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Administrative Personnel Competency Assessment System

2020



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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 an 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 Frequency**

1. Administrative staff is evaluated once a year - after the end of the current calendar year. The evaluation process begins in no later than 30 days upon the end of the 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. The current evaluation should end till a new one begins.

Article 3. **Assessment procedure**

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;
- j. Improve the evaluation process, if necessary, based on a satisfaction survey.

Article 4. Management Levels

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

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	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.

1 Management level is the name of the positions that have equal management power, similar competencies and take a similar position in the organizational hierarchy.

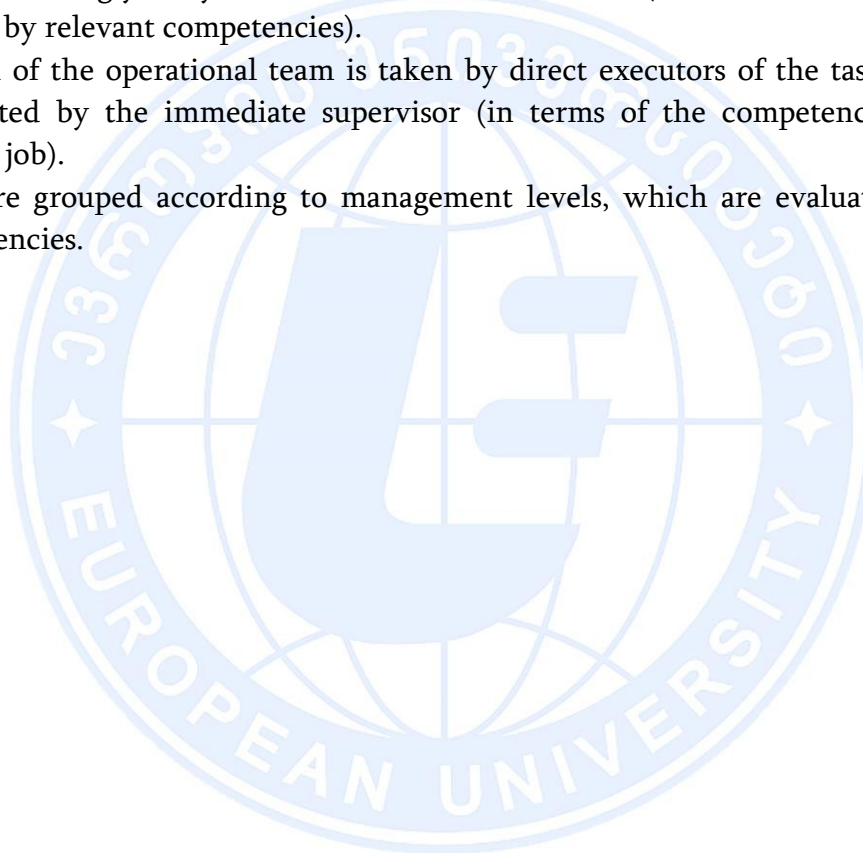


2. The functions of the employees appointed at the top management level position include: Develop a strategy, take care of the development of the institution, plan, organize, coordinate, stimulate and control various resources (human, material, financial, etc.). Accordingly, they are evaluated in this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

3. The competence of the employees represented in the middle 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).

5. Positions are grouped according to management levels, which are evaluated with the same competencies.



Top
Management

Middle line management
Operational circle

- Rector
- Vice - Rector

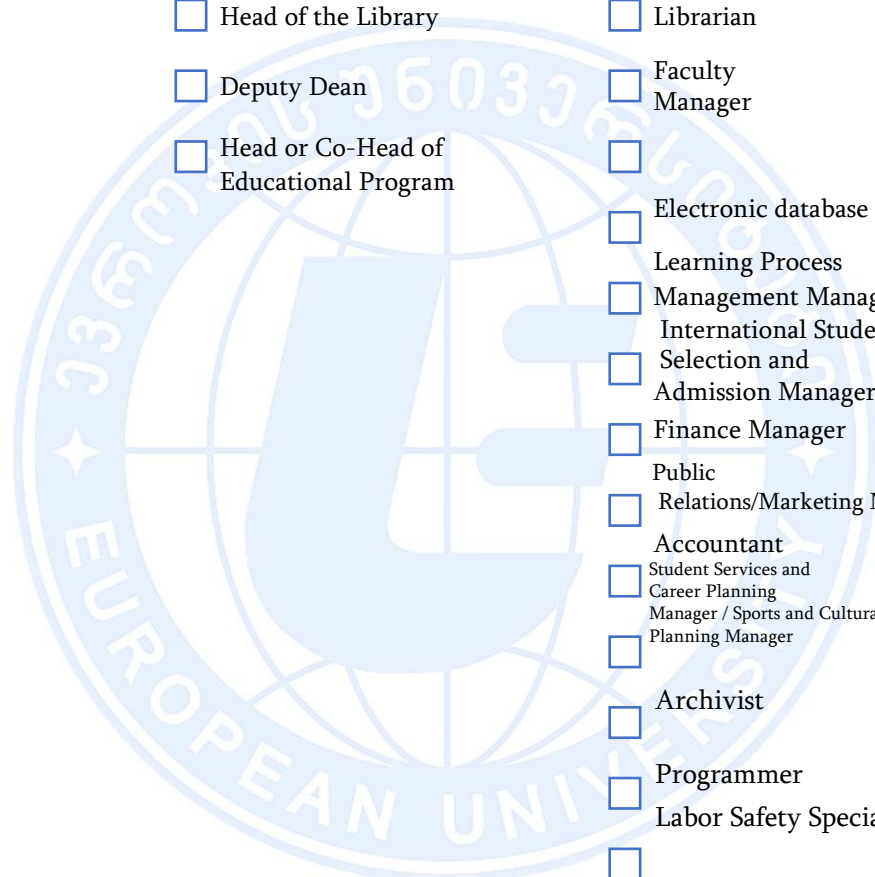
- Dean

- Head of office/Deputy Head of office

- Head/Director of the Center/Institute
- Head of the Library
- Deputy Dean
- Head or Co-Head of Educational Program

- Nurse/laboratorian

- Specialist
- Librarian
- Faculty Manager
- Quality
- Electronic database Manager
- Learning Process
- Management Manager
- International Student
- Selection and Admission Manager
- Finance Manager
- Public
- Relations/Marketing Manager
- Accountant
- Student Services and Career Planning Manager / Sports and Cultural Event Planning Manager
- Archivist
- Programmer
- Labor Safety Specialist
-
-



Article 5. Evaluation of administrative staff according to levels

Depending on the management levels, the assessment is carried out with a different tool, therefore, the assessment procedures are different for each management level.

Table #1: Evaluation tools according to management levels

Level N	Management level	Evaluation method
1	Top Management	360 degree evaluation
2	Middle Management	360 degree evaluation
3	Operational Team/ (Circle)	Evaluation of supervisor

360 degree evaluation means the evaluation of the employee from all related parties, hearing the public opinion about the employee.

Article 6. Evaluation methodology and tools

1. The selected assessment system is based on 360-degree evaluation and direct supervisor assessment.
2. 360-degree feedback (sharing of views / opinions), i.e. multi-course, multi-source.



feedback or evaluation covers all areas related to an employee. A 360-degree assessment in this case forms an association of a full circle, the center of which is taken by an employee. Feedback is collected from a variety of sources - self-assessment², evaluation of colleagues, subordinates and immediate supervisors.

3. In order to ensure confidentiality and objectivity of the assessment, the number of assessors must be 2 or more in order for their assessment to be considered independently (arithmetic mean calculation). Otherwise the subordinate assessment will be reflected in the total assessment.

4. Direct evaluation of the subordinate by the manager (operating link) means the evaluation of the employees by the immediate supervisors. Employees are evaluated by supervisors from two levels, namely the immediate supervisor of the employee in his / her hierarchy and his / her superior manager. This approach facilitates an objective and mediated assessment of all management staff.

5. During the evaluation of the top management, the president of the institution is involved in the assessment. His/her evaluation does not affect the final rating.

6. The evaluation process is carried out through e-questionnaires of the platform HR Soft, about which employees are notified via e-mail. The study lasts for 10 working days.

7. Employees who are assessed using the 360-degree assessment methodology are required to invite colleagues in the assessment (at least 5).

Article 7. Top and Middle Level Management Evaluation Procedure

1. Employees working in top and middle management positions are assessed with a 360-degree assessment based on all areas around the employee (self-assessment, colleagues, immediate supervisors, subordinates). The top management assessment is based on the competency questionnaire (see Table # 2: Competency Questionnaire for the top management assessment). The questionnaire is standardized according to competencies. Competencies are assessed on a qualitative 5-point scale based on whether or not the employee has a specific competence. Mid-level management assessment is also based on the competency questionnaire (see Table # 3: Competency Questionnaire for mid-level management assessment).

² When filling out the self-assessment form, the same assessment form is used as by external assessors.

2. The Top Management Questionnaire provides 25 behavioral indicators grouped into 4 major competencies. these are:

- **Innovations;**
- **Results management**
- **People management;**
- **Development.**

The middle management questionnaire provides 24 behavioral indicators, which are grouped into 4 major competencies. These are the following:

- **Innovativeness;**
- **Results management**
- **People management;**
- **Development.**

Table #2: Competency Questionnaire for Top Management Evaluation

	Behavioral Indicator	Is not applicable at				Is applicable very
		1	2	3	4	
N	Behavioral Indicator					
1	Readiness to make decisions					
2	Focus on outcome					
3	Consistency in actions					
4	Adequate action in stressful situations					
5	Innovativeness;					
6	Risk Assessment and Management					
7	Work Process Management					
8	Team building					
9	Team work management					
10	Emotional stability					
11	Strategic thinking					
12	Delegation					
13	Relationship management					



14	Persuasive communication						
15	Correct feedback						
16	Management of changes						
17	Acceptance of a different opinion						
18	Constructive perception of evaluation						
19	Confidence						
20	Responsibility for the results of own decisions and activity						
21	Selection of competent staff and the ability to upgrade their skills						
22	Public image						
23	Ability to perceive one's own strengths and weaknesses						
24	Orientation on self-development						
25	Authenticity						

Table #3: Competency Questionnaire for Middle Management Evaluation

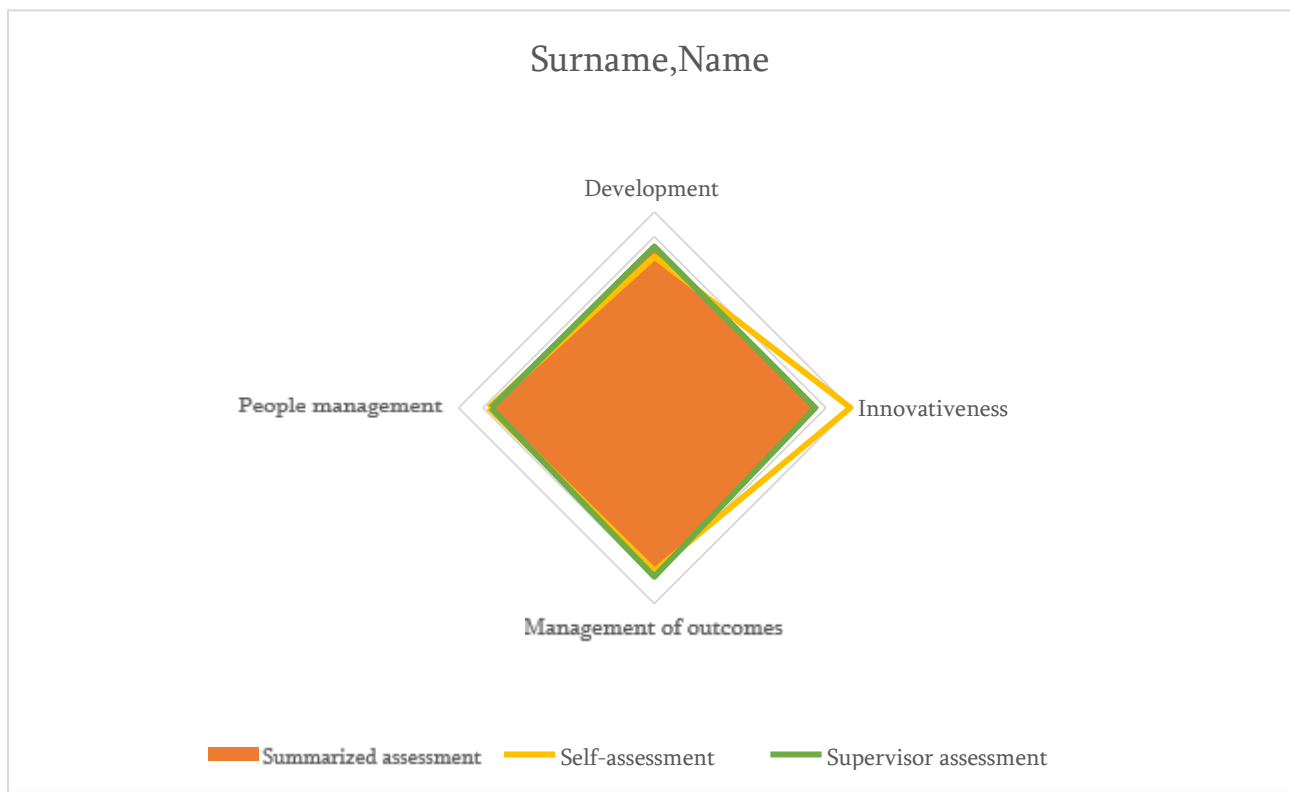
	Behavioral Indicator	Is not applicable at					Is applicable very
		1	2	3	4	5	
N	Behavioral Indicator						
1	Readiness to make decisions						
2	Focus on outcome						
3	Consistency in actions						
4	Adequate action in stressful situations						
5	Innovativeness;						
6	Risk Assessment and Management						
7	Work Process Management						
8	Team building						
9	Team work management						
10	Emotional stability						
11	Delegation						
12	Relationship management						
13	Persuasive communication						
14	Correct feedback						
15	Management of changes						
16	Acceptance of a different opinion						

17	Constructive perception of evaluation					
18	Confidence					
19	Responsibility for the results of own decisions and activity					
20	Selection of competent staff and the ability to upgrade their skills					
21	Public image					
22	Ability to perceive one's own strengths and weaknesses					
23	Orientation on self-development					
24	Authenticity					

3. According to the 360-degree assessment system, the arithmetic mean of peer grading scores, the mean of subordinates' grading, the average data of supervisors evaluation are grouped together, and each indicator is compared to the self-evaluation to identify the difference between one's own perception and that of different assessment groups.

4. As a result of statistical processing, through the grouped factors, the discrepancy (difference) between self-assessment and other people's evaluation is analyzed like the graphics below.

Table #4: Graphics of difference



Article 8. Operational Team (Circle) Evaluation Procedure

1. The operational circle is evaluated by the supervisors, namely by the managers of levels - immediate supervisor of the employee in the hierarchy and his/her superior manager. This approach facilitates an objective and mediated assessment of all management staff.

2. The operational circle is assessed by supervisors of two levels through a relatively small questionnaire that also includes behavioral indicators where the employee is assessed on a qualitative 5-point scale.



	Behavioral Indicator	Is not applicable at all					Is applicable very much
		1	2	3	4	5	
N	Behavioral Indicator						
1	Willingness to make decisions within its own competence						
2	Outcome Orientation						
3	Consistency in actions						
4	Adequate action in stressful situations						
5	Proper performance of the work						
6	Proper communication						
7	Responsibility for the outcome of your own decisions and actions						
8	Emotional stability						
9	Acceptance of a different opinion						
10	Constructive perception of evaluation						
11	Ability to adapt to news						
12	Focus on self-development						

Article 9. Assigning Points and Calculating the Final Result

1. The behavioral indicators provided within the evaluation method are evaluated by integers, with a maximum of 5 (five) and a minimum of 1 (one) points, and the final evaluation is obtained by calculating the arithmetic mean of the points awarded by each evaluator. The results of the self-assessment are not taken into account when calculating the rating.

2. The evaluation results will be calculated as follows: The average arithmetic score for each behavioral indicator and competency will be calculated according to the groups of evaluators (e.g. each behavioral indicator and competency will be calculated as the arithmetic mean of the assessments of superiors, subordinates, colleagues).

3. Besides, in order to ensure confidentiality, if the number of evaluators is less than 4, the arithmetic mean of their evaluation will not be calculated separately and will be summarized together with the manager's assessment.

4. In order to ensure confidentiality, if an employee has only one supervisor, his/her assessment will not be separated and will be calculated together with the total assessment of the others.

5. The total evaluation (rating) of the administrative staff is calculated by the arithmetic mean of the scores awarded by all assessment teams (except for the self-assessment score).

Article 10. 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.

Article 11. 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)¹;
 - 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:
 - a) Acknowledgment - if the employee's total annual evaluation - the rating varies between 80-90%;
 - b) Transfer of the relevant certificate - in case the total annual evaluation of the employee - the rating varies between 90-95%;
 - c) Monetary reward (bonus) - in case the total annual evaluation of the employee - the rating varies: between 96-97% - 300 GEL; 98% - 500 GEL; 99% - 700 GEL; 100% - 1000 GEL.
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.
5. The administrative staff, which was evaluated during the examination period (6 months), is not subject to the measures specified in paragraphs 3 and 4 of the same Article.
6. Administrative staff whose evaluation report is incomplete (according to the evaluation methodology, any evaluation team did not / could not participate, direct supervisors, colleagues, self-evaluation, subordinates) in this case, the measures specified in paragraphs 3 and 4 of this article do not apply to them.

¹ Promotion, transfer, job diversification.

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:

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

5. Staff development is carried out through various development activities:

- a) trainings;
- b) academic Course
- c) development assignments - the assignment given by the supervisor, which is a new challenge for the staff, is a novelty for them and aims at their professional development;
- d) Assigning a mentor - Mentoring is the transfer of knowledge and experience by a more experienced person (staff) to a less experienced employee;
- e) Assigning the role of a mentor - Being in the role of a mentor develops the staff, because they mobilize their knowledge, experience, improve communication skills, prepare for a leadership position.
- f) Project management - new, so-called, project management is a new experience that develops coordination, planning, communication skills. It is also important for motivation, because the staff performs and masters new types of activities, contents.
- g) Coaching - Coach (direct supervisor) helps the staff to develop any skills, competencies (communication, staff relations, decision making). The goal of a coach is to help the staff find a solution, alternatives themselves. The goal of coaching is to develop and empower the staff.
- h) The mentioned list is incomplete and other development measures may be added to it by the decision of the manager in agreement with the employee.

Article 13. Refusal to Evaluate

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

Article 14. 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 15. Persons Responsible for the Evaluation Process

The structural units / persons responsible for planning and administering the evaluation process are following:

- The Human Resources Management Service is responsible for developing the evaluation standards for the work performed;
- The Human Resources Management Service is responsible for developing the evaluation form of the work performed (report form, accountability form, feedback form);
- The Human Resources Management Service and evaluated persons are responsible for determining the time-frames for evaluation of the work performed ;
- The Human Resources Management Service is responsible for administering the evaluation of the work performed;
- Employees of all structural units are responsible for participating in the evaluation of the work performed;
- The Human Resources Management Service / Information Technology Service (part of the calculation) is responsible for the calculation / analysis of the results of the evaluation of the work performed;;
 - The Human Resources Management Service is responsible for developing a report on the evaluation results of the work performed;
 - The Human Resources Management Service and the immediate supervisor of the evaluated person are responsible for providing feedback on the evaluation results of the work performed;
 - The Human Resources Management Service is responsible for making changes in the evaluation process of the work performed;
 - The Human Resources Management Service is responsible for monitoring the progress / regress in the work performance as a result of the feedback;
 - The Human Resources Management Service is responsible for the comparative analysis of the annual, quarterly results of the work performance evaluation.



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 (4). 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:

Table #5: Satisfaction 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		

4 The evaluation results refer to the average arithmetic data summarized in accordance with the present document and not the completed questionnaires.



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		
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		
Evaluation Questionnaire is acceptable		
Other note: _____		

2. In order to increase the sense of credibility towards the evaluation process, it is possible to randomly involve several employees in the evaluation process, in particular, to involve them in the assessment process of another person. This requires the consent of both the randomly selected person and the one to be evaluated. The above employee fills out the form below.

Engagement in the evaluation process;

Name, surname of the person evaluated _____

Name, surname of the person engaged _____

Assessment methodology _____

(An individual randomly selected in a specific evaluation process learns to administer the assessment process with a representative of the Human Resources Management Service)

Processes to be performed:

-

Functions-duties:

-
- Advantages of being involved in the process:

-

Recommendations

-

Please rate the effectiveness of the rating system on the scale below.

1	2	3	4	5
Ineffective				Effective

Signature of service representative of
human resource management