

### **Annual Performance Appraisal Form for Senior Administrative/Professional Senior Members**

Employee Name:	Name of Supervisor:
ID Number:	
Position Title:	
Unit:	
Appraisal Year:	
Job Description (to be attached):	

#### **Notes**

The Annual Performance Appraisal document is part of the performance management process of the University of Ghana and serves as a basis for promotion, identification of staff training and development needs, a record of staff achievements over the years and again forms the basis for salary increments. The University therefore attaches much importance to the use of this document by staff.

At the ***beginning of each performance cycle (academic year)***, employee and supervisor review key objectives (from the job description and institutional plan). The supervisor and employee document specific responsibilities, with key performance indicators that describe how successful performance will be measured. The supervisor then assigns a weight to each objective. These will be documented in Section I – Key Performance Objectives.

***Ongoing communication*** regarding performance is expected, both in informal and formal settings throughout the year (every quarter). Either the supervisor or employee should feel free to initiate discussion on achieving the key objectives, expectations, priorities or obstacles.

At the ***end of each performance cycle***, a formal review of achievements in relation to the performance standards is documented. This includes a summary

of employee performance during the performance cycle in relation to individual responsibilities and outcomes.

### Section I – Key Performance Objectives

N o	Key Objective (Key Tasks)	Activities	Key Performance Indicators	Person Respon- sible	Date Completed	Weight (w)	Supervisor Score (ss) *Maximum score per each objective=5	Weighted Rating (w x ss)
1								
2								
3								
4								
5								
6								
	<b>Total Score</b>					<b>1.0</b>		<b>(A)</b>

Each objective score=weight x Supervisor score

Section I -Total Rating = Total Score (A) X 10 =

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## Section II- Personal Attributes and Managerial Skills

Component	Indicator	Maximum Score	Highest Score	Lowest Score	Supervisor's Score
Professional competence	1. Completes work accurately and on time	5	Gets work/assignment completed accurately in a timely manner	Not to be relied upon to achieve results on time	
	2. Quality of service	5	Highly competent. Meets professional standards and practice	Incompetent. Does not meet professional standards and practice	
	3. Volume of work	5	Sustained record of high achievements	No significant growth in achievements	
	4. Judgement	5	Decisions or proposals are consistently sound	Poor understanding of professional principles leading to bad decisions	
	4. Judgement	5	Decisions or proposals are consistently sound	Poor understanding of professional principles leading to bad decisions	
	5. Continuous Professional Development (CPD)	5	Keeping abreast with current knowledge and practice in one's profession	No participation in CPD programmes	

Grasp of administrative procedures or regulations	Grasp of administrative procedures and trends and relevant government policies	5	Works in line with administrative regulations and policies	Regular breach of rules and regulations	
Strategic leadership	1. Evidence of organizational abilities	5	Evidence of planning and organizing one's own activity in relation to the work of the unit	Little or no record of good planning and coordination	
	2. Foresight	5	Anticipates problems or situations and takes proactive measures	Gives little or no consideration to future needs	
Initiative, resourcefulness and reliability	1. Takes initiative	5	initiates assignments based on experience and judgement	Has to be instructed constantly	
	2. Develops innovative process(es) etc to enhance work	5	Has developed innovative processes/procedures	Little or no innovations	
	3. Dependable and willing to take on responsibility	5	Can be relied upon to meet targets/Seeks and accepts responsibility at all times	Unable to achieve targets/ Avoids responsibility and will pass it on when possible	
Accountability	Accepts full responsibility for actions/inactions	5	Accepts full responsibility for actions/inactions. Does not pass the buck	Easily passes the buck and blames others for actions/inactions	

Interpersonal relations	Ability to interact with superiors, peers, subordinates and clients with due respect	5	Comportment and tact; Sensitive to the feelings of others without sacrificing institutional objectives	Intolerant, ignores or belittles other peoples' feelings to the detriment of institutional goals	
Management of staff	Ability to organize, develop, motivate and discipline staff to achieve results	5	Organize and supervise staff to perform effectively	Unable to organize staff to achieve institutional goals	
Integrity	Adherence to the University's ethical standards and requirements	5	Completely and consistently adheres to the University's ethical standards and requirements	Fails to adhere to University's ethical standards	
Confidentiality	Handling business information in a professional and confidential manner	5	Handling all business information in a professional and confidential manner	Fails to handle business information in a professional and confidential manner	
	<b>Total Score(B)</b>				

$\frac{\dots\dots\dots}{80} \times 100 \times 0.5 =$	
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Section II -Total Rating = Total Score(B) X 100 X 0.5 =

**PERFORMANCE RATING**

	<b>Total Rating</b>
<b>a) Section I: Key Performance Objectives</b>	
<b>b) Section II: Personal Attributes and Managerial Skills</b>	
<b>OVERALL RATING</b>	

**Section III- Advancement of Work or Profession**

1. Conferences, Seminars and Workshops attended and contribution(s) made:
2. Publications/Major Technical Reports/Memoranda written:
3. University Boards and Committees on which you served and in what capacity:
4. Commendations, awards, degrees received during the appraisal period:
5. Community Service:

#### Section IV- Professional Development Goals for the Next Period

Employee and supervisor discuss and document staff training and development goals to be achieved during the next performance cycle. This should include an assessment of how much a priority the development goal is: **(C)** = Critical and **(M)** = Moderate.

Target dates for achievement of these development goals are outlined, along with any explanation of how they will help the employee's personal or professional development. To identify these goals, employee and supervisor review development needs identified in the previous performance cycle.

Training/Development Need	Priority	Agreed Activity	Target Dates

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Note: Training and development may include formal training or education courses, temporary project assignments, mentoring programs, study visits, secondments, e-learning, on-the job learning, conference as well as workshops and courses.

### Section V- Other Comments

#### Appraisee's Comments

1. What were the major constraints in the performance of your duties?
2. What recommendation(s) will you make towards overcoming/removing the constraints?
3. List of additional assignments undertaken outside the original action plan for the year under review
4. Key Objectives & Performance Indicators for next academic year (Please complete the form attached in Appendix I)
5. Other Comments

#### Appraiser's Comments



6. Summary of Appraisee's strengths:
7. Summary of areas for improvement:
8. Disciplinary action(s) taken against Appraisee within appraisal period:
9. Other Comments:

Signatures:

Head of Unit.....

Date.....

Appraisee.....

Date.....

Head of Directorate/Registrar.....

Date.....

Appendix I- Key Performance Objectives for Next Appraisal Period

No	Key Objective	Activities	Key Performance Indicators
