**Annex 22: JTS staff assessment and appraisal forms**

The forms presented below are exclusively applicable to the staffers recruited under the TAGCs, discharging different duties within the JTS. The approach argues that the staff assessment process should be carried out as a self-appraisal (part A) followed by a performance appraisal discussion with a supervisor[[1]](#footnote-1) (part B). This method entails a greater perceived accuracy, fairness and improved understanding of the demands and expectations of the CBCSs.

The self-assessment form that we are presenting below has five sections:

1. Personal data (name, job title, several dates and name of the supervisor) and opening questions
2. Major areas of responsibility (major activities or duties and evaluation criteria such as impact, timeliness, cost effectiveness, client satisfaction, accuracy, consistency, etc.)
3. Performance competences – skills and behaviours
4. Growth and development plan (when the performance does not meet the expectations, there should be a plan to cover the gaps)
5. Performance goals and expectations (what is expected in the next assessment period)

The supervisor should have the self-assessment form for review at least 15 calendar days prior to the performance appraisal discussion. This should serve to clarify performance objectives, provide feedback to the JTS staffer in relation to his or her skills and behaviours, agree upon the staff development plans and sustain further decisions about merit or demerit of the employee. Therefore, the supervisor fills out the appraisal form.

The employee will have the chance to provide feedback on the appraisal in writing (part C).

In the end, both individuals must sign the entire document, comprising the two forms.

This exercise should be carried out at least once per year, but twice per year would be more suitable.

**Part A - Employee Self-Appraisal**

(to be filled in by the employee and submitted to the supervisor by <date>)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date of review:** |  |
| **Job title:** |  | **Place of performance:** |  |
| **Date appointed to the position:** |  | **Review period:** |  |
| **Supervisor’s name and title:** |  | | |

Please cycle the appropriate answers:

|  |  |  |
| --- | --- | --- |
| Do you have an up-to-date job description? | 🞎 Yes | 🞎 No |
| Do you have an up-to-date action plan? | 🞎 Yes | 🞎 No |
| Do you understand all the requirements of your job? | 🞎 Yes | 🞎 No |
| Do you have regular opportunities to discuss your work, and action plans? | 🞎 Yes | 🞎 No |
| Have you carried out the improvements agreed with your manager which were made at the last appropriate meeting? | 🞎 Yes | 🞎 No |
| Comments: | | |
|  | | |

#### Section I – Major Areas of Responsibility

**Major Areas of Responsibility/Goals –** These typically relate to the major activities that you perform on your job according to your contract of employment or the provisions of the TA service contract and/or the goals that were established by your supervisor and discussed with you at the time of recruitment. Please mind that this is also an opportunity to describe noteworthy accomplishments.

|  |  |
| --- | --- |
| **Primary performance expectations: Responsibilities/goals** | **Notes/comments on achievements & areas for improvement** |
|  |  |
|  |  |
|  |  |
|  |  |

**Section II – Performance Competencies (skills and behaviours)**

These skills and behaviours have been identified as important for most employees. Other skills and behaviours may be added if needed (see be appendix below). Please review and consider how you have demonstrated these in your job and how you might improve on these going forward.

|  |  |
| --- | --- |
| **Competency Area** | **Notes/comments on competency areas and suggestions for improvement** |
| **Taking responsibility:** Completes assignments in a thorough, accurate and timely manner that achieves expected outcomes; exhibits concern for the goals and needs of the JTS and other stakeholders that depend on services or work products; handles multiple responsibilities in an effective manner; uses work time productively; initiates and takes on responsibility willingly; seeks additional training and development; accepts constructive criticism positively. |  |
| **Customer focus:** Is dedicated to meeting the expectations and requirements of internal and external customers (CBCSs, DEUs, CAs, potential applicants, grant beneficiaries, JMC members); acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect; goes above and beyond to anticipate customer needs and respond accordingly; is polite, helpful, friendly and discreet. |  |
| **Problem solving/creativity:** Identifies and analyses problems; formulates alternative solutions; takes or recommends appropriate actions; follows up to ensure problems are resolved; employs tools of the job competently. |  |
| **Collaboration/teamwork:** Uses diplomacy and tact to maintain harmonious and effective work relationships with co-workers and constituents; adapts to changing priorities and demands; shares information and resources with others to promote positive and collaborative work relationships; supports diversity initiatives by demonstrating respect for all individuals. |  |
| **Communication/interpersonal skills:** Is able to effectively communicate and to influence others in order to meet organisational goals; shares information openly with the supervisor and subordinates; relates well to all kinds of people; is able to speak well and write effectively; asks questions as necessary; is tact and diplomatic. |  |

|  |  |
| --- | --- |
| Have you any skills, aptitudes or knowledge not fully utilised in your job? | |
| 🞎 Yes | 🞎 No |
| If so, what are they and how could they be used? | |
|  | |

**Section III – Growth and Development Plan**

Employee: Please describe two or three of your top strengths and one or two growth/development opportunities. Please provide this to your manager for discussion and review.

|  |  |
| --- | --- |
| **Strengths:** |  |
| **Growth/development opportunities:** |  |
| **What will you (employee) do?** (This can be as simple as reading a book, serving on a team, observing someone who does it well, asking for feedback on a behaviour that you’re trying to change, etc.) |  |
| **What can the supervisor do to support this?** |  |

|  |
| --- |
| **Can you suggest the training topics which would help improve your performance and development?** |
| |  |  | | --- | --- | | **No** | **Suggested Topics** | |  |  | |  |  | |  |  | |  |  | |  |  | |

**Section IV – Performance Goals & Expectations**

**(for next review period)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Review period start date:** |  |
| **Job title:** |  | **Supervisor’s name and title:** |  |

**Goals for next review period –** Please identify three to five goals to be accomplished during the next review period by thinking of the major activities related to your job. At the end of the review period, rate how well these goals were achieved. Keep in mind that during the review period, goals and evaluation criteria may be revised, added, or deleted in order to best meet changing organisational needs. This form should be helpful in completing next year’s performance review.

|  |  |
| --- | --- |
| **SMART goal** (specific, measurable, attainable, realistic, timely) | **How we know it was achieved** |
|  |  |
|  |  |
|  |  |
|  |  |

**Appendix: Other knowledge, skills and abilities**

*Where applicable depending on the profile of the key and/or non-key expert being the subject of self-assessment, please incorporate any of the competencies/skills listed below into the major areas of responsibility under the section 1 and/or the performance competencies under section 2 above.*

| **Competencies/skills** | **Notes/comments on competency areas and suggestions for improvement**  ***(optional but strongly encouraged)*** |
| --- | --- |
| **Financial proficiency:** Demonstrates knowledge of and effectively implements generally accepted accounting principles (GAAP); demonstrates knowledge of and effectively implements internal finance/accounting policies and procedures; meets organisation/institution’s deadlines. |  |
| **Business knowledge:** Demonstrates thorough accuracy; understands the employer’s mission; plans for short term goals as well as longer term financial planning; understands the roles of staff from the CBC programme stakeholders and supports the employer’s needs for financial reporting; contributes to work groups to develop and enhance business practices and policies; is capable to complete work without supervision. |  |
| **Managing and measuring work:** Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress and results; provides feedback (both up and down). |  |
| **Hiring and staffing:** Is a good judge of talent; recruits & hires the best people available from inside or outside the organisation/institution; is not afraid of selecting strong people; assembles and orients talented staffers. |  |
| **Delegating:** Comfortably and effectively delegates both routine and important tasks and decisions; broadly shares both responsibility and accountability; tends to trust people to perform; lets direct reports finish their own work. |  |
| **Fostering diversity and inclusiveness:** Manages a diverse group of people equitably; hires variety and diversity without regard to class; supports equal and fair treatment and opportunity for all. |  |
| **Developing self:** Shows evidence of personal development (e.g. software skills enhancement, financial training); completes specialized training as appropriate; identifies ways to improve efficiency and accuracy. |  |
| **Developing others:** Provides challenging tasks and assignments; holds frequent development discussions, completes performance reviews, etc.; is aware of each direct report’s career goals; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves; provides mentoring; is a good coach. |  |
| **Adaptability, flexibility and mobility:** Reacts promptly to requests; is steady under pressure; has no problem with new and unexpected tasks; can travel on short notice and has no reluctance to business trips. |  |

**Part B - Supervisor’s Appraisal**

(to be completed after the appraisal meeting discussion with the employee)

|  |  |  |
| --- | --- | --- |
| Employee’s name: |  | |
| Job title: |  | |
| Supervisor’s name: |  | |
| Date of meeting: |  | |
| **Current performance:** | | |
| Competency area 1:  (this section should be used to record discussion on the key areas of the job, and include a summary of achievement against the objectives that have been previously agreed) | | |
|  | | |
| Competency area 2: | | |
|  | | |
| Competency area 3: | | |
|  | | |
| **Development summary:**  (this section should be used to record any areas of the employee’s work where further training and support is required, and any areas where performance is particularly strong and should be developed further) | | |
|  | | |
| **Development and training:**  (this section should list specific requirements for any training or development. These activities are not restricted to training courses, and may include attachments, projects, coaching, planned experience or any other suitable activity that will enhance the skills, knowledge and behaviour required in the employee’s work or to develop him/her further) | | |
|  | | |
| **Other areas of discussion:**  (this section should record any other points raised at the appraisal meeting) | | |
|  | | |
| **Assessment Level**  (this is based on performance over the year against objectives achieved) | | |
| ***Outstanding performance***  (objectives exceeded and competencies more than fully demonstrated) | |  |
| ***Standard performance***  (objectives met and competencies fully demonstrated at required levels) | |  |
| ***Less than standard performance with development needs***  (most objectives met but development required to fully meet all objectives) | |  |
| ***Unsatisfactory performance***  (performance unacceptable; objectives not met and competencies not demonstrated) | |  |

**Part C - Employee’s feedback on the appraisal**

(to be filled in by the employee and submitted to the supervisor by <date>)

|  |  |  |
| --- | --- | --- |
| 1. To what extend did you feel the supervisor | | |
| 1. understood your job, competences, achievements and aspirations? | | |
| 🞎 Fully | 🞎 Partly | 🞎 Not at all |
| 1. gave you the opportunity to share your views and ideas, and listened to them effectively? | | |
| 🞎 Fully | 🞎 Partly | 🞎 Not at all |
| 1. ensured that at the end of the discussion both of you knew exactly what action had been agreed? | | |
| 🞎 Fully | 🞎 Partly | 🞎 Not at all |
| 1. Did any of the supervisor’s comments come to you as a surprise? | | |
| 🞎 Yes | 🞎 No |  |
| If ‘yes’, please give example(s): | | |
|  | | |
| 1. Do you feel confident that the decisions that have been agreed during the performance review discussion will be acted upon? | | |
| 🞎 Yes | 🞎 No |  |
| If ‘no’, please explain why: | | |
|  | | |
| 1. Do you feel the appraisal system is a suitable vehicle for determining career progression and development needs? | | |
| 🞎 Yes | 🞎 No |  |
| If ‘no’, how could it be adapted to do so? | | |
|  | | |
| 1. Is the general design of the self-appraisal and appraisal forms acceptable to you? | | |
| 🞎 Yes | 🞎 No |  |
| If ‘no’, please elaborate: | | |
|  | | |

|  |
| --- |
| Any other comments by the employee: |
|  |

Done in three copies, one copy of these completed forms will be kept by the appraiser, one by the employee and one in the employee’s personnel file.

|  |  |
| --- | --- |
| **SIGNATURES[[2]](#footnote-2):** | |
| Name of the supervisor: | Name of the employee: |
|  |  |
| Date: | Date: |
|  |  |
| Name of the top manager: |  |
| Date: |  |

1. Most likely the competent programme manager within the corresponding CBCS. For staffers other than the head of the JTS, the supervisor may consult with and seek the opinion of the latter during the appraisal. [↑](#footnote-ref-1)
2. When the employee sings, this means that he or she has read and discussed the appraisal with his or her supervisor. The signature indicates that he or she has been advised of his or her performance status, and does not suggest agreement or disagreement with either the appraisal or the contents. [↑](#footnote-ref-2)