

	<b>TECHNICAL UNIVERSITY OF MOMBASA</b>		
	<b>Document: Form</b>	<b>Ref No.: TUM/Form/HRM/022</b>	
	<b>Title: PERFORMANCE APPRAISAL</b>		
	<b>Department: HUMAN RESOURCE MANAGEMENT</b>		
	<b>Issue No. 2</b>	<b>Revision No. 0</b>	<b>Date: 5th April 2018</b>

At the beginning of the year, DVC's/Registrars/Deans/HOD's/COD's should meet with their direct reports (persons reporting to them) to set targets. Each individual should have no more than five goals that are aligned with the department/division and overall University goals as per the Strategic Plan, Performance Contract. Throughout the year the Heads & Supervisors should meet with their direct reports to check in on progress against targets, and modify as needed. At the mid – year and end of the year, they should meet with their direct reports to discuss performance against targets. Please use this form to document targets (beginning of year).

**Part I: Employee Particulars**

Name:	Click here to enter text.	Staff Number:	Click here to enter text.
Designation:	Click here to enter text.	Department:	Click here to enter text.
Immediate Supervisor:	Click here to enter text.	Evaluation Period:	Click here to enter text.

**Part II: Departmental Objectives (To be completed by Supervisor as guided by Strategic plan)**

Target Setting (Beginning of Year)		Performance Evaluation – by target (Mid-Year/End of Year)			Total Score
		Employee Comments on results achieved	Immediate Supervisor's Comments	Rating	
1	Click here to enter text.	Click here to enter text.	Click here to enter text.	<input type="checkbox"/> EX <input type="checkbox"/> AE <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> BE	



Target Setting (Beginning of Year)	Performance Evaluation – by target (Mid-Year/End of Year)			Total Score	
	Employee Comments on results achieved	Immediate Supervisor's Comments	Rating		
2	Click here to enter text.	Click here to enter text.	Click here to enter text.	<input type="checkbox"/> EX <input type="checkbox"/> AE <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> BE	
3	Click here to enter text.	Click here to enter text.	Click here to enter text.	<input type="checkbox"/> EX <input type="checkbox"/> AE <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> BE	
4	Click here to enter text.	Click here to enter text.	Click here to enter text.	<input type="checkbox"/> EX <input type="checkbox"/> AE <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> BE	
5	Click here to enter text.	Click here to enter text.	Click here to enter text.	<input type="checkbox"/> EX <input type="checkbox"/> AE <input type="checkbox"/> ME <input type="checkbox"/> NI <input type="checkbox"/> BE	

List the departmental priority objectives from which performance targets were derived

1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	<b>Click here to enter text.</b>
5	<b>Click here to enter text.</b>



### Part III: Performance Targets (70%)

Were the goals given above discussed with your Supervisor?  Yes  No

Name of Appraiser: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Part IV: Core Competencies & Values (20%)

	Not at all (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	Total Score
<b>1: TEAM WORK</b> (The ability to contribute to teams and to improve their effectiveness through personal commitment).						
i) Supports colleagues and subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Focuses others on what contributes to successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2: QUALITY &amp; QUANTITY OF WORK</b> (The ability to deliver on the amount of work assigned in an effective manner).						
i) Completes assignments in a thorough accurate and timely manner that achieves expected outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Uses working time optimally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3: ATTITUDE TO WORK</b> (The ability to analyze, investigate and interpret issues and situations).						
i) Demonstrates discipline and good conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Demonstrates respect for and adherence to rules, regulations and procedures that govern his/her work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Demonstrates cost consciousness in use of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4: INTEGRITY &amp; ETHICAL MANAGEMENT</b> (The ability to work ethically according to professional and University College Values).						
i) Incorrupt, honest and professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Champions the practice of fairness, equality, equity and honesty in the discharge of duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5: COMMUNICATION</b> (The ability to give and gather information and to actively manage the communication process).						
i) States own views clearly and concisely.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Listens to and considers others views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Provides information that facilitates the achievement of set goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>6: CUSTOMER FOCUS</b> (The ability to plan, organize and prioritize work, balancing resources, skills and timetable to achieve objectives).						
i) Is totally involved in activities that build reputation for total staff and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Provided feedback on interaction from customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Is receptive to customer focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total</b>						
<b>Out of (Expected Total Score) - 100</b>						
<b>Total Rating (Out of 20% for Managers and 30% for Non- Managers)</b>						

**Part V: Managerial Competencies – For those with Managerial & Supervisory roles (10%)**

Managerial Competencies	Comments	(EX) 5	(AE) 4	(ME) 3	(NI) 2	(BE) 1	TOTAL
1. Adheres to the Leadership/Management Accountability/Framework.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Planning and Organizing.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Training and Developing Staff.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Managing Resources and Accountability.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Anticipates risks and takes measures to mitigate against them.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Judgment and Objectivity	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Managing Performance	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Promoting use of Information Technology	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total (Out of 10%)</b>							



**Part VI: Knowledge Management**

**Comments on Training & Development required for improving performance**

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**Part VII: Rating Scale**

Overall Appraisal by the Supervisor (Comments on the Appraisee's overall performance and any other strengths, skills and qualities which he/she has) \_\_\_\_\_

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Supervisor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appraisee's comments on the overall rating: \_\_\_\_\_

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Appraisee's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part VIII: Rating Scale

Performance Ratings	Score	Performance Rating Definitions
Performance targets fully met and exceeded in several areas	5 (EX)	Consistently exceeds goals and expectations. Demonstrates superior performance and routinely performs at a level above current responsibilities. Results have a substantial impact on the department, unit and/or University. Performance at this level occurs throughout the year.
All Performance targets fully met	4 (AE)	Consistently meets and frequently exceeds goals and expectations. Delivers results that are beyond the scope of the current role and responsibilities. Produces results that involve extra, unique or innovative contributions and solutions.
Some Performance targets fully met	3 (ME)	Consistently meets goals and expectations and may exceed one or more expectations. Goals and objectives were achieved or were offset by successful performance in other areas. Delivers important and valuable results throughout the year.
Performance targets partially met	2 (NI)	Meets expectations for most goals but is below expectations for other goals. Acceptable performance in some areas but needs improvement in other areas. Performance is inconsistent across all expectations. Improvement is required in specific areas.
Performance targets not met	1 (BE)	Does not meet most goals or expectations. Did not achieve expected overall results during the past year. Performance frequently fails to meet minimum requirements and expectations. Significant improvement required.

