Annex 3

Detailed Rules for Performance Assessment

Performance targets for lecturers, researchers and teachers

1. §

The performance indicator for the given target must be higher than the corresponding benchmark set as a job requirement for the employee's position (*Annex 6/b*).

Optional indicators	Method of measurement	Type of indicator	Method of assessment
Weekly contact classes in Hungarian (hour/week)	Available in the system	Number	target met: yes/no
Weekly contact classes in a foreign language (hour/week)	Available in the system	Number	
Number of Q1-Q3 journal articles (pcs), book chapter equivalent approved by the Hungarian Academy of Sciences (with the exception of studies presented at the conference as a book chapter in the Hungarian Science Bibliography)*	Available in the system	Number	
Book chapter, monograph published by a prestigious domestic/international publisher accepted by the Hungarian Academy of Sciences (in the case of a publication recorded in Hungarian Science Bibliography)	Available in the system	Number	
The value of the publication composite indicator included in the funding contract for the given year	Self-assessment	Number	
Hungarian Science Bibliography SJR number of at least Q2 scientific publications in the last five years (pcs)*	Available in the system	Number	
The value of the publication composite indicator included in the funding contract for the past 5 years	Self-assessment	Number	

Optional indicators	Method of measurement	Type of indicator	Method of assessment
Hungarian Science Bibliography WoS/Scopus number of citations received in the current year for publications in the last five years (pcs)*	Available in the system	Number	
Hungarian Science Bibliography Wos/Scopus number scientific publications in the last 5 years (pcs)*	Available in the system	Number	
Number of students completing the course in the reference year/Number of students obtaining a course completion signature per semester (%)	Available in the system	Number	
Final, bachelor's and master's thesis supervision completed with signature and/or a mark in the reference year (according to the model curriculum) (person)	Available in the system	Number	
OK result (average)	Available in the system	Number	
Number of (National) Students' Research Society supervision (number of participants) (person)	Available in the system	Number	
Participation in national grant projects/research collaborations (pcs)	Self-assessment	Number	
Participation in international grant projects/research collaborations (pcs)	Self-assessment	Number	
Participation in/organisation of enrolment (pcs)	Self-assessment	Number	
Organisation and implementation of the institutional activities aimed at obtaining extra scores	Self-assessment	Number	
Development of existing curricula per subject (pcs)	Self-assessment	Number	
Number of single and multiple author publications in Hungarian categorised by the Hungarian Academy of Sciences (A, B, C, D) (pcs)*	Available in the system	Number	
D1 journal article (pcs)*	Available in the system	Number	
Habilitation or obtaining the title 'doctor of the Hungarian Academy of Sciences'	Available in the system	Number	target met: yes/no
Number of students completing a course in the reference year/number of students taking the course (%)	Available in the system	Number	
Number of students taught in the reference year (person)	Available in the system	Number	
PhD thesis supervision in the reference year (person)	Available in the system	Number	

Optional indicators	Method of measurement	Type of indicator	Method of assessment
Study programme leadership (higher education vocational programmes, bachelor's, master's programme, specialised further educational programme, departmental and faculty admin.) (pcs)	Available in the system	Number	
Performing study programme coordination tasks across multiple training sites (optional indicator only for those employed at branch campuses)	Self-assessment	Number	
Specialisation, major, lecturer responsible for dual training (pcs)	Available in the system	Number	
Management and secretariat of a doctoral school	Available in the system	yes/no	
Chairman and Secretary of the University Doctoral and Habilitation Council	Available in the system	yes/no	
Lecturer responsible for practicum (person)	Available in the system	Number	
Participation in the development of new training programmes (pcs)	Self-assessment	Number	
Managing the development of new training programmes (pcs)	Self-assessment	Number	
Development of existing curricula per subject (pcs)	Self-assessment	Number	
Rankings at the (National) Students' Research Society competitions (ranking: 1-3, special prize)	Available in the system	Number	
Preparing students for national professional competitions (person)	Self-assessment	Number	
Preparing students for international professional competitions (person)	Self-assessment	Number	
Management, organisation and participation in a talent management programme for university and secondary school students (person)	Self-assessment	Number	
Conducting special college courses (pcs)	Self-assessment	Number	
Conducting special college courses (person)	Self-assessment	Number	
Participation in a mentoring scheme for university students and secondary school students (faculty and major) and in the Sport and Learning Programme (person)	Self-assessment	Number	target met: yes/no
Participation in adult education (as a lecturer), if not remunerated (pcs)	Self-assessment	Number	
Completion of a course related to the position of a lecturer or researcher (professional, digital/IT, communication, language) (pcs)	Self-assessment	Number	

Optional indicators	Method of measurement	Type of indicator	Method of assessment
Interdisciplinary research: an existing collaboration implemented with the involvement of at least 2 organisational units within the University of Pannonia (pcs)	Self-assessment	Number	
Number of submitted applications for know-how and patents (pcs)	Self-assessment	Number	
Managing market-based projects (between partners and the University) (pcs)	Self-assessment	Number	
Scientific peer review, proofreading in Hungarian (scientific publication, specialised book, funding project, new major launch documentation, etc.) (pcs)*	Self-assessment	Number	
Scientific peer review, proofreading in a foreign language (scientific publication, specialised book, funding project, new major launch documentation, etc.) (pcs)*	Self-assessment	Number	
Editorial board membership of a national journal of arts and sciences (pcs)*	Self-assessment	Number	
Editorial board membership of an international journal of arts and sciences (pcs)*	Self-assessment	Number	
Management membership at an international professional organisation (pcs)	Self-assessment	Number	
Management membership at a national professional organisation (pcs)	Self-assessment	Number	
International professional cooperation (pcs)	Self-assessment	Number	
Participation in/organisation of enrolment (pcs)	Self-assessment	Number	
Participation in/organisation of a national conference/event with at least 20 external participants for the purpose of scientific/artistic activities (person)	Self-assessment	Number	
Participation in/organisation of an international conference/event with at least 20 external participants for the purpose of scientific/artistic activities (pcs)	Self-assessment	Number	
Participation in the implementation of a national event (organisation, conducting a lecture) with the involvement of at least 10 people for industrial/professional/practical/marketing purposes (person)	Self-assessment	Number	
Participation in the implementation of an international event (organisation, conducting a lecture) with the involvement of at least 10 people for industrial/professional/practical/marketing purposes (person)	Self-assessment	Number	target met: yes/no
Management of external industrial/professional partnerships with a resulting outcome (contract/order/collaboration agreement/jointly launched funding project) (pcs)	Self-assessment	Number	

Optional indicators	Method of measurement	Type of indicator	Method of assessment
Management of external international industrial/professional partnerships with a resulting outcome (contract/order/collaboration agreement/jointly launched funding project) (pcs)	Self-assessment	Number	
Management of a Hungarian educational institutional partnership with a resulting outcome (contract/order/collaboration agreement/jointly launched funding project) (pcs)	Self-assessment	Number	
Management of an international educational institutional partnership with a resulting outcome (contract/order/collaboration agreement/jointly launched funding project) (pcs)	Self-assessment	Number	
External research work, training acquisition activities, selling services, mobilising additional financial resources (pcs)	Self-assessment	Number	
External research work training acquisition activities, selling services, mobilising additional financial resources (million HUF)	Self-assessment	Number	
Participation in writing national research grant projects (pcs)	Self-assessment	Number	
Participation in writing international research grant projects (pcs)	Self-assessment	Number	
Participation in university committees (pcs)	Self-assessment	Number	
Commission management position (pcs)	Self-assessment	Number	
Giving a lecture at a national conference in a foreign language (pcs)*	Self-assessment	Number	
Giving a lecture at conference abroad in a foreign language (pcs)*	Self-assessment	Number	
Giving a lecture at a conference in Hungarian (pcs)*	Self-assessment	Number	
Giving a lecture at a conference in a foreign language (pcs)*	Self-assessment	Number	
Editing the full text of the conference publication in Hungarian (pcs)*	Self-assessment	Number	
Editing the full text of the conference publication in a foreign language (pcs)*	Self-assessment	Number	
SMART target	Self-assessment	Number	

Considerations	Comment	Method of assessment
general competencies	5 competencies must be chosen	5-grade scale

Performance targets for employees in miscellaneous positions

2. §

Considerations	Consideration elements	Comment	Method of assessment
General competencies	Can be chosen from a list	**5 competencies** must be selected for each employee in a miscellaneous position	on a 5-gade scale
SMART targets for job-related tasks	SMART 1 SMART 2 SMART 3	Where SMART target-setting is possible: **3 SMART targets** must be set, one of which may be a goal beyond the scope of the job (individual development, community, academic, public involvement, membership of an organisation or committee, participation in a mentoring scheme) SMART: a specific, measurable, attainable, relevant and time-bound target specific to the job If the position allows, a SMART target can be replaced by an assessment by another organisational unit (questionnaire)	target met: yes/no (based on a percentage result in case of a questionnaire)
Assessments by other organisational units	questionnaire on request	Where SMART target-setting is not possible: for employees in miscellaneous positions	based on percentage result

Performance targets for managers with basic duties as lecturers, researchers or teachers

3. §

Consideration	Comment	Consideration elements	Method of assessment
targets set for a faculty/comprehensive organisational unit/organisational unit	3 targets may be set	specific, measurable and time-bound targets set for the faculty, comprehensive organisational unit or organisational unit managed by the manager	target met: yes/no

Considerations	Comment	Method of assessment
Leadership competencies	**5 competencies** must be chosen	5-grade scale

Performance targets for managers with other basic duties

4. §

Consideration	Comment	Consideration elements	Sub-elements	Method of assessment
targets set for a comprehensive organisational unit/organisational unit	3 targets may be set	specific, measurable and time-bound targets set by the superior for the organisational unit under the control of the given manager	N/A	target met: yes/no
Leadership competencies	**5 competencies** must be chosen	N/A	N/A	on a 5-grade scale

Optional competencies

5. §

Competency	Description
I. Skills affecting the quality of work:	
Professional curiosity and developing expertise Ability to develop, self-development	It includes motivation, the urge to develop on the job and to acquire new skills. Has a drive to maintain and increase professional knowledge, defining, acquiring and sharing important information in order to contribute to the success of the organisation. Knows his or her strengths and weaknesses. Consciously develops his or her abilities, skills, knowledge and experience for his or her work.
Quality orientation, utilisation of working time; Accuracy, precision	Strives to ensure that there is no compromise on the quality of work and the working environment. This involves systematically identifying, maintaining and properly implementing requirements to meet organisational expectations. Is able to keep appointments. Completes tasks on time. Is able to keep working towards perfection.
Comprehension; Ability to understand instructions	Understands instructions, descriptions and guidelines needed to perform tasks. Is able to focus on details and is willing to execute effectively in line with the goals or the task. Listens to instructions and begins to carry them out in an appropriate manner.
Attitude to work; Dedication, commitment; Diligence, efforts; Can be motivated	Is open to and interested in tasks. Is dedicated to his or her work and happy to do his or her job. Is willing and able to adapt his or her behaviour to the needs and objectives of the profession. Is inspired by and committed to his or her work. Identification with organisational goals and values is particularly important for him or her. Makes full use of his or her working time. Seeks new challenges. Even takes on tasks involving additional work. Is able to share the enthusiasm of the people working with him or her and use it to get the job done.
Taking initiatives, creative thinking	The ability to come up with new or innovative approaches and visions, to think outside the box and solve problems creatively, to come up with innovative and forward-looking solutions that support the strategy and development of the organisation.
Patience; Persistence;	Is able to stay calm when managing situations arising from tasks during work.

Flexibility	Is able to maintain the energy investment required by the task or activity over a longer period of time. Is able to focus his or her efforts to complete the task for extended periods of time. Is able to work effectively under different and changing circumstances (e.g. changing weather conditions, changing work schedules). Is able to adapt to different situations in the course of his or her work without loss of efficiency.
Digital competencies	This includes information gathering and processing, communication, content creation, secure use and problem solving.
II. General intellectual abilities:	
Logical thinking	Recognises logical connections and plans and/or carries out activities according to these logical connections, may draw conclusions.
Problem solving, troubleshooting	Is able to think through and consider all the options available for solutions/actions and choose the one that best achieves the objective, i.e. the real, practical or theoretical solution to the problem.
III. Ethics-related skills :	
Sense of responsibility	Performs the tasks assigned to him or her in a responsible manner. Consciously bears the consequences of his or her own actions, is aware of his or her contribution to the outcome of the work. Demonstrates open, honest and ethical behaviour towards colleagues and partners.
Reliability	Consistently performs his or her tasks, is available for work (can always be counted on during the work). Works and behaves in accordance with the general ethical and moral standards expected in his or her job. Complies with both written and unwritten rules that exist in relation to the work/task.
IV. Physical, mental abilities:	
Positive attitude; Openness	Is able to see progressive events, processes and people in his or her own environment. Has an optimistic, positive and trustful attitude towards his or her environment. Is able to perform new or familiar tasks in a new and innovative way.
Stress tolerance; Capable of hard work	Copes well with stressful situations arising in the course of his or her work in connection with the task, people or working conditions. Is able to perform well under pressure, increased expectations and personal tensions. Is able to focus energy on getting the job done in stressful situations as well. Is able to make and sustain the effort required by the activity or task-
Tolerance for monotony	Performs repetitive and/or identical tasks with adequate attention, calmness and perseverance, to the required quality and on time.
V. Communication skills:	

Flexibility in communication; Ability to formulate thoughts into words	Is able to convey his or her thoughts and ideas in a way that is understandable and appropriate to the recipient. Is able to formulate his or her thoughts and ideas in proper and coherent sentences.
Ability to process information	Is able to sort out and organise perceptions and impressions. Can effectively filter necessary information and organise it into a coherent system.
VI. Employment skills:	
Work intensity; Intensive work performance	Can handle a large number of tasks in a short time. Works quickly and efficiently, without compromising on quality. Makes and maintains efforts required by the activity or the task.
Autonomy in work	Is able to perform the tasks assigned to him or her without control or supervision. Is able to plan, schedule and carry out tasks within his or her own area of responsibility without direct supervision. Makes the necessary proposals and decisions and takes the necessary measures within his or her sphere of authority to ensure the effective performance of the task.
Systematic performance of work; Keeping the environment clean and tidy	Carries out activities in a predefined sequence of steps. Maintains a hygienic, transparent and tidy working environment in line with expectations. Uses, handles, cares for and stores work equipment as required.
VII. Professional skills:	
Appropriate application of knowledge	Can appropriately apply information and knowledge in various situations and working environments.
VIII. Social skills:	
Team work, cooperation; Building relationships within the organisation	Is willing and able to work in collaboration with colleagues, supporting each other, while developing open, honest and positive relationships in order to solve problems and meet organizational goals. Is able to know and understand the different relations within the organisation and be able to work with them.
Conflict management skills	Is able to effectively/successfully resolve disputes, difficult situations and conflicts of interest in life and work situations. Accepts and successfully resolves conflicts, disputes and conflicts of interest.
Willingness to help	Provides support to others in an appropriate way and with appropriate content to help them complete their tasks.
IX. Leadership competencies (can be chosen for managerial positions only):	

Leadership skills	Is willing and able to lead and motivate others by inspiring commitment, sharing goals, empowering and encouraging. This is also linked to communicating the vision and values of the organisation and translating them into action that can be used in everyday life.
Planning, organisation – setting priorities	Is able to identify what needs to be done, develop an appropriate plan to achieve it and assess progress towards the goals. This includes providing resources, identifying key drivers and setting priorities so that goals can be achieved in the best, most efficient and timely manner.
Ability to make decisions	Is able to make decisions, which includes gathering information, identifying what information is still needed, developing alternatives, the elements of concrete implementation and taking responsibility for the decision. Is able to choose between alternatives for opportunities, situations and resources, accepting the impacts and (personal) consequences of decisions. Is able to choose risky alternatives or loss.
Ability to give feedback	Provides feedback on other's behaviour, thoughts and/or work in a helpful and stimulating way.
Perseverance, determination, resoluteness	Skills which, even in adverse circumstances, enable the manager to positively influence the performance of the department under his or her control.
Strategic thinking	Proactivity and strategic thinking are basic elements of this attitude. Develops the goals of the organisation or organisational unit he or she manages for the long run, within a well-thought-out strategy. The strategy can then be broken down into smaller objectives, activities and tasks, thus setting the framework and direction for day-to-day operations.
Ability to motivate others	The smooth and efficient work of the employees is key to effective operations. With the ability to motivate others, a manager can help an employee having a difficult time get over the difficulties. This in turn will stabilise and improve the employee's performance in the long term.
Moral commitment and a safe environment	It involves creating a safe environment, i.e. an environment where employees can use their intellectual capacity to drive innovation and creativity, alongside social commitment.

Questionnaire for the assessment of employees in customer service jobs

6. §

Please rate (name of employee), an employee of the (organisational unit), on the basis of the following questionnaire.

The questionnaire will be accepted as valid if you provide a valid answer to at least 8 questions about the employee.

1. What position do you hold?
   a) senior manager (director, director general, dean)
   b) manager (head of institute, head of organisational unit, head of department)
   c) team leader/office manager/head of department at an institute
   d) lecturer
   e) researcher
   f) teacher
   g) other employee

2. How often do you have work contact with “name of the employee”?
   a) daily
   b) weekly
   c) every two months
   d) rarely
   e) never

3. How would you rate the performance of “name of the employee” within your working relationship?
   a) fantastic (5)
   b) excellent (4)
   c) good (3)
   d) average (2)
   e) bad (1)
   f) I cannot assess it

4. Please rate the extent to which you agree with the following statements about the employee.

4.1 Tries to take into account the needs of the organisational unit/employee contacting him or her in the course of work, in compliance with the relevant laws and internal regulations:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.2 Strives to ensure that the requests of the employee/organisational unit contacting him or her are fulfilled in a timely manner:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.3 Takes responsibility for problems and mistakes he or she may have caused, instead of blaming others:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.4 The employee being assessed performs his or her work reliably and accurately in the course of joint work:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.5 Identifies/reports and, if possible, resolves issues before they lead to a crisis situation:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)

f) I cannot assess it

4.6 Copes well with stressful situations:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.7 Gives concrete and precise answers to the questions that may arise:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.8 Takes responsibility for the tasks he or she performs:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.9 Detects and corrects any errors in a timely manner:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.10 Is able to recognise task priorities and work according to them:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)

e) I do not agree at all (1)
f) I cannot assess it

4.11 Shows a proactive attitude in his or her approach to getting things done. Manages the process until the case is closed, initiating conciliation if necessary:

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)
f) I cannot assess it

4.12 A free text question formulated by the superior (optional):

.....

a) I fully agree (5)
b) I agree (4)
c) I have a neutral opinion (3)
d) I do not agree (2)
e) I do not agree at all (1)

A written evaluation of the Employee being assessed (optional):

.....
.....
.....

Questionnaire for evaluating performance related to basic position

7. §

The purpose of the following questionnaire is for supervisors to evaluate the employee's performance in their basic (contracted) position.

Please rate each statement on a scale of 1 to 5 (1 = does not apply at all, 5 = fully applies).

1. Performance of tasks related to position

	1	2	3	4	5
Completes tasks accurately and on time.					
The quality of work meets university expectations.					
Capable of independent completion of tasks related to position.					

2. Professional competence related to position

	1	2	3	4	5
Possesses the professional knowledge required for the position.					

Continuously develops his or her professional skills.					
Shares knowledge with others.					

3. Collaboration and communication

	1	2	3	4	5
Constructively cooperates with colleagues.					
Communicates effectively (both verbally and in writing).					
Helpful to colleagues.					

4. Attitude and working style

	1	2	3	4	5
Performs work responsibly.					
Open to new tasks and changes.					
Proactive and takes					

initiative at work.					

5. Personal performance and development

	1	2	3	4	5
His/her performance contributes to the organisation's goals.					
Motivated for better performance.					
Able to make good use of feedback in his or her work.					

6. Open questions

What do you see as the employee's greatest strengths?

_____

_____

In which areas is further development needed?

_____

_____

_____

Process description of the performance assessment

8. §

	Sub-process	Person responsible for the implementation of the sub-process	Deadline for the implementation of the sub-process
1.	Setting performance targets for the faculty/comprehensive organisational unit/organisational unit	Rector, Chancellor	current year, until the last day of February
2.	Setting targets for organisational units to guide the setting of individual performance targets	Dean, Director General of the University Centre, Head of comprehensive organisational unit	current year, 15th March
3.	Setting and recording the employee's performance targets in the PETER	Supervisor	current year, 31st March
4.	Approval of the employee's performance targets	Superior	5 working days after the targets have been set by the supervisor
5.	Request for a review of the targets set for the employee	Employee	within 4 working days after the targets have been set
6.	Consultation on the request for a review	Superior	within 5 working days of receipt
7.	Decision on the request for a review	Superior	within 10 working days of receipt
8.	If decision is made to perform review, modification of the targets	Supervisor	within 4 working days following the decision of the superior
9.	Acknowledgement of the targets set for the employee	Employee	within 4 working days following target-setting / superior's approval
10.	Mid-year self-assessment of performance targets	Employee	on a regular basis from the 3rd month following the date of target-setting

	Sub-process	Person responsible for the implementation of the sub-process	Deadline for the implementation of the sub-process
11.	Mid-year review of performance targets	Supervisor	at least 6 months after target-setting
12.	Employee's self-assessment	Employee	31st January following the year in question
13.	Annual assessment of the supervisor, recording in PETER	Supervisor	last day in February following the year in question
14.	Approval of supervisor's assessment	Superior	within 5 working days following supervisor's assessment
15.	Request for review	Employee	within 4 working days following manager's assessment
16.	Consultation on the request for a review	Superior	within 5 working days of receipt
17.	Decision on the request for a review	Superior	within 10 working days of receipt
18.	If decision is made to perform review, modification of the targets	Supervisor	within 4 working days following the decision of the superior
19.	Acknowledgement of the performance assessment	Employee	within 8 days following assessment / approval by the superior

Performance assessment flowchart

9. §

