

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

Evaluation criteria		Point scale*				
		1	2	3	4	5
<b>Work performance and outcomes of the employee or managerial employee</b>	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
<b>Total score for the section entitled Work performance and outcomes of the employee or managerial employee</b>						
<b>The fulfilment of job duties/disciplines</b>	Adhering to and making use of working hours	1	2	3	4	5
	Observing work discipline	1	2	3	4	5
<b>Total score for the section Fulfilment of job duties / work discipline</b>						
<b>Behaviour in the workplace and personal qualities</b>	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
<b>Total score for the section entitled Behaviour in the workplace and personal qualities</b>						

\* 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
<b>Work performance and outcomes of the employee or managerial employee</b>	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
<b>Total score for the section entitled Work performance and outcomes of the employee or managerial employee</b>						
<b>The fulfilment of job duties/disciplines</b>	Adhering to and making use of working hours	1	2	3	4	5
	Observing work discipline	1	2	3	4	5
<b>Total score for the section Fulfilment of job duties / work discipline</b>						
<b>Behaviour in the workplace and personal qualities</b>	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
<b>Total score for the section entitled Behaviour in the workplace and personal qualities</b>						

\* 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
<b>Work performance and outcomes of the employee or managerial employee</b>	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.	Partly 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.
	<b>managerial employee</b>	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	Actively impedes	Does not promote	Establishes	Actively establishes	Proposes the

	in the subordinates' development	the subordinates' development.	the subordinates' development, but does not hinder it either.	conditions for motivating the employees.	conditions for employee development. Ensures and evaluates such development.	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.
<b>The fulfilment of job duties/disciplines</b>	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.
<b>Behaviour in the workplace and personal</b>	Communication with colleagues	Communicates in a hostile manner, is not outgoing, has	Communicates in a friendly manner, but rather clumsily,	Communicates openly and comprehensibly in a	Communicates openly and in an outgoing manner.	Communicates clearly, is open to mutual agreement

<b>qualities</b>		ulterior motives, criticizes others without any reason.	without any ulterior motives.	socially acceptable manner.	Provides clear feedback.	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	Improves their qualifications only in case they are assigned a task or instructed to	Meets the qualification requirements. Furthers their qualifications when	Seeks opportunities to further their qualifications and level of education independently.	Seeks opportunities to improve their qualifications independently. Has a higher

		qualification requirements for their position.	perform a specific task.	instructed to do so.		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,	Needs to be reminded about the requirement to represent the USB,	Represents the USB, wears appropriate clothes and takes care of personal	Their appearance represents the USB well, is careful about personal	Represents the USB well through their appearance and manners. Is a role

		neglects personal hygiene.	to wear appropriate clothes and take care of personal hygiene.	hygiene.	appearance and hygiene.	model to others as far as appearance and personal hygiene are concerned.
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