



BRITISH COLUMBIA  
INSTITUTE OF TECHNOLOGY

**BCGEU Support Staff**

**Performance Appraisal Program**

**- Resource Manual -**

Prepared by Human Resources

April 2008



## PURPOSE OF THE PROGRAM

The Performance Appraisal Program has been designed to benefit BCGEU Support Staff as individuals and BCIT as an organization.

The program provides a range of benefits.

- To employees- a better understanding of job expectations, an objective record of their achievements, and a foundation for identifying developmental activities.
- To the supervisor- an effective way to communicate performance expectations, a systematic means to evaluate the results, and the benefits of improved communication.

The Performance Appraisal Program recognizes that effective performance planning and coordination cannot be a “once-a-year” process – rather, it is a continuing cycle. The program supplements but **cannot** replace day-to-day communication between you and your staff. Ongoing communication is the key to the success of this process, and ultimately, to the success of the individual.

The Performance Appraisal Program is applicable for use with all BCGEU Support Staff. The process focuses on the particular performance dimensions for their positions, and is designed to maximize individual and team performance.

The process is governed by the language of Article 25.13 of the BCGEU/BCIT Collective Agreement. The final document may not be utilized in the disciplinary process



# PERFORMANCE MANAGEMENT CYCLE

	Action	Tips
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Performance Planning Meeting</b> </div>	Ask the individual to think about they would like to accomplish during the upcoming year	<ul style="list-style-type: none"> <li>✓ employee should understand that this input is important but may be modified by you</li> <li>✓ provide any Institute/ Departmental strategic plans, etc</li> </ul>
	Plan the areas you want the employee to focus on during the upcoming year.	<ul style="list-style-type: none"> <li>✓ focus on key responsibilities</li> <li>✓ be sure the performance objectives are job related</li> </ul>
	Conduct meeting	<ul style="list-style-type: none"> <li>✓ allow for adequate, uninterrupted time</li> <li>✓ consider employee's input</li> <li>✓ discuss objectives in detail striving for mutual agreement</li> <li>✓ state the objectives in terms that are measurable</li> <li>✓ discuss potential obstacles and roadblocks</li> </ul>
↓		
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>During the Performance Period</b> </div>	Provide feedback to employee	<ul style="list-style-type: none"> <li>✓ feedback should be both positive and constructive</li> <li>✓ feedback should center on the original performance objectives</li> <li>✓ keep notes – don't rely on memory</li> <li>✓ schedule interim updates at least quarterly, or on time lines which coincide with targets for specific objectives</li> </ul>
	Review performance objectives periodically	<ul style="list-style-type: none"> <li>✓ this is a 'living document' – circumstances can change priorities</li> <li>✓ if extenuating circumstances occur, consider making it 'official' by changing the expectations</li> </ul>
↓		
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Performance Appraisal Meeting</b> </div>	Notify employee of scheduled meeting and provide copy of summary form	<ul style="list-style-type: none"> <li>✓ encourage employee to prepare for meeting</li> <li>✓ ensure they have a copy of the performance expectations</li> <li>✓ encourage the employee to 'self-assess' their performance</li> </ul>
	Gather and review documentation relating to employee's performance to prepare for the meeting	<ul style="list-style-type: none"> <li>✓ PMP form with any changes</li> <li>✓ notes/documents regarding performance discussions over the year</li> <li>✓ any necessary annual statistics, i.e. enrolment figures, budget results, etc</li> </ul>
	Conduct meeting	<ul style="list-style-type: none"> <li>✓ allow adequate uninterrupted time</li> <li>✓ consider employee's input</li> <li>✓ discuss performance results per documentation</li> <li>✓ strive for mutual agreement on ratings</li> <li>✓ provide the employee with five working days to review and reflect on the document</li> </ul>



**GUIDE TO THE**

**PERFORMANCE APPRAISAL FORM**



The Performance Appraisal program is intended to support the professional growth of BCGEU Support Staff employees throughout their career at BCIT. The process is intended to provide objective feedback that will help to maximize results and assist in identifying suitable professional development options for the individual. This performance appraisal document is not disciplinary.

### **Guidelines**

1. Throughout the year, the supervisor will provide job related feedback to the employee on a regular basis.
2. The supervisor will complete a **Performance Appraisal** form for each employee annually. The employee has five working days to review the document prior to signing it.
3. The supervisor's manager will ensure that the signed **Performance Appraisal** form is forwarded to Human Resources no later than 30 days after the employee's anniversary date in their current position. The original will be placed in the employee's file.
4. The original, and any copies, of the final document are subject to the provisions of FOI/POP legislation.
5. The process is governed by the language of **Article 25.13** of the **BCGEU/BCIT Collective Agreement**.
6. A **Developing** or **Unsatisfactory** rating in any **Skill Use** section must be accompanied by supporting comments and the identification of appropriate **Developmental Activities** to support the professional growth of the individual.



## **An Overview Of The Program**

The Performance Appraisal Program follows simple and logical steps in developing and reviewing performance.

First -

The supervisor and the employee discuss the upcoming year and clarify the job expectations with the employee taking an active role in the planning. The employee's professional development should also be discussed at this time.

Then -

As the year progresses the supervisor provides the employee with feedback about performance. The employee should also let the supervisor know of factors that may be interfering with their ability to perform to their peak potential.

And finally -

At the end of the year, the supervisor and employee meet to discuss results achieved compared to the key performance expectations they discussed at the start of the cycle.

You may find that this simply formalizes the system you have been using all along. It is a common sense approach which can be utilized with trades, administrative, customer service and professional employees with consistency and fairness.

This guidebook will provide you with a detailed look at the form used in the Performance Appraisal Program, and a step-by-step introduction to the year long cycle. "Helpful Hints" are also included to assist you in carrying out the process.

**BCGEU Support Staff  
Performance Appraisal Program**



**BRITISH COLUMBIA  
INSTITUTE OF TECHNOLOGY**

**Employee: Joe Blogs**  
**Position: Program Administrator**  
**School/Department: School of Rocket Science**  
**Period Covered: From: September 1, 2006 To: August 31, 2008**

**Accomplishments**

List the significant accomplishments for the individual during the past year:	List any new projects or goals for the individual for the upcoming year:

**Skill Use**

<u>Customer Service</u> represents the ability to meet the needs of external and/or internal customers.	Rating: <a href="#">Click Here</a>
<u>Problem Solving</u> represents the ability to reach a conclusion that is supported by the known facts of a situation.	Rating: <a href="#">Click Here</a>
<u>Flexibility</u> represents the ability to remain open to different and new ways of operating and the ability to modify one's preferred way of operating.	Rating: <a href="#">Click Here</a>
<u>Job Knowledge</u> represents the ability to demonstrate operational proficiency in a technical area or as a result of professional development.	Rating: <a href="#">Click Here</a>

## **EMPLOYEE INFORMATION**

Basic demographic information is recorded to begin the documentation process.

**BCGEU Support Staff  
Performance Appraisal Program**



**BRITISH COLUMBIA  
INSTITUTE OF TECHNOLOGY**

**Employee:** Joe Bloas  
**Position:** Program Administrator  
**School/Department:** School of Rocket Science  
**Period Covered:** **From:** September 1, 2006 **To:** August 31, 2008

**Accomplishments**

List the significant accomplishments for the individual during the past year:	List any new projects or goals for the individual for the upcoming year:
<p>R.O. standards were consistently met. Some issues emerged in May relative to dealing with difficult customers. They were discussed with Joe and were successfully overcome.</p> <p>Student study guide was completed in time for the start of the program. Positive feedback received from the XYZ Program Head.</p> <p>98% of Work Orders were completed on time with only a 3% rework/revisit rate.</p>	

**Skill Use**

<p><u>Customer Service</u> represents the ability to meet the needs of external and/or internal customers.</p>	<p>Rating: <a href="#">Click Here</a></p>
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## **ACCOMPLISHMENTS**

Use the left hand column to record the significant accomplishments of the individual for the preceding year including:

- the core responsibilities of the position, and
- additional accomplishments achieved by the individual.

Where possible, the achievements should be described in objective terms (e.g. time, cost, quality, etc).

Helpful Hints:

- Consider whether factors beyond the employee's control may have affected performance results (positively or negatively).
- Use your notes taken during the performance period from coaching or informal feedback sessions. Consolidate or attach any interim review documents.
- Avoid the "halo" effect – allowing one critical success or failure to influence your view of other accomplishments.
- Avoid commenting only on recent accomplishments which may eclipse earlier results. Rely on documentation collected throughout the performance period.
- Avoid "hearsay". Comments must reflect your personal experience with and observations of the employee's performance by yourself and other relevant employees.

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**Skill Use**

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## **ACCOMPLISHMENTS**

Use the right hand column document the key results expected from the employee for the coming review period. This creates a record that can be used to provide focus to all discussions throughout the review period.

### Helpful Hints

- Stick to the most significant objectives. List them in approximate order of importance starting with the highest priority objective.
- Write S.M.A.R.T. goals:
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Timely
- Keep them job related and linked to the key responsibilities of the position – they may be special requirements of regular duties, or relate to specific objectives from this year's operating plan.
- Remember that priorities can change.

## Skill Use

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<p><u>Quality</u> represents the ability to ensure that work is complete, accurate and has been fulfilled within the required time frames.</p>	<p>Rating: <a href="#">Click Here</a></p>
<p><u>Supervision</u> represents the ability to provide effective direction and support to those in a reporting relationship.</p>	<p>Rating: <a href="#">Click Here</a></p>
<p><u>Teamwork</u> represents the ability to work cooperatively and constructively with others on a team.</p>	<p>Rating: <a href="#">Click Here</a></p>
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## SKILL USE RATINGS

For each Skill Dimension, carefully summarize the methods used by the individual to achieve the results achieved throughout the review period. Then, utilizing the drop down button, summarize the individual's performance for that dimension:

- ✓ **Fully Satisfactory** – Use this rating when you see the competency being appropriately demonstrated on a consistent basis.
- ✓ **Developing** – Use this rating when you see the individual making good progress in learning and applying the competency.
- ✓ **Unsatisfactory** – Use this rating when you are certain that the individual is competent in the skill and when to apply it but doesn't demonstrate it on a regular basis.
- ✓ **Not Applicable** – This rating is only available for the Supervision competency and is to be used when the individual has no Supervisory responsibilities.

If the rating assigned is either Developing or Unsatisfactory, specific instances that demonstrate the behaviour and support the rating must be recorded.

Any improvement required in a particular competency should be addressed as part of the Developmental Activities discussion.

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**Skill Use**

<b>Customer Service</b> represents the ability to meet the needs of external and/or internal customers.	<b>Rating:</b> Fully Satisfactory
<p>Joe uses good tact and diplomacy in his dealings with those who have need of the work he does. He returns calls/email promptly. He listens carefully to fully understand what is being asked of him so that his responses/work truly addresses the needs of the customer.</p> <p>In developing the WebCT course XYZ001 student guide, he held regular meetings with the Program Head to ensure that the material being created met the needs of the program.</p>	
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**CUSTOMER SERVICE** is defined as the ability to satisfy one's external and/or internal customers by:

- effectively solving customer problems
- working with customers (internal or external) to find uncover their needs
- letting customers know he/she is willing to work with them to meet their needs
- finding ways to measure and track customer satisfaction
- presenting a cheerful, positive manner with customers

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<p><u>Problem Solving</u> represents the ability to reach a conclusion that is supported by the known facts of a situation.</p>	<p>Rating: Fully Satisfactory</p>
<p><b>Joe is an outstanding problem solver. While using a 'basic cause &amp; effect' method as a starting point, he often utilizes techniques that allow for innovative thinking.</b></p> <p><b>While assessing the challenges in implementing revised procedures to improve the 'work flow' of disseminating the results of Student Opinion Surveys, he utilized the force field analysis technique with a group of stakeholders to better understand and provide clarity to potential problems.</b></p>	
<p><u>Flexibility</u> represents the ability to remain open to different and new ways of operating and the ability to modify one's preferred way of operating.</p>	<p>Rating: <a href="#">Click Here</a></p>
<p> </p>	

**PROBLEM SOLVING** is defined as the ability to reach a conclusion that is supported by the known facts of a situation:

- making a systematic comparison of two or more alternatives
- noticing discrepancies and inconsistencies in available information
- identifying a set of features, parameters, or considerations to take into account, in analyzing a situation or making a decision

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<p><u>Flexibility</u> represents the ability to remain open to different and new ways of operating and the ability to modify one's preferred way of operating.</p>	<p>Rating: Fully Satisfactory</p>
<p><b>In a year where the department underwent a major reorganization, Joe showed great adaptability to the new work procedures that were implemented. Always willing to "try something at least once", he provided constructive feedback on procedures that required fine tuning.</b></p> <p><b>While initially apprehensive to take on some new responsibilities, he stuck with them and found ways to adapt his personal style to ensure that the overall effectiveness of the procedures was not compromised.</b></p>	

**FLEXIBILITY** is defined as the ability to remain open to different and new ways of doing things and the willingness to modify one's preferred way of doing things. It is exemplified by:

- considering the merits of perspectives other than his/her own
- demonstrating openness to new organizational structures, procedures, and technology
- switching to a different strategy when an initially selected one is unsuccessful
- demonstrating willingness to modify a strongly held position in the face of contrary evidence

<p><b>Job Knowledge</b> represents the ability to demonstrate operational proficiency in a technical area or as a result of professional development.</p>	<p>Rating:      <b>Developing</b></p>
<p><b>Joe's knowledge of office procedures continues to grow and there are still instances when he requires guidance from me or senior employees to determine the correct action to take in a given situation. He has taken advantage of training and development opportunities presented to him; in particular in the area of application software. There has been an appropriate application of the newly acquired skills and knowledge in the workplace as seen in the roll out of the Windows XP project.</b></p>	
<p><b>Initiative</b> represents the ability to identify what needs to be done and doing it before being asked or before the situation requires it.</p>	<p>Rating:      <b>Click Here</b></p>
<p><b>Quality</b> represents the ability to ensure that work is complete, accurate and has been fulfilled within the required time frames.</p>	<p>Rating:      <b>Click Here</b></p>
<p><b>Supervision</b> represents the ability to provide effective direction and support to those in a reporting relationship.</p>	<p>Rating:      <b>Click Here</b></p>
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**JOB KNOWLEDGE** is defined as the ability to demonstrate operational knowledge in a technical area. Its exemplified by:

- effectively applying technical knowledge to solve a range of problems
- developing technological solutions to new or highly complex problems that cannot be solved using existing methods or approaches
- being sought out as an expert to provide advice or solutions in his/her technical area

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<p><b><u>Initiative</u> represents the ability to identify what needs to be done and doing it before being asked or before the situation requires it.</b></p>	<p>Rating:            Developing</p>
<p><b>Frequently, when he is dispatched on a Work Order he will spot preventative maintenance work that can be quickly accomplished and prevent a second trip, sometime in the future, but fails to take any action. These actions have been attributed to a lack of full understanding of our work procedures and the flexibility that FM Works allows for these types of situations. As Joe continues to become more familiar with our operation, I am seeing this occurring on a less frequent basis.</b></p>	
<p><u>Quality</u> represents the ability to ensure that work is complete, accurate and has been fulfilled within the required time frames.</p>	<p>Rating:            Click Here</p>
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**INITIATIVE** is defined as the ability to identify what needs to be done and doing it before being asked or before the situation requires it. Its exemplified by:

- identifying what needs to be done and takes action before being asked or the situation requires it.
- doing more than what is normally required in a situation.
- seeking out others involved in a situation to learn their perspectives.

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<p><b><u>Quality</u> represents the ability to ensure that work is complete, accurate and has been fulfilled within the required time frames.</b></p>	<p>Rating:            <b>Unsatisfactory</b></p>
<p><b>The work that Joe produces frequently must be returned to him for correction. Typical errors include grammatical &amp; typographic mistakes in documents being produced for distribution. The resulting rework time often has jeopardized production deadlines.</b></p> <p><b>The final draft of the spring advertising brochure for Program ABC contained so many errors that it was not able to be produced in time for distribution at Open House. I recommend that Joe participate in a course in business writing to improve his performance in this area.</b></p>	
<p><u>Supervision</u> represents the ability to provide effective direction and support to those in a reporting relationship.</p>	<p>Rating:            Fully Satisfactory</p>
<p><u>Teamwork</u> represents the ability to work cooperatively and constructively with others on a team.</p>	<p>Rating:            Fully Satisfactory</p>
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**QUALITY** is defined as the ability to ensure that work is complete, accurate and ensuring that commitments have been fulfilled. Its exemplified by:

- setting up procedures to ensure high quality of work
- developing and using systems to organize and keep track of information or work progress
- carefully reviewing and checking the accuracy of information in work reports provided to other individuals and groups

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<p>Joe's knowledge of office procedures continues to grow and there are still instances when he requires guidance from me or senior employees to determine the correct action to take in a given situation.</p> <p>He has taken advantage of training and development opportunities presented to him; in particular in the area of application software. There has been an appropriate application of the newly acquired skills and knowledge in the workplace as seen in the roll out of the Windows XP project.</p>	
<p><u>Initiative</u> represents the ability to identify what needs to be done and doing it before being asked or before the situation requires it.</p>	<p>Rating:            Developing</p>
<p>Frequently, when he is dispatched on a Work Order he will spot preventative maintenance work that can be quickly accomplished and prevent a second trip, sometime in the future, but fails to take any action. These actions have been attributed to a lack of full understanding of our work procedures and the flexibility that FM Works allows for these types of situations. As Joe continues to become more familiar with our operation, I am seeing this occurring on a less frequent basis.</p>	
<p><u>Quality</u> represents the ability to ensure that work is complete, accurate and has been fulfilled within the required time frames.</p>	<p>Rating:            Unsatisfactory</p>
<p>The work that Joe produces frequently must be returned to him for correction. Typical errors include grammatical &amp; typographic mistakes in documents being produced for distribution. The resulting rework time often has jeopardized production deadlines.</p> <p>The final draft of the spring advertising brochure for Program ABC contained so many errors that it was not able to be produced in time for distribution at Open House. I recommend that Joe participate in a course in business writing to improve his performance in this area.</p>	
<p><u>Supervision</u> represents the ability to provide effective direction and support to those in a reporting relationship.</p>	<p>Rating:            Fully Satisfactory</p>
<p><b>Joe demonstrates solid supervisory skills with those who report to him. He lays out clear expectations for his team and then assists individuals in achieving the right results through effective coaching and problem solving techniques. He is quite adept at knowing when an individual requires a helping hand or simply reinforcing that they are proceeding along the proper course of action.</b></p>	
<p><u>Teamwork</u> represents the ability to work cooperatively and constructively with others on a team.</p>	<p>Rating:            Click Here</p>
<p><u>Communication</u> represents the ability to express oneself clearly and concisely orally and in writing.</p>	<p>Rating:            Click Here</p>

**SUPERVISION** represents the ability to provide direction and support to those in a reporting relationship while ensuring that work unit standards are adhered to by the group. Its exemplified by:

- taking responsibility and accountability for the actions of their direct reports
- creating an environment that lends to the positive motivation of staff
- coaching group members in a manner that inspires the individual to reach their full potential
- providing honest and constructive feedback to group members

<p><u>Job Knowledge</u> represents the ability to demonstrate operational proficiency in a technical area or as a result of professional development.</p>	<p>Rating:            Developing</p>
<p>Joe's knowledge of office procedures continues to grow and there are still instances when he requires guidance from me or senior employees to determine the correct action to take in a given situation.</p> <p>He has taken advantage of training and development opportunities presented to him; in particular in the area of application software. There has been an appropriate application of the newly acquired skills and knowledge in the workplace as seen in the roll out of the Windows XP project.</p>	
<p><u>Initiative</u> represents the ability to identify what needs to be done and doing it before being asked or before the situation requires it.</p>	<p>Rating:            Developing</p>
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<p><u>Teamwork</u> represents the ability to work cooperatively and constructively with others on a team.</p>	<p>Rating:            Fully Satisfactory</p>
<p><b>Joe is quick to suggest the use of team work in all project work that he engages in. When required he is adept at leading groups due to his strong interpersonal skills; particularly his ability to listen carefully to what others are presenting. He is also a team member who is very supportive of the formal leader of an initiative or a project.</b></p> <p><b>His participation in the Banner v.7 upgrade project was a clear demonstration of the above.</b></p>	
<p><u>Communication</u> represents the ability to express oneself clearly and concisely orally and in writing.</p>	<p>Rating:            <a href="#">Click Here</a></p>
<p> </p>	



**TEAMWORK** is defined as the ability to work cooperatively with others on a team. It is exemplified by:

- listening and responding constructively to other team members' ideas
- recognizing team members for their contributions
- providing assistance to others when they need it
- working for solutions that all team members can support
- sharing his/her expertise with others

<p><u>Job Knowledge</u> represents the ability to demonstrate operational proficiency in a technical area or as a result of professional development.</p>	<p>Rating:            Developing</p>
<p>Joe's knowledge of office procedures continues to grow and there are still instances when he requires guidance from me or senior employees to determine the correct action to take in a given situation.</p> <p>He has taken advantage of training and development opportunities presented to him; in particular in the area of application software. There has been an appropriate application of the newly acquired skills and knowledge in the workplace as seen in the roll out of the Windows XP project.</p>	
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<p><u>Teamwork</u> represents the ability to work cooperatively and constructively with others on a team.</p>	<p>Rating:            Fully Satisfactory</p>
<p>Joe is quick to suggest the use of team work in all project work that he engages in. When required he is adept at leading groups due to his strong interpersonal skills; particularly his ability to listen carefully to what others are presenting. He is also a team member who is very supportive of the formal leader of an initiative or a project.</p> <p>His participation in the Banner v.7 upgrade project was a clear demonstration of the above.</p>	
<p><u>Communication</u> represents the ability to express oneself clearly and concisely orally and in writing.</p>	<p>Rating:            Fully Satisfactory</p>
<p><b>Joe is very purposeful in his one-on-one conversations with people allowing him the opportunity to fully understand what is being said and to respond appropriately. He has been effective in his dealings with students who come to his position with complex enrolment issues that need to be resolved.</b></p> <p><b>His writing skills are solid. This was most recently reflected in the revisions he prepared of all the templates for routine outgoing correspondence the office. Good work Joe!</b></p>	

**COMMUNICATION** is defined as the ability to express oneself clearly and concisely both orally and in writing. It is exemplified by:

- tailoring the content of the communication to the level and experience of the audience
- summarizing or paraphrasing his/her understanding of what others have said to verify understanding and prevent miscommunication
- managing any strong emotions that are present in an interaction
- using an appropriate and grammatically correct writing style

### Developmental Activities

Skill Enhancement Desired	Training Options to be Pursued
A formal course in Microsoft Excel would advance Joe from an intermediate to an advanced skill level.	August 2008
Joe's WHMIS certification expires in the current calendar year and needs to be renewed. (Employer required training)	October 17, 2008

### Comments

Supervisor or Manager's Summary Comments (optional):

Employee's Comments (optional):

I have discussed this performance appraisal with the employee.

\_\_\_\_\_  
Supervisor/Manager

\_\_\_\_\_  
Date

I concur with the performance appraisal for this employee.

\_\_\_\_\_  
"One up" Manager

\_\_\_\_\_  
Date

My signature acknowledges that the information contained on this performance appraisal form has been reviewed with me and that I:

- agree with the assessment.
- disagree with the assessment..

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

Per Article 25.13, the Employee has up to five (5) days to read, review, and sign the appraisal.

## **Developmental Activities**

Discuss those areas where skill development will enhance the current or future effectiveness of the employee. Of particular note would be skill development identified in the appraisal as being necessary.

Indicate what will be committed to regarding the development of the employee (e.g. training programs, on-the-job-training, coaching, conferences, etc).

Ensure that training required by the employer is clearly identified.

## Developmental Activities

Skill Enhancement Desired	Training Options to be Pursued
A formal course in Microsoft Excel would advance Joe from an intermediate to an advanced skill level.	August 2008
Joe's WHMIS certification expires in the current calendar year and needs to be renewed. (Employer required training)	October 17, 2008

### Comments

**Supervisor or Manager's Summary Comments (optional):** Joe is a valued member of our department. He is well respected by his colleagues and is quick to provide an up-beat comment to people when they may be feeling down.

I appreciate his openness and candor in dealings with me. This has allowed a number of problematic work procedures to be addressed to the betterment of the group.

**Employee's Comments (optional):** Thanks for this feedback, it's been a pretty good year!

I have discussed this performance appraisal with the employee.

\_\_\_\_\_

Supervisor/Manager

\_\_\_\_\_

Date

I concur with the performance appraisal for this employee.

\_\_\_\_\_

"One up" Manager

\_\_\_\_\_

Date

My signature acknowledges that the information contained on this performance appraisal form has been reviewed with me and that I:

- agree with the assessment.
- disagree with the assessment..

\_\_\_\_\_

Employee

\_\_\_\_\_

Date

Per Article 25.13, the Employee has up to five (5) days to read, review, and sign the appraisal.

## **SUPERVISOR/MANAGER'S SUMMARY COMMENTS**

The supervisor may add his or her general comments regarding the appraisal and/or the year's accomplishments.

## **EMPLOYEE'S COMMENTS**

The employee should be given the opportunity to add his or her comments regarding the review and/or the year's accomplishments.

Under **Article 25.13** of the BCGEU/BCIT Collective Agreement, the individual must be given up to five (5) days to read and reflect on the final Performance Appraisal form.

If the employee has concerns about some of the information that has been recorded, take the time to discuss the concerns with the individual to ensure that you fully understand their perspective.

### Developmental Activities

Skill Enhancement Desired	Training Options to be Pursued
A formal course in Microsoft Excel would advance Joe from an intermediate to an advanced skill level.	August 2008
Joe's WHMIS certification expires in the current calendar year and needs to be renewed. (Employer required training)	October 17, 2008

### Comments

**Supervisor or Manager's Summary Comments (optional):** Joe is a valued member of our department. He is well respected by his colleagues and is quick to provide an up-beat comment to people when they may be feeling down.

I appreciate his openness and candor in dealings with me. This has allowed a number of problematic work procedures to be addressed to the betterment of the group.

**Employee's Comments (optional):** Thanks for this feedback, it's been a pretty good year!

**I have discussed this performance appraisal with the employee.**

\_\_\_\_\_  
**Supervisor/Manager**

\_\_\_\_\_  
**Date**

**I concur with the performance appraisal for this employee.**

\_\_\_\_\_  
**"One up" Manager**

\_\_\_\_\_  
**Date**

**My signature acknowledges that the information contained on this performance appraisal form has been reviewed with me and that I:**

- agree with the assessment.
- disagree with the assessment..

\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Date**

**Per Article 25.13, the Employee has up to five (5) days to read, review, and sign the appraisal.**



## **SIGNATURE BLOCK**

The signatures required reflect the language of Article 25.13 of the BCGEU/BCIT Collective Agreement. The Employee has up to five (5) days to read, review, and sign the appraisal.

The individual should be given a copy of the final document with the original being forwarded to Human Resources for inclusion in the employee's file. A Departmental file copy of the document may be retained.

The original and any copies of the final document are subject to the provisions of FOI/POP legislation.



## **Useful Reading:**

The One Minute Manager (1982)  
Ken Blanchard & Spencer Johnson,  
Berkley Books, ISBN 0-425-09847-8

The Empowered Manager (1991)  
Peter Block,  
Jossey-Bass, ISBN 0-55542-265-9

Job Shift (1994)  
William Bridges,  
Addison Wesley, ISBN 0-201-62667-5

Everyone's a Coach (1995)  
Ken Blanchard & Don Shula,  
Harper Business, ISBN 0-310-20815-7

The Human Equation (1998)  
Jeffery Pfeffer,  
HBS Press, ISBN 0-87584-841-9

Encouraging the Heart (1999)  
James Kouzes & Barry Posner,  
Jossey-Bass Inc., ISBN 0-7879-4184-0

For further information contact Organizational & People Development or  
the BCIT Library.