

At its 86th meeting held on 25th February 2015, the University of Cape Coast Governing Council on the recommendation of the Academic Board approved this **Staff Appraisal Policy**

University of Cape Coast
Staff Appraisal Policy

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Foreword

One of the core mandates of the University of Cape Coast is human capital development and this can largely be achieved through the quality of work produced by its workforce. For an efficient management of the available human capacity, there is always the need to appraise performance with the view to ensuring that staff of the University meet the performance objectives of the organisation.

In furtherance of the foregoing, the University of Cape Coast has come out with this Staff Appraisal Policy with the view to achieving efficiency and effectiveness. The objectives of the policy are to:

- align staff performance expectations with the University's and unit level strategic and operational priorities
- provide an avenue to link the development of staff to the University wide and faculty/divisional objectives and initiatives.
- provide a mechanism to review performance in terms of mutually agreed expectations

- determine the development needs of staff and provide a mechanism for continuous development of the human capital of the institution.
- provide opportunities for staff to identify career options and plans.
- provide data and information as basis for feedback to staff

This Staff Appraisal Policy discusses the background to the policy, the scope, principles, and procedures for resolving grievances. The policy takes into consideration the current trends in appraisal of staff as well as the immediate past performance of employees

It is the hope of Management that this Staff Appraisal Policy will contribute to improving staff performance.

I want to acknowledge the enormous contributions by Mr. Ebenezer Aggrey, Assistant Registrar, College of Distance Education (CoDE), for getting the first draft of the policy under the guidance of Dr. Kwaku Gyasi Badu, Deputy Registrar, Division of Human Resource (DHR).

Additionally, I also thank Prof. K. Awusabo-Asare, Director, DAPQA, Prof. Edward Marfo Yiadom, Dean of School Of Business, Mrs. Elizabeth Annan Prah, Lecturer, School of Business, Mr. Nathaniel Ampah (CoDE), Dr. Kwaku Gyasi Badu, Deputy Registrar (DHR) and Mr. Ebenezer

Aggrey, Assistant Registrar (CoDE), for putting the final document together.

Vice - Chancellor
Prof. D. D. Kuupole

1.0 Background

Appraisal is part of performance management and is about motivating, developing and supporting employees to perform their roles at the highest possible standard. This is achieved through the provision of opportunities for employees to identify areas for personal development and to discuss their performance in mutually agreed ways which meet their needs.

Performance management is a comprehensive, continuous and flexible approach to the management of organisations, teams and individuals. It is based on the view that effective performance is essential for the success of any organisation. It includes creating conditions for achieving the shared vision of an institution and ensuring that each employee understands how he/she will contribute to the realisation of common goals.

Appraisal is expected to be a positive experience, which helps to identify the development needs of the individual and groups within the organisation. It takes a very long term view of the quality and performance of workers.

In support of this policy, it is expected that employees will participate in the appraisal process positively and constructively.

This process will include feedback on regular basis from the appraiser to the appriasee.

The appraisal procedure within the University of Cape Coast will comply with the general principles of fair play and respect for the fundamental rights of persons in employ and the implementation of the appraisal system includes avenues for review, monitoring and process for resolving grievances.

1.0 Scope

This Policy covers all employees of the University of Cape Coast, namely;

- senior Members (teaching and Non-teaching)
- senior Staff and
- junior Staff.

2.0 Principles

The following principles shall guide the appraisal process:

3.0 Fair and Objective Appraisal.

An important component of appraisals is the objective and fair assessment of performance within the context of specific objectives of the organisation and the role of the employee. It

reflects the possible contribution of employees to the work of the University of Cape Coast. Appraisal will be conducted in a fair and transparent manner and in line with the University of Cape Coast Law PNDCL 278, 1992, Section 4) on “Non-discrimination” and Thrust 2 of the current Corporate Strategy (2012-2017). In this regard, no employee will be unfavourably treated on the grounds of sex, race, disability, religious belief, age or any other irrelevant ground.

3.1 Feedback to Employees

Positive feedback mechanism will characterize the system. As part of the process, regular meetings shall be held throughout the year as a normal part of management. Concerns, when they arise, will be dealt with expeditiously and in line with the University of Cape Coast's channels of communication.

3.2 Inter-personal Approach.

All employees will have an annual one-to-one appraisal with the immediate supervisor: Provosts, Deans, Directors, Heads of Department, Faculty Officers, Unit and Sectional Heads. The objective will be for parties involved to reflect on critical issues and identify future developmental needs. Employees are

responsible for their own professional development, yet they must feel satisfied with the support received from the institution.

3.3 Confidentiality

All issues discussed during the appraisal shall be kept confidential by both the appraiser and appriasee. Appraisal forms shall be kept in the employee's file and access restricted to only the Head or those whose work entitle them access to the records of the appraisal. Failure to keep matters confidential shall lead to disciplinary action.

4.0 Role of the Immediate Supervisor (Divisional Head)

All employees will receive an appraisal from their immediate Head (or other appropriate person who has management responsibility over the employee). In this context, sectional Head means the person who directs, manages and is primarily responsible for the area in which the employee mainly works.

5.0 Observations

Where an appraisal procedure incorporates a system of observations of work (for example, classroom observation in the case of teaching staff) these may be undertaken by someone

other than the Head. Feedback must be made based on objective criteria. The decision on how observation will be conducted shall be decided by the individual parts of the University.

Heads and employees are responsible for ensuring that they fully understand the appraisal process and are responsible for identifying any briefing or support they need to enable them to participate effectively in the appraisal process.

The Vice-Chancellor (the Chief Executive Officer), Pro-Vice-Chancellor, Registrar, Provosts, Deans, and Directors of the University of Cape Coast are responsible for ensuring that Heads carry out their responsibility of conducting appraisal in a timely, fair and appropriate manner.

6.0 Appraisal Process

The appraisal process shall include:

- reflecting on and evaluating performance within the last 12 months, thereby allowing career and professional development opportunities to be identified and new objectives agreed upon.
- discussing and agreeing on objectives to be achieved within the coming year, taking into account the needs of the University and the demands of the job. Objectives

agreed upon should be specific, measurable, achievable, realistic and time bound (“SMART”).

- holding a range of regular, formal, less formal, meetings or discussions between the employee and Head to determine if the agreed aims and objectives are being achieved. This allows additional interventions (such as training) to be made in order to alleviate any difficulties the employee may be experiencing during the year.

6.1 Moderation of the Process.

Within the University of Cape Coast, Heads are responsible for ensuring that appraisal policies and procedures are applied fairly and consistently and with the aim of ensuring equal opportunities for all. The moderation of the entire appraisal process shall be the responsibility of the Head and the Appraisee.

7.0 Guidelines

The following guidelines shall be followed in the appraisal process.

7.1 Persons to Conduct Appraisal

The appraisal should normally be conducted by the employee’s Head (or other appropriate person who has management

responsibility over the employee), and not by a colleague of equal status or a subordinate. An appraiser shall be nominated by the Head. Where appropriate and in agreement with the employee, the appraiser may consult other persons who have worked with the employee or for whom the employee has worked.

7.2 Time for Appraisal

Appraisal shall be conducted in line with timetable set in this schedule. Unless otherwise indicated, the appraisal process shall be conducted in September/October of each year.

7.3 Regularity of Appraisal

Each employee will be appraised at least once every 12 months. This notwithstanding, an appraisal can be conducted when necessary. An employee to be appraised shall be given sufficient notice of not less than ten (10) working days. When notifying the employee of the appraisal date, the Head will provide the employee with a self-assessment form to be used to evaluate progress since the last appraisal.

7.4 Format of Appraisal

The annual appraisal format shall be the one attached to this document in respect of each category of staff in the University.

7.5 Appraisal Meeting

Once arranged, the Head of the appraisee shall ensure that the appraisal meeting takes place on date and time agreed upon. A scheduled appraisal meeting can be postponed for exceptional reasons and a new date fixed within two weeks.

The Head of the appraisee shall also ensure that enough time is set aside for the meeting. As a guide, this is unlikely to be less than one hour but will vary with the complexity of the appraisal. Appraisal must take place in a private environment where any matters discussed can be kept confidential. The meeting will depend on the employee's work but normally should incorporate recognition of the employee's achievements and contributions to the University and a discussion of the employee's own self assessment and any development needs. In addition, the appraisal process will review performance against the previous objectives agreed upon.

The appraisal shall provide an opportunity for open discussion between the appraiser and the appraisee. By agreement, where appropriate (for example, in respect of a senior teaching

member) an external assessor could be invited to attend the meeting.

7.6 Written Appraisal Record

A written record of the meeting shall be made available and signed by both the appraiser and appriasee. The employee has the right to correct any factual errors on the appraisal form. If the employee disagrees with the appraiser's judgment, he/she shall be given the opportunity to record such comments but the appraiser need not change the judgment if it is believed to be fair and supportable.

A report of the meeting should include a summary of the points covered, action agreed upon, the objectives for the forthcoming period, support needed in order to achieve the objectives and how they can be obtained. A copy of the written record should be given to the employee and a copy kept on the personal file.

7.7 Follow-Up to the Appraisal

Performance management is a continuous process. There shall, therefore, be scheduled periods for monitoring and reviewing of the objectives set. If possible, there should be at least one mid-period review. For record purposes, there should be written reports on any agreements made or any significant discussions

made for future reference although there is no hard and fast rule to keep a formal record of the meeting e.g. minutes.

7.8 Exceptions to the Appraisal Procedure

For employees who have been absent for three months or more of the appraisal year due to (sickness, maternity and sabbatical leave), appraisal can be postponed to the most appropriate time agreed upon between the appraiser and the appraisee. After this arrangement, subsequent appraisals will then be held in the cycle.

Where an employee starts work with the University of Cape Coast within a review year, objectives should be set and performance monitored in line with probation arrangements. For such a person, first appraisal will therefore take place at the end of the probation period and thereafter, standard annual appraisal arrangements will apply.

7.9 Disputes Arising From the Appraisal

If an employee feels that the feedback received from his/her Head has been unduly negative, then he/she should discuss the concerns further with the Head to determine the reasons for the feedback. If possible, the employee should provide evidence for his/her views.

If the employee is unable to resolve his/her concerns in the manner described, he/she may wish to raise a grievance in line with the University of Cape Coast's channel of communication.

8.0 Review and Monitoring of Policy

The University's Staff Appraisal Policy shall be reviewed every five (5) years to reflect the conditions of the time.

9.0 Conclusion

It is expected that the objectives for institutionalizing the appraisal policy in the University would boost staff performance to achieve higher productivity.

FORM A
UNIVERSITY OF CAPE COAST
STAFF SELF - APPRAISAL FORM

Employee Name (Last, First, Middle Initial)

Employee Title _____

Employee Department _____

Supervisor Name _____

Supervisor Title _____

Review Date _____

STATEMENT OF PHILOSOPHY

The Self-Appraisal provides you with the opportunity to contribute significantly to improving both your own performance and your working relationship with your supervisor. The University's Performance Appraisal Program is designed to provide time for the employee and supervisor to look back over the past and realistically plan for the future.

The self-appraisal encourages you to be proud of your accomplishments and candid about your areas of improvement. The following questions are intended to help you organize your thoughts and share information with your supervisor prior to receiving your performance appraisal. An essential goal of the performance appraisal meeting is that both you and your

supervisor know clearly what you expect of each other and feel strongly that you can achieve your objectives by working together.

Instructions for completing this form:

- Employees should respond to each of the questions completely and accurately.
- Employees should complete this form **prior to the annual performance appraisal meeting** with their supervisor.
- Employees should provide their supervisor a copy of this completed form prior to their performance appraisal meeting.

1. Describe your most significant accomplishments this past year.
2. Describe any barriers or challenges that impacted you in effectively completing your job responsibilities or accomplishing your goals.

3. Please list your area(s) of strength and area(s) of improvement.
4. What skills or new knowledge would you like to develop to improve your performance?
5. Is there any other information you would like to share with your supervisor regarding your work performance?

Employee Signature/Date

Supervisor Signature/Date

Name

Name

Note: Supervisor signature verifies that the supervisor has read the contents of this document and it does not necessarily imply agreement with the contents.

FORM B
UNIVERSITY OF CAPE COAST
STAFF PERFORMANCE APPRAISAL FORM(SUPERVISOR)
JUNIOR STAFF CATEGORY

Employee Name (Last, First, Middle Initial) _____

Employee Title _____

Employee Department _____

Supervisor Name _____

Supervisor Title _____

Review Date _____

Purpose of Current Review

Annual Appraisal Provisional Mid-Point Special

STATEMENT OF PHILOSOPHY

This performance appraisal process is designed to evaluate an employee's performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal session, time is set aside to:

1. Restate the expectations about job responsibilities and performance standards
2. Evaluate job performance against previous expectations
3. Discuss future development opportunities and relate them to organizational needs

Supervisors: In evaluating an employee's performance, you are to identify strengths and areas of performance, which require improvement. You are asked to provide examples of the employee's performance to illustrate the ratings you give. Examples based on your own observations work best. However, second hand observations are permissible if you have verified the information. Such examples clarify your message. After the meeting, follow up on the development plans mutually established by you and the employee.

Employees: The more involved you are in the performance appraisal session, the more effective the process is likely to be. Be prepared by completing the self-appraisal form.

STAFF PERFORMANCE APPRAISAL FORM INSTRUCTIONS

The performance appraisal process should include the following steps:

- Obtain and review self-appraisal from employee
- Complete Staff Performance Appraisal form for employee
- Schedule meeting to discuss the appraisal

- Conduct performance appraisal meeting
- Provide copy of signed Staff Performance Appraisal to employee
- Place signed Staff Performance Appraisal in the employee's Departmental personnel file
- Schedule meeting to discuss performance expectations with employee for upcoming year

Unsatisfactory	Development Needed	Successful	Above Expectations	Exceptional
Employee has not demonstrated improved work performance under the period of review	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (e.g., 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor.	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.

U = Unsatisfactory
 N = Development Needed
 S = Successful
 A = Above Expectations
 E = Exceptional

UNIVERSITY OF CAPE COAST

STAFF PERFORMANCE APPRAISAL FORM

	U	N	S	A	E	Examples that Support Rating
Job Knowledge/Functional and Technical Skills: <ul style="list-style-type: none"> • Has achieved required level of knowledge and skills in position-related areas • Applies knowledge and skills to meet job requirements • Keeps up to date in all relevant knowledge and skills areas to meet job requirements 						
Interpersonal Communication: <ul style="list-style-type: none"> • Relates well to all people – up, down, and across – internally and externally to the School/Department • Establishes rapport; builds and maintains effective working relationships • Practices attentive and active listening • Uses diplomacy and tact; can diffuse high-tension situations comfortably 						
Initiating Action: <ul style="list-style-type: none"> • Readily takes action consistent with department objectives • Looks for and takes advantage of opportunities to act beyond what is required • Takes independent actions when appropriate • Volunteers readily • Suggests methods and procedures to improve departmental operation 						

	U	N	S	A	E	Examples that Support Rating
Quality of Work: <ul style="list-style-type: none"> • Accurately and carefully follows process/procedures for completing work • Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) • Attentive to all details and aspects of a job or process to ensure a complete, high quality output 						
Work Habits: <ul style="list-style-type: none"> • Conducts work within the established (and accepted) department practices • Conducts work according to the established and approved work schedule • Demonstrates professionalism and workplace etiquette 						
Composure: <ul style="list-style-type: none"> • Maintains effective performance under pressure • Copes effectively and develops effective approaches to deal with pressure or stress • Presents a positive disposition and maintains constructive interpersonal relationships when under stress 						
Mentoring Others (Where Applicable)						

Summary of Current Year Objectives:

Identify Development Opportunities:

Supervisor's Overall Summary:

Supervisor's Overall Rating (tick)

Unsatisfactory Development Needed Successful
Above Expectations Exceptional

Employee Comments (Optional):

Employee Signature/Date

Supervisor Signature/Date

Name

Name

FORM B
UNIVERSITY OF CAPE COAST
STAFF PERFORMANCE APPRAISAL FORM(SUPERVISOR)
SENIOR STAFF CATEGORY

Employee Name (Last, First, Middle Initial) _____

Employee Title _____

Employee Department _____

Supervisor Name _____

Supervisor Title _____

Review Date _____

Purpose of Current Review

Annual Appraisal Provisional Mid-Point Special

STATEMENT OF PHILOSOPHY

This performance appraisal process is designed to evaluate an employee's performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal session, time is set aside to:

4. Restate the expectations about job responsibilities and performance standards
5. Evaluate job performance against previous expectations
6. Discuss future development opportunities and relate them to organizational needs

Supervisors: In evaluating an employee's performance, you are to identify strengths and areas of performance, which require improvement. You are asked to provide examples of the employee's performance to illustrate the ratings you give. Examples based on your own observations work best. However, second hand observations are permissible if you have verified the information. Such examples clarify your message. After the meeting, follow up on the development plans mutually established by you and the employee.

Employees: The more involved you are in the performance appraisal session, the more effective the process is likely to be. Be prepared by completing the self-appraisal form.

STAFF PERFORMANCE APPRAISAL FORM INSTRUCTIONS

The performance appraisal process should include the following steps:

- Obtain and review self-appraisal from employee
- Complete Staff Performance Appraisal form for employee

- Schedule meeting to discuss the appraisal
- Conduct performance appraisal meeting
- Provide copy of signed Staff Performance Appraisal to employee
- Place signed Staff Performance Appraisal in the employee's Departmental personnel file
- Schedule meeting to discuss performance expectations with employee for upcoming year

Unsatisfactory	Development Needed	Successful	Above Expectations	Exceptional
Employee has not demonstrated improved work performance under the period of review	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (e.g., 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor.	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.

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 S = Successful
 A = Above Expectations
 E = Exceptional

UNIVERSITY OF CAPE COAST

STAFF PERFORMANCE APPRAISAL FORM

	U	N	S	A	E	Examples that Support Rating
Job Knowledge/Functional and Technical Skills: <ul style="list-style-type: none"> • Has achieved required level of knowledge and skills in position-related areas • Applies knowledge and skills to meet job requirements • Keeps up to date in all relevant knowledge and skills areas to meet job requirements 						
Service Orientation: <ul style="list-style-type: none"> • Actively seeks information to understand customers' circumstances, problems, needs, and expectations • Shares information with customers to build their understanding of issues and capabilities • Responds quickly to meet customer needs and resolve problems • Seeks opportunities to improve the products and/or services to meet customer needs 						
Interpersonal Communication: <ul style="list-style-type: none"> • Relates well to all people – up, down, and across – internally and externally to the School/Department • Establishes rapport; builds and maintains effective working relationships • Practices attentive and active listening • Uses diplomacy and tact; can 						

diffuse high-tension situations comfortably						
<p>Initiating Action:</p> <ul style="list-style-type: none"> • Readily takes action consistent with department objectives • Looks for and takes advantage of opportunities to act beyond what is required • Takes independent actions when appropriate • Volunteers readily • Suggests methods and procedures to improve departmental operation 						
<p>Organizing and Planning:</p> <ul style="list-style-type: none"> • Prioritizes multiple activities and assignments effectively and adjusts as appropriate • Determines tasks and secures appropriate resources to get things done • Uses time effectively and stays focused to ensure work is completed • Meets commitments and deadlines consistently 						
<p>Quality of Work:</p> <ul style="list-style-type: none"> • Accurately and carefully follows process/procedures for completing work • Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) • Attentive to all details and aspects of a job or process to ensure a complete, high quality output 						
<p>Work Habits:</p> <ul style="list-style-type: none"> • Conducts work within the established (and accepted) department practices • Conducts work according to the 						

<p>established and approved work schedule</p> <ul style="list-style-type: none"> • Demonstrates professionalism and workplace etiquette 						
<p>Decision Making:</p> <ul style="list-style-type: none"> • Identifies issues, problems and opportunities and determines that action is needed • Probes all relevant sources to better understand problem, issue or opportunity • Analyzes information and generates options for addressing issue, problem or opportunity • Chooses appropriate action by evaluating options and considering implications in a timely manner • Involves others as needed to ensure quality and commitment of decision 						
<p>Composure:</p> <ul style="list-style-type: none"> • Maintains effective performance under pressure • Copes effectively and develops effective approaches to deal with pressure or stress • Presents a positive disposition and maintains constructive interpersonal relationships when under stress 						
<p>Leading Others:</p> <ul style="list-style-type: none"> • Inspires and guides individuals toward higher levels of performance • Treats people with dignity, respect, and fairness • Creates a climate in which people want to do their best • Serves as a positive role model • Operates with integrity, honesty, and courage 						

<p>Mentoring Others:</p> <ul style="list-style-type: none"> • Clarifies expected behaviors and levels of performance • Sets clear objectives and measures • Provides the necessary information, support, and resources for staff to be effective • Provides timely feedback and guidance on performance • Works with employees to reinforce effective efforts and progress or improve performance 						
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Summary of Current Year Objectives:

Identify Development Opportunities:

Supervisor's Overall Summary:

Supervisor's Overall Rating (tick)

Unsatisfactory Development Needed Successful
Above Expectations Exceptional

Employee Comments (Optional):

Employee Signature/Date

Supervisor Signature/Date

Name

Name

FORM B
UNIVERSITY OF CAPE COAST
STAFF PERFORMANCE APPRAISAL FORM(SUPERVISOR)
SENIOR MEMBERS (TEACHING) CATEGORY

Employee Name (Last, First, Middle Initial) _____

Employee Title _____

Employee Department _____

Supervisor Name _____

Supervisor Title _____

Review Date _____

Purpose of Current Review

Annual Appraisal

Provisional Mid-Point

Special

STATEMENT OF PHILOSOPHY

This performance appraisal process is designed to evaluate an employee's performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal session, time is set aside to:

7. Restate the expectations about job responsibilities and performance standards
8. Evaluate job performance against previous expectations
9. Discuss future development opportunities and relate them to organizational needs

Supervisors: In evaluating an employee's performance, you are to identify strengths and areas of performance, which require improvement. You are asked to provide examples of the employee's performance to illustrate the ratings you give. Examples based on your own observations work best. However, second hand observations are permissible if you have verified the information. Such examples clarify your message. After the meeting, follow up on the development plans mutually established by you and the employee.

Employees: The more involved you are in the performance appraisal session, the more effective the process is likely to be. Be prepared by completing the self-appraisal form.

STAFF PERFORMANCE APPRAISAL FORM INSTRUCTIONS

The performance appraisal process should include the following steps:

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- Complete Staff Performance Appraisal form for employee

- Schedule meeting to discuss the appraisal
- Conduct performance appraisal meeting
- Provide copy of signed Staff Performance Appraisal to employee
- Place signed Staff Performance Appraisal in the employee's Departmental personnel file
- Schedule meeting to discuss performance expectations with employee for upcoming year

Unsatisfactory	Development Needed	Successful	Above Expectations	Exceptional
Employee has not demonstrated improved work performance under the period of review	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (e.g., 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor.	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.

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 S = Successful
 A = Above Expectations
 E = Exceptional

UNIVERSITY OF CAPE COAST
STAFF PERFORMANCE APPRAISAL FORM

	U	N	S	A	E	Examples that Support Rating
Job Knowledge/Functional and Technical Skills: <ul style="list-style-type: none"> • Has achieved required level of knowledge and skills in position-related areas • Applies knowledge, skills and new technology in teaching • Punctuality in class, timely marking and discussion of exercises, etc • Involves in research and dissemination of research findings • Keeps up to date in all relevant knowledge and skills areas to meet job requirements 						
Service Orientation: <ul style="list-style-type: none"> • Actively seeks information to understand students' circumstances, problems, needs, and expectations • Shares information with students to build their understanding of issues and capabilities • Responds quickly to meet students needs and resolve problems • Seeks opportunities to improve the products and/or services to meet students needs 						
Interpersonal Communication: <ul style="list-style-type: none"> • Relates well to all people – up, down, and across – internally and externally to the School/Department • Establishes rapport; builds and maintains effective working relationships 						

<ul style="list-style-type: none"> • Practices attentive and active listening • Uses diplomacy and tact; can diffuse high-tension situations comfortably 						
<p>Initiating Action:</p> <ul style="list-style-type: none"> • Readily takes action consistent with department objectives • Looks for and takes advantage of opportunities to act beyond what is required • Takes independent actions when appropriate • Volunteers readily • Suggests methods and procedures to improve departmental operation 						
<p>Organizing and Planning:</p> <ul style="list-style-type: none"> • Prioritizes multiple activities and assignments effectively and adjusts as appropriate • Determines tasks and secures appropriate resources to get things done • Uses time effectively and stays focused to ensure work is completed • Meets commitments and deadlines consistently 						
<p>Quality of Work:</p> <ul style="list-style-type: none"> • Accurately and carefully follows process/procedures for completing work • Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) • Attentive to all details and aspects of a job or process to ensure a complete, high quality output 						
<p>Work Habits:</p> <ul style="list-style-type: none"> • Conducts work within the established (and accepted) 						

<p>department practices</p> <ul style="list-style-type: none"> • Conducts work according to the established and approved work schedule • Demonstrates professionalism and workplace etiquette 						
<p>Decision Making:</p> <ul style="list-style-type: none"> • Identifies issues, problems and opportunities and determines that action is needed • Probes all relevant sources to better understand problem, issue or opportunity • Analyzes information and generates options for addressing issue, problem or opportunity • Chooses appropriate action by evaluating options and considering implications in a timely manner • Involves others as needed to ensure quality and commitment of decision 						
<p>Composure:</p> <ul style="list-style-type: none"> • Maintains effective performance under pressure • Copes effectively and develops effective approaches to deal with pressure or stress • Presents a positive disposition and maintains constructive interpersonal relationships when under stress 						
<p>Leading Others:</p> <ul style="list-style-type: none"> • Inspires and guides individuals toward higher levels of performance • Treats people with dignity, respect, and fairness • Creates a climate in which people want to do their best • Serves as a positive role model • Involves in active community 						

service <ul style="list-style-type: none"> Operates with integrity, honesty, and courage 						
Mentoring Others: <ul style="list-style-type: none"> Clarifies expected behaviors and levels of performance Sets clear objectives and measures Provides the necessary information, support, and resources for staff to be effective Provides timely feedback and guidance on performance Works with employees to reinforce effective efforts and progress or improve performance 						
Managing Performance of Others: <ul style="list-style-type: none"> Works with individual to set performance goals and expectations Sets development plans Monitors performance progress Evaluates performance Plans and conducts performance appraisal 						

Summary of Current Year Objectives:

Identify Development Opportunities:

Supervisor's Overall Summary:

Supervisor's Overall Rating (tick)

Unsatisfactory Development Needed Successful
Above Expectations Exceptional

Employee Comments (Optional):

Employee Signature/Date

Supervisor Signature/Date

Name

Name

FORM B
UNIVERSITY OF CAPE COAST
STAFF PERFORMANCE APPRAISAL FORM(SUPERVISOR)
SENIOR MEMBERS (NON - TEACHING) CATEGORY

Employee Name (Last, First, Middle Initial) _____

Employee Title _____

Employee Department _____

Supervisor Name _____

Supervisor Title _____

Review Date _____

Purpose of Current Review

Annual Appraisal

Provisional Mid-Point

Special

STATEMENT OF PHILOSOPHY

This performance appraisal process is designed to evaluate an employee's performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal session, time is set aside to:

10. Restate the expectations about job responsibilities and performance standards
11. Evaluate job performance against previous expectations
12. Discuss future development opportunities and relate them to organizational needs

Supervisors: In evaluating an employee's performance, you are to identify strengths and areas of performance, which require improvement. You are asked to provide examples of the employee's performance to illustrate the ratings you give. Examples based on your own observations work best. However, second hand observations are permissible if you have verified the information. Such examples clarify your message. After the meeting, follow up on the development plans mutually established by you and the employee.

Employees: The more involved you are in the performance appraisal session, the more effective the process is likely to be. Be prepared by completing the self-appraisal form.

STAFF PERFORMANCE APPRAISAL FORM INSTRUCTIONS

The performance appraisal process should include the following steps:

- Obtain and review self-appraisal from employee
- Complete Staff Performance Appraisal form for employee
- Schedule meeting to discuss the appraisal

- Conduct performance appraisal meeting
- Provide copy of signed Staff Performance Appraisal to employee
- Place signed Staff Performance Appraisal in the employee's Departmental personnel file
- Schedule meeting to discuss performance expectations with employee for upcoming year

Unsatisfactory	Development Needed	Successful	Above Expectations	Exceptional
Employee has not demonstrated improved work performance under the period of review	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (e.g., 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor.	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.

U = Unsatisfactory
 N = Development Needed
 S = Successful
 A = Above Expectations
 E = Exceptional

UNIVERSITY OF CAPE COAST
STAFF PERFORMANCE APPRAISAL FORM

	U	N	S	A	E	Examples that Support Rating
Job Knowledge/Functional and Technical Skills: <ul style="list-style-type: none"> • Has achieved required level of knowledge and skills in administrative/professional/advisory procedures • Applies knowledge and skills to meet job requirements • Keeps up to date in all relevant knowledge and skills areas to meet job requirements 						
Service Orientation: <ul style="list-style-type: none"> • Actively seeks information to understand staff/students circumstances, problems, needs, and expectations • Shares information with staff/students to build their understanding of issues and capabilities • Responds quickly to meet customer needs and resolve problems • Seeks opportunities to improve the products and/or services to meet customer needs 						
Interpersonal Communication: <ul style="list-style-type: none"> • Relates well to all people – up, down, and across – internally and externally to the University/Department • Establishes rapport; builds and maintains effective working relationships • Practices attentive and active 						

<ul style="list-style-type: none"> listening • Uses diplomacy and tact; can diffuse high-tension situations comfortably 						
<p>Initiating Action:</p> <ul style="list-style-type: none"> • Readily takes action consistent with University/Department objectives • Looks for and takes advantage of opportunities to act beyond what is required • Takes independent actions when appropriate • Volunteers readily • Suggests methods and procedures to improve departmental operation 						
<p>Organizing and Planning:</p> <ul style="list-style-type: none"> • Prioritizes multiple activities and assignments effectively and adjusts as appropriate • Determines tasks and secures appropriate resources to get things done • Uses time effectively and stays focused to ensure work is completed • Meets commitments and deadlines consistently 						
<p>Quality of Work:</p> <ul style="list-style-type: none"> • Accurately and carefully follows process/procedures for completing work • Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) • Attentive to all details and aspects of a job or process to ensure a complete, high quality output 						
<p>Work Habits:</p> <ul style="list-style-type: none"> • Conducts work within the established (and accepted) 						

<p>University/Department practices</p> <ul style="list-style-type: none"> • Conducts work according to the established and approved work schedule • Demonstrates professionalism and workplace etiquette 						
<p>Decision Making:</p> <ul style="list-style-type: none"> • Identifies issues, problems and opportunities and determines that action is needed • Probes all relevant sources to better understand problem, issue or opportunity • Analyzes information and generates options for addressing issue, problem or opportunity • Chooses appropriate action by evaluating options and considering implications in a timely manner • Involves others as needed to ensure quality and commitment of decision 						
<p>Composure:</p> <ul style="list-style-type: none"> • Maintains effective performance under pressure • Copes effectively and develops effective approaches to deal with pressure or stress • Presents a positive disposition and maintains constructive interpersonal relationships when under stress 						
<p>Leading Others:</p> <ul style="list-style-type: none"> • Inspires and guides individuals toward higher levels of performance • Treats people with dignity, respect, and fairness • Creates a climate in which people want to do their best • Serves as a positive role model • Actively involves in community 						

<ul style="list-style-type: none"> service Operates with integrity, honesty, and courage 						
<p>Mentoring Others:</p> <ul style="list-style-type: none"> Clarifies expected behaviors and levels of performance Sets clear objectives and measures Provides the necessary information, support, and resources for staff to be effective Provides timely feedback and guidance on performance Works with employees to reinforce effective efforts and progress or improve performance 						
<p>Managing Performance of Others:</p> <ul style="list-style-type: none"> Works with individual to set performance goals and expectations Sets development plans Monitors performance progress Evaluates performance Plans and conducts performance appraisal 						

Summary of Current Year Objectives:

Identify Development Opportunities:

Supervisor's Overall Summary:

Supervisor's Overall Rating (tick)

- Unsatisfactory Development Needed Successful
Above Expectations Exceptional

Employee Comments (Optional):

Employee Signature/Date

Supervisor Signature/Date

Name

Name