



Performance Evaluation Policy and Procedure for Research and Administrative Staff

ERATOSTHENES Centre of Excellence

EXCELLENCE RESEARCH CENTRE FOR EARTH SURVEILLANCE &
SPACE-BASED MONITORING OF THE ENVIRONMENT

Performance Evaluation Policy and Procedure for Research and Administrative Staff

I. INTRODUCTION

Eratosthenes Centre of Excellence has a firm commitment to performance management of its employees, whatever their category and/or level, using a transparent and formalized system. The primary purpose of such a system is to assist personnel in their professional development and in achieving personal as well as the alignment of personal goals with Eratosthenes Centre of Excellence goals. The performance evaluation procedure takes place annually during the below situations: a. at the employee's annual employment anniversary (in case of a fixed-term contract) b. before an employee's contract renewal c. at the employee's promotion procedure, in the case that it takes place before the annual evaluation . The procedures outlined in this document applies to every administrative and research employee.

II. OBJECTIVES

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction by providing with useful feedback and letting him/her know that the supervisor is interested in his/her job progress and personal development.
2. Serve as a systematic guide for supervisors in planning each employee's further development.
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
6. Provide an opportunity for each employee to discuss job issues and interests with his/her supervisor.
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as advancement and reward (i.e. salary increase and/or bonus due to performance etc.)

III. RESPONSIBILITY

1. The Human Resources Department has the overall responsibility for the administration of the Performance Evaluation Procedure and will ensure the fairness and efficiency of its execution:

- A. The distribution of proper forms in a timely manner.
 - B. Ensuring completed forms are returned for file by a specified date.
 - C. Reviewing forms for completeness.
 - D. Identifying discrepancies.
 - E. Ensuring proper safeguard and filing of completed forms.
2. The Employee which is the individual being evaluated:
- A. Providing any comments on the Evaluation Form and on the Performance Improvement Plan in the form attached hereto as Appendix C as well as signing the aforesaid forms.
3. The Supervisor (Evaluator) is the employee's "evaluator" and has the responsibility for (please refer to "How to effectively complete your Employee's Performance Evaluation process-Guide"):
- A. Defining tasks and responsibilities in consent with each employee.
 - B. Continuously observing and evaluating an employee's job performance in conjunction with the relevant KPIs set and other performance criteria (pls refer to "How to effectively complete your Employee's Performance Evaluation process-Guide").
 - C. Holding periodic counselling sessions with each employee to discuss job performance.
 - D. Completing Performance Evaluation Forms as applicable.
 - E. Ensuring, in consultation with HR, that any other evaluators that should be invited to complete the evaluation are notified to participate accordingly
 - F. Organizing the evaluation meeting for a discussion of the evaluation results and feedback from both parties
 - G. Ensuring submission of signed and complete Performance Evaluation Forms at the HR Department

IV. PROCEDURE

Each employee will be required to undergo an Annual Performance Evaluation.

A Performance Evaluation Form will be filled out jointly by his/her supervisor.

The Evaluation Form will be completed, reviewed with the employee, signed and returned, through appropriate channels, to the Human Resources Department. The process will take into account the following guidelines:

1. The Supervisor will:

- A. Complete the evaluation form as promptly as possible having reviewed the employee's performance throughout the year bearing in mind the criteria attached hereto as Appendix A and B.
- B. Note that any area evaluated as Needs Improvement or Does Not Meet Requirements must be discussed in the comments section of the evaluation form. Describe why performance is not

satisfactory and specify how performance can be improved or explain why performance is outstanding.

B. Discuss the evaluation with the employee emphasizing strong and weak points in performance. Set mutual goals for the employee to reach before the next performance evaluation. Suggestions should specifically state methods to correct vulnerabilities.

C. Allow the employee to make any written comments he/she desires. Have employee sign the evaluation form after supervisor's comments.

D. The supervisor should ensure that the original complete and signed evaluation form is submitted in a sealed envelope to the HR Department. The supervisor can retain a copy of the completed form.

E. Subsequent to the completion of this evaluation by the supervisor, and review by the employee, revisions must be discussed by both parties. Jointly the Supervisor with the Employee will come up with a Performance Improvement Plan and complete the relevant Performance Improvement Plan Form attached thereto as attachment.

2. Upon Human Resources' receipt of the completed evaluation form, it will be reviewed for completeness and accuracy. Any unresolved problems will be brought to the attention of the next line of authority. The completed form will be placed in the employee's permanent Personnel File.

V. CONCLUSION

It is mandatory for each employee, regardless of level or category, to perform in an exemplary manner reflecting those principles and disciplines upon which Eratosthenes Centre of Excellence was founded. Used constructively, this process of performance evaluation can prove to be a valuable tool regarding individual career advancement, and result in increased productivity throughout all areas of the Centre.

ATTACHMENTS

1. APPENDIX A EVALUATION CRITERIA FOR RESEARCH STAFF
2. APPENDIX B EVALUATION CRITERIA FOR ADMINISTRATIVE STAFF
3. APPENDIX C SAMPLE PERFORMANCE APPRAISAL FORM A RESEARCH ASSOCIATES & POSTDOCTORAL RESEARCHERS
4. APPENDIX D SAMPLE PERFORMANCE APPRAISAL FORM B ADMINISTRATIVE STAFF
5. APPENDIX E PERFORMANCE IMPROVEMENT PLAN

APPENDIX A EVALUATION CRITERIA FOR RESEARCH STAFF

Position	Requirements	Job Duties	KPIs (within one year)
Senior Re-searcher A	This position concerns researchers who have documented specialized knowledge, abilities and experience that is related to their Ph.D topic in the field of the project, specialized pre-service and proven scientific work. The required qualifications for the Senior Research B position are comparable with the position of Teaching and Research Staff at the position of Professor, based on the Cyprus University of Technology Law of 2003 (198(1)/2003), paragraph 26, not including the teaching qualifications.	Job duties of a Senior Re-searcher B	<ul style="list-style-type: none"> • 3 submitted journals • 2-4 conference papers • 2-3 submitted proposals • Administrative duties <p>* successfully funded research projects will be considered a plus</p>
		Significant contribution to the research work of the university	
		Supervision and successful completion of research projects	
Senior Re-searcher B	This position concerns researchers who have documented specialized knowledge, abilities and experience that is related to their Ph.D topic in the field of the project, specialized pre-service and proven scientific work. The required qualifications for the Senior Research B position are comparable with the position of Teaching and Research Staff at the position of Associate Professor, based on the Cyprus University of Technology Law of 2003 (198(1)/2003), paragraph 26, not including the teaching qualifications.	The Job duties of Re-searcher A	<ul style="list-style-type: none"> • 2 submitted journals • 2-3 conference papers • 2 submitted proposals • Administrative duties <p>* successfully funded research projects will be considered a plus</p>
		Secure funding for re-search projects	
Re-searcher A	This position concerns researchers who have documented specialized knowledge, abilities and experience that is related to their Ph.D topic in the field of the project, specialized pre-service and proven scientific work. The required qualifications for the Research A position are comparable with the position of Teaching and Research Staff at the position of Assistant Professor,	The Job duties for Re-searcher B	<ul style="list-style-type: none"> • 1 submitted journal • 1-2 conference papers • 1 submitted proposals • Administrative duties <p>* successfully funded research projects will be considered a plus</p>
		Conducting research as the project manager	
		Contribution to the development of the strategy regarding the research project to the Research Department	

	based on the Cyprus University of Technology Law of 2003 (198(1)/2003), paragraph 26, not including the teaching qualifications.	Dissemination of the research results on a regular basis and participation in local and international conferences	
		Writing proposals in International and Competitive tenders for funding which is important to the progress of knowledge in the specific field	
		Supervision of research staff	
		Scientific judgment regarding research results	
Researcher B	This position concerns researchers who have documented specialized knowledge, abilities and experience that is related to their Ph.D topic in the field of the project. The required qualifications for the Research B position are comparable with the position of Teaching and Research Staff at the position of Lecturer, based on the Cyprus University of Technology Law of 2003 (198(1)/2003), paragraph 26, not including the teaching qualifications.	Ability to conduct independent research in a specialized area of the project.	<ul style="list-style-type: none"> • 1 submitted journal • 2 conference papers • Assist in research proposals • Administrative duties
		Development of research objectives, project and funding proposals in a specialized area of the project	* successfully funded research projects will be considered a plus
		Writing grant proposals for the purpose of funding in the related topic	
		Any other relevant job duties that are assigned.	
Researcher C	This position concerns researchers who have documented specialized knowledge, abilities and experience that is related to their post-graduate education, professional title or specialized service in the field of the project.	Ability to conduct independent research and/or as a member of a team in a specialized area of the project.	<ul style="list-style-type: none"> • 2 conference papers • Assist in research proposals • Administrative duties
		Involvement in the writing of grant proposals for the purpose of funding in the related topic	
		Any other relevant job duties that are assigned.	

Research Assistant A	This position is relevant to persons holding a University degree who provide support for research projects.	Preparation of the relevant research project, participation in research project as well as documentation of research results, (either in-situ, laboratory or office)	<ul style="list-style-type: none"> • 1 conference paper • Assist in research proposals • Administrative duties
		Training in relevant methodologies or scientific equipment with the goal of increasing their knowledge base and abilities	
		Training in relevant methodologies or scientific equipment with the goal of increasing their knowledge base and abilities	
Research Assistant B	This position is relevant to persons holding a University degree who provide support for research projects.	Preparation of the relevant research project, as well as documentation of research results, (either in-situ, laboratory or office)	<ul style="list-style-type: none"> • Assist in writing conference papers • Assist in research proposals • Administrative duties
		Training in relevant methodologies or scientific equipment with the goal of increasing their knowledge base and abilities	
		Any other relevant job duties that are assigned.	
Laboratory technician	This position is relevant to persons holding a University degree who provide technical job duties at the research laboratory.	Technical support for the preparation and active participation in the relevant research at the research laboratory	Based on manager's review
		Any other relevant job duties that are assigned.	

EXPLANATORY NOTES

There are specific criteria that apply to how peer-reviewed journal articles and conference proceedings are qualified for performance evaluation.

1. It is encouraged for researchers to publish peer-reviewed journals that include authors from other organizations/partners.
2. Peer-reviewed journals and conference proceedings count as individual performance when the researcher is listed as the corresponding author.
3. For peer-reviewed journals and conference proceedings where the researcher is not the corresponding author, the researcher will receive partial credit for their contribution. Their contribution will be calculated by dividing the researcher's contribution by the total co-authors from ECoE (excluding management personnel that are listed as co-authors).

APPENDIX B EVALUATION CRITERIA FOR ADMINISTRATIVE STAFF

Administrative staff is evaluated by the relevant supervisor based on the following criteria:

Basic Job Requirements

- Understanding of the Job: Does the employee have adequate knowledge to complete the tasks required by the job?
- Institutional Commitment: Does the employee demonstrate commitment to institutional effectiveness and Eratosthenes CoE's mission?
- Quality of Work: Is the quality of work acceptable and does it meet established standards? Does the employee perform accurately and efficiently?
- Productivity and Efficiency: Does the employee complete assignments and manage time well?
- Reliability/Dependability: Does the employee follow through on assigned tasks to accommodate the work expected?
- Initiative: Does the employee demonstrate initiative by taking action with a minimum of direction as situations arise?
- Service: Does the employee demonstrate a desire to serve and show willingness to provide good service to staff/associates and the public?
- Professionalism: Does the employee project and sustain a positive image of Eratosthenes CoE within the research community and public at large?
- Ethics: Does the employee exhibit honesty and high ethical standards while performing his/ her job duties?

Job Specific Attributes

- Leadership: Does the employee inspire others by conveying ideas and plans, influencing them to greater determination and unity of purpose, and look out for their welfare?
- Planning and Organizing: Does the employee set objectives and goals and establish priorities?
- Problem Solving: Does the employee identify and provide alternative solutions and make sound decisions?
- Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve outcomes?
- Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen circumstances?
- Responsibility: Does the employee manage the human and fiscal resources entrusted to them with efficiency and accuracy?
- Accountability: Does the employee take ownership of his/her job duties and hold himself/herself accountable for projects and job duties?
- Professional Development: Does the employee demonstrate knowledge of current developments in the professional field, seek excellence through independent study, and participate in professional development activities?
- Diversity: Does the employee exhibit an open mind regarding gender diversity and collaborates well with all employees regardless of gender?

Interpersonal Skills

- **Communication:** Does the employee provide accurate and clear written and verbal information, present information and listen effectively, comprehend and follow directions, and ask appropriate questions?
- **Collaboration:** Does the employee give assistance to others to enable colleagues or the team to meet Eratosthenes CoE's expectations?
- **Teamwork:** Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the group?
- **Conflict Resolution:** Does the employee take the initiative to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work quality and environment?
- **Professionalism:** Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?

APPENDIX C PERFORMANCE EVALUATION FORM- RESEARCH STAFF

PERFORMANCE EVALUATION FORM - RESEARCH STAFF

Employee Name _____

Supervisor Name _____

Instructions and Rating Options. For each category, the reviewer will have the following five options.

G = MEETS THE DESIRED PERFORMANCE LEVEL. For each category a standard or goal will be provided which explains the desired performance level.

E = EXCELS IN THIS AREA. This rating should be assigned to employees who perform significantly above the expected performance level. This rating must be justified using specific examples of performance above the expected standard.

I = WORKING TOWARD THE DESIRED PERFORMANCE LEVEL, BUT DOES NOT FULLY MEET THE LEVEL IN ALL AREAS. This rating should be assigned to employees who need to continue improving in one or more areas within a category. The area(s) in which improvement is needed must be stated.

N = DOES NOT MEET REQUIREMENTS. This rating should be assigned to employees who perform significantly below the expected performance level. This rating must be justified using specific examples of performance below the expected standard.

NA=NOT APPLICABLE. Use this designation when a category does not apply to the position.

In addition to the performance rating, the rater may also add a "T" to indicate that the category should be "targeted" for extra attention during the next rating period. This designation can only be used in conjunction with one of the ratings above to establish goals relative to a specific category. It may indicate an area of strength where additional attention might be desired or an area of some weakness.

JOB KNOWLEDGE: Those technical skills and abilities necessary to perform the required duties; gained through experience, education, training or observation. *Desired Standard. Has sufficient job knowledge to perform responsibilities with minimal supervision. May seek manager's advice before handling harder parts of job. Understands the relationship of the job to the rest of the organization. Is able to apply job knowledge in unusual situations.*

Evaluation: [] Comments:

DEPENDABILITY: Reliability in performing job duties. *Desired Standard. Can be counted on to complete tasks associated with the position. Is reliable in accepting responsibilities, following work timeframes and meeting deadlines.*

Evaluation: [] Comments:

PLANNING AND ORGANIZING: Ability to plan ahead, schedule work, set realistic goals, anticipate and prepare for future assignments, set logical priorities, and organize records and reference material. *Desired Standard. Usually does a good job in setting priorities. Able to meet most goals. Maximizes usage of available personnel and resources to meet goals. Maintains records and reference materials in a manner which facilitates access by appropriate personnel.*

Evaluation: [] Comments:

ANALYSIS AND DECISION-MAKING: Ability to develop a logical course of action or reach a conclusion based on available information. *Desired Standard. Usually able to arrive at decisions taking into consideration relevant facts and circumstances. Bases decisions on all available information.*

Evaluation: [] Comments:

QUALITY OF WORK: Relates to the accuracy, presentability and thoroughness of work. *Desired Standard. Work is usually accurate, neat, thorough and appropriately documented. May make errors occasionally.*

Evaluation: [] Comments:

QUANTITY OF WORK: Relates to the amount of work produced. *Desired Standard. Produces an acceptable volume. Works at a consistent pace. Displays a willing acceptance of reasonable workloads.*

Evaluation: [] Comments:

UTILIZATION OF TIME: The ability to use time wisely. *Desired Standard. Wastes little time. Works at a steady pace. Minimizes time spent on non-professional activities during work hours.*

Evaluation: [] Comments:

INTERPERSONAL RELATIONSHIPS: Effectiveness in working with others. *Desired Standard. Works well with others as required for the job. Maintains control in dealing with others. Does not habitually complain about work assignments and procedures. Takes into consideration other viewpoints and minimizes personal bias. Assists others as necessary. Is able to work as a team member. Accepts directives and constructive criticism.*

Evaluation: [] Comments:

COMMUNICATION SKILLS: Collection, organization, and presentation of information in written or oral form. *Desired Standard. Oral and written communication skills are adequate to accomplish responsibilities. Presents material clearly and concisely.*

Evaluation: [] Comments:

RESOURCEFULNESS: The ability to respond to change and work independently. *Desired Standard. Is able to adapt to change. Works independently. Can research and find solutions to routine problems. Is able to handle special projects. Shows creativity in developing new procedures under appropriate circumstances.*

Evaluation: [] Comments:

COMPLIANCE: Compliance with laws, rules, policies, and established procedures. *Desired Standard. Follows rules and established policies and procedures. Expresses disagreement constructively.*

Evaluation: [] Comments:

USE OF PHYSICAL RESOURCES: Care, use and maintenance of physical resources. *Desired Standard. Does what is necessary regarding maintenance and usage of materials, equipment, tools, machinery and facilities. Displays interest in work cost control.*

Evaluation: [] Comments:

ATTENDANCE: Includes absenteeism, tardiness and breaks. *Desired Standard. Adheres to work hours established by manager. Normally requests leave in advance. Before requesting leave, takes into consideration impact of absence on overall operations. Submits required leave forms in a timely manner.*

Evaluation: [] Comments:

PROFESSIONALISM: Relates to the employee's overall approach to their job. *Desired Standard. Represents the Eratosthenes CoE in a positive manner. Exhibits a courteous, conscientious, and generally business-like manner. Shows concern for the organization and expresses criticism constructively. (NOTE: Focus on specific, job-related incidents.)*

Evaluation: [] Comments:

LEADERSHIP: Applies to managerial positions and refers to the ability to motivate employees. *Desired Standard. Practices management techniques which help subordinates feel they are part of and contribute to the mission of the organization. Leads by example.*

Evaluation: [] Comments:

COUNSELING AND APPRAISING: Applies to managerial positions and relates to the ability to evaluate subordinate's performance and to discuss problems and performance in a constructive way. *Desired Standard. Provides constructive feedback to subordinates. Counsels and disciplines subordinates when necessary to resolve problems. Fills out the annual performance appraisal form in a satisfactory manner.*

Evaluation: [] Comments:

JOB SPECIFIC CATEGORY and Desired Standard.

Evaluation: [] Comments:

of peer reviewed journal article(s) published in one year

of conference proceedings(s) published in one year

of citations in one year listed in Scopus and Google Scholar related to Eratosthenes CoE

of submitted research proposals in one year

of successfully funded research projects in one year

of patent applications

of patents granted

of licensing agreements

ACCOMPLISHMENTS DURING THE RATING PERIOD (may include job-related public service or community activities).

GOALS FOR NEXT YEAR (may include plans or needs for special training/professional development).

GENERAL ASSESSMENT OF EMPLOYEE STRENGTHS AND WEAKNESSES.

SUPERVISOR'S COMMENTS/OVERALL EVALUATION.

EMPLOYEE COMMENTS.

SIGNATURES.

The ratings provided above have been reviewed and discussed privately with the employee.

Supervisors' Signatures

Date_____

Employee Signature

Date_____

Acknowledged: Signature does not imply agreement or disagreement with this evaluation.

APPENDIX D PERFORMANCE APPRAISAL FORM ADMINISTRATIVE STAFF

Employee Name:

Position:

Department:

Supervisor:

Performance evaluations are intended to measure the extent to which the employee's performance meets the requirements of a particular position and to establish goals for the future; strengthen the relationship between you and the employee; open up channels of communication; appraise past performance; recognize good performance; identify areas that might require improvement; enable you to assess your own communication and supervisory skills.

Listed on the following pages are a number of performance factors that are important in the successful completion of most assignments. A list of qualities has been included to assist in evaluating an employee's performance in each area. To complete the Performance Appraisal Form, tick the box under the level of achievement which most accurately describes the employee's performance on each factor.

In the spaces provided at the end of each section, you are encouraged to support your ratings with clarifying comments or specific examples which occurred during the review period that determined or affected the level of achievement marked. Factors rated "Exceeds Requirements" should be supported with examples or reasons. Factors rated "Needs Improvement" must be supported with examples or reasons and should be listed in the Employee Goals and Objectives for next year section (last page) of the Administrator Performance Review.

After the entire form has been completed and reviewed, the original is forwarded to the Office of Human Resources*. Both the supervisor and the employee retain a copy.

Definition Of Terms:

Needs Improvement Performance is at a level below established objectives with the result that overall contribution is marginal and substandard. Performance requires a high degree of supervision.

Meets Requirements Meets established objectives in a satisfactory and adequate manner. Performance requires normal to some degree of supervision.

Exceeds Requirements Job performance easily exceeds job requirements; performance approaches best possible attainment.

	Exceeds Requirements	Meets Requirements	Needs Improvement	Not Applicable
I. BASIC JOB REQUIREMENTS				
A. Understanding of the Job: Does the employee have adequate knowledge to complete the tasks required by the job?				
B. Institutional Commitment: Does the employee demonstrate commitment to institutional effectiveness and Eratosthenes CoE's mission?				
C. Quality of Work: Is the quality of work acceptable and does it meet established standards? Does the employee perform accurately and efficiently?				
D. Productivity and Efficiency: Does the employee complete assignments and manage time well?				
E. Reliability/Dependability: Does the employee follow through on assigned tasks to accommodate the work expected?				
F. Initiative: Does the employee demonstrate initiative by taking action with a minimum of direction as situations arise?				
G. Service: Does the employee demonstrate a desire to serve and show willingness to provide good service to staff/associates and the public?				
H. Professionalism: Does the employee project and sustain a positive image of Eratosthenes CoE within the research community and public at large?				
I. Ethics: Does the employee exhibit honesty and high ethical standards while performing his/ her job duties?				

Please list the employee's strengths. What does this employee do well?

Please list specific areas for improvement, if any:

	Exceeds Require- ments	Meets Re- quire- ments	Needs Im- prove- ment	Not Appli- cable
II. JOB SPECIFIC ATTRIBUTES				
A. Leadership: Does the employee inspire others by conveying ideas and plans, influencing them to greater determination and unity of purpose, and look out for their welfare?				
B. Planning and Organizing: Does the employee set objectives and goals and establish priorities?				
C. Problem Solving: Does the employee identify and provide alternative solutions and make sound decisions?				
D. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve outcomes?				
E. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen circumstances?				
F. Responsibility: Does the employee manage the human and fiscal resources entrusted to them with efficiency and accuracy?				
G. Accountability: Does the employee take ownership of his/her job duties and hold himself/herself accountable for projects and job duties?				
H. Professional Development: Does the employee demonstrate knowledge of current developments in the professional field, seek excellence through independent study, and participate in professional development activities?				

Please list the employee's strengths. What does this employee do well?

Please list specific areas for improvement, if any:

	Exceeds Requirements	Meets Requirements	Needs Improvement	Not Applicable
III. INTERPERSONAL SKILLS				
A. Communication: Does the employee provide accurate and clear written and verbal information, present information and listen effectively, comprehend and follow directions, and ask appropriate questions?				
B. Collaboration: Does the employee give assistance to others to enable colleagues or the team to meet Eratosthenes CoE's expectations?				
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the group?				
D. Conflict Resolution: Does the employee take initiative to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work quality and environment?				
E. Professionalism: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?				

Please list the employee's strengths. What does this employee do well?

Please list specific areas for improvement, if any:

Has employee completed annual professional development activities/goals? Yes / No / NA

Other Comments?

Administrator Performance Review Goals and Objectives

Employee Goals and Objectives for the next year (list goal, desired outcome, and timeframe for completion of goal):

List Professional Development Activities for the next year:

Attach additional pages, if needed.

Summary Appraisal Sheet

Review the ratings assigned to the performance factors on the previous pages. Check the category below which most clearly describes the employee's total performance.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EXCEEDS	MEETS	NEEDS
REQUIREMENTS	REQUIREMENTS	IMPROVEMENT

Employee Comments:

I have reviewed this document and discussed the contents with my supervisor. I understand that my signature does not necessarily indicate agreement to the evaluation but that I have been advised of my performance status, read and understood the evaluation discussed with me.

Employee Signature ____

Date

Supervisor Comments:

(Record here only those additional significant items brought up during the discussion with the employee which are not recorded elsewhere in this document.)

Supervisors' Signatures

Date

APPENDIX E PERFORMANCE IMPROVEMENT PLAN (PIP) TEMPLATE

This is a template form only and can be changed as necessary to reflect the circumstances/needs of the individual case.

During the period of the PIP, the employee will be monitored to assess if appropriate improvement is being made. If the expected outcomes are not achieved/improvements attained more formal action may be initiated under the relevant procedure.

Name of employee	
Job title	
Department	
Date of Initial Meeting	
Name(s) of other attendee(s)	

	Duties & Improvement Required:	Expected Outcome/Measurement	Support & Dependencies
1	<i>E.g. Collection and collation of data to allow contract and performance monitoring and data returns. Time Management: better maintenance of contract spreadsheet.</i>	<i>Weekly: Contract Spreadsheet to be updated weekly by Friday.</i>	
2	<i>Next issue in need of addressing</i>		
3	<i>Next issue in need of addressing</i>		

	Review Date:	Met/Not Met/ Partially Met	Review Date:	Met/Not Met/ Partially Met	Review Date:	Met/Not Met/ Partially Met
1	<i>Outcome:</i>		<i>Outcome:</i>		<i>Outcome:</i>	
2						
3						

	Review Date:	Met/Not Met/ Partially Met	Review Date:	Met/Not Met/ Partially Met	Review Date:	Met/Not Met/ Partially Met
1	<i>Outcome:</i>		<i>Outcome:</i>		<i>Outcome:</i>	
2						
3						
