R 387 – Annex No. 4

**Table No. 1 Reporting Form for the Evaluation of Non-academic Staff**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation criteria** | | **Point scale\*** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **Work performance and outcomes of the employee or managerial employee** | Quality of job task performance and the observance of established procedures | 1 | 2 | 3 | 4 | 5 |
| Number of job tasks being fulfilled | 1 | 2 | 3 | 4 | 5 |
| Adherence to deadlines | 1 | 2 | 3 | 4 | 5 |
| Level of expertise, or, as the case may be, language skills, and the extent of their utilisation | 1 | 2 | 3 | 4 | 5 |
| Level of specific knowledge and the extent of their utilisation (IT skills, information systems, driving skills, etc.) | 1 | 2 | 3 | 4 | 5 |
| Motivating subordinate employees – only for managerial employees | 1 | 2 | 3 | 4 | 5 |
| Ensuring interest in development by subordinate employees – only for managerial employees | 1 | 2 | 3 | 4 | 5 |
| Delegating tasks to employees – only for managerial employees | 1 | 2 | 3 | 4 | 5 |
| Total score for the sectionentitled **Work performance and outcomes of the employee or managerial employee** | | | | | |  |
| **The fulfilment of job duties/disciplines** | Adhering to and making use of working hours | 1 | 2 | 3 | 4 | 5 |
| Observing work discipline | 1 | 2 | 3 | 4 | 5 |
| Total score for the section **Fulfilment of job duties / work discipline** | | | | | |  |
| **Behaviour in the workplace and personal qualities** | Communication with colleagues | 1 | 2 | 3 | 4 | 5 |
| Provision of Information | 1 | 2 | 3 | 4 | 5 |
| Cooperation with other employees | 1 | 2 | 3 | 4 | 5 |
| Willingness to assume assigned tasks | 1 | 2 | 3 | 4 | 5 |
| Cooperative attitude towards changes in procedures | 1 | 2 | 3 | 4 | 5 |
| Attitude to improving qualifications and training | 1 | 2 | 3 | 4 | 5 |
| Reliability | 1 | 2 | 3 | 4 | 5 |
| Autonomy and decisiveness | 1 | 2 | 3 | 4 | 5 |
| Conflict resolution | 1 | 2 | 3 | 4 | 5 |
| Resilience to stress | 1 | 2 | 3 | 4 | 5 |
| Personal hygiene | 1 | 2 | 3 | 4 | 5 |
| Total score for the section entitled **Behaviour in the workplace and personal qualities** | | | | | |  |

\* Circle the respective value 1 – unsatisfactory, 2 – less satisfactory, 3 – good (the required standard), 4 – very good, 5 – excellent pursuant to Table No. 4.

**Table No. 2 Reporting Form for Self-evaluation**

Name and surname of the employee: …………………………………………………………………….Section/division/part:…………………………………………………………………………………………….

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation criteria** | | **Point scale** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **Work performance and outcomes of the employee or managerial employee** | Quality of job task performance and the observance of established procedures | 1 | 2 | 3 | 4 | 5 |
| Number of job tasks being fulfilled | 1 | 2 | 3 | 4 | 5 |
| Adherence to deadlines | 1 | 2 | 3 | 4 | 5 |
| Level of expertise, or, as the case may be, language skills, and the extent of their utilisation | 1 | 2 | 3 | 4 | 5 |
| Level of specific knowledge and the extent of their utilisation (IT skills, information systems, driving skills, etc.) | 1 | 2 | 3 | 4 | 5 |
| Motivating subordinates – only for managerial employees | 1 | 2 | 3 | 4 | 5 |
| Ensuring interest in development by subordinate employees – only for managerial employees | 1 | 2 | 3 | 4 | 5 |
| Delegating tasks to subordinate employees – only for managerial employees | 1 | 2 | 3 | 4 | 5 |
| Total score for the sectionentitled **Work performance and outcomes of the employee or managerial employee** | | | | | |  |
| **The fulfilment of job duties/disciplines** | Adhering to and making use of working hours | 1 | 2 | 3 | 4 | 5 |
| Observing work discipline | 1 | 2 | 3 | 4 | 5 |
| Total score for the section **Fulfilment of job duties / work discipline** | | | | | |  |
| **Behaviour in the workplace and personal qualities** | Communication with colleagues | 1 | 2 | 3 | 4 | 5 |
| Provision of Information | 1 | 2 | 3 | 4 | 5 |
| Cooperation with other employees | 1 | 2 | 3 | 4 | 5 |
| Willingness to assume assigned tasks | 1 | 2 | 3 | 4 | 5 |
| Cooperative attitude towards changes in procedures | 1 | 2 | 3 | 4 | 5 |
| Attitude to improving qualifications and training | 1 | 2 | 3 | 4 | 5 |
| Reliability | 1 | 2 | 3 | 4 | 5 |
| Autonomy and decisiveness | 1 | 2 | 3 | 4 | 5 |
| Conflict resolution | 1 | 2 | 3 | 4 | 5 |
| Resilience to stress | 1 | 2 | 3 | 4 | 5 |
| Personal hygiene | 1 | 2 | 3 | 4 | 5 |
| Total score for the section entitled **Behaviour in the workplace and personal qualities** | | | | | |  |

\* Circle the respective value 1 – unsatisfactory, 2 – less satisfactory, 3 – good (the required standard), 4 – very good, 5 – excellent pursuant to Table No. 4.

**Table No.3 Evaluation of Non-academic Staff by their Direct Superior**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation of Non-academic Staff   pursuant to selected criteria** | | **1** | **2** | **3** | **4** | **5** |
| unsatisfactory | less satisfactory | good (the required standard) | very good | excellent |
|  |  |  |  |  |  |  |
| **Work performance and outcomes of the employee or managerial employee** | Quality of job task performance and the observance of established procedures | The quality of performing job tasks is far below standard. The outputs are returned so that they can be revised. Does not provide the required quality of assigned tasks. | The quality of job task performance does not completely correspond to the standard. It is necessary to frequently correct and review the employee´s work. The person does not work independently. | The quality of job task performance does not fluctuate and tasks are delivered at the required level of quality. | The quality of job task performance is above standard. Outputs show signs of efficiency and creativity. | Excellent quality of job task performance Performs tasks based on their own initiative. Far exceeds the standard level. |
| Number of job tasks being fulfilled | The amount of work performed is absolutely unsatisfactory. Tasks are not performed on time, avoids performing tasks. Needs to be reminded to do tasks frequently and repeatedly. | Performs the assigned amount of job tasks, requires being reminded and checked from time to time. | The amount of performed job tasks does not fluctuate and is delivered in the required amount. | The amount of performed job tasks is above standard. | The amount of performed job tasks is above standard due to the employee’s own initiative beyond the framework of the employee’s job description. |
| Adherence to deadlines | Does not perform tasks in due time even after being reminded to do so repeatedly. | Performs tasks in due time. However, needs to be checked up on and reminded from time to time. | Meets deadlines as set and expected. | Organizes work so as to meet deadlines efficiently. | Organizes work so as to set a deadline independently and tries to make sure that the task is performed before the deadline. |
| Level of expertise, or, as the case may be, language skills, and the extent of their utilisation | The level of expertise does not meet the requirements at all. | Partly meets the requirements for the level of expertise. | Meets the requirements for the level of expertise which are suitable for making independent decisions. | The level of expertise is of a high standard. The employee develops themselves independently, makes their own decisions and comes up with new options to solve tasks. | The level of expertise is far above standard. Comes up with new ideas, is willing to pass them on to others. |
| Level of specific knowledge and the extent of their utilisation (IT skills, information systems, driving skills, etc.) | The level of specific knowledge does not meet the requirements. | Party meets the requirements for the level of specific knowledge. Is not able to make efficient use of knowledge. | Meets the requirements for the level of specific knowledge and uses it efficiently. | The level of specific knowledge is of a high standard. Seeks opportunities for further development independently. | The level of specific knowledge is far above standard. Willing to pass the knowledge on to others. |
| **managerial employee** | x | x | x | x | x |
| Motivating subordinates | Actively impedes the establishment of conditions allowing for subordinates to work independently, hinders subordinate development and initiative. | No substantial initiative, reluctantly establishes conditions under which subordinates can work independently, does not impede the subordinates’ development | Establishes conditions for subordinates to work independently, promotes their development and initiative. | Establishes conditions in order to motivate subordinates, significantly promoting their development. | Actively proposes and develops conditions enabling the subordinates to work independently. The subordinates independently seek opportunities for development and take part in innovations. |
| Showing interest in the subordinates’ development | Actively impedes the subordinates’ development. | Does not promote the subordinates’ development, but does not hinder it either. | Establishes conditions for motivating the employees. | Actively establishes conditions for employee development. Ensures and evaluates such development. | Proposes the implementation of a training programme beyond just their constituent part / section. The subordinates set out their development plan independently |
| delegating tasks to subordinates | Refuses to delegate tasks, does not trust subordinates. Performs tasks inefficiently on his/her own. | Delegates tasks, gives up responsibility for performing tasks. | Delegates tasks to subordinates independently and does not give up responsibility for performing tasks. | Delegates tasks to subordinates independently and requires responsibility for performing tasks. | Sets up a plan setting out tasks to be delegated and their deadlines; the subordinates are informed about the plan in advance. |
|  |  |  |  |  |  |  |
| **The fulfilment of job duties/disciplines** | Adhering to and making use of working hours | Late arrivals and early departures. Tends to be inefficient during working hours. | Needs to be reminded to adhere to working hours time after time. | Adheres to working hours without any reservations. | Willing to work overtime on their own initiative. | Does not strictly adhere to working hours, works as required. |
| Observing work discipline | Grossly breaches work discipline, legal and internal regulations and etiquette. | Observes work discipline, legal and internal regulations and etiquette most of the time. Any exceptional breach of discipline is sorted out by agreement. | Observes work discipline, legal and internal regulations and etiquette. | Observes work discipline, legal and internal regulations and etiquette perfectly. | Observes work discipline, legal and internal regulations and etiquette perfectly. The employee behaves as a role model to others. |
|  |  |  |  |  |  |  |
| **Behaviour in the workplace and personal qualities** | Communication with colleagues | Communicates in a hostile manner, is not outgoing, has ulterior motives, criticizes others without any reason. | Communicates in a friendly manner, but rather clumsily, without any ulterior motives. | Communicates openly and comprehensibly in a socially acceptable manner. | Communicates openly and in an outgoing manner. Provides clear feedback. | Communicates clearly, is open to mutual agreement suitable for solving situations. |
| Provision of Information | Fails to provide information on purpose. | The employee takes an indifferent approach to obtaining and providing information. | Provides information to all co-workers. | Shares information in the workplace, passes on key information to co-workers. | Obtains information and provides it willingly to co-workers in due time. |
| Cooperation with other employees | Does not cooperate with others, shuns cooperation on purpose. | Willing to cooperate, but has trouble doing so, sometimes causes a conflict situation. | Willing to cooperate, co-workers are given the opportunity to express their own opinion. | Promotes and seeks cooperation with others. | Requires teamwork which helps apply their expertise. |
| Willingness to assume assigned tasks | Refuses to assume newly-assigned tasks. | Assumes new tasks. However, does not completely demonstrate a willingness to do so. | Assumes new tasks without any reservations when instructed to do so. | Assumes new tasks without any reservations beyond the framework of their job description. | Actively seeks being assigned new tasks. Assumes new tasks without any reservations beyond the framework of their job description. |
| Cooperative attitude towards changes in procedures | Does not accept or adhere to changes in procedures. | Accepts changes in procedures with reservations. | Accepts changes and adapts to them in compliance with normal standards and measures. | Accepts changes in procedures, willingly provides advice to co-workers. | Takes an active part in establishing new procedures, willingly provides advice to co-workers. |
| Attitude to improving qualifications and training | Refuses to improve their qualifications or receive further training, even if they do not meet the qualification requirements for their position. | Improves their qualifications only in case they are assigned a task or instructed to perform a specific task. | Meets the qualification requirements. Furthers their qualifications when instructed to do so. | Seeks opportunities to further their qualifications and level of education independently. | Seeks opportunities to improve their qualifications independently. Has a higher qualification level than is required. |
| Reliability | Absolutely unreliable, disclaims any responsibility for their actions. | Only reliable when supervised; assigned task performance needs to be supervised. | Works reliably, performs assigned tasks. | Reliable, adheres to everything that has been agreed to, is trustworthy. | Reliable, cooperates with others, initiates agreement. |
| Autonomy and decisiveness | Lacks any independence and decisiveness whatsoever. | Seeks confirmation from others. Slow to make decisions. | Independent and decisive within their field of competence. | Is independent and decisive. Does not hesitate to come up with their own opinions. | Is independent and decisive. Solves problems independently and helps other co-workers with their opinions. |
| Conflict resolution | Causes conflict situations. Refuses to deal with such situations and causes them. | Sometimes gets caught up in conflict situations, is willing to sort them out, but needs another person to do so. | Tries to prevent conflicts. Is quick to solve any conflict situations they are a part of. | Is not confrontational. Prevent conflicts. Does not avoid challenging situations | Is not confrontational. Takes a delicate approach to tackling conflicts, taking into account further developments. |
| Resilience to stress | Finds it very hard to put up with the workload. | The employee is able to manage their workload with the help of another person. | Manages their workload without any trouble. | Manages their workload, which is higher than usual. | Manages an extraordinary workload. Has an organised approach to making arrangements to be able to have a rest systematically. |
| The presentation of the employee in their work environment | Does not represent the USB well, fails to take care of their appearance, neglects personal hygiene. | Needs to be reminded about the requirement to represent the USB, to wear appropriate clothes and take care of personal hygiene. | Represents the USB, wears appropriate clothes and takes care of personal hygiene. | Their appearance represents the USB well, is careful about personal appearance and hygiene. | Represents the USB well through their appearance and manners. Is a role model to others as far as appearance and personal hygiene are concerned. |