# Administrative Personnel

# Competency Assessment System

## 2020

# Contents

Article 1. **General Provisions**

      1. The Competency Assessment System for administrative staff, including support staff (hereinafter, administrative staff), is based on the European University Personnel Management Policy and sets out the principles, procedures of the European University personnel evaluation and rules for appealing and reporting evaluation results. After the completion of each cycle of administrative staff evaluation, employee satisfaction survey related to the assessment system may result in a change / improvement in the evaluation process.

      2. The purpose of the administrative staff competency assessment system is to improve the performance of an employee, identify his / her professional development needs, determine the compliance of the employee's professional skills, abilities and personal qualities with the position held and to develop the University organizationally.

      3. The evaluation of the administrative staff of the University is performed in compliance with the principles of lawfulness, fairness, objectivity, transparency, impartiality, trust and the principle of proportionality of interests of the University and the employees.

Article 2. **Evaluation Periodity**

      1. Administrative staff is evaluated once a year - after the end of the current calendar year.

      2. The staff is subject to evaluation at least 3 (three) months after the beginning of the performance of the official duties for the relevant position.

      3. All employer at the university on the basis of an employment contract are subject to evaluation. Staff employed by the university on a probationary period are subject to evaluation, but assessment results are not considered when planning professional development or incentive measures.

Article 3. **Evaluation procedure**

1. In order to gain high trust from the staff towards the evaluation system and to make this system more efficient, the evaluation process is implemented in accordance with the following procedures:

    a. Identification of assessors and persons to be evaluated;

b. Conducting information meetings and written communication with employees in relation to the evaluation system;

c. Elaboration of assessment questionnaires electronically;

d. Provide staff with information and relevant instructions on how to begin the evaluation process;

e. Obtaining evaluation reports (reports);

f. Electronic submission of the report to the employees;

g. Interviewing employees and personally reviewing the report;

h. Develop an individual employee development plan according to the report;

i. Organizing a procedure for appealing the results (in case of an appeal);

j. Surveying employee satisfaction in relation to the evaluation process;

k. Improve the evaluation process, if necessary, based on a satisfaction survey.

2. The structural unit responsible for the planning and administration of the evaluation process is the Human Resources Management Service.

## Article 4. Management Levels

1. There are three levels of governance at the university to implement the assessment system.

| Level N | Name of the Management Level | Description of the Management Level |
|---------|------------------------------|--------------------------------------|
| 1 | Top Management | The management team, which, with its direction, determines the strategy, business process management policy and coordinates them. |
| 2 | Middle Management (circle) | The mediating circle that drives the core work team and implements the management team policy. |
| 3 | Operational Team/ (Circle) | Work team that performs work activities with its direction. |

2. The functions of the employees appointed at the top management level position include: Develop a strategy, take care of the development of the institution, plan, organize, coordinate, stimulate and control various resources (human, material, financial, etc.). Accordingly, they are evaluated in this direction (i.e. to what extent they are characterized by relevant competencies).

3. The competence of the employees represented in the middle level management position is to monitor the work to be performed/performed by the subordinate employees, to organize work activities and to manage the tasks or results, as well as, to introduce the University strategy. Accordingly, they are evaluated in this direction (i.e. to what extent they are characterized by relevant competencies).

4. The position of the operational team is taken by direct executors of the tasks, thus, they are evaluated by the immediate supervisor (in terms of the competencies needed to perform the job).

| Top Management | Middle Level Management | Operational Team |
|---|---|---|
| • Rector<br>• Vice-Rector<br>• Dean | • Head of the Service<br>• Deputy Head of Service<br>• Deputy Dean<br>• Head of the Historical-Archaeological Museum<br>• Head of the research institute<br>• Head of the program/co-head<br>• Head of the Legal-Aid Center<br>• Head/deputy of the simulation center | • Financial Manager<br>• Accountant<br>• Chief Specialist<br>• Specialist<br>• Librarian<br>• Electronic database manager<br>• Programmer<br>• Archivist<br>• Labor safety specialist<br>• Nurse<br>• Quality Assurance Manager<br>• Learning process management manager<br>• Public relations and marketing manager<br>• Manager of selection and admission of foreign students<br>• Mobility manager<br>• Sports and cultural events planning manager |

### Article 5. Evaluation of administrative staff according to levels

Depending on the management levels, the assessment is carried out with a different questionnaires and methods.

| Level N | Management level | Evaluation method |
|---------|------------------|-------------------|
| 1 | Top Management | · self-esteem<br>· evaluation of direct subordinate(s);<br>· evaluation of immediate supervisor(s)<br>· may be assessed by the President; |
| 2 | Middle Management | · self-esteem<br>· evaluation of direct subordinate(s);<br>· evaluation of immediate supervisor(s)<br>· may be assessed by the President; |
| 3 | Operational Team/<br><br>(Circle) | · self-esteem<br>· evaluation of immediate supervisor(s) |

### Article 6. Evaluation methodology and tools

1. The selected evaluation system is based on self-evaluation, evaluation of direct report(s) and evaluation of immediate supervisor(s).

2. Direct evaluation of a subordinate (operating team) by a supervisor refers to the evaluation of an employee(s) by the immediate supervisor(s).

3. During the evaluation of top management/middle management, the president of the institution may be included in the evaluation, whose evaluation may be reflected in the final ranking.

4. The evaluation process is carried out through electronic questionnaires of the internal software base of the university, the so-called through HR SOFT, about which employees are notified via e-mail. The survey lasts for 10 working days.

## Article 7. Top Management Evaluation Procedure

1. The assessment of top management is based on a relevant questionnaire based on various professional skills, competencies and personal characteristics. The top management ring is evaluated by the middle ring staff, who are therefore directly subordinated to the staff employed in the top management. Top management also fills in self-esteem. The results of the self-assessment are not reflected in the final rating. In the evaluation questionnaire, the Latin letter H is used to distinguish special category questions that are assigned a corresponding coefficient.

2. The evaluation results are summed up and each indicator is asked to self-assess how far there is a gap between one's own perception and the perception of different groups of evaluators.

3. As a result of statistical processing, an analysis of the difference between the self-assessment and the assessment of the immediate subordinate(s)/supervisor(s) is performed. If necessary, an additional review by the Human Resources Management Office may be scheduled.

*Top Management Evaluation Questionnaire::*

| To solve the problem  H |
| --- |
| Constantly looking for alternative ways to solve the problem and tries to eliminate it as soon as possible. |
| Afraid of problems, it is often difficult to find solutions. |
| Cannot deal with problems and does not look for alternative ways of solving them. |
| Team Work |
| Works well with a team, can participate in team activities and is directed to solve challenges together, can support colleagues in the work process. |
| Has difficulty coordinating with the team, shares common goals and plans, but tries to complete tasks independently and asks the same of colleagues. |
| Does not support colleagues, does not share the information they need, works completely independently. |
| Give feedback |
| Able to provide timely and accurate feedback, feedback is always objective. |
| Has difficulty giving positive feedback, mostly focused on returning negative feedback quickly. |
| Never give feedback or can only return negative feedback. |
| Getting feedback |
| Is willing to accept feedback Can listen to negative feedback, demonstrates emotional resilience and has a receptivity. |
| feels uncomfortable while receiving feedback, does not share negative feedback and has difficulty admitting their |

mistakes.

There is no acceptance of any type of feedback.

## Communication skills H

Is good-natured, controls emotions well, mostly creates a friendly atmosphere, arranges colleagues for cooperation. Shows interest in other people's opinion.

Mostly has a positive attitude, but avoids personal communication with colleagues.

shows aggression. Everyone around him/her is tense, does not aspire to a constructive solution of issues; He/she retreats, formally agrees with everyone or actively, non-constructively protests.

## Loyalty  H

Loyal to the employer, stands out for his high involvement in university development issues, shares ideas, spends as much as possible for the benefit of the university, cares for the progress and success of the university.

He is loyal to the employer, he is mainly involved in the development processes of the university.

He has an indifferent attitude towards the employer, he is not interested in the ongoing processes at the university.

## Strategic Vision [1]

formulates a strategic vision for the development of the university, can make appropriate decisions and involve staff in the implementation of the strategy.

Following the work process for the development of the university, strategy and implementation of the action plan are of medium importance.

Does not care about strategic development and does not consider it important.

## Self development

Never misses an opportunity to deepen knowledge and improve skills. Shows willing to accept new experiences and challenges.

Believes that the knowledge and skills he/she has are sufficient for his/her position and development is not a priority for him/her.

Does not consider it necessary to improve skills or knowledge, does not express readiness for new experiences.

## Discipline

Always shows up at work on time, meticulously follows the requirements of the bylaws.

He/she is slightly late for work, trying to comply with the requirements of the bylaws.

He/she is constantly late for work, violates the requirements of the bylaws.

## Time and Task Management H

Able to manage the tasks of a subordinate team, organizes time effectively, constantly monitors tasks and asks for feedback.

Has difficulty managing activities, often assigns tasks in a chaotic manner, is not consistent, has difficulty managing assigned tasks.

Unable with  planing activities.

## Performing Tasks H [2]

Always completes tasks on time without additional reminders, does not violate deadlines.

Tries to complete tasks on time, occasionally forgets to complete tasks and needs reminding.

Often forgets tasks and needs to be reminded, finds it difficult to achieve results independently.

## Managing Multiple Projects Simultaneously H

Able to manage several tasks and projects simultaneously, without losing control of the situation.

Difficulty managing multiple tasks or projects at the same time and needs additional support.

Only concentrates on one task or project, loses control of the situation during busy work processes.

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[1] This question is not intended to be evaluated by subordinates.

[2] This question is not intended to be evaluated by subordinates.

| Attitude Towards Work |
|---|
| Approaches work with interest, performs his/her tasks conscientiously and with quality. |
| Approaches work as a conscious necessity, does not make special efforts, but always completes its work. |
| He/her sticks to work without interest, is passive. |
| **Decision making and responsibility H** |
| Can make timely decisions, does not avoid from responsibilities and can take full responsibility for own decisions and results of activities. |
| It is difficult for him/her to make a decision independently, he/she tries to procrastinate; He/she prefers to make a decision with the participation of his/her immediate supervisor in order to share responsibility. |
| Does not make decisions, does not consider it important or does not take responsibility for his/her own activities at all. |
| **Result Orientation** |
| Able to monitor working process, control the results and use all necessary means to achieve them. |
| Able to direct the work process, although it is often difficult to reach a specific result. |
| Can't manage work process and therefore can't achieve results. |
| **Emotional Stability** |
| In the work process, he/she constantly shows emotional stability and meets surprises calmly. |
| During the work process, he/she is periodically worried, has difficulty in consistent communication and cannot keep calm, is more or less emotional. |
| He/she often cannot maintain control in the work process, is too emotional and has difficulty managing himself. |
| **Delegation** |
| Able to delegate tasks taking into account the resources of employees and fairly. |
| Has difficulty delegating tasks, often distributes tasks unevenly and unfairly. |
| Cannot delegate tasks and complete tasks him/herself. |
| **Change Management** |
| He/she sees the need for change in a timely manner and makes an appropriate, correct response. |
| Difficulty seeing the need for change and managing change. |
| Can't manage changes. |

## Article 8. Middle Level Management Evaluation Procedure

1.       Evaluation of middle level management is based on the relevant questionnaire. In the evaluation questionnaire, the Latin letter H- is used to distinguish special category questions that are assigned a corresponding coefficient.

2.   Middle level management is evaluated by both top management and operational team, which are respectively directly subordinated to middle level management. Middle level management also complements self-esteem. The results of the self-assessment are not reflected in the final rating.

3.   As a result of statistical processing, the difference between self-evaluation and evaluation of direct subordinates/leaders is analyzed. If necessary, an additional review by the Human Resources Management Office may be scheduled.

*Middle level Management Assessment Questionnaire::*

| Solving the Problem H |
| --- |
| He/she is constantly looking for alternative ways to solve the problem and tries to eliminate it as soon as possible. |
| He/she is afraid of problems, it is often difficult to find solutions. |
| Unable to deal with problems and does not look for alternative ways of solving them. |
| Team Working |
| Works well with a team, can participate in team activities and is directed to solve challenges together, can support colleagues in the work process. |
| Has difficulty coordinating with the team, shares common goals and plans, but tries to complete tasks independently and asks the same of colleagues. |
| Does not support colleagues, does not share the information they need, works completely independently. |
| Giving a Feedback |
| Able to provide timely and accurate feedback, his/her feedback is always objective. |
| Difficult to give positive feedback, focused only on returning negative feedback quickly. |
| Never gives feedback |
| Getting a Feedback |
| Is willing to accept feedback, available to listen the negative feedback, demonstrates emotional resilience, has receptivity. |
| Feels uncomfortable when receiving feedback, does not share negative feedback and has difficulty admitting their mistakes. |
| There is no acceptance of any type of feedback. |
| Communication skills H |
| He/she is good-willing, controls his/her emotions well, mostly creates a friendly atmosphere, arranges colleagues for cooperation. Shows interest in other people's opinion. |
| Mostly has a positive attitude, but avoids personal communication with colleagues. |
| Shows Aggression. Everyone around him is tense, does not try to a constructive solution of issues, retreats, formally agrees with everyone or actively, non-constructively protests. |
| Loyalty H |

Loyal to the employer, stands out for its high involvement in university development issues, shares ideas, spends as much as possible for the benefit of the university, cares for the progress and success of the university.

He/she is loyal to the employer, he is mainly involved in the development processes of the university.

He/she has an indifferent attitude towards the employer, he/she is not interested in the ongoing processes at the university.

## Self Development

Never misses an opportunity to deepen his/her knowledge and improve skills. Shows willingness to accept new experiences and challenges.

Believes that the knowledge and skills he/she has are sufficient for his position and development is not a priority for him/her.

Does not consider it necessary to improve skills or knowledge, does not express readiness for new experiences.

## Discipline

Always shows up at work on time, meticulously follows the requirements of the bylaws.

He/she is slightly late for work, trying to comply with the requirements of the bylaws.

He/she is constantly late for work, violates the requirements of the bylaws.

## Time and Task Management H

Able to manage the tasks of a subordinate team, organizes time effectively, constantly monitors tasks and asks for feedback.

Has difficulty managing activities, often gives tasks in a chaotic manner, is not consistent, has difficulty managing assigned tasks.

Unable in planning activities

## Performing Tasks H[3]

Always completes tasks on time, without additional reminders, does not violate deadlines.

Tries to complete tasks on time, occasionally forgets to complete tasks and needs reminding.

Often forgets tasks and needs to be reminded, finds it difficult to achieve results independently.

## Managing Multiple Projects Simultaneously H

Able to manage several tasks and projects simultaneously, without losing control of the situation.

Difficulty managing multiple tasks or projects at the same time Needs additional support.

Can only concentrate on one task or project, loses control of the situation during busy work processes.

## Attitude Towards Work

He approaches his/her work with interest, performs his/her tasks conscientiously and with quality.

Approaches work as a conscious necessity, does not make special efforts, but always completes its work.

He/she sticks to work without interest, is passive.

## Decision Making and Responsibility H

Can make timely decisions, does not shy away from responsibilities and can take full responsibility for own decisions and results of activities.

It is difficult for him/her to make a decision independently, he/she tries to procrastinate; Prefers to make a decision with the participation of his/her immediate supervisor in order to share responsibility.

Does not make decisions, does not consider it important or does not take responsibility for its own activities at all.

## Orientation on Result

Able to monitor the work process, control the results and use all necessary means to achieve them.

Able to direct the work process, although it is often difficult to reach a specific result.

Can't manage work process and therefore can't achieve results.

## Emotional Stability

In the work process, constantly shows emotional stability and meets surprises calmly.

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[3] This question is not intended to be evaluated by subordinates.

| During the work process, has difficulty in consistent communication and cannot keep calm, is more or less emotional |
|---|
| Often cannot maintain control in the work process, is too emotional and has difficulty managing himself. |

| Delegation |
|---|
| Able to delegate tasks taking into account the resources of employees and fairly. |
| Has difficulty delegating tasks, often distributes tasks unevenly and unfairly. |
| Cannot delegate tasks and complete tasks himself. |

## Article 9. Operational Team (Circle) Evaluation Procedure

1. The operational team is evaluated by the immediate supervisor(s), namely by the personnel included in the middle team management.
2. The evaluation is based on the relevant questionnaire. The results of the self-assessment are not reflected in the final rating. In the evaluation questionnaire, the Latin letter-H is used to distinguish special category questions that are assigned a corresponding coefficient.
3. As a result of statistical processing, an analysis of the difference between self-assessment and assessment of evaluators is made. If necessary, an additional review by the Human Resources Management Service may be scheduled.

*Questionnaire for Operational Team Assessment*

| Problem Solving H |
|---|
| He/she is constantly looking for alternative ways to solve the problem and tries to eliminate it as soon as possible. |
| Is afraid of problems, it is often difficult to find solutions. |
| Cannot deal with problems and does not look for alternative ways of solving them. |
| **Team Work** |
| Works well with a team, can participate in team activities and is directed to solve challenges together, can support colleagues in the work process. |
| Has difficulty coordinating with the team, shares common goals and plans, but tries to complete tasks independently and asks the same of colleagues. |
| Does not support colleagues, does not share the information they need, works completely independently. |
| **Getting Feedback** |
| Is willing to accept feedback, can listen to negative feedback, demonstrates emotional resilience, has receptivity. |
| Feels uncomfortable when receiving feedback, does not share negative feedback and has difficulty admitting their mistakes. |
| There is no acceptance of any type of feedback. |
| **Communication Skills H** |
| He/she is good-natured, controls his/her emotions well, mostly creates a friendly atmosphere, arranges colleagues for cooperation. Shows interest in other people's opinion. |
| Mostly has a positive attitude, but avoids personal communication with colleagues. |
| Shows Agression. Everyone around him/her is tense. Everyone around is tense, does not aspire to a constructive solution of issues; He/she retreats, formally agrees with everyone or actively, non-constructively protests. |

| Loyalty H |
|---|
| Loyal to the employer, stands out for high involvement in university development issues, shares ideas, spends as much as possible for the benefit of the university, cares for the progress and success of the university. |
| He/she is more or less loyal to the employer, tries to get involved in the development processes of the university. |
| He/she has an indifferent attitude towards the employer, is not interested in the ongoing processes at the university. |

| Self Development |
|---|
| Never misses an opportunity to deepen knowledge and improve skills, shows willingness to accept new experiences and challenges. |
| He/she believes that the knowledge and skills he/she has are sufficient for the position and development is not a priority for him/her. |
| Does not consider it necessary to improve skills or knowledge, does not express readiness for new experiences. |

| Discipline |
|---|
| He/She always shows up at work on time, meticulously follows the requirements of the bylaws. |
| He/she is slightly late for work, trying to comply with the requirements of the bylaws. |
| He/she is constantly late for work, violates the requirements of the bylaws. |

| Time and Task Management H |
|---|
| Able to plan and manage his/her own activities in time, always completes tasks on time, without additional reminders. |
| Has difficulty managing his own activities, often performs tasks in a chaotic manner, is not consistent. In case of delay, informs the immediate superior and tries to complete the task with his/her involvement. |
| Can't plan his/her own activities, often forgets tasks and needs to be reminded, finds it difficult to achieve results on his/her own. |

| Performing Several Tasks at the Same Time H |
|---|
| Able to handle multiple tasks/projects simultaneously without losing control of the situation. |
| Difficulty multi-tasking, needs additional support. |
| Can only concentrate on one task, loses control of the situation when taking on several tasks. |

| Attitude Towards Work |
|---|
| Approaches his/her work with interest, performs his/her tasks conscientiously and with quality. |
| He/she sticks to his/her work as a conscious necessity, he/she does not make any special efforts, but always does his/her work. |
| He/she sticks to work without interest, is passive. |

| Productivity |
|---|
| Uses own resources and knowledge to achieve the best results, is productive. |
| He/she is often distracted at work, it is difficult to concentrate on tasks. |
| He/she cannot use his/her own resources productively, he/she is not productive. |

| Responsibility for the results of one's own activities |
|---|
| He/she can take full responsibility for his/her own activities. |
| He/she takes responsibility for his/her own activities in most cases. |
| He/she does not take responsibility for his/her own activities at all. |

| Result Orientation. |
|---|
| The work process is focused on results and the use of all necessary means to achieve them. |
| Able to direct the work process, although it is often difficult to reach a specific result. |
| Unable to manage work process and therefore can't achieve results |

| Emotional stability |
|---|
| In the work process, he/she constantly shows emotional stability and meets surprises calmly. |
| During the work process, he/she is periodically worried, has difficulty in consistent communication and cannot keep |

| |
|---|
| calm, is more or less emotional. |
| Often cannot maintain control in the work process, is too emotional and has difficulty managing himself/herself. |

### Article 10. Assigning Points and Calculating the Final Result

1.  The answer given under a specific question will be given the appropriate score, considering its content, in particular, 3 points will correspond to the best assessment, 2 points to the average, and 1 point to the worst.
2.  2. Answers to questions assigned status H are evaluated by a different system, in particular, the best grade (3 points) is multiplied by a factor of 1.5, an average grade (2 points) is multiplied by a factor of 0.8, and the worst grade (1 point) is multiplied by a factor of 0.5.
3.  When calculating the final assessment, the features are taken into account, which characterize the assessment of the top and middle level management, as well as the operational level. The evaluation results of top level management and middle level management employees are calculated as follows:

    a) If only one supervisor and one subordinate are involved in the evaluation process, the percentage of the evaluation results is calculated and afterwards, the overall average percentage is calculated. The final, uniform percentage is calculated from the received evaluation result[4];

    b) If more than one supervisor and subordinate are involved in the evaluation process, the arithmetic average of the evaluations of the supervisor and subordinate employees is calculated separately, and then the final percentage is calculated from the obtained evaluations[5].
4.  When calculating the evaluation of the employees of the operational level, the arithmetic average of the evaluation of the supervisor/supervisors is calculated, according to which the final percentage is calculated.
5.  The results of the self-assessment aren't considered when calculating the final assessment

## Article 11. Evaluation Report

1. The next phase of the evaluation system of the European University is to provide the evaluation report to the employees. The report is prepared by the Human Resources Management Service of the so-called University Software. Via HR SOFT, which uses the above point calculation algorithm when calculating reports.

2. The report is provided to the employee with the involvement of the Human Resources Management Service and the immediate supervisor (if any) during an individual meeting. Employee has the opportunity to receive feedback on the evaluation results and to ask questions themselves.

3. The reports are kept in 3 copies:  in the Human Resources Management Service, in the personal file of the assessed employee and with the assessed person. After the report is submitted, Feedback session is held, which determines whether the report, recommendations and future development plan are acceptable to the employee.

4. The result of filling future development plan would be the calendar of the learning courses.

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[4] For example: If the supervisor's assessment is 80% of the total indicators, and subordinates rate is 70%, The percentage of the final grade that is reflected in the overall rating is (80%+70%)/2=75%

[5] For example: supervisors rate 75% and 80%, and subordinates rate 70% and 60%. The grade is calculated as follows: (75%+80%)/2=77.5%; (70%+60%)/2=65%. (65%+77.5%)/2=71.25%

## Article 12. Use of the evaluation results

1. Evaluation results can be used for:

a) Professional development of the staff - to determine the need for training / individual development;

b) Staff career development (3)[6];

c) Encouraging the staff;

d) Conducting disciplinary measures against staff;

e) Implementation of measures defined by other internal legal acts of the University.

2. The evaluation results may identify the need for staff professional development. In such a case, the Human Resources Management Service, in agreement with the person evaluated and his / her immediate supervisor, draws up an individual staff development plan and ensures its implementation.

3. According to the results of the staff evaluation, they can be encouraged according to the following principle:

ა) 98% -100 % - Hotel voucher.

ბ) 90%-97% - 100 GEL voucher.

გ) 80% - 89% - Declaration of thanks and Professional development support (course funding, etc.)

დ) from 50% to 79% - in case of acceptance of the assessment, appropriate response of the individual development plan.

4. According to the internal regulations, the following can be done as disciplinary measures against the staff:

a) Warning - in case the total annual evaluation rating of the employee varies between 20-50%;

b) 20% low grade may become the basis for termination of the employment contract.

## Article 12. Personnel Development Plan

1. The staff development plan is an integral part of the evaluation system. After evaluating the staff, it is important to summarize their strengths and weaknesses and identify those aspects of development that are important for better job performance.

2. Development aspects are:

a) Knowledge;

b) Competencies;

c) Skills.

3. The development plan is based on a joint review by staff and the immediate supervisor, with the involvement of the Human Resources Management Service as needed.

4. The staff development plan includes the following issues:

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[6] Promotion, transfer, job diversification.

a) Development area (knowledge, skills, competence);
b) Development activity (training, assignment, mentoring, etc.);
c) Expected result (indicator);
d) Necessary resources.


*Development plan questionnaire::*

| Please outline your strengths |
| --- |
|  |
| **Please outline your areas for improvement** |
|  |
| **Please, describe - how would you improve your skills and qualifications? during what period?** |
| **Please describe your career interests and goals** |
|  |
| **Comment** |
|  |

1. Personnel development is carried out through various developmental measures:
 a) Trainings;
 b) Learning course;
 c) Developmental tasks - a task given by the head, which is a new challenge for the staff, represents a novelty for him and aims at the professional development of the staff;
 d) Mentor's attribution - mentoring is the transfer of knowledge and experience by a more experienced person (staff) to less experienced staff;
 e) Giving the role of a mentor - being in the role of a mentor develops the staff, because it mobilizes its own knowledge, experience, improves communication skills, prepares for a leadership position.
 f) Project management - new so-called Project management is a new experience, which develops coordination, planning, and communication skills. It is also important for motivation, because the staff performs and assimilates new types of activities, contents.
 g) Coaching - a coach (direct supervisor) helps the staff to develop any skill, competence (communication, relationship with staff, decision-making). The goal of the coach is to help the staff find solutions and alternatives. The goal of coaching is to develop and empower staff.
 h) The mentioned list is incomplete and other developmental measures may be added to it by the decision of the head and in agreement with the employee.

## Article 14. Refusal to Evaluate
Staff are required to participate in the evaluation process by both the evaluator and the
evaluator. Refusal to evaluate by the assessment staff will be considered a gross violation of the
Rules of Procedure.

## Article 15. The procedure for appealing evaluation results

1. If the employee does not agree with the report during the delivery of the feedback, he / she is entitled to appeal (submit an official statement to the Rector) the results of his / her evaluation within 3 working days after receiving the report. In such a case, on the basis of the submission of the Human Resources Management Service, a commission is established by the order of the Rector.

2. The commission may not include the person responsible for the evaluation process, the direct supervisor of the person to be evaluated and the author of the complaint. The number of the commission members should not be less than 3. The commission may include independent specialists (persons who are not officially affiliated with the relevant institution) as well as other persons, according to their competence.

3. The person to be evaluated has the right to request information on the composition of the commission.

4. The commission member is obliged to state in advance before the beginning of the discussion all the circumstances that may prevent him / her from making an impartial decision relation to the person. In such a case, he/she will not be able to participate in the process of the application discussion.

5. The meeting of the commission should be held in no later than 10 working days upon filing the complaint.
 The commission elects a chair out of its composition. The commission will discuss the data and the results of the evaluation at the meeting. It will hear the positions of both the evaluated person and his / her supervisor. If necessary, the commission is authorized to listen to other interested persons as well.

6. The Commission may make one of the following decisions:

➢ leave the results of the evaluation unchanged;

➢ Cancel the evaluation results completely and re-implement the evaluation;

➢ Cancel the evaluation results partially and re-implement the evaluation part that has been cancelled;

7. The session of the commission is closed and the decision is confidential, unless the complainant expresses his/her wish in writing about the publicity of the session and the decision.

8. The Commission is authorized if the session is attended by more than half of its members. The decision is considered accepted if it is supported by more than half of the members present at the session. If votes are equally divided, vote of the Chairperson is decisive.

9. The decision of the commission is recorded in a protocol, which is signed by the members attending, the person responsible for the evaluation and the evaluated. A member of the commission is authorized to attach his / her dissenting opinion to the protocol, about which a relevant entry shall be made in the protocol.

## Article 16. Confidentiality

1. The questionnaires filled out during the evaluation process are confidential for any interested person. Human Resources Management Service is responsible for the protection of the mentioned information.

2. Also, the evaluation results are confidential

3. They can be accessed only by:

a) Rector of the University;

b) Head/Dean/Director of the relevant structural unit;
c) Superior Vice-Rector of the relevant structural unit;
d) Human Resources Management Service;
e) Assessed staff.

## Article 17. Development of Evaluation System

1.      After the evaluation, in order to measure the employee satisfaction with the evaluation system, the employees are surveyed through the following questionnaire:

| Evaluation System Indicators | Yes | No |
|---|---|---|
| In general, the assessment system of administrative staff is acceptable to me | | |
| The assessment system of administrative staff of the European University is acceptable to the people working in my organization | | |
| The assessment system is acceptable for my service | | |
| The assessment system will be useful and effective for the organization | | |
| Adequacy of the evaluation system is determined by the involvement of employees in its development process | | |
| The purpose of the assessment system is to establish a good relationship between the employer and the employee | | |
| The purpose of the evaluation system is to identify/study a problem and find ways to solve it | | |
| The purpose of the evaluation system is to impose sanctions | | |

| | | |
|---|---|---|
| The purpose of the assessment system is to review salaries | | |
| An assessment system helps employees to plan their own future | | |
| Job evaluation is an open and transparent process | | |
| The consent of each employee to the evaluation procedures is required | | |

| | | |
|---|---|---|
| The evaluation system evaluates only an employee's job competencies and not professional knowledge | | |
| For the effectiveness of the evaluation system, it is necessary to provide a report for each employee<br>The assessment process on the results of its evaluation was carried out in an organized manner | | |
| The evaluation process was carried out in an organized manner | | |