

KYAMBOGO UNIVERSITY

Preamble

Staff Performance Appraisal is part of the Performance Management System of Kyambogo University. It is used as a management tool for establishing the extent to which set targets within overall goals of the University are achieved. Through staff performance appraisal, performance gaps and development needs of an individual employee are identified. The appraisal process offers an opportunity to the Appraisee and Appraiser to dialogue and obtain a feedback on performance. This therefore, calls for a participatory approach to the appraisal process.

The Appraiser and Appraisee are therefore, advised to read the detailed guidelines before filling this form.

Period of Assessment: From DD MM YYYY To DD MM YYYY

To

SECTION A: PERSONAL INFORMATION (To be filled by the Appraisee)

Name of the Appraisee _____

Date of Birth DD MM YYYY

Job Title _____ Salary scale _____

Date of Current Appointment DD MM YYYY

Terms of employment (Probation, Permanent, Contract): _____

If contract or probation indicate start date: _____ end Date: _____

Marital Status: _____ No. Children: _____

Name of the Appraiser: _____

Appraiser's Job Title: _____ Salary scale: _____

Division/section: _____

Department: _____

Faculty (where applicable): _____

PERFORMANCE APPRAISAL FORM

SECTION B: ASSESSMENT OF THE LEVEL OF ACHIEVEMENT

This section should be filled by both the Appraiser and the Appraisee. At the beginning of each assessment period, the Appraiser and Appraisee will agree on the key outputs for the assessment period. The means by which performance shall be measured (Performance Indicators) and the minimum level of performance (performance targets) for each output shall be agreed upon. If in the course of the assessment period, other activities are assigned to the Appraisee, the outputs related to the new activities should be agreed upon and included immediately or at least before the end of the assessment period. It is recommended that the maximum number of outputs for each assessment period should not exceed 10.

At the end of the assessment period, an appraisal meeting should be conducted by the Appraiser. The Appraisee completes part B(1); before the appraisal meeting, by indicating the key outputs, performance indicators and targets agreed upon in the performance plan at the beginning of the assessment period. The Appraiser should complete part B(2), after the appraisal meeting. The assessment should reflect the jointly agreed position.

The assessment of the Individual outputs shall be reflected as a performance level under section B(2); this will be supported by relevant comments on performance under the same section. The performance levels shall be described as Excellent, Very Good, Good, Fair and Poor. In order to quantify the assessment, the performance levels shall be awarded scores namely; 5 for excellent, 4 for Very Good, 3 for Good, 2 for fair and 1 for Poor. Right after the table below is a detailed description of the performance levels.

B (1) Agreed Key Outputs, performance Indicators and Targets			B (2) Assessment of Performance			
Key Outputs	Performance Indicators (How will results be measured)	Performance targets (An agreed minimum level of performance)	Self Rating	Supervisors Rating	Agreed Rating	Comments of Performance
TOTAL						
OVERALL SCORE						

PERFORMANCE APPRAISAL FORM

DEFINITION OF THE PERFORMANCE LEVELS

- Excellent (5):** The Appraisee has exceeded the agreed targets and has consistently produced results of excellent quality and demonstrated a high level of productivity and timeliness.
The Appraisee is a model of excellence in both the results achieved and the means by which they are achieved.
- Very good (4):** The Appraisee achieved all the agreed out put in line with the agreed targets. The Appraise consistently meets expectations for the out puts achieved and the means by which they are achieved.
- Good (3):** The Appraisee achieved most, but not all the agreed out puts in line with the agreed targets, and there is no supporting rationale for not meeting the other commitments.
- Fair (2):** The Appraisee has achieved minimal outputs in line with the agreed and without a supporting rationale for inability to meet the commitments.
- Poor (1):** The Appraisee has not achieved most of the agreed targets and without supporting rationale for not achieving them.

Overall Assessment of Performance

Overall assessment of performance should be derived by adding the scores at each performance level and the total divided by the total number of outputs. The average of the scores obtained shall be the overall assessment.

Overall Performance Level

Tick the relevant box

Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1

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SECTION C: ASSESSMENT OF CORE COMPETENCIES

This section should be filled by the Appraiser after joint discussions between the Appraiser and Appraisee. The assessment will help establish any areas where some training or development is necessary. The Appraisee should be rated only in areas, which are relevant to his/her job. The maximum points per competence are 5, **where 5 is for Excellent, 4 - Very Good, 3 - Good, 2 - Fair, 1 – Poor, N/A - Not Applicable.** The Appraiser should give work related examples under comments, to justify their rating.

COMPETENCE	ASSESSMENT Performance level attained (Please tick)						COMMENTS
	5	4	3	2	1	N/A	
Professional knowledge/skills Draws on own experience, knowledge and expertise to demonstrate good judgment; relates professional knowledge to work.							
Planning, organizing and coordinating Prioritizes own work, develops and implements plans; rationally allocates resources, builds group capacity for effective planning and executing of work. Has ability to meet deadlines.							
Leadership Keeps people informed; models and encourages personal accountability; uses power and authority fairly; demonstrates credible leadership, champions new initiatives; reinforces and communicates a compelling vision for change.							
Decision Making Makes logical analysis of relevant information and factors; develops appropriate solutions and takes action, generates ideas that provide new insight; provides reasons for decision or actions, is objective.							
Team work Works cooperatively and collaboratively; builds strong teams; shares information and develops processes to improve the efficiency of the Team.							
Initiative Shows persistence by addressing current problems; acts proactively, plans for the future and implements comprehensive plans. Is open to new ideas; curious about and actively explores new possibilities; identifies how to create more value for customers; takes action on innovative ideas and champions innovation.							
Communication Actively listens and speaks respectfully; seeks to send clear oral and written messages; understands the impact of messages on others.							
Result Orientation Takes up duty willingly and produces results.							
Integrity Communicates values to others, monitors own actions for consistency with values and beliefs, takes pride in being trust worthy; is open and honest and provides quality services without need for inducements.							

PERFORMANCE APPRAISAL FORM

<p>Human Resource Management Works effectively with people to achieve organizational goals. Motivates the supervisees, focuses on the knowledge, skills and attitudes and the general work environment that affects their efficiency and effectiveness. Trains, mentors, coaches, inspires, motivates the supervisees, delegates effectively and are able to build a strong working team.</p>								
<p>Financial Management Knows the basic financial policies and procedures; familiar with the overall financial management processes.</p>								
<p>Management of other resources (equipment & facilities) Effectively and efficiently uses resources to accomplish tasks.</p>								
<p>Time Management Always in time and accomplishes tasks in time required and maximizes the use of time to achieve set targets.</p>								
<p>Customer care Responds well and attends to clients. Reflects a good image for the University.</p>								
<p>Loyalty Complies with lawful instructions of Supervisor and is able to provide on going support to Supervisors.</p>								
<p>Any other relevant Competence</p>								

SECTION D: ACTION PLAN TO IMPROVE PERFORMANCE

The Action Plan shall be jointly agreed during the performance appraisal meeting, taking into consideration the Appraisee’s required job competences and the identified performance gaps.

The action plan to improve performance may include; Training, Coaching, mentoring, attachment, job rotation, counseling and or provision of other facilities and resources.

Where the plan(s) involve formal training of the Appraisee, the record should be forwarded to the Staff Development Committee through the Director Human Resources.

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Performance Gap	Agreed Action	Time frame

SECTION E: COMMENTS, RECOMMENDATIONS (IF ANY) AND SIGNATURES

This section is to be completed by the Appraisee, Appraiser and the counter signing Officers. It is a confirmation that the appraisal meeting took place and that there was agreement or if there was disagreement, it was resolved. It is also confirmation that the action plan to improve performance was discussed and agreed upon. The Appraisee / Appraiser / countersigning officer should use this section to comment about the job, career and any other relevant information.

Describe how effectively you have been utilized by the University.

How would you like Management to assist you improve your performance?

List the skills and training you need in order to improve performance.

What are your aspirations in terms of career development?

PERFORMANCE APPRAISAL FORM

Any other general comments?

Signature: _____

DD	

MM	

YYYY			

COMMENTS OF THE APPRAISER

Signature _____

DD	

MM	

YY			

COMMENTS OF THE COUNTERSIGNING OFFICER/SUPERVISOR OF APPRAISER

Name of Countersigning Officer: _____

Job Title: _____

Signature: _____

DD		MM		YY		

COMMENTS OF THE RESPONSIBLE OFFICER (DHR/University Secretary/Vice Chancellor)

Name: (DHR/US/VC): _____

Job Title: _____

Signature: _____

DD		MM		YY		