PROCEDURES AND PRINCIPLES OF ALTINBAS UNIVERSITY ADMINISTRATIVE PERFORMANCE SYSTEM

PART ONE
Purpose, Scope, Basis and Definitions

Objective
ARTICLE 1- (1) The purpose of these procedures and principles is to continuously increase the contribution of the University to the country by achieving the goal of excellence by providing support in career management and planning, increasing productivity and achieving excellence by evaluating, monitoring and improving the performance of administrative staff and administrative officers working at the University in line with the mission, vision, core values and strategic goals of Altınbaş University.

Scope
ARTICLE 2- (1) These procedures and principles cover administrative staff and administrative officers working at Altınbaş University.
(2) Administrative staff and administrative officers who take office after the first quarter of the performance period are not included in the performance system for the relevant period.

Basis
ARTICLE 3- (1) These procedures and principles have been prepared based on the Main Regulation of Altınbaş University.

Definitions
ARTICLE 4- (1) Some definitions in these procedures and principles are set out below;
  a) University Altinbas University, –
  b) Board of Trustees Altınbaş University Board of Trustees,
  c) Rector: The Rector of Altınbaş University,
  d) Secretary General Secretary General of Altınbaş University,
  e) Administrator: Rector, Dean, Head of Department, Director, General Coordinator
  f) Administrative Unit: Administrative units within Altınbaş University,
  g) Administrative Staff: Administrative staff working full-time at Altınbaş University with an indefinite term contract,
  h) Administrative staff: Academic staff who fulfill the administrative duties specified in Article 7 of these Procedures and Principles,
  i) Form: The Administrative Performance Evaluation Form filled out through the system,
  j) Objective: Verbal and numerical terms indicating the work results and how to achieve them, which are planned to be realized within the performance period in line with the duties and responsibilities of the employee in order to support university and unit priorities,
  k) Performance Grade: It refers to the points to be calculated for the types of activities in the field of work and service of the administrative staff and the percentage of the sum of these points in each field that will be included in the final evaluation.
  l) Performance Period: January through December,
  m) APDG: Key performance review indicator,
  n) Midterm Evaluation: APDG period dates,
  o) End of Year Evaluation: December.

Elements of the Performance System

ARTICLE 5- (1) The elements of the performance system are as follows;

a) Measuring performance,

b) Evaluation of performance,

c) Feedback on performance results,

d) Linking performance results to rewards,

e) Performance improvement.

PART TWO
Responsible Persons and Duties

ARTICLE 6- (1) The Human Resources Department is responsible for the initiation and follow-up of performance evaluation periods for the implementation of this directive, and for submitting the reports to the senior management.

(2) Managers are responsible for completing the performance management of their subordinates within the time schedule, and for the adoption and use of the performance management process by their employees.

(3) Administrative staff and administrative officers are responsible for completing the Performance System assessments and advancing the system steps by working with their manager(s) during the reporting of targets, interim assessment, year-end assessment and individual development plan stages.

PART THREE
Performance System

Definitions

ARTICLE 7- (1) The Performance System is based on the identification of administrative staff according to their job family and level, and the measurement of their performance. The job family is divided into three groups as "Those Providing Direct Services to Students", "Those Contributing to Processes" and "Those Contributing to Commercial Results". Each group consists of five levels according to positions. The job family and level matrix are given in the table below.

PS İŞ AİLESİ	BİRİMLER	1.Seviye	2.Seviye	3.Seviye	4.Seviye	5.Seviye
ÖĞRENCİYE DOĞRUDAN HİZMET SUNANLAR	Fakülteler, Meslek Yüksekokulları, Enstitü	Uzman Yardımcısı	Uzman	Koordinatör	Dekan	
	Yurt Müdürlüğü	Yurt Görevlisi	Fakülte/Enstitü/Yüksekokul Sekreteri	Ombudsman	Daire Başkanı	
	Staj ve CO-OP Müdürlüğü	Asistan	Doktor	Yönetmen	Müdür	
	Öğrenci İşleri Daire Başkanlığı	Teknisyen	Psikolog	Müdür Yardımcısı	Genel Koordinatör	
	Öğrenci Ombudsmanlığı	Ofis Sorumlusu	Kıdemli Uzman	Yönetmen		
	Etkinlik Koordinatörlüğü	Hemşire				
	Mezunlar ile ilişkiler ve Uluslararasılaşma Daire Başkanlığı	Depo Yöneticisi				
	Öğrenci Dekanlığı	Staj Sorumlusu				
SÜREÇLERE KATKI SAĞLAYANLAR	Genel Sekreterlik	Uzman Yardımcısı	Uzman	Daire Başkan Yardımcısı	Genel Sekreter Yardımcısı	
	İnsan Kaynakları Daire Başkanlığı	Şoför	Kıdemli Uzman	Koordinatör	Daire Başkanı	
	Bilgi Teknolojileri ve Güvenliği Daire Başkanlığı	Teknisyen	Özel Kalem	Yönetmen	Müdür	
	Bilimsel Araştırma ve Projeler Daire Başkanlığı	Rektör/Yönetici/İdari Asistan	Tercüman		Birim Başkanı	
	Kütüphane ve Dokümantasyon Daire Başkanlığı	Yönetici Asistanı	Avukat		Hukuk Müşaviri	
	Mali İşler, Bütçe ve Satın Alma Daire Başkanlığı	Güvenlik Sorumlusu	Mimar			
	Strateji Geliştirme ve Kalite Güvencesi Daire Başkanlığı	Görevli	Mühendis			
	İç Denetim Başkanlığı	Muhaberat Elemanı				
	İşyeri Sağlık ve Güvenlik Birimi	Bahçıvan				
	Uzaktan Eğitim Merkezi					Rektör Yardımcısı
	Yazı İşleri Müdürlüğü					Genel Sekreter
	Yapı ve Proje İşleri Daire Başkanlığı					
	Güvenlik, İdari ve Teknik İşler Müdürlüğü					
	Hukuk Müşavirliği					
	Dijital Strateji ve İletişim Ofisi					
	Kalite Süreçleri Koordinatörlüğü					
	Rektörlük					
	Mütevelli Heyet Başkanlığı					
	Merkezi Araştırma Laboratuvar Müdürlüğü					
	Elektrikli Otonom ve İnsansız Araçlar Uygulama ve Araştırma Merkezi					
TİCARİ SONUÇLARA KATKI SAĞLAYANLAR	Ağız ve Diş Sağlığı Uygulama ve Araştırma Merkezi	Uzman Yardımcısı	Kıdemli Uzman	Koordinatör	Başhekim	
	Sürekli Eğitim Merkezi	Asistan, Mesul Müdür	Uzman	Yönetmen	Daire Başkanı	
	Uluslarası Ofis Daire Başkanlığı	Görevli, Hemşire	Grafiker		Müdür	
	Kurumsal İletişim Koordinatörlüğü	Depo Yöneticisi, Tekniker			Genel Koordinatör	
	İlk Yardım Eğitim Merkezi	Laboratuvar Sorumlusu				

Evaluation Criteria

ARTICLE 8- (1) Evaluation criteria are specified in the table below with different percentages according to the level of the position.

MEASUREMENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
COMPETENCIES	30%	25%	15%	10%	10%
STRATEGIC OBJECTIVES	-	30%	40%	50%	55%
PROCESS AND INDIVIDUAL GOALS	-	35%	25%	20%	15%
MANAGEMENT REPORT CARD	-	-	10%	10%	10%
MANAGER EVALUATION	10%	10%	10%	10%	10%
GENERAL WORK DISCIPLINE	60%	-	-	-	-
Total	**100%**	**100%**	**100%**	**100%**	**100%**

Competencies

ARTICLE 9- (1) Competencies represent a person's individual knowledge, skills, abilities and capability potential.

The competency set determined for Altınbaş University consists of three categories: "Institutional Competencies", "Business Family Competencies" and "Managerial Competencies". (See Appendix-1 for competency definitions)

 i. Corporate Competencies: These are the competencies that form the basis of the corporate culture and are expected from all employees within the organization.

 Institutional competencies consist of six categories and each sub-competency is evaluated by taking each sub-competency into account. The Agency's competency categories and sub-competencies are specified in the table below.

Competencies	Sub Competencies
I Take Ownership of My Work	Quality Awareness, Compliance with Standards and Rules, Work Follow-up and Control, Professional Expertise
We are a team	Team Awareness, Cooperation, Sharing Responsibilities, Managing Conflicts
I Act Planned	Using Time Efficiently, Prioritizing, Planning Work, Completing Work on Time
I Produce Solutions	Problem Solving, Result Oriented, Analyzing, Decision Making, Anticipating Problems

My Communication is Effective	Effective Communication, Active Listening, Presentation Skills, Persuasion Skills
I am open to learning and change	Developing Professional Expertise, Being Open to Change, Adopting Innovations

ii. Job Family Competencies: These are critical and prioritized competencies determined on the basis of Job Families, taking into account the characteristics of the work performed.

Job family competencies are the competencies defined in Article 7-1 according to the job family in which the unit to which the position is attached is located.

Business family competencies are specified in the table below.

Business Family	Category.	Subcategory
Direct Service Providers to Students	My Priority is the Student	Understanding Student Expectations, Being Sensitive to Problems, Caring about Feedback, Informing, Being Constructive Towards Students
Contributors to Business Results	I Develop Collaborations	Developing Cooperation with Institutions, Developing Strong Relationships, Keeping Relationships Updated, Representing the University
	I See Opportunities	Following Developments in the Sector, Recognizing and Evaluating Commercial Opportunities, Developing New Business Proposals
Contributors to Processes	I Contribute	Units Providing Service Understanding Expectations, Being Sensitive to Needs, Increasing Efficiency, Acting with Cost Consciousness

iii. Managerial Competencies: Managerial competencies, defined for positions with managerial responsibilities, express the organization's management approach.

Managerial competencies are within the scope of assessment for positions at Level 3 and above in the table in Article 7-1.

I Lead	This competency refers to the ability to direct, motivate and guide the development of one's team to achieve goals.
I Implement Strategies	This competence refers to the person's implementation of the university's strategies and objectives.

Competencies are evaluated in three steps: "Evaluated", "Evaluator" and "Reconciliation Result". Competency assessments entered as a result of reconciliation are included in the calculations.

Targets

ARTICLE 10- (1) In order to mobilize the whole institution in line with the main goals of the institution, a "top-down" approach to setting goals has been adopted. Managers within the University are expected to reduce their own goals to the positions in their units.

(2) Objectives;
   i. Strategic Objectives
   ii. Process Objectives
   iii. Individual Development Goals
   iv. Management Scorecard Objectives
For each evaluation period, a minimum of ~~4~~ four and a maximum of ~~8~~ eight criteria are determined for the sum of the categories other than the Management Scorecard Objectives. Management Scorecard targets are defined organization-wide for all managers, and a unit-specific target value is created.

1. **Strategic Objectives:** In line with the vision of the organization, they ensure that employees focus on their areas of responsibility and direct resources to the same point. Strategic goals can be medium and long term. During the periodic goal setting phase, the milestones of these goals for the period should be defined and a target definition should be made.

2. **Process Objectives**: Defines the focus points for employees to increase the effectiveness and efficiency of the processes they are responsible for. It points out the critical elements and improvement points in daily operations. Apart from this, targets are given to ensure the efficiency and effectiveness of the process for which the evaluated is responsible.

3. **Individual Development Goals**: These are targets for individual development (in areas such as professional development, foreign language, project management, etc.) that are set with the aim of increasing the performance of individuals in their current position and/or in the tasks planned for advancement. It is not necessary to give targets in this category in every period. In case no Individual Development Goal is given, Individual Development defined by the position

The target weight is added to the weight of the process targets.

4. **Management Scorecard Objectives**: Objectives to ensure holistic effectiveness in the management of resources (human and financial) in the areas of responsibility of positions with management responsibilities and to ensure compliance with the organizational culture.

Evaluation of Targets

ARTICLE 11- (1) When setting targets, the targeted value is determined after defining the indicator and the current value. The "development difference" between the targeted value and the current value forms the basis of the target scale. While the target value is taken as the basis when creating the range of "3" value in the scale, the range of "2" value is created over the current value.

Current Value	Target Value
95	98

1	2	3	4	5
93,5	95	98	98,75	99,5

Management Scorecard

ARTICLE 12- (1) It is determined for positions with management responsibility throughout the organization. It is updated periodically with the proposal of the Human Resources Department. The numerical targets in this section, which aims to evaluate the performance of managers in their areas of responsibility for the effective management of financial and human resources in the Agency, can be differentiated for each unit by considering its own dynamics.

MANAGEMENT OBJECTIVES	Weights
Compliance rate with department/unit expense budget	35%
Department/unit employee circulation rate	35%
Satisfaction rate of employees with managers	30%

General Work Discipline

ARTICLE 13- (1) General work discipline is evaluated by the unit manager for the positions at Level 1 on a scale of 1- 5, taking into account the following headings.

Criteria	Description
Fulfilling the Given Work on Time	Follows the work assigned to him/her and informs about the results. Understands the requirements of the job and takes actions to complete the job in different situations. Timely information and seeks help in a timely manner when necessary.
Quality of Work Performed	Performing the work in the area of responsibility with the right quality strives in this direction. Works to continuously improve the quality of work and maintain order.
Compliance with Corporate Culture and Rules	Compliance with the rules of the organization, working hours, methods of doing business. Demonstrates disciplined behavior in terms of compliance and performing the tasks assigned to him/her.
Motivation for Learning & Self Development	Is aware of his/her own performance. Identifies opportunities for development by evaluating feedback. He/she strives for development. He/she is eager and energized to do things, to achieve set goals and to improve himself/herself. In the direction of realizing these goals focuses on self-improvement.
Harmony in the Working Environment and Order in Doing Business (Documentation of the Work, Recording Retrieval & Archiving Discipline)	It takes care to create and maintain an orderly, traceable and efficient repeatable process as well as to improve the outcome of the work.

1	2	3	4	5
Realizing the expected level often fall short.	Expected level s o m e t i m e s fall short of realization.	Performs as expected	Performance mostly above the expected level is making it happen.	Excellent above the expected level p e r f o r m a n c e .

Work Discipline is evaluated in three steps: "Evaluated", "Evaluator" and "Reconciliation Result". Work discipline assessments entered as a result of reconciliation are included in the calculations.

Manager Evaluation

ARTICLE 14- (1) The manager evaluates on a scale of 1-10 by taking into consideration the effort, motivation, development level and in-team behaviors of the evaluated person during the evaluation period and his/her performance for tasks other than the objectives. The manager's evaluation affects the performance score by 10% as shown in the table in Article 8.

Evaluation Score	Relationship	Work Competence	Personal Development / Career
1	Relationships are very poor and negative	Inadequate to perform his/her job	No motivation for career advancement
2	Negative relations	No work-oriented efforts	Motivation for career progression, but not enough not at the level
3	That it should strengthen its relations aware	Insufficient effort to get the job done	Motivation for career progression, but not enough not at the level
4	Making efforts to strengthen relations	Performing his/her job below the level expected of him/her can realize	The motivation of his/her manager and the workplace in terms of personal motivation he needs the support of his friends
5	positive examples of strengthening relationships Observed	Performs his/her job at the level expected of him/her	Motivation must be strengthened
6	Able to communicate harmoniously with the environment	Performs his/her job at the level expected of him/her	He can lose motivation from time to time.
7	Positive communication and energy	Performs his/her job at the level expected of him/her	Sufficient level of personal motivation
8	Positive communication and energy	Performs his/her job above what is expected of him/her	Highly self-motivated
9	Very positive communication and energy	Performs his/her job above what is expected of him/her	Highly self-motivated, but can help colleagues not on a scale that can reflect
10	Very helpful and supportive to the organization, to the team,	he's doing his job far beyond what was expected of him. realizes	A person who needs to work together and who can advance in his/her career quality

Performance Measurement

ARTICLE 15- (1) The success score of each personnel shall be calculated according to the position of the person by taking into account the ratios in Article 8-1. The success score (X) resulting from this calculation is converted into success letter grade using the table below.

PERFORMANCE GRADE DEFINITION		
DECEMBER	**LETTER NOTE**	**DEFINITION**
(4,2)< X <=(5,0)	A	Well Above the Target
(3,4) < X <=(4,2)	B	Above Target
(2,6) <X <=(3,4)	C	At the Level of Fulfillment of the Target
(1,8)< X <=(2,6)	D	Under the Fulfillment of a Given Goal
(1,0)< X <=(1,8)	E	Below Target

(2) The definitions of the determined success letter grades are given below.

i. **Performance at Level A (Far Exceeding the Target):** Refers to employees who are fully aware of their responsibilities, who have exceeded all of the activity targets with tangible and excellent results far exceeding expectations through their creativity, efficient and effective work by using their initiatives and authorities properly, who have made a significant additional contribution to the achievement of the annual basic objectives and/or success of the organization with the performance in their area of responsibility, and who have adapted to new regulations and changes very quickly.

ii. **Performance at Level B (Above the Target):** Refers to employees who have realized the targets assigned to them with a performance above the expected performance, who are aware of their responsibilities and have shown successful performance by using their powers as required, and who have contributed to their individual development and the unit with their past work.

iii. **Performance at Level C (At the Level of Fulfilling the Given Objective):** Demonstrated a dynamic, enthusiastic and knowledgeable approach to his/her duty in accordance with the objectives and standards and fully fulfilled his/her responsibilities/objectives; achieved his/her activity objectives in a planned, programmed and expeditious working order, generally without the need for guidance; successfully responded to the issues expected from his/her duty

employees. By definition, this assessment is used as a performance indicator where high standards are required for each task.

iv. **Performance at Level D (Below Fulfillment of the Target):** Refers to employees who have not fully realized the objectives assigned to them with the desired quality, content and timing, but who are aware of their responsibilities; who are expected to improve their level of knowledge, work discipline and approach to work in order to provide the expected contribution to the organization and who need guidance.

v. **Performance at Level E (Below the Target):** Refers to employees whose performance has not reached a level that can be considered sufficient despite the efforts of their manager during the year, who have failed to fulfill their responsibilities/targets even in routine practices expected from their duties, who should be subjected to continuous control regarding their duties and whose performance status should be closely monitored in the following period. It is the level considered unsuccessful.

Use of Performance Results
ARTICLE 16- (1) According to the performance results, A, B and C levels are rewarded with a bonus method in line with the rate determined by the Board of Trustees every year.
(2) Levels D and E have no premium vesting.
(3) Personnel who have been working for more than one year but do not enter administrative performance data are included in the E level performance group.
(4) Administrative staff who are on maternity leave or unpaid leave for more than 6 months during the current performance period are given a maximum performance grade of C and their evaluation on the system is not taken into account.
(5) Our personnel whose performance is E level for 2 consecutive years will not be able to benefit from the following social benefits provided by our organization for the following performance period.
  i. Erasmus staff mobility
  ii. Gift voucher

Feedback and Improvement
ARTICLE 17- (1) The results of performance evaluation shall be notified to the relevant personnel or unit manager by the General Secretariat. When necessary, special meetings shall be held to determine, plan and monitor the processes and steps to be followed for improving performance.

Privacy
ARTICLE 18- (1) Performance evaluations are confidential. The rule of confidentiality is strictly applied at every stage of the evaluation process and all personnel involved in the process are responsible for ensuring confidentiality. Performance results cannot be shared with anyone other than the person concerned, the Secretary General, the Rector and the Board of Trustees. Performance data and results are kept by the Human Resources Department of the University.

Transparency
ARTICLE 19- (1) The principles of the performance management system and the performance evaluation method shall be transparently announced to all personnel. Personnel shall be informed of all changes to be made.

PART THREE
Enforcement and Execution

Enforcement
ARTICLE 20- (1) These Procedures and Principles enter into force as of the date of approval by the Senate.

Execution
ARTICLE 21- (1) The provisions of these Procedures and Principles are executed by the Rector

Annex-1: Competency Guide

Legal Basis on which the Directive came into force		
Relevant Board	**Date of Decision**	**Number of Decision**
Senate	09.02.2023	2023/02
Board of Trustees	16.03.2023	2023/01