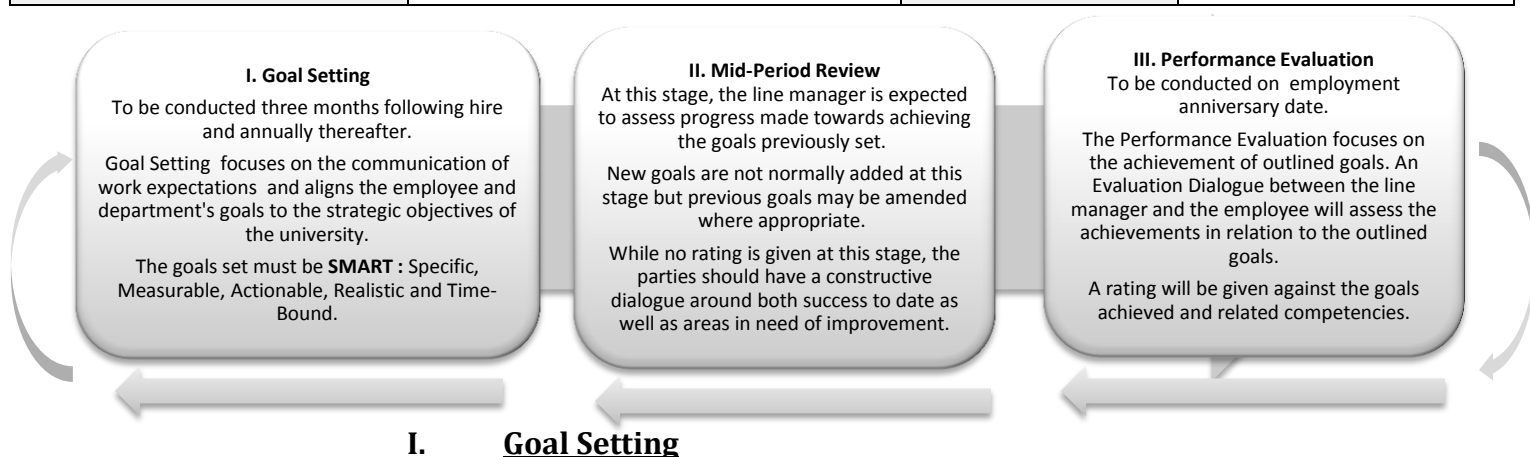


PERFORMANCE EVALUATION FORM

Administrative Staff (Grades 3-4)

Employee Name :			
Job Title :		Grade :	
Department :		Name of Head of Department :	
Evaluation Period from:		To :	
Date of Joining :		Date of Meeting :	



I. Goal Setting

Goals	Target Date (Month-Year)
1.	
2.	
3.	
4.	

Goal Sign off
Employee signature and date :
Head of Department signature and date :
Deputy Vice Chancellor (Administrative or Academic Affairs) signature and date:

II. Mid-Period Review

Part A: Mid Period Review			
In this section, the employee is assessed on their achievement towards the goals/objectives set at the start of the period. At this point, the manager or employee may highlight training support, if required, to achieve goals. Also include any new goals established during the performance period and note modifications, if any, to the original goals.			
	Goals (as noted on page 1)	Manager's comments	Employee's comments
1.			
2.			
3.			
4.			

Part B: Training Support Required <i>(list only if required and specify how it will align with goal achievement)</i>	Completion Date
1.	
2.	

Mid-Period Sign off
Employee signature and date :
Head of Department signature and date:
Deputy Vice Chancellor -(Administrative or Academic Affairs) signature and date:

III. ANNUAL PERFORMANCE EVALUATION

Part A : Goal Achievement			
	Goals (as noted on page 1)	Manager's comments	Employee's comments
1.			
2.			
3.			
4.			

Part B: Competencies (see scale next page – note, any rating of 1 or 3 requires comments)	Rating			Comments / Examples
1- Job knowledge : Possesses functional and technical knowledge as well as demonstrates understanding of job assignment. Performs key responsibilities and understands how to effectively utilize key resources and technology for all aspects of the job.	1	2	3	
2- Service focus : Values the importance of delivering high quality, innovative service to internal and external customers (colleagues, students, families, visitors, etc.). Understands the needs of the client and follows up to ensure customer satisfaction. Able to prioritize and set work activities accordingly. Uses relevant skills to achieve goals and always finds innovative solutions to achieve the “extra mile”.	1	2	3	
3- Result Oriented: Takes responsibility for own work. Feels personally committed and accountable to deliver results quickly, accurate and effectively. Uses thoughtful judgment when responding to situations that are not going well and uses foresight to overcome obstacles.	1	2	3	
4- Leadership and Supervisory abilities : Attracts and selects the best talent. Coaches and inspires people. Sets expectations, recognizes achievements and manages conflict. Delegates and consistently guides the team towards the outlined goals. Clearly defines responsibilities and authority limits of subordinates. Recognizes individual capabilities and assigns work accordingly.	1	2	3	
5- Problem solving and decision making : Identifies problems, involves others in seeking solutions, conducts appropriate analyses, searches for best solutions and responds quickly to new challenges. Makes clear, consistent and transparent decisions. Acts with integrity in all decision making, distinguishing relevant from irrelevant information.	1	2	3	
6- Strategic planning and organizing : Aligns departmental priorities with the University's vision and mission. Measures outcomes and uses feedback to change as needed. Proposes	1	2	3	

solutions and alternatives on allocation of resources to achieve the University's outlined strategy.				
7- Employee Development : Encourages and supports employee participation in personal and professional development. Able to coach, evaluate, develop and inspire direct reports. Provides constructive and objective performance feedback on a regular basis. Acknowledges and encourages good performance and discusses performance problems in a timely manner.	1	2	3	
8- Initiating action/Taking initiative : Readily takes action consistent with departmental or the University's objectives. Volunteers readily and takes independent actions when appropriate. Leads by example and is a good role model for others to follow. Suggests methods and procedures to improve departmental operations.	1	2	3	

Rating Scale	
1 = Below Expectations / Improvement Needed: Performance standards are not fully achieved. Employee needs to improve performance during the next appraisal period. <i>The parties are strongly encouraged to include with this evaluation, specific strategies for addressing areas of weakness.</i>	3 = Exceeds Expectations: Work performance consistently exceeds performance standards. Results exceeded the stated goal/proficiency area in terms of quality of work, timely completion, and/or use of resources budgeted. <i>This level of rating should be considered as rare and would normally only be granted in unique cases.</i>
2 = Meets Expectations: Employee performance is fully acceptable and consistently meets performance standards. <i>This represents the normal level of performance for most employees and is the expected rating of the majority of employees.</i>	

Overall rating based on Parts A and B : The overall evaluation rating is determined by the line manager with the understanding that higher priority goals and/or higher impact competencies should be given greater consideration in determining the overall rating.	1	2	3	
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Performance Evaluation Sign off:	
Employee Comments :	Signature and date :
Head of Department Comments :	Signature and date :
Deputy Vice Chancellor – (Administrative or Academic Affairs) Comments :	Signature and date :