UNIVERSITY OF GUYANA
Faculty of Engineering & Technology
Office of Industrial Liaison

This appraisal is an evaluation of the students' performance over the past 12 weeks.

File: ……..... ……

INDUSTRIAL ATTACHMENT PERFORMANCE APPRAISAL FORM

(Please submit to the Office of Industrial Liaison at the end of each work trimester (12 weeks of work))

SECTION A: GENERAL INFORMATION

Name:			
..... [First]	..... [Last]	..... [USI No.]	..... [Department- FET]

Training timelines

1 2 3 Trimester	Start date: ..... End date: .....

..... [Company/Organization]	..... [Department attached]	..... [Name of Appraiser]	..... [Rank]

1. Please describe the responsibilities of the student during this trimester with your department:

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2. Did the student exhibit the level of academic engineering preparation necessary to achieve the level of performance required for his/her training? Yes / No. If the response is 'No' please explain.

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INSTRUCTIONS: The immediate supervisor should objectively evaluate the student's performance based on daily responsibilities and projects assigned and discuss the findings with the student prior to his/her signing.

Rating Scale: 5 – Exceeds expectations 4 – Meets expectations 3 – Meets expectations minimally 2 – Needs improvement 1 – Unacceptable N – No basis for assessment

ATTRIBUTES OF ENGINEERING STUDENT	RATING						REMARKS
BASELINE COMPETENCES Interpersonal skills: **Can work effectively with others**	*5*	*4*	*3*	*2*	*1*	*N*	
Professionalism: **Maintains a professional presence**	*5*	*4*	*3*	*2*	*1*	*N*	
Initiative: **Is committed to perform well and follow through on one's own to get the job done.**	*5*	*4*	*3*	*2*	*1*	*N*	
Communication: **Has the ability to exchange information.**	*5*	*4*	*3*	*2*	*1*	*N*	
Dependability: **Displays responsible behaviors at work**	*5*	*4*	*3*	*2*	*1*	*N*	
PERSONNAL & PROFESSIONAL ATTITUDE Competence: **Has the ability to do the work**	*5*	*4*	*3*	*2*	*1*	*N*	
Commitment: **Is dedicated to given tasks**	*5*	*4*	*3*	*2*	*1*	*N*	
Integrity: **Is trustworthy and loyal to organization and colleagues.**	*5*	*4*	*3*	*2*	*1*	*N*	
Punctuality: **Organizes tasks to meet expected work schedules**	*5*	*4*	*3*	*2*	*1*	*N*	
TECHNICAL SKILLS Engineering practice: **Utilizes opportunities to develop hands-on-skills.**	*5*	*4*	*3*	*2*	*1*	*N*	
Problem solving and decision making: **Identifies problem and proposes feasible solutions**	*5*	*4*	*3*	*2*	*1*	*N*	
Teamwork: **Working cooperatively with others to complete tasks**	*5*	*4*	*3*	*2*	*1*	*N*	
Creative thinking: **Generates innovative ideas and creative solutions**	*5*	*4*	*3*	*2*	*1*	*N*	
KNOWLEDGE Engineering fundamentals and application: **Knowledge of the basic laws, concepts, theories and principles of engineering.**	*5*	*4*	*3*	*2*	*1*	*N*	
Engineering knowledge**: The ability to apply engineering equations and formulas to solve engineering problems.**	*5*	*4*	*3*	*2*	*1*	*N*	
Computer science and technology: **Knowledge and ability to use current software and technology.**	*5*	*4*	*3*	*2*	*1*	*N*	
Critical & analytical thinking: **Uses logical thought process to analyze information and draw conclusions.**	*5*	*4*	*3*	*2*	*1*	*N*	
OVERALL PERFORMANCE [Σ Attributes/ Total score received]							

Student's Strengths:
Student's Developmental Needs:

……………………………..……..…… [Supervisor's signature]   …………………..……………… [Date: YYYY-MM-DD]   ……………..…………..……. [Student's signature]*   ………..……..……..…..………… [Date: YYYY-MM-DD]

**I acknowledge that I have participated in the appraisal process and have a copy of the appraisal.*

SECTION B: FOR OFFICIAL USE ONLY

GENERAL REMARKS

H.O.D:……..……

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………………………………………………………………………………… [Signature of Head of Department- FET]   ………………...……..…..…….. [Date: YYYY-MM-DD]

I.L.O:…......……

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Common tendencies resulting in inaccurate evaluations

The following list consists of rating tendencies that diminish the accuracy and effectiveness of performance appraisals. Being aware of these tendencies will result in more accurate evaluations.

The Horns Effect: *The horns effect occurs when the rater allows a low appraisal on one performance factor to lap-over, resulting in the same low appraisal on other performance factors for the employee even though the employee may deserve a higher appraisal on some or all the other factors.*
The Halo Effect: *The halo effect occurs when the rater allows a high appraisal on one performance factor to lap-over, resulting in the same high appraisal on other performance factors for the employee even though the employee may deserve a lower appraisal on some or all the other factors.*
The Strictness Bias Effect: *The strictness bias effect occurs when the rater gives all his or her employees a below average or "below expectations" (or lower) on most or all performance factors of how effectively or ineffectively each employee has actually performed with respect to each factor.*
The Leniency Bias Effect: *The leniency bias effect occurs when the rater gives all his or her employees an above average or "exceed expectations" appraisal (or above) on all performance factors, regardless of how effectively or ineffectively each employee has actually performed with respect to each factor.*
The Central Tendency Effect: *The central tendency effect occurs when the rater gives all his or her employees an average or "meets expectations" appraisal on most or all performance factors, regardless of how effectively or ineffectively each employee has actually performed with respect to each factor.*
The Recency Effect: *The recency effect occurs when the rater appraises each performance factor within the context of an employee's most recent performance rather than appraising the factors based on the performance of the employee over the entire period.*
The Personal Bias Effect: *The personal bias effect occurs when the rater allows his or her personal feelings or prejudices with regard to an employee (or to the group to which the employee belongs) to influence the appraisal of the employee's performance factors, regardless of how effectively or ineffectively the employee has performed with respect to each factor.*