERVISOR SIGNATURE: _____ DATE: _____



Douglas College

REVIEW OF YOUR AUXILIARY ASSIGNMENT

Employee name _____

Department: _____

Classification: _____

Direct Supervisor: _____

Dates of assignment: _____

WORK INTRODUCTION

1. Were you provided with adequate work tools (i.e. computer, telephone, email) and work space necessary for you to effectively do all of the tasks required of you?

 No Yes

If no - explain on reverse

2. Did you receive an orientation to the environment including location of washrooms, coffee break rooms, policies, etc?

 No Yes

3. Were your duties clearly communicated to you?

 No Yes

TRAINING

4. Was task-specific training provided?

 No Yes

COMPUTER SKILLS

5. Did the level of computer work needed match your skill set?

 No Yes

6. Did you feel the need to consult regarding computer questions?

 No Yes

7. How would you rate the complexity of computer work?

 Basic Intermediate Advanced

8. Give an example of the most complex task based on your answer to question 7.

How would you rate your knowledge of this computer task?

 Basic Intermediate Advanced

9. Did you learn a new computer program?

 No Yes

SUPERVISION

10. Was a Supervisor or senior person available to answer your questions regarding the work?

 No Yes

JOB SATISFACTION

11. Was the amount of work asked to perform reasonable?

 too little reasonable too much

12. Did you enjoy the assignment?

1 2 3 4 5

unhappy ≈ elated

13. Were the duties performed consistent with job classification?

 No Yes

14. Did you encounter problems on the assignment that were not resolved?

 No Yes

15. Did you feel your skills and abilities were effectively used?

 No Yes

16. Rate your performance on this assignment?

1 2 3 4 5

poor ≈ excellent

17. Would you like to return to this department if requested?

1 2 3 4 5

 No Yes

Please include any additional comments on a separate sheet of paper or on the reverse