

# Employee Appraisal Interview (EAI)

## Scientific staff in teaching, research and services

Name:

First name:

Institute:

Function:

Date of current performance appraisal:

Date of last performance appraisal:

### Part A: General conditions and work situation

In the evaluation period, have there been any changes such as staff changes, restructuring, short-staffing or over-staffing? What have the working atmosphere, working conditions and your relationships with your fellow staff members been like?

### Part B: Assessment of achievement of objectives

Have the agreed objectives been fulfilled?

Objective fulfilled: Yes No Partly Comments

Objective	fulfilled:	Yes	No	Partly	Comments
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Was the basic remit in line with the job description fulfilled?  Yes  No  Partly

Comments

### Part C: Performance and conduct appraisal

Rating scale (cf. Guideline)

A++	Goals and performance requirements clearly surpassed in all important areas
A+	Goals and performance requirements clearly surpassed in important areas
A	Goals and performance requirements completely fulfilled
B	Goals and performance requirements partially fulfilled
C	Goals and performance requirements not fulfilled in important areas

**Important:** Please note that the valuation scale is not constant. The difference in performance between A++, A+ and A is much smaller than that between A, B and C. Furthermore, the spectrum of the A rating is much broader than that of the other ratings. You can describe the performance achievement in more detail under "Reason".

**C.1 General performance criteria**

	A++	A+	A	B	C	Reason / Measure
<b>Professional and methodological competence</b> Uses and expands professional and methodological skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Autonomy and ability to organise own work</b> Accomplishes tasks without detailed instructions, plans own work independently, sets priorities, is reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Initiative and flexibility</b> Tackles existing problems, suggests new ideas and improvements, provides the necessary information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ability to work under pressure</b> Able to cope with high work load and/or tight deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Written and spoken communication</b> Open, timely and precise information, able to express themselves well and clearly in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**C.2 Conduct criteria**

	A++	A+	A	B	C	Reason / Measure
<b>Teamwork and working with others</b> Cooperative team player, offers help and admits any errors made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Conduct towards line managers, colleagues, students and customers</b> Cultivates appropriate manner, takes the concerns of others seriously, gives comprehensive information and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Handling resources</b> Thinks of cost and benefit, is cost-conscious and economical, handles equipment with care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### C.3 Teaching and support/mentoring

	A++	A+	A	B	C	Reason / Measure
<b>Dedication</b> Shows interest for study-related concerns, available for the concerns of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Knowledge of subject</b> Well-founded knowledge of subject, knows the relevant literature, can give hints to clarify detailed issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Didactic competence</b> Structures and imparts subject matter in a clear way, uses appropriate teaching methods, uses didactic aids skilfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### C.4 Research and scientific development

	A++	A+	A	B	C	Reason / Measure
<b>Conceptual autonomy</b> Develops his/her own interesting questions, independently turns questions into a research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Methodological quality</b> Uses methodological skills in a sound way, judicious use of methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Efficiency in planning and organisation of research</b> Plans resources with care taking costs and benefits into account, sticks to agreed deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Presentation of own research</b> Gives regular talks, presentations, etc. publishes frequently, presents in a clear and vivid manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### C.5 Services

	A++	A+	A	B	C	Reason / Measure
<b>Scope and quality</b> Generates revenues (expert reports, reviews, consultations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### C.6 Evaluation for staff with managerial functions

	A++	A+	A	B	C	Reason / Measure
<b>Target-orientation and delegation</b> Agrees goals, supports their attainment, monitors results, delegates tasks, skills and responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Planning and coordination</b> Recognises tendencies to change and undertakes appropriate measures, coordinates processes and allocation of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Exertion of influence</b> Exploits responsibilities, gives clear instructions, stands up for goals in his/her own field of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Team-building and dealing with conflict</b> Supports teamwork, involves staff in decision-making, enforces rules and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communication and identification</b> Informs staff fully and in good time, vouches for mission statement and corporate policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Support of staff</b> Acknowledges achievements, recognises potential and deficits, clear, constructive criticism, supports staff in difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Part D: Statement of employee**

Comments regarding the cooperation with the line manager



Comments regarding the employee appraisal interview (EAI)



# Result sheet

## Overall assessment, agreement on objectives and career planning

for the period from to for

Name: First name:

### Overall assessment of performance and conduct in the previous period

(Achievement of objectives, basic remit in line with job description, performance and conduct assessment)

- A++ Goals and performance requirements clearly surpassed in all important areas
- A+ Goals and performance requirements clearly surpassed in important areas
- A Goals and performance requirements completely fulfilled
- B Goals and performance requirements partially fulfilled
- C Goals and performance requirements not fulfilled in important areas

<b>Overall assessment</b>

#### Reason:

### Part E: Setting objectives for the next period

Objectives	Deadlines

### Part F: Career planning and measures

	Deadlines

Line manager  
 I confirm that the EAI has taken place  
 Date                                  Signature

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Employee  
 I confirm that the EAI has taken place  
 Date                                  Signature

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