

NON-TEACHING STAFF PERFORMANCE EVALUATION MANUAL

MANUAL FOR PERFORMANCE EVALUATION OF NON-TEACHING STAFF

Performance evaluation is an important process for the management of the Institute.

At ISTECS, we know all our employees and we are proud of the path each of them has taken. This evaluation is a moment that allows us to make decisions based on measurable data.

The decisions taken are aligned with ISTECS's strategy, objectives and values, but also and above all with the personal and professional commitment that each employee intends to achieve.

We intend this evaluation to promote continuous improvement in employees, guiding the path of expectations of both parties (ISTECS and employee).

And if, along the way, it is necessary to monitor, focus and correct, we intend to empower each employee to maximize their results, so we will be here to support each step of the way.

Evaluating is a process, that's all, we don't intend to find mistakes or less comfortable situations, we intend to help each one to enhance their best.

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1. General Information

Scope and Objective

The intention is to evaluate the performance level of all ISTEC's employees (non-teaching staff), and within this scope, the needs for training and professional development will also be diagnosed.

Stakeholders:

Reviewer

The appraiser is the person responsible for the employee being appraised and should be the hierarchical representative of this employee.

The appraiser should know the employee, his/her work and how he/she can guide and direct him/her in order to improve.

Rated

The appraisee is a full-time non-teaching employee of ISTEC.

Evaluation Period

The evaluation process takes place on an annual basis. It does not occur simultaneously for all employees.

Method

The performance evaluation results from the analysis and discussion of the answers obtained in specific evaluation questionnaires previously completed. Separately and both for the same period, the appraisee completes the self-assessment questionnaire (Mod 119 - Self-assessment) and the appraiser completes the appraisal questionnaire (Mod 110 - Performance appraisal).

Both record models (Mod 110 and Mod 119) are filled out taking into account the level presented by the employee being evaluated with respect to the competencies required for his/her position. - should a self-evaluation record model be made for each position? (with the competencies associated with each position)

To speed up the performance appraisal process, an EXCEL® booklet called "GSIGQ - Performance Appraisal" (Appendix I) was created, in which you can find the essential elements for a conscious appraisal: the competencies corresponding to the function and the proficiency levels.

These elements are explained in detail in this file, and in order to speed up the (self)/assessment process, it is important that the participants know all the proficiency levels associated with each competence.

The file indicated is divided (by tab) as follows:

- Functional Description (Mod 121) - correspondence matrix between the appraisee's function and the competencies required for the exercise of this function (competencies common to all functions in the organization and competencies specific to the function);
- Proficiency Levels (Mod 120) - Matrix of correspondence between each competence and the development of the employee in that competence;
- Notes Evaluation Form - Example of an Evaluation Form with explanatory notes for each item;
- Notes Self-assessment Sheet - Example of a Self-assessment Sheet with explanatory notes for each item;
- Self-assessment Sheet (A1, A2.1, A2.2, A2.3, A3, A4, A5, A6, A7 and A8) - Model record to be filled in by the appraisee, performing his/her self assessment. You can find the predefined record models associated with each group of functional profiles: A1,2.1, 2.2, 2.3, A3, A4 and A5, 6, 7, 8;
- Evaluation Form (A1, A2.1, A2.2, A2.3, A3, A4, A5, A6, A7 and A8) - Model record to be completed by the appraiser, prepared to evaluate the performance of the employee being evaluated. You can find the predefined record models associated with each of the functional profiles;
- Data - tab with support data.

This summarized process can be found in document SIGQ_PR011-Performance Appraisal (Annex II).


2. Model of Performance Evaluation Form - Model 010

(Detailed Explanation)

In the EXCEL® file, there are record models for each respective functional profile. They can be found in the tabs whose name is "Evaluation Form" followed by the functional profile (e.g. "Evaluation Form - A1" (model of Evaluation Form to be used to evaluate the employee with functional profile A1))

This Performance Appraisal Form should be completed using the tabs "Functional Description" and "Proficiency Levels" and ideally by the appraisee's manager.

2.1 Header

		AVALIAÇÃO DO DESEMPENHO	
Ficha de Avaliação para Pessoal Não Docente - A1			
Nome:	<input type="text"/>	Função:	<input type="text"/>
AVALIADOR:	<input type="text"/>	DATA:	<input type="text"/> / <input type="text"/> / <input type="text"/> até <input type="text"/> / <input type="text"/> / <input type="text"/>

This is general information about the employee being evaluated, the appraiser, and the period to which the evaluation refers. Again, pay attention to the functional profile of each appraisee.

2.2 Definition and Description of Competencies.

DEFINIÇÃO E DESCRIÇÃO DAS COMPETÊNCIAS
<p>1. Espírito de Equipa</p> <p>Capacidade de atingir um determinado resultado, mediante um processo de esforço coletivo coordenado, alicerçado numa relação interpessoal empática e saudável, onde todos se revêm na sua quota parte do objetivo em comum, canalizando assim os seus conhecimentos e atitudes em prol do objetivo final.</p>
<p>2. Adaptabilidade</p> <p>Capacidade intrínseca de adaptação ao desconhecido e ao inesperado, sabendo lidar com os desafios inerentes, adotando um padrão de comportamento assente na noção de aprendizagem contínua e no sentido de dar uma resposta positiva aos desafios</p>

Below the header are listed, and with a brief explanation of each one, the competencies to be assessed in the employee by means of his/her functional profile (which can be consulted in the Functional Description tab in the same EXCEL® book).

The competencies are defined according to the job profile, and the competencies that will appear will be those contained in each profile.

The Functional Description tab contains the transversal competencies (of the organization, not only of the job profile) and the specific competencies (necessary for the job profile).

2.3 Proficiency Levels

NÍVEIS DE PROFICIÊNCIA
<p>N0 - Não evidencia a competência.</p> <p>N1 - Apresenta facilidade em relacionar-se pessoa</p> <p>N2 - Relaciona-se positivamente com os outros e a</p> <p>N3 - Mantém relações saudáveis com todos os elei</p> <p>N4 - Apresenta um alto grau de excelência no que</p>

For each competence, a list with the associated proficiency levels is presented, as well as a brief description of each one.

For each competency, 5 levels of proficiency are available. Each level, from lowest to highest, defines the different behaviors and attitudes demonstrated.

There is an increasing and cumulative factor in these behaviors and attitudes (for example, if the employee is positioned at proficiency level 3, it is assumed that the employee also exhibits the behaviors and attitudes indicated at levels 1 and 2).

It is important that prior to the performance appraisal, the appraiser knows the proficiency levels associated with each of the competencies in order to streamline the appraisal process for

this parameter. The full description of each proficiency level corresponding to each competence is available in the "Proficiency Levels" tab.

2.4 Final Evaluation

Avaliação Final	
Comentários	Propostas de Melhoria

In the Final Evaluation field, after the assignment of the proficiency level for each competence, the appraiser can comment on this assignment and propose actions for the employee to increase his/her level in this competence.

2.5 Competency Development Diagnosis

DIAGNÓSTICO DE NECESSIDADES DE FORMAÇÃO PROFISSIONAL	
Áreas a desenvolver	Ações da formação profissional a considerar

Whenever needs for development of a competence are found the assessor should record this information in these fields.

The objective is to get the employee to the desired proficiency level. In this way, the actors must define the best actions to develop this competence.

The development of the competence considered can be done through training, reading documents, case studies, peer feedback and others.

2.6 Goals

DESCRIÇÃO DE OBJETIVOS - DETERMINAÇÃO DO(S) INDICADOR(ES) DE MEDIDA E CRITÉRIOS DE SUPERAÇÃO		
(A preencher no início do período de avaliação)		
1	Objetivo(s)	Garantir que no final de cada semestre, 95% das pautas se encontram assinadas pelos docentes
	Indicador(es) de medida	Pautas assinadas; mapa de objetivos
2	Objetivo(s)	
	Indicador(es) de medida	
3	Objetivo(s)	
	Indicador(es) de medida	
Avaliação	Objetivos superados	
	Objetivos atingidos	
	Objetivos não atingidos	

Employees should be guided by the defined goals, only in this way can they look at the performance appraisal dimension and be able to assess themselves.

This information will allow employees to obtain measurable data that is simple to discuss.

Objectives are the most reliable and least subjective performance indicators that the organization can find, they are the ones that define the individual performance of each employee and the organization itself.

The objectives parameter should be filled out in two zones:

- The top one, where the objectives and their respective measurement indicators are identified:

DESCRIZAÇÃO DE OBJETIVOS - DETERMINAÇÃO DO(S) INDICADOR(ES) DE MEDIDA E CRITÉRIOS DE SUPERAÇÃO	
A preencher no início do período de avaliação	
1	Objetivo(s) Indicador(es) de medida

Registrar os objetivos SMART, de acordo com o discutido com o avaliado e os indicadores a considerar.

In the phase of identification of objective/indicator pairs, in addition to the pairs resulting from the current evaluation, objectives/indicators carried over from previous performance evaluations should be included

- The bottom one, where the proposed objectives that were surpassed, achieved and not achieved during the evaluation period are quantified.

Avaliação	Objetivos superados	Nº de objetivos superados, atingidos, e não atingidos.
	Objetivos atingidos	
	Objetivos não atingidos	

To do this, it is important that the objectives follow a breakdown effect, starting with the organization's strategic objectives, passing through departmental objectives and individual objectives, always taking into consideration the creation of "SMART objectives":

S - (Specific) - Specific - objectives must be clear and concrete;

M - (Measurable) - the objectives must allow to obtain data for analysis, so they must be possible to measure (in value or quantity);

A - (Attainable) - creating goals that are impossible to achieve at the outset is not motivating, so the degree of achievement of the objectives is a very important data, so one should always take into account the achievement of these so that they are achievable objectives;

R - (Realistic) - The goal is also not to create goals that are easy to achieve, the idea is that they are ambitious, but also have the effort associated with them, thus making them as realistic as possible.

T - (Time bound) - The objectives must be defined according to the established timeline, it must be clear the date set to achieve a particular goal.

Hint: Whenever you define a goal, answer the questions:

O quê?

Quanto?

Quando?

Example: "Ensure that by the end of each semester, 95% of agendas are signed by faculty members.

Response:

What? "agendas signed by faculty members"

How much? "95%"

When? "By the end of each semester"

Here is an example:

DESCRIÇÃO DE OBJETIVOS - DETERMINAÇÃO DO(S) INDICADOR(ES) DE MEDIDA E CRITÉRIOS DE SUPERAÇÃO		
(A preencher no início do período de avaliação)		
1	Objetivo(s)	Garantir que no final de cada semestre, 95% das pautas se encontram assinadas pelos docentes
	Indicador(es) de medida	Pautas assinadas; mapa de objetivos

2.7 Evaluator Decisions

DECISÃO, OU DECISÕES, DO AVALIADOR

All decisions made by the appraiser must be included in the performance appraisal, for example: proposal for a change in duties.

This parameter is completed after the appraisal meeting with the appraisee.

2.8 Comments from the Appraisee

COMENTÁRIOS DO AVALIADO

In this field, after the discussion between the participants in the evaluation process, the appraisee can and must comment on this evaluation (whether he/she agrees or not). In case the appraisee does not agree with the appraisal made by the appraiser, he/she must, in this field, justify it.

3. Model of Performance Self-Assessment Form - Model 119

At the same time as the appraiser completes Model 010, the appraisee completes Model 119, performing a self-assessment, i.e. analyzing his/her performance during the stipulated period.


These models are predefined by functional profile group taking into account the required competencies. Thus, the division of the existing models was done as follows:

- "Self-Assessment Sheet - A1 A2" - record to be filled in if the appraisee corresponds to functional profiles A1, A2.1, A2.2 and A2.3;
- "Self-Assessment Form - A3" - record to be filled in if the appraisee corresponds to functional profile A3;
- "Self-Assessment Form - A4" - record to be completed if the appraisee corresponds to functional profile A4;
- Self-Assessment Form - A5678" - record to be completed if the appraisee corresponds to functional profiles A5, A6, A7 and A8;

This document is given to the appraiser before the appraisal meeting, where the appraisals and their differences in the two records are discussed. It is during the meeting that the appraisee has the opportunity to present his/her point of view and to be heard by the appraiser.

The following is the model and a brief description of each field:

3.1 Header

		AUTO-AVALIAÇÃO	
		Ficha de avaliação para Pessoal Não Docente	
(A preencher pelo avaliado)			
Nome do Avaliado			
Período de avaliação		____/____/____ até ____/____/____	
Perfil Funcional - Referência da sua função (ver separador Descrição Funcional)			
		<div style="border: 1px solid black; padding: 2px;"> A1 </div>	
RESULTADOS		A2.1	

In the first field, the appraisee must enter his/her name and the date of the appraisal period (this is normally the year before the appraisal date). In the Functional Profile field, the appraisee must select his/her function profile (if necessary, see the "Functional Description" tab)

3.2 Results

1.RESULTADOS

1.1 GRAU DE REALIZAÇÃO DOS OBJETIVOS FIXADOS

Objetivos fixados	Autoavaliação
	Atingi o objetivo Superei o objetiv Não atingi o obje

After the Header field, there follows the results and the degree of achievement of the objectives set, where the appraiser must place the objectives he or she proposed to achieve in the previous year and subsequently to fill in the self-assessment on this field, the objectives being self-assessed through:

- "I reached my goal": It means that the goal was achieved as proposed, without going above or below what was expected.
- "I exceeded the objective": Means that the objective was exceeded, it was higher than expected.
- "Did not reach the objective": Means that the objective was not reached, having fallen short of what was expected.

3.3 Competencies

2. DEMONSTRAÇÃO DE COMPETÊNCIAS	
Designação da competência	Nível de proficiência demonstrado
Espírito de Equipa	
Adaptabilidade	N0
Orientação para o cliente	N1
Comunicação	N2
Capacidade técnica	N3
Qualidade	N4

In the self-assessment of competencies field, the appraiser must take into account the competencies defined for his/her job profile (thus reinforcing the importance of using the template corresponding to the appraiser's job profile) and must select the proficiency level he/she considers him/herself to be at for each of the competencies: the levels are always between N0 (which demonstrates less competence and N4 which demonstrates greater competence)

Note: proficiency levels can be seen in more detail on the "Proficiency Levels" tab.

3.4 Factors Influencing Performance

3. FATORES QUE INFLUENCIAM O DESEMPENHO
(Na escala apresentada assinala com X, sendo que 1 representa o mais negativo e 6 o mais positivo)

Fatores	Influência
Os processos e procedimentos de trabalho são os adequados	1
O equipamento e condições instrumentais e tecnológicas existentes são os adequados	2
O ambiente de trabalho existente	3
A relação com a chefia	4
Outros fatores*	5
	6

* Se preencher este item, descreva aqui quais os "Outros fatores" que considera que influenciaram o seu desempenho:

There are a number of factors that influence the performance of the appraisee, and it is therefore important to understand, namely:

- The suitability of existing equipment and instrumental and technological conditions;
- The existing work environment;
- The relationship with the supervisor.

These factors must be analyzed by the appraisee between 1 and 6, where 1 - the factor that has the most negative influence and 6 - the factor that has the most positive influence.

The appraisee also has the chance to put another factor that he/she considers important and that influences his/her performance.

Subsequently the appraiser must analyze this information and create actions that can enhance the improvement of the influence of these factors.

In the tab "Self-evaluation form" you will find the record model to be filled in by the employee to be evaluated (evaluated).

3.5 Comments

4. COMENTÁRIOS

Comentários finais

The appraisee can, in this space, comment on his/her self-assessment or make suggestions/improvements.

4. Major Errors in Evaluation

(by the appraiser)

Despite all the effort designed by the teams so that the performance evaluation is not subjective, and becomes a concrete and precise instrument, this reality is not simple. To evaluate an employee, with maximum responsibility and maximum objectivity, without distorting reality by favoring or disfavoring another, one must pay maximum attention and prepare the meeting taking into account some biases, namely:

Stereotypes - when we generalize a certain characteristic of a person, to a whole group of people, letting this influence the evaluation. Ex. A woman cannot be in a management position because she is more sensitive.

First impression error - determine the evaluation by your impression of the employee and not by the employee's performance (using actual evidence).

Contrast effect - happens when one employee has very good or very bad evaluations, and the next employee being evaluated may seem average, or very good, because he is being compared to another below or above him.

Legal inequality - occurs whenever the appraiser reacts on a factor that is unrelated to the employee's performance (e.g. race, ethnicity, social origin, age...).

Central tendency - normally occurs when the appraisers are not prepared to perform this procedure and tend to evaluate all the appraisees in an average way, or attributing to all of them average grades. Usually the rater has little information for what he/she needs to know.

Similarity effect - occurs whenever the appraiser finds common traits with the appraisee.

Try to talk only about the **negative aspects**, never valuing the positive aspects of the evaluation.

5. Performance Evaluation Closing Meeting

The closing meeting of the performance evaluation gives way to the annual evaluation where personal and professional development factors are discussed.

It is important that the information drawn from this is handled in a way that ensures the effectiveness of the process. These factors are important before, during and after.

Listed below are examples of how the appraiser should proceed at each of these stages:

- **Before**
 - a) Clearly substantiate (with measurable and concrete data) the information collected throughout the evaluation period;
 - b) Define (but let the appraisee also participate in this process) the goals for the coming year and what behavioral/technical skills they should acquire;
 - c) Schedule the meeting in advance, the employee to be evaluated should not be taken by surprise in this process, the meeting should take place in a comfortable place and have a start end time.

- **During**
 - a) Provide a climate of openness and safety that allows the appraisee more opportunity to communicate;
 - b) Highlight the positive skills and show how the less favorable ones can be improved;
 - c) Seek consensus in deciding on the objectives for the next evaluation period;
 - d) Go through the Performance Evaluation Form step by step with the employee so that all points are clarified;
 - e) Express a final opinion on the employee's performance in the current year, and his expectations for the coming year.

After

The performance appraisal meeting is just a moment, the appraisal process should be an ongoing process and it is up to the appraiser to follow up with the appraisee and understand how the process is happening.

6. Performance Appraisal Procedure

The performance evaluation should follow the steps described below:

Step 1: scheduling the meeting and sending the self-assessment model: The appraiser (the supervisor of the employee being appraised) sends an e-mail to the appraisee 15 days in advance to schedule the performance appraisal meeting. In this e-mail, the appraiser attaches model 119 - Self-Evaluation Form. The e-mail should alert the appraisee to return the completed self-assessment at least 48 hours before the date of the meeting.

Step 2: completing the forms: during the 13 days leading up to the meeting, the appraisee completes model 119 - Self-Evaluation Form, and the appraiser completes model 010 - Appraisal Form. Both must answer in isolation and without influence. The appraisee sends the self-evaluation to the evaluator up to 48 hours before the meeting.

Step 3: comparison between answers on sheets: after receiving the appraisee's self-evaluation record, the appraiser compares it with the appraisee's evaluation record.

Step 4: meeting: on the date scheduled and in a safe and comfortable place for the appraisee, the participants meet to analyze and discuss the individual appraisals and the comparison between them. At the beginning of the meeting, the appraiser must explain to the appraisee the objectives of the performance appraisal process and have the completed appraisal records with him/her. At the end of the meeting, the appraisee signs the model 010 - Appraisal Form and the appraiser stamps it and gives a copy to the appraisee.

Note: the QMSI Office must be aware that the process has been completed and be involved in the process of continuous improvement/monitoring of objectives.

Step 5: Final filing: All these documents must be delivered/filed to the employee's file, and are available for consultation and decision-making by management.

7. Attachments:

7.1 Appendix I: GSIGQ - Performance Evaluation
(separate file)

7.2 Appendix II: Performance Evaluation Process
(separate file)

7.3 Appendix III: Performance Evaluation Process Start E-mail

"Dear **Fernando Manuel**,

First of all congratulations for another year (**or your first year**) at ISTECS, we are proud to share these days.

For this reason, we intend to schedule a meeting for next **March 20th - Tuesday at 12:00 pm**, to discuss your performance evaluation.

In this email, you will also find the document "Mod 119 - Self-evaluation" which must be filled in **by March 15** and sent to this email.

If you have any questions, please contact us.

See you soon.

Best regards

Colocar Nome

Nome do Departamento

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