



## THE TECHNICAL UNIVERSITY OF KENYA

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TUK/HRM/SOP/005/SPAF 3

Performance Evaluation  
Office of the Director, Human  
Resource Management

### STAFF PERFORMANCE APPRAISAL FORM FOR STAFF IN GRADES V - X

#### PART I – EMPLOYEE PERSONAL DETAILS

1. Name:	7. Faculty/School/Centre/Department:
2. Personal Number:	8. Years of service at the Technical University of Kenya:
3. Designation:	9. Years of service in equivalent profession elsewhere :
4. Terms of service:	10. Supervisors name:
5. Date of appointment to current grade:	11. Designation of Supervisor:
6. Acting appointment/special duty:	12. Date:

Academic/Professional Qualification	Major/Concentration	Year attained	If in progress projected year of graduation
PhD.			
MBA, MSC			
PGD			
BA, BBA, BSC			
HND			
Diploma			
Certificate			

Other:

**PART II: GENERAL INSTRUCTIONS / GUIDELINES** [(a) – (b) are guidelines on how to fill the form.  
*Read them carefully before you fill the form]*

**a) Definition of Terms**

**Customer** – Individuals and organizations that receive services from the University College such as students, University College staff, parents/guardians, suppliers and other stakeholders.

**Integrity** – Incorruptible, responsible, honest and professional.

**Interpersonal skills** – Ability to relate to others within and outside the University College at all levels.

**Leadership** – Ability to direct, influence, motivate and inspire others to achieve desired results.

**Peer** - Peer is a contemporary, equal or colleague who can fairly evaluate another.

**Professional** – Upholding work ethics such as completion of syllabi, maintaining confidentiality of examinations and fair and just marking of examinations and upholding ethical standards of the profession.

**Special duty** – A responsibility an employee is assigned for a given period of time over and above normal duty. These include Coordinators of programmes/courses, Heads of Academic units. This excludes serving in various committees of the University College.

**Supervision** - Monitoring and evaluation of staff and processes in accordance with the policies, rules, regulations and procedures of the University College in the achievement of its set goals and objectives.

**Weight** - The value attributed/attached to a particular attribute to show its relative importance.

**b) Evaluation Guidelines**

1. For one to qualify for appraisal he/she must have worked in a particular position for at least six months of the appraisal period.
2. The remarks column is optional but it is recommended that you explain extreme ratings such as Outstanding or Unacceptable.
3. Use Not Applicable (**N/A**) where an aspect does not apply to your Department /Unit.
4. Targets for the current year will be set and agreed upon by the staff and the supervisor at the end of the appraisal period.
5. Targets include expected work performance and expected progress toward attaining the academic/professional requirements for the job qualifications where applicable.

**c) General Rating Guideline**

<b>Rating</b>	<b>Indicator Score</b>	<b>Description of rating</b>
Outstanding	5 Points	Work performance is consistently of exceptional quality. Employee anticipates circumstances and adjusts effectively to maintain superior performance above standards required for the position. A top performer
Exceeds Expectations	4 Points	Work performance often exceeds what is normally expected for the position. Employee responds effectively to direction and adjusts to circumstances influencing performance. Makes significant contribution to performance.
Meets Expectations	3 Points	Work performance meets the job requirements and expectations. Employee responds effectively to direction. Is a steady contributor to performance.
Below Expectations	2 Points	Work performance falls short of the job requirements and expectations but is willing to overcome deficiencies. Employee requires serious effort to improve performance
Far Below Expectations	1 Point	Work performance is inadequate and below the standards of performance required for the position. Performance at this level cannot be allowed to continue

**PART III: DEPARTMENTAL OBJECTIVES (To be completed by the Supervisor)**

List the departmental priority objectives from which performance targets were derived

- 1.
- 2.
- 3.

**PART IV: PERFORMANCE TARGETS**

The areas outlined below are the targets that you are expected to have set and agreed with the employee at the beginning of the appraisal period. List them.

<b>Agreed Performance Targets</b> <i>(To be completed by the Appraisee as agreed with the supervisor at the beginning of the appraisal period.)</i>	<i>To be completed by supervisor at the end of the appraisal period</i>		
	<b>State results achieved</b>	<b>Performance appraisal</b> <i>(Use the scale of 1-5 given in part II) as appropriate</i>	<b>Reasons for rating</b> <i>(where applicable)</i>
1.			
2.			
3.			

**PART V: STAFF PERFORMANCE EVALUATION (To be filled by the appraisers)**

Score/rate appraisee against the indicators below as per the guidelines given in part II.

No.	Attributes	Indicators	Ratings (Use scale of 1-5 as given in Part II)		Remarks (if any)
			Appraisee	Supervisor	
<b>A</b>	<b>Knowledge of work/competency</b>	1. Knowledge of the job as gained through experience.			
		2. Demonstrates accuracy, skill and completeness of work.			
		3. General education and specialized training.			
		4. Demonstrates the practical/technical skills and information used on the job.			
		5. Completes quantity of work given in a normal workday.			
<b>B</b>	<b>Customer focus</b>	1. Is totally involved in activities			
		2. Provides feedback on interaction from customers.			
		3. Is receptive to customer feedback.			
<b>C</b>	<b>Attitude to work</b>	1. Demonstrates discipline and good conduct.			
		2. Demonstrates respect for and adherence to rules, regulations and			
		3. Receptive to change and new ideas.			
		4. Demonstrates cost consciousness in use of resources.			
		5. Sets and meets targets as agreed with supervisor.			
<b>D</b>	<b>Integrity</b>	1. Incorrupt, honest, professional.			
		2. Champions the practice of fairness, equality, equity and			
		3. Willingly accepts and performs additional assignments.			
<b>E</b>	<b>Initiative and willingness to take on extra responsibility</b>	1. Readiness to participate in team activities.			
		2. Takes initiative to learn tasks outside own specialization.			
<b>F</b>	<b>Communication</b>	1. Provides information that facilitates the achievement of set goal			
		2. Makes good use of information received.			
		3. Ability to communicate effectively.			
		4. Ability to use modern communication technology.			
		5. Is tactful and diplomatic in dealing with colleagues and			

No.	Attributes	Indicators	Ratings		Remarks (if any)
			(Use scale of 1-5 as given in Part: II )		
G	Teamwork, interpersonal and leadership skills	1. Interacts effectively with co-workers, supervisors and students to gain their confidence and respect.			
		2. *Works in a collaborative and participative manner.			
		3. *Participates in team activities and provide leadership for the achievement of set goals and objectives.			
		4. Inspires team members to put in extra effort necessary to achieve set goals and objectives.			
		5. Mentors and coaches others to develop their competence.			
H	Creativity and innovation	1. Determines and initiates actions that result in improved handling of jobs without waiting to be told.			
		2. Ability to develop new workable ideas.			
I	Quality and quantity of work	1. Completes assignments in a thorough accurate and timely manner that achieves expected outcomes.			
		2. Is proactive in the achievement of goals and needs of the department/division.			
		3. Ability to handles multiple responsibilities in an effective manner.			
		4. Uses working time optimally.			
J	Decision making skills	1. Makes timely decisions.			
		2. Demonstrates judgment and tactfulness in handling delicate situations.			
		3. Ability to logically identify and analyze problems.			
		4. Makes informed decisions.			

<b>TOTAL</b>		<b>190</b>		<b>190</b>
<b>MEAN</b>				
<b>%TAGE</b>				

**OVERALL PERFORMANCE RATING/SCORE**

Place a tick (√) in the box below that describes the employee's overall performance rating

- |       |   |     |                          |                       |
|-------|---|-----|--------------------------|-----------------------|
| 90    | - | 100 | <input type="checkbox"/> | Outstanding           |
| 80    | - | 89  | <input type="checkbox"/> | Exceeds Expectations  |
| 60    | - | 79  | <input type="checkbox"/> | Meets Expectations    |
| 40    | - | 59  | <input type="checkbox"/> | Below Expectations    |
| Below | - | 40  | <input type="checkbox"/> | Far below expectation |

**PART VI: EMPLOYEE CAREER DEVELOPMENT PLAN**

*(The employee in consultation with the supervisor fills this section)*

1. Steps to be taken by the staff member towards improving job performance and furthering career goals

2. The next possible career move by the staff member and by when.

3. Suggested steps to be taken by the supervisor to assist the staff member in improving job performance and in furthering career goals

**PART VII: COMMENTS / RECOMMENDATIONS**

**Supervisor's Comments**

Name .....Signature.....Date.....

**Employee's comments**

(optional and may include comments about the appraisal and key areas of improvement within the University to enhance future performance)

I have read and discussed this evaluation with my supervisor and I understand its contents.  
My signature does not necessarily imply that I agree with the contents

Name.....Signature.....Date.....

**Dean/Director/Supervisor's Comments**

Name.....Signature.....Date.....

**Vice-Chancellor/ Deputy Vice-Chancellor API's Comments**

Name.....Signature.....Date.....

**PART VIII: Processing By HRM Department**

Training Required YES/NO

If YES, Nature of Training.....

Any other action.....

Overall Recommendation.....

Name.....Designation.....Signature.....Date.....