

Volume 4

Annex 4.41a: Different format of Performance  
Appraisal/Peer Appraisal.

**1.15 Performance Appraisal Forms**

**1.15.1 SELF-ADMINISTERED PERFORMANCE APPRAISAL FORM**

**SECTION A: GENERAL INFORMATION**

Date of form sent: \_\_\_\_\_ Date of form returned:  
\_\_\_\_\_

Name of the employee: \_\_\_\_\_ Designation:  
\_\_\_\_\_

Department: \_\_\_\_\_ Supervisor:  
\_\_\_\_\_

Employment status: Probation  Regular  Contractual  Other

**SECTION B: PERFORMANCE APPRAISAL**

*Please use your subjective and objective assessment to complete this section in reference with the various jobs performance aspects to assess the match between your skill competence, behavior and functional excellence while executing the jobs assigned to you at MUSOM.*

1. In your general understanding, how far do your skill competences suit to the present job?

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\_\_\_\_\_  
\_\_\_\_\_

2. What do you think are the key functional areas in which you are very good at?

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\_\_\_\_\_  
\_\_\_\_\_

3. Please give a few examples of exemplary performance that you could deliver while being in this position at MUSOM.

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\_\_\_\_\_  
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4. Based on your personal assessment, what are the weaknesses hindering your job performance at this position?

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5. What do you think are a few areas of operations that you could lead to help others perform better?

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6. How do you find the reliability and adequacy of supervisory support provided to you at MUSOM?

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7. How effective are the training and development opportunities provided to you to improve your job performance?

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8. How do you relate your personal behavioral conducts supporting the job performance in this position at MUSOM?

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9. To what extent do you feel your personal behavior and attitude influencing other employees at work?

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10. What are the benefits gained for MUSOM as a result of your job performance in this position?

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11. What do you think are the losses happened for MUSOM as a result of your poor job performance, if applicable?

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12. How do you see the future prospect for yourself serving in the institution?

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13. How competent do you find yourself in decision-making and implementation in your capacity here at MUSOM?

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14. How good are you in working as a team member with available staff at MUSOM?

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15. How comfortable do you find yourself in helping the peer and subordinate workers on their jobs at MUSOM?

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16. Do you think you are really capable of performing in compliance with the socio-ethical standards of MUSOM? How?

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17. What is professional commitment here at MUSOM?

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18. Do you really think your professional commitment matches with MUSOM's mission?



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19. Is there any balance or gap between your attitude and institutional purpose of MUSOM?  
Please justify.

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20. How do you assess your job tenure and experience in the current position supporting for your future job continuity and promotion at MUSOM?

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21. In terms of your age, how suitable do you find yourself being in this position?

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22. To what extent do you think your educational attainment matches with the job specifications for this and other positions in this organization?

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23. To what extent do you think your professional specialization supports for your continuity and promotion at MUSOM?

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24. Based on your past performance results, how do you assess yourself as one of the contestants for achieving career growth and rewards?

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25. How do you observe the future career growth for yourself at MUSOM?

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### 1.15.2 SECTION C: PERFORMANCE EVALUATION

To initiate a self-appraisal of overall skill, competence, behavioral fitness and exhibited level of performance, please put a tick mark (✓) against each statement with rating scores 5 through 1 where 5 being an exemplary level of performance, 4 as fully operational level of performance, 3 as fairly good performance, 2 as low level of performance and 1 as critical level of performance.

SN	Area of Performance	Rating Scores				
		5	4	3	2	1
<b>1</b>	<b>Knowledge</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.1	Basic understanding of procedures of the assigned job activities					
1.2	Knowledge about education institution management					
1.3	Knowledge about assigned departmental management					
1.4	Understanding of how to work effectively in a team					
1.5	Level of learning how to communicate with the people of diversity					
<b>2</b>	<b>Professionalism</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2.1	Promotion of good public image for the profession and the Institution					
2.2	Accepting constructive comments from others					
2.3	Playing effective role for the advancement of all other staff					
2.4	Level of impression gained through general grooming					
2.5	Respecting organizational rules and regulations and complying the ethical norms					
<b>3</b>	<b>Team Management</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.1	General behavior with the colleagues, subordinates and seniors					
3.2	Perseverance of interpersonal relationship and dignity					
3.3	Ability to manage team and delegate the tasks					
3.4	Flexibility to adjust due to change in work team composition					
3.5	Ability to contribute in getting things done through team effort					
<b>4</b>	<b>Ethical Compliance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.1	Understanding of institution's ethical code of conduct					
4.2	Compliance of institution's ethical norms and values					
4.3	Contributing in promoting the institution as a high sound ethical institution					
4.4	Exhibiting with personal behavioral soundness					



4.5	Ability to contribute promoting institutional integrity and honesty					
<b>5</b>	<b>Productivity</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.1	Effectiveness in making realistic performance goals					
5.2	Accomplishing the assigned responsibilities with timeliness, schedules, use of time and other resources efficiently					
5.3	Ability to control operating cost with increased performance results					
5.4	Ability to operate with less defects in results					
5.5	Ability to help peer workers, subordinates and seniors enhance their performance					
<b>6</b>	<b>Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.1	Level of impression gained through personal grooming and etiquettes					
6.2	Level of Nepali and English language effectiveness while communicating with other people within and beyond the organization					
6.3	Level of proficiency in using technologies in communication within and beyond the organization					
6.4	Ability to write emails, memos, letters and reports as part of day to day job tasks					
6.5	Maintenance of institutional ethics and honesty in communicating with the clients					
<b>7</b>	<b>Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
7.1	Capacity to come up with realistic solutions to critical problems					
7.2	Ability to generate or develop necessary resources to facilitate institutional performance					
7.3	Tendency to take responsibility of important and difficult tasks when other people are less ready					
7.4	Motivating peer workers, subordinates and seniors in doing things differently					
7.5	Ability to perform as a role model to inspire the work teams					
<b>8</b>	<b>Personal Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.1	Keeness to learn new things					
8.2	Setting up high standards for self [language, computing, socialization, education]					
8.3	Giving and taking help for each others' personal development					
8.4	Personal presence with cool temperament, happiness, less anxiety and easy taking of work pressure					
8.5	Taking part in different training, seminar, workshop and holiday outing activities for personality development					
<b>9</b>	<b>Professional Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

9.1	Setting and achieving goals for professional development for self					
9.2	Attending training and development programs for learning new job skills					
9.3	Helping peer workers learn new skills and innovative ways of solving problems					
9.4	Bringing in newer ideas for professional development of rest of staff					
9.5	Promoting organization-wide culture of learning and happiness					
<b>10</b>	<b>Functional Excellence</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10.1	Ability to set realistic performance goals for self and others					
10.2	Ability to meet and exceed the stated goals					
10.3	Ability to achieve defect free performance results					
10.4	Ability to reduce cost of operation with increased results					
10.5	Ability to promote shared happiness within and beyond the department					

Self-appraisal by

Name: \_\_\_\_\_  
 \_\_\_\_\_

Designation:

Department: \_\_\_\_\_

Signature: \_\_\_\_\_

Date:

\_\_\_\_\_



**1.15.3 SECOND PERSON ADMINISTERED PERFORMANCE APPRAISAL FORM**

**SECTION A: GENERAL INFORMATION**

Type of appraisal: Mid-term  Annual

Date of form sent: \_\_\_\_\_ Date of form returned: \_\_\_\_\_

Performance appraisal for: \_\_\_\_\_

Designation: \_\_\_\_\_ Department: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Employment status: Probation  Regular  Contractual  Other

**SECTION B: PERFORMANCE APPRAISAL**

*Please use your subjective and objective assessment to complete this section in reference with various aspects of skill competence, behavior and functional excellence of the above-mentioned employee as you have observed him/her while working at MUSOM.*

1. In your general observation, how far does the employee possess skill competence suiting to the present job?

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\_\_\_\_\_

2. What do you think are the key functional areas in which this employee is very good at?

\_\_\_\_\_  
\_\_\_\_\_

3. Please give a few examples of exemplary performance of this employee on the present job.

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4. Based on your observation, what do you think are the weaknesses hindering this person's job performance?

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5. What do you think are a few areas of operations that this employee can lead to help others perform better?

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6. How do you assess the reliability and adequacy of supervisory support provided to this employee at MUSOM?

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7. How do you assess the effectiveness of training and development opportunities provided to this employee?

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8. How far does this employee possess personal behavioral conducts supporting his/her job performance at MUSOM?

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9. To what extent do you find this employee's personal behavior and attitude influencing other employees?

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10. What are the benefits gained for MUSOM as a result of job performance by this employee in this position?

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11. In your observation, what are the losses happened for MUSOM as a result of job performance by this employee?

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12. How do you see the future prospect of this employee serving in the institution?

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13. How competent do you find this employee in decision-making and implementation?

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14. How good is this employee to work as a member of a work team?

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15. How good do you find this employee in helping the peer and subordinate workers on their jobs?

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16. Do you find this employee performing in compliance with the socio-ethical standards of the institution? How?

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17. How do you observe the level of job commitment of this employee?

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18. In your opinion, to what extent is this employee committed towards MUSOM and its mission?



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19. Is there any balance or gap between the attitude of this employee and institutional purpose of MUSOM?

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20. How do you assess this employee's job tenure and experience in the current position supporting for his/her future job continuity and promotion at MUSOM?

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21. In terms of this employee's age, how suitable do you find him/herself being in this position?

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22. To what extent do you think this employee's educational attainment matches with the job specifications for this and other positions in this organization?

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23. To what extent do you think this employee's professional specialization supports for his/her continuity and promotion at MUSOM?

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24. Based on this employee's past performance results, how do you assess him/her as one of the best contestants for achieving career growth and rewards?

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25. How do you observe the future career growth of this employee at MUSOM?

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### SECTION C: PERFORMANCE EVALUATION

*To appraise the overall skill, competence, behavioral fitness and exhibited level of performance of the above-mentioned employee, please put a tick mark (√) against each statement with rating scores 5 through 1 where 5 being an exemplary level of performance, 4 as fully operational level of performance, 3 as fairly good performance, 2 as low level of performance and 1 as critical level of performance.*

SN	Area of Performance	Rating Scores				
		5	4	3	2	1
<b>1</b>	<b>Knowledge</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.1	Basic understanding of procedures of the assigned job activities					
1.2	Knowledge about education institution management					
1.3	Knowledge about assigned departmental management					
1.4	Understanding of how to work effectively in a team					
1.5	Level of learning how to communicate with the people of diversity					
<b>2</b>	<b>Professionalism</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2.1	Promotion of good public image for the profession and the Institution					
2.2	Accepting constructive comments from others					
2.3	Playing effective role for the advancement of all other staff					
2.4	Level of impression gained through general grooming					
2.5	Respecting organizational rules and regulations and complying the ethical norms					
<b>3</b>	<b>Team Management</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.1	General behavior with the colleagues, subordinates and seniors					
3.2	Perseverance of interpersonal relationship and dignity					
3.3	Ability to manage team and delegate the tasks					
3.4	Flexibility to adjust due to change in work team composition					
3.5	Ability to contribute in getting things done through team effort					
<b>4</b>	<b>Ethical Compliance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.1	Understanding of institution's ethical code of conduct					
4.2	Compliance of institution's ethical norms and values					



4.3	Contributing in promoting the institution as a high sound ethical institution					
4.4	Exhibiting with personal behavioral soundness					
4.5	Ability to contribute promoting institutional integrity and honesty					
<b>5</b>	<b>Productivity</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.1	Effectiveness in making realistic performance goals					
5.2	Accomplishing the assigned responsibilities with timeliness, schedules, use of time and other resources efficiently					
5.3	Ability to control operating cost with increased performance results					
5.4	Ability to operate with less defects in results					
5.5	Ability to help peer workers, subordinates and seniors enhance their performance					
<b>6</b>	<b>Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.1	Level of impression gained through personal grooming and etiquettes					
6.2	Level of Nepali and English language effectiveness while communicating with other people within and beyond the organization					
6.3	Level of proficiency in using technologies in communication within and beyond the organization					
6.4	Ability to write emails, memos, letters and reports as part of day to day job tasks					
6.5	Maintenance of institutional ethics and honesty in communicating with the clients					
<b>7</b>	<b>Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
7.1	Capacity to come up with realistic solutions to critical problems					
7.2	Ability to generate or develop necessary resources to facilitate institutional performance					
7.3	Tendency to take responsibility of important and difficult tasks when other people are less ready					
7.4	Motivating peer workers, subordinates and seniors in doing things differently					
7.5	Ability to perform as a role model to inspire the work teams					
<b>8</b>	<b>Personal Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.1	Keeness to learn new things					
8.2	Setting up high standards for self [language, computing, socialization, education]					
8.3	Giving and taking help for each others' personal development					



8.4	Personal presence with cool temperament, happiness, less anxiety and easy taking of work pressure					
8.5	Taking part in different training, seminar, workshop and holiday outing activities for personality development					
<b>9</b>	<b>Professional Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
9.1	Setting and achieving goals for professional development for self					
9.2	Attending training and development programs for learning new job skills					
9.3	Helping peer workers learn new skills and innovative ways of solving problems					
9.4	Bringing in newer ideas for professional development of rest of staff					
9.5	Promoting organization-wide culture of learning and happiness					
<b>10</b>	<b>Functional Excellence</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10.1	Ability to set realistic performance goals for self and others					
10.2	Ability to meet and exceed the stated goals					
10.3	Ability to achieve defect free performance results					
10.4	Ability to reduce cost of operation with increased results					
10.5	Ability to promote shared happiness within and beyond the department					

Appraised by

Name: \_\_\_\_\_

Designation:

\_\_\_\_\_

Department: \_\_\_\_\_

Functional relationship with the employee appraised: \_\_\_\_\_

Signature: \_\_\_\_\_

Date:

\_\_\_\_\_

*Note: While providing points on performance appraisal assessment, 25% of weightage should be given on subjective (open-ended) questions asked in the beginning and 75% weightage should be given for objective (rating scale) questions asked in the second section of the appraisal form. In the event of multiple people appraising an employee, an average of their final scores should be produced.*