

THE UNIVERSITY OF THE WEST INDIES, MONA CAMPUS
ANNUAL STAFF APPRAISAL REPORT FOR ADMINISTRATIVE, TECHNICAL AND SERVICE STAFF
(TO BE COMPLETED AND DISCUSSED WITH EACH EMPLOYEE AT THE BEGINNING AND END OF APPRAISAL CYCLE)

SECTION A EMPLOYEE INFORMATION

Employee ID: _____ Name: _____ Faculty/Department/Unit/Section: _____
 Position Title: _____ Date Appointed To Present Position: _____ Assessment Period (yy/mm/dd) From: / / To: / /
 Purpose of Appraisal [Please tick (✓) appropriate box] Annual Acting Probation Transfer Interim Review Promotion Other _____

APPRAISER'S INFORMATION:

Name: _____ Job Title: _____ Length of time supervising this Employee: Year(s): _____ Month(s): _____

SECTION B KEY PERFORMANCE OBJECTIVES or STANDARDS & EXPECTATIONS

Please see Guideline 3:0 to 4:0 of "UWIMONA Performance Management Policy and Procedures Manual (PMP&PM). Objectives/Standards & Results Achieved- In the space provided, specify objectives and the accompanying performance indicators (measures) for the period under review. Try to set A-SMARTER Objective each time, i.e., Aligned - Specific, Measurable, Attainable, Realistic, Timely, Exciting, and Recordable. Assess actual performance by selecting a rating from the scale 1, 2, 3, 4, 5 where 1 is lowest and 5 is highest. Please indicate your selection with a tick (✓) in the appropriate box (under the appropriate level).

<u>KEY PERFORMANCE OBJECTIVES OR STANDARDS & EXPECTATIONS</u>	<u>ACTUAL PERFORMANCE ACHIEVED</u>	<u>RATING</u>					<u>SCORE</u>	<u>REMARKS</u>
		5	4	3	2	1		
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		TOTAL SCORE						
		AVERAGE SCORE						

RATING SCALE
5 – FULLY ACHIEVED
4 – SUBSTANTIALLY ACHIEVED
3 – PARTIALLY ACHIEVED
2 – MINIMALLY ACHIEVED
1 – NOT ACHIEVED

NOTE: The award of annual increment for regular staff will normally be applied at the specified time of each year, provided that the Human Resources Management Division is not in receipt of an adverse performance report, which must be received at least three (3) months in advance of the due incremental date.

SECTION C

JOB FACTORS - REPORT ON QUALITY AND PERFORMANCE OF DUTIES:

NOTE: Please indicate your choice in the rating column. Ratings **2** and **1** are adverse markings. These should be marked **only** where the worker had been spoken and/or written to during the year in connection with his/her area(s) of work which require improvement.

JOB FACTORS	R A T I N G					RATING					SCORE	REMARKS
	5	4	3	2	1	5	4	3	2	1		
<p>1 Time Management/Work Delivery The extent to which the employee organises and implements tasks or programmes in a timely manner.</p>	Exceptionally organised. Can be relied on to deliver on schedule 100% of the time	Very organised. Can be relied to deliver on schedule 90-100% of the time	Steady and generally organized.	Production insufficient. Should be improved to be acceptable.	Definitely unsatisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>2 Quality of Work Sets high standards for own personal performance and delivers quality work. Consider regularity in getting accurate, thorough and neat results up to required standards and with a minimum of waste. Demonstrates accuracy and thoroughness.</p>	Highest quality. Always up to standard. Thoroughly competent.	Quality above average. Makes but few mistakes.	Quality of work is average.	Makes quite a few errors. Is wasteful of materials or products	Work below standard. Careless. Requires considerable checking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>3 Job Knowledge/Technical Competence The demonstration of specialized knowledge required to perform the job. Consider the degree of job knowledge relative to length of time in the current position. Consider knowledge and understanding of all aspects of job and matters related to it.</p>	Has a thorough up-to-date knowledge of all aspects of the job.	Well informed; knows all operations except those rarely encountered.	Needs but few instructions on usual work.	Some knowledge, but requires considerable assistance.	Definitely inadequate knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>4 Initiative/Resourcefulness The degree to which the employee is self-directed, resourceful, results-oriented and creative in meeting job objectives. The ability to follow, modify or develop new ideas, methods or procedures to meet changing circumstances.</p>	Very Resourceful and innovative	Self-starter; usually finds something to do. Has practical ideas.	Moderately self starting.	Frequently needs to be instructed.	Always needs to be directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>5 Team Skills The degree to which the employee works well in a team setting, contributes to team projects willingly, interacts and exchanges ideas, develops good working relationships and team spirit, demonstrates flexibility and open-mindedness, helps prevent, resolve conflicts and contributes willingly to non-core activities.</p>	Co-operates excellently in all aspects of work assignments.	A very good team worker.	Works well with co-workers.	Some difficulty in getting along with others.	Does not work well with others. Poor working relationships with team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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JOB FACTORS	R A T I N G S					5	4	3	2	1	SCORE	REMARKS
	5	4	3	2	1							
6 <u>Communication/Interpersonal Skills</u> The extent to which the employee effectively listens, conveys and receives ideas, information and direction and makes oral and (where applicable) written communication clear and easy to understand. Maintains confidentiality.	Always receives and conveys ideas and information orally and/or in writing effectively in an appropriate manner with all levels of staff, and customers.	Most of the time communicates effectively orally and/or in writing in an appropriate manner with all levels of staff and customers.	Generally effective in expressing and understanding ideas and instructions. Communicates clearly with most levels of staff and customers.	Communication requires effort. Is not comfortable with some interactions.	Exhibits poor communication skill; needs substantial improvement to be effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7 <u>Customer Service</u> The degree to which the employee represents the organisation in a positive, professional manner, by meeting the needs of the external and internal customers by serving them in a manner to minimise complaints, resolve problems, responding to them on contact date or within a reasonable time, maintaining pleasant disposition and dressing appropriately.	Exceptionally tactful. Pleasing in manner and appearance; well respected by everyone. Responds to customers with timeliness 95-100% of the time.	Generally good in manner and appearance. Courteous and tactful; respected by most people. Responds to customers with timeliness 90-94% of the time.	Of acceptable manner and appearance. Gets along reasonably well with customers. Responds to customers with timeliness 85-89% of the time.	Needs to improve in manner, appearance and timeliness. Has problems with customers sometimes.	Very bad manner and appearance. Poor working relationships with customers. Needs much improvement in the area of timeliness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8 <u>Safety and Health/ Security</u> Degree to which the employee supports the Safety, Health, Security and Environmental standards and requirements including the proper use of equipment.	Consistently maintains, observes and seeks to surpass the required Safety, Health, Security and Environmental standards and requirements.	Generally maintains and observes, and occasionally surpasses the required Safety, Health, Security and Environmental standards and requirements.	Maintains and observes the required Safety, Health, Security and Environmental standards and requirements most of the time	Maintains and observes the required Safety, Health, Security and Environmental standards and requirements some of the time.	Does not maintain or observe the required Safety, Health, Security and Environmental standards and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9 <u>Attendance</u> Consider consistency in attendance.	Can be relied upon to be at work 95-100% of the time.	Can be relied upon to be at work 90-94 % of the time.	Can be relied upon to be at work 85-89 % of the time.	Often absent from the job.	Frequently absent on the weakest excuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10 <u>Punctuality</u> Consider consistency in time-keeping.	Can be relied upon to be on time for work 100% of the time.	Can be relied upon to be on time for work 95-99% of the time.	Can be relied upon to be on time for work 90-94% of the time.	Often late.	Always late on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
TOTAL SCORE												
AVERAGE SCORE												

Please proceed to Section C1 – Addendum for Managerial/Administrative/Supervisory Staff (if applicable).

OVERALL SCORE (for this Employee)

OVERALL AVERAGE (for this Employee)

OVERALL SCORE is determined by adding the average score of sections B and C for staff with routine and non-leadership duties or adding the average score of Sections B, C, and C1 for staff with managerial/administrative/ supervisory duties. OVERALL AVERAGE is obtained by dividing the overall score by 2 for staff with routine and non-leadership duties and by 3 for staff with managerial/administrative/supervisory duties.

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SECTION D PERFORMANCE ENHANCEMENT AND PERSONAL DEVELOPMENT PLAN

Areas recommended for Development [Please tick (√) appropriate box(es)]:

- Technical Skill Development
 Quality of Work
 Communication
 Supervisory/Management Skills
 Customer Service
 Planning and Resource Management
 Initiative
 Teambuilding
 Leadership
 Other _____
 (please specify)

RECOMMENDED DEVELOPMENT ACTIVITIES (The activity chosen should address the needs identified above and should be within the period stated).		COMMENTS	RECOMMENDED TRAINING	COMMENTS Make brief comments on the training recommended, e.g., 'Training needed because of the introduction of new equipment'.
<input type="checkbox"/> Job Rotation (Moving an employee from job to job giving him/her opportunities to perform a greater variety of tasks).	DATE: From: To:	1.		
<input type="checkbox"/> Job Enlargement (Expanding number of tasks performed, usually at the same level).	DATE: From: To:	2.		
<input type="checkbox"/> Job Enrichment (Empowering employee to assume more responsibility and accountability)	DATE: From: To:	3.		
<input type="checkbox"/> Other (Please specify)	DATE: From: To:	4.		

SECTION E SIGNING OFF

Supervisor's Comments. Please include the main points of the discussion with the employee as well as those Performance Enhancement issues under your control or influence which you plan to address.

Was the appraisal discussed with employee? Yes No

Supervisor's Name: _____ Supervisor's Signature: _____ Date: _____
 (Please Print)

Appraiser's Comments. Please comment on the Appraisal; include areas of improvement under your control or influence which you plan to address.

Please tick one of the following boxes: Fully Agree with Appraisal. Partially Agree with Appraisal. Totally Disagree with Appraisal. The Appraisal was/was not discussed with me.

Appraiser's Name: _____ Appraiser's Signature: _____ Date: _____
 (Please Print)

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SECTION E (Continued).....

Head of Department's/Dean's Comments

SECTION F **INCREMENT(S)**

RECOMMENDATION Increment Recommended Seniority/ Special Allowance Recommended Other Recommendation _____

Name of Head of Department/Dean: _____ **Signature of Head of Department/Dean:** _____ **Date:** _____
(Please print)

COMMENTS/RECOMMENDATION

Human Resource Officer:

Name of Human Resource Officer: _____ **Signature of Human Resource Officer:** _____ **Date:** _____
(Please print)

SECTION C1

ADDENDUM FOR MANAGERIAL/ADMINISTRATIVE/SUPERVISORY STAFF (To be completed only where applicable)

JOB FACTORS - REPORT ON QUALITY AND PERFORMANCE OF DUTIES:

NOTE: Please indicate your choice in the rating column. Ratings **2** and **1** are adverse markings. These should be marked only where the worker had been spoken and/or written to during the year in connection with his/her area(s) of work which require improvement.

JOB FACTORS	R A T I N G S					RATING					SCORE	R E M A R K S
	5	4	3	2	1	5	4	3	2	1		
i) Leadership and Supervisory Performance Consider ability to organise, motivate the work team and to delegate and the extent to which the employee sets the vision/goals and motivates staff to be involved ; shows the ability to effectively authorise work and supervise staff.	Exceptionally skilled at motivating employees to give best effort. Creates a positive and highly effective work environment	A very effective leader. Empowers others to achieve results and holds them accountable for actions.	A capable leader. Gives others direct, constructive, and actionable feedback which can be used.	An indecisive leader. Needs to strengthen supervisor/ team relationship.	A weak and ineffective leader. Little effort expended to motivate or recognise people. Appears insensitive to people’s needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ii) Resource Management and Cost Effectiveness The extent to which the employee demonstrates the ability to manage relevant aspects of the organisation’s administrative and budget process and seeks best use of material, equipment, and staff to maximise efficiency and effectiveness. Consider ability to plan, to implement and to control with a view to optimising the use of resources	Outstanding ability to manage and to achieve results. Always utilises time and resources effectively/ efficiently and delegates work appropriately	A good manager. Utilises time and resources effectively/ efficiently	Obtains adequate results.	Neglects supervisory functions.	Lacks vision and managerial ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
iii) Staff Development Degree to which employee provides opportunities to challenge staff capabilities and develops the knowledge and skills necessary for career development	Exceptionally skilled at team development. Understands and takes seriously the development of employees.	Always looks for opportunities to develop team members and initiates required action accordingly.	Always supports organised Staff Development programmes as directed. Makes requests for standard staff training.	Supports organised Staff Development programmes sometimes. Occasionally makes requests for standard staff training.	Rarely seeks training and development opportunities for staff. Always finds reasons why staff cannot attend staff development activities/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
iv) Planning and Organising The extent to which the employee plans, organises and implements tasks or programmes through developing realistic plans, aligning plan with University goals effectively managing tasks or programmes including follow-up activities, balancing short and long term goals.	Exceptional ability to organise resources and plans. Anticipates resources needed to successfully implement a plan or project. Always includes others within and beyond their own workgroup or organisation in problem-solving, planning, or decision making when needed.	An effective planner and organiser. Works toward identifying potential problems and solutions for addressing them. Generally includes others within and beyond their own workgroup in problem-solving, planning, or decision making when needed.	A good organiser of resources and plans with some specific direction. Demonstrates adequate leadership talent and skills.	Limited ability to Organises resources and plans. Does not normally include others within and beyond their own workgroup or organisation in problem-solving, planning, or decision making when needed.	Unable to organise resources and plans with some specific direction. Demonstrates no leadership talent and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
TOTAL SCORE												
AVERAGE SCORE												

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