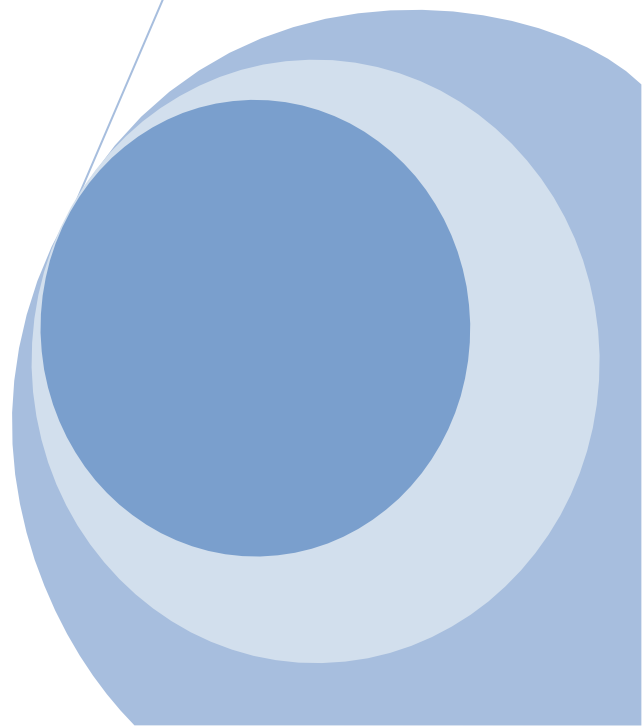


## **HANDBOOK**

PUBLIC SERVICE STAFF PERFORMANCE PLANNING  
PERFORMANCE REVIEW, PERFORMANCE APPRAISAL  
AND DECISION-MAKING

**02/07/2014**



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## WHAT IS THE STAFF PERFORMANCE APPRAISAL FORM?

The Staff Performance Appraisal Form (SPAF) has been designed and developed as an instrument for evaluating the performance of staff (employee) in relation to his/her contribution to the overall improvement of the organisation's performance. The performance appraisals help develop individuals and are essential for the effective management of people and organizations. Performance appraisals also assist in identifying individual training needs and are important for career and succession planning for the individuals.

The Staff Performance Appraisal Reporting System is an annual performance appraisal cycle involving four key phases: performance planning, reviews, appraisal and decision-making. All members of staff/supervisors/Heads of Departments/ Divisions/ Units must read, understand and follow the guidelines thoroughly before filling the form. The responsibility lies with the Head of the organization to initiate the process by setting targets for his/her immediate subordinates who shall in turn do same with those they supervise. It is expected that the overall targets would be set by Ministers / Boards / Councils immediately after the budget is read.

### Phase One – Performance Planning

Top management shall complete the performance planning processes for the overall organization using the organisation's strategic annual plans to create work plans for the various departments within the organization. Top management must clearly define the key results areas (KRAs), key performance indicators (KPIs) and targets and outline required resources. Following this process, Top management shall communicate the plans to heads of Directorates and Sections to undergo the same planning process for their Directorates or Sections. After Management have completed the planning process, individual managers shall complete the process with individual members of their team by planning and setting individual performance targets, KRA's and KPI's from Work plans derived from the organization's strategic annual plans. The process during this phase is diagrammed below:



The target setting process must be interactive between the supervisor and the worker. This should be undertaken within the month of January of each year.

### Phase Two – Progress Reviews

The key success of any PMS is derived from the ongoing and regular dialogue on progress and performance against objectives. This allows for culture of continuous feedback and coaching to employees to reinforce positive behaviours. Providing an employee with a constructive feedback continuously on their performance is arguably the most important element of the appraisal cycle.

Therefore, to ensure that set targets are being achieved and the performance plan is on course, there shall be a formal mid-year review assessment (in July each year) between the supervisor and the worker and adjust targets, if necessary.

In addition, the supervisor and the worker shall carry out regular discussions and communicate on progress of work throughout the year. Records must be kept for all regular discussions and progress review meetings.

### **Phase Three – Review and Appraisal**

At the end of the year, the Supervisor will evaluate the worker's performance against set targets. The performance appraisal will cover both the achieved targets and demonstration of the required competencies to work.

The Head of the organization working through the HR Directorate must ensure that there is an open, engaging, timely and consistent process across the organization to allow for an objective, accurate, useable and mutually acceptable review outcome.

### **Phase Four- Decision Making**

The PMS is a tool to increase excellence, transparency, and accountability and communicate organisation's values and objectives to workers. It will enable a performance driven culture with emphasis on continuous feedback and employee development.

This phase allows for deciding courses of action based on performance appraisal results. The decisions may include recognition/reward, training, promotion, career development and counselling and sanctions.

## DETAILED GUIDELINES ON THE FOUR (4) PHASES OF THE PERFORMANCE MANAGEMENT SYSTEM (PMS)

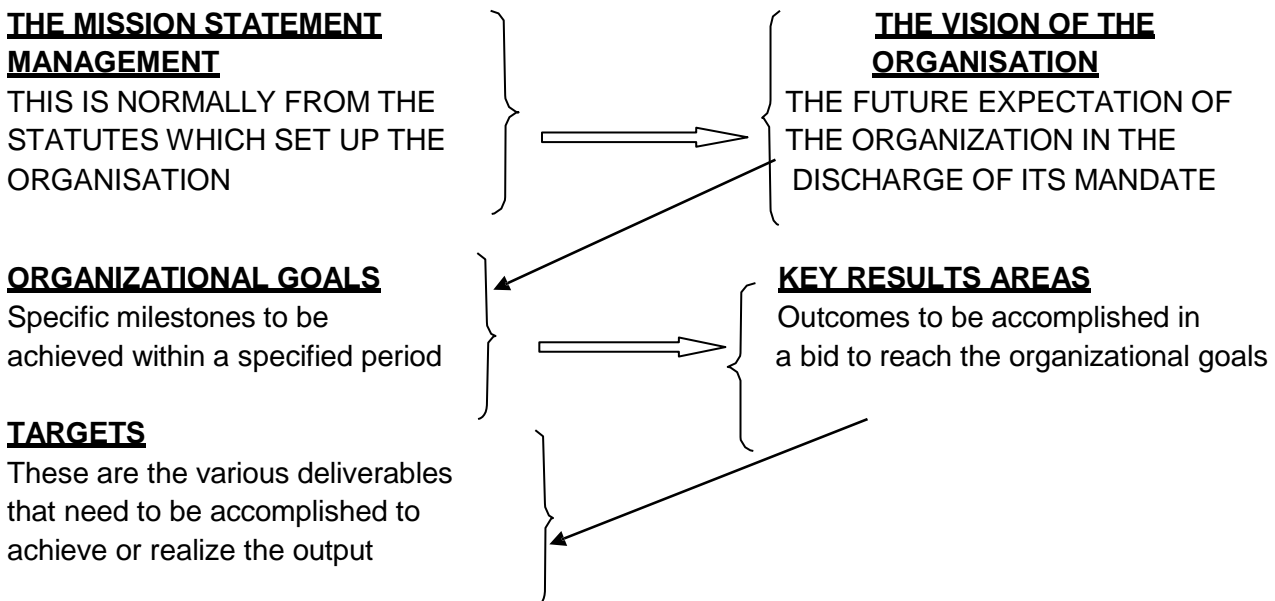
### 1. PERFORMANCE PLANNING

Performance Planning is the process of defining an employee's job and setting performance targets within a specific period. It is important that there is agreement on the targets set to ensure ownership by the employee. The process consists of three (3) major steps.

- Key results areas
- Targets
- Resources required

Identify a minimum of three and a maximum of five key results areas. Identifying key results areas should be done in line with the mission and vision of the organization and the annual work plan of the organization/division/directorate. From the mission, and the vision, organizational GOALS are distilled and the key results areas and the targets are identified and agreed upon.

***This phase of the cycle must be completed by the end of January each year.*** The steps below may be helpful:



**STAGE 1 - Before the Meeting**

- Step 1: Appraiser and Appraisee identify key results areas.
- Step 2: Appraiser and Appraisee identify targets.
- Step 3: Appraiser and Appraisee should exchange notes prior to the meeting.

**STAGE 2 - During the Meeting**

- Step 1: Appraiser and Appraisee discuss and agree on key result areas.
- Step 2: Appraiser and Appraisee discuss and agree on targets
- Step 3: Appraiser explains competencies as in Section 5
- Step 4: Appraiser and Appraisee discuss resources required for the attainment of targets

**STAGE 3 – After the Meeting**

- Step 1: Appraiser fills out the Performance Planning Form
- Step 2: Appraiser and Appraisee sign the Performance Planning Form and a copy of the signed Form given to the Appraisee.
- Step 3: The original signed document returned to the Human Resource Department.

**2. PROGRESS REVIEW PROCESS****The Progress Review Meeting**

The Progress Review stage of the performance appraisal cycle shall be undertaken in July of each year. It provides a formal mechanism by which appraisers and appraisees meet to review progress. The appraiser must give at least a week's notice to the appraisee specifying the date, time and place of the meeting. The review process should be as follows:

- Step 1:** Appraiser and appraisee discuss progress of work in relation to targets set. If conclusions reached at the meeting necessitate changes or adjustments in targets, these modifications should be specified on the mid-year review form in the original signed SPRAF.
- Step 2:** Appraiser and appraisee discuss the extent to which competencies are being applied or demonstrated or lacking;
- Step 3:** Appraiser and appraisee agree on additions and deletions to targets and modifications where necessary.
- Step 4:** Appraiser records the changes if any and comments on the Mid-year Review Form.
- Step 5:** Appraiser and appraisee sign the Mid-year Review Form (MYRF)
- Step 6:** Appraiser and appraisee keep copies of the signed the MYRF and the original document sent back to the Human Resource Department.

### 3. THE END-OF-YEAR REVIEW AND APPRAISAL PROCESS

#### The End-of-Year Review and Appraisal Meeting

The End-of-Year Review and Appraisal Process shall span the period of December 1<sup>st</sup> to December 31<sup>st</sup>. The process is in three parts namely: Before the Interview, during the Interview and after the Interview:

#### **STAGE 1 - BEFORE THE END-OF-YEAR REVIEW MEETING:**

- Step 1: Appraiser should give at least one week notice to the Appraisee of the meeting.
- Step 2: Both Appraisee and Appraiser should write down on a separate sheet appraisee's performance in terms of targets achieved and targets not achieved. Reasons must be stated.
- Step 3: Appraiser should write down appraisee's performance in terms of competencies demonstrated and not demonstrated with reason(s).
- Step 4: The appraisee should review his/her performance and list the main achievements
- Step 5: The appraisee should prepare for the discussion with the appraiser

#### **STAGE 2 - During the Meeting:**

- Step 1: The appraiser should welcome the appraisee and state the purpose for the meeting.
- Step 2: The appraiser should discuss the targets achieved one after the other.
- Step 3: The appraiser should discuss targets not achieved one after the other
- Step 4: The appraiser should discuss the competencies demonstrated one after the other
- Step 5: The appraiser should discuss the competences not demonstrated one after the other and agree on the improvement plans. (see page 3 of form).
- Step 6: The appraiser should summarize and communicate his/her observations to the Appraisee.

#### **STAGE 3 - After the Meeting**

- Step 1 – The appraiser fills the form within three working days
- Step 2 – The appraiser invites the appraisee to read, provide comments on the appraisal and sign the End-of-Year Form (section 9)

## EVALUATION PROCESS

The evaluation process looks at three (3) key areas of performance with the weights assigned against them:

- |      |                                     |   |      |
|------|-------------------------------------|---|------|
| i.   | Performance on Targets set          | - | 60%. |
| ii.  | Performance on Core Competences     | - | 30%. |
| iii. | Performance on Non-Core Competences | - | 10%. |

## ASSESSMENTS OF TARGETS (i.e. SCORING ON TARGETS IN SECTION 4)

To compute score obtained on core TARGETS, a scale of One(1) to five (5) is provided for the ratings. The following table provides the definitions for the ratings scale for assessing the level of targets achievement.

RATING		DEFINITION OF ACHIEVEMENT OF TARGETS
5	Far exceeded targets	Results achieved <b>far exceeded</b> targets. Demonstrated exceptional achievement in all areas of responsibility. Completed many projects ahead of schedule. Consistently demonstrated exceptional behaviour/capabilities whilst achieving results. This included the production of high quality work, demonstration of very high level of innovation in work delivery and the achievement of targets well ahead of the time frame.
4	Exceeds targets	Results <b>fully met</b> all targets and <b>sometimes exceeded</b> targets. Completed work and projects within schedule. Consistently demonstrated required behaviours whilst achieving results. This included the production of high quality work, demonstration of very high level of innovation in work delivery and the achievement of targets within the time frame and/ or missed delivery time due to logistic constraint.
3	Met all targets	Results <b>met all</b> targets in key areas. Met the minimum job requirements and expectations. This included quality of work that meets expected standards, demonstration of innovation in work delivery. Targets were achieved on time.
2	Below targets	Results were <b>below targets</b> . Continuing in the position at this performance level is not acceptable. Behaviour has been below target on a number of occasions. Significant improvement in the near future is required or action may be taken up to and including disciplinary inquiry. This included average quality work, lack of innovation in work delivery. Targets were achieved outside the time frame set.
1	Unacceptable <b>Did not meet targets</b>	Results <b>did not meet any of the targets set</b> . Continuing in the position at this performance level is not acceptable. Behaviour did not meet target on all occasions. Significant improvement in the near future is required or action may be taken up to and including disciplinary and or termination. This included poor quality work. Lack of innovation in work delivery. Did not achieve targets



## CALCULATION

To compute the score obtained on target performance:

- Find the sum of scores made on performance (Q)
- Divide the sum by the number of targets considered ( $Q/n = A$ )
- Multiply the average score by a factor 0.6, i.e. ( $A \times 0.6$ )
- This reduces the score to 60.0% of 100 (M)

## ASSESSMENT OF CORE COMPETENCIES

To compute score obtained on core competences, a scale of five (5) is provided for rating the competency areas:

RATING		EXPLANATIONS ON DEMONSTRATION OF COMPETENCY
5	Exceptional, exceeds expectations	Has consistently demonstrated this behavior competency and always encouraged others to do same. Four (4) or more examples can be evidenced to support this rating. <b>Exceptionally, exceeded expectations</b> on this behavioural competency requirement.
4	Exceeds Expectations	Has frequently demonstrated this behavior competency and sometimes encouraged others to do same. Three (3) or more examples can be evidenced to support this rating. <b>Exceeded expectations</b> on this behavioural competency requirement.
3	Meets Expectations	Has demonstrated this behavior competency and at least two (2) examples can be evidenced to support this rating. <b>Meets expectations</b> on this behavioural competency requirement.
2	Below Expectation	Has rarely demonstrated this behavior competency and two (2) or more examples can be evidenced to support this rating. Demonstration of requirements of this behavioural competency was <b>below expectation</b> .
1	Unacceptable	Has not at all demonstrated this behavior competency and three (3) or more examples can be evidenced to support this rating. Demonstration of requirements of this behavioural competency was <b>unacceptable</b> and did not meet any expectations.

## NOTES

- A number of competency criteria / areas (N) have been identified for assessment.
- Each competency area has a specific item for measurement.
- For each item put a circle around the rating for appraisee under 'score on scale (S)'.  
( $W \times S$ ).
- Multiply the weight (W) by the rating (S) and place it under the column ( $W \times S$ ).
- Find the sum of scores for each competency area and write it down as the total.
- For each competency area calculate the average by dividing the total with the number of relevant core behavior competencies selected.
- Average of all averages is equal to the Sum of all averages divided by the number of core competencies selected (N).

To compute score obtained on non-core competences

- The same rating scale used for core competencies is to be used for the assessment of non-core competences.
- The steps used to evaluate core competences are to be used for non-core competencies.
- For instance, if Six (6) non-core competency areas have been identified for assessment, then the sum of all averages is to be divided by six (6) to obtain 'O'

**The overall score =  $\Sigma (M + N + O)/5 \times 100 = Z \%$**

## Overall Ratings and Descriptions

The table below provides explanation for overall ratings and descriptions

Rating		Rating Description	Evidence/ support requirement
5	Exceptional, exceeded expectations	Behavioural competencies and/or work performance consistently far exceeded expectations due to exceptionally high quality of work performed in all <i>essential</i> areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or made an exceptional or unique contribution in support of unit, department, or organizational objectives. The employee truly stands out and clearly and consistently demonstrates exceptional accomplishments in terms of quality and quantity of work. His/her demonstration of competencies is easily recognized as truly exceptional by others.	<i>There are not less than four (4) particular cases that can be cited to support the rating.</i>
4	Exceeded Expectations	Demonstration of behavioural competencies and work performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Achievements are regularly above expected level. Performance is sustained and uniformly high with thorough and on time results. Annual goals were met above expectation.	<i>There are not less than three (3) particular cases that can be cited to support the rating.</i>
3	Met all Expectations	Behavioural competencies and/or work performance consistently fully met expectations in all essential areas of responsibility, and the quality of work overall was very good. While minor deviations may occur, the overall level of performance meets all requirements. The worker has achieved all critical annual goals.	<i>Performance met the expected standards</i>
2	Below Expectation	Behavioural competencies and/or work performance did not consistently meet expectations – performance failed to meet expectations in one or more <i>essential</i> areas of responsibility, and two or more of the most critical goals were not met. The employee generally struggles to fully meet expectations.	Performance fell short of expected standards. <i>There are not less than two (2) particular cases that can be cited to support the rating.</i>
1	Unacceptable	Behavioural competencies and/or work performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in three or more important areas. The employee is not meeting the job requirements. Performance must improve substantially within a reasonable period of time if the individual is to remain in this position.	<i>Failed to meet performance standards. There are not less than three (3) particular cases that can be cited to support the rating.</i>

## OVERALL RATING SCALE

Score	80% above	79-65 %	64-50%	49-41%	40% & below
Rating	5	4	3	2	1
Description	Exceptional, exceeded expectations	Exceeded Expectations	Met all Expectations	Below Expectation	Unacceptable

## 4. DECISION MAKING

The decision-making process shall be in three (3) stages:

### STAGE 1 - VETTING OF FORMS

It is important to ensure that there is consistency, fairness and equity in the overall performance management process. Overall performance ratings should therefore be moderated within and across the organization to produce fair assessments of the relative performance of workers at each grade level.

It is expected that if majority of the employees received a rating of Outstanding Performance/ Exceeded Performance then the organization should have similarly exceeded targets set in the annual budget and annual plans.

It is usually observed that if the organization has achieved its objectives, the employee ratings follow a normal distribution curve and rating distribution is depicted in the table below (the distribution is only indicative). The scores and the distribution are skewed if the organization has performed far better or poorer than the objectives set at the onset.

To ensure consistency across the organization, the moderation process should take place in a step by step process as described below:

- The Directors, Departmental Heads, Sectional Heads and HR Representatives moderate the ratings for their respective departments to ensure internal moderation across the Departments/Divisions.
- The Management Team and HR Director moderate all of the ratings across the organization.
- The ratings of the Head of the Organization and Deputies are moderated by the Board of Directors/Council/Governing Board.
- Following moderation, any revised rating is to be reflected on the appropriate form and then the ratings are communicated to employees with the rationale for any changes.

### STAGE 2 - APPEALS PROCESS

Workers who are dissatisfied with their appraisal assessment shall appeal for redress as indicated below:

- In the event that an appraisee is not satisfied with the result of his/her assessment he/she may appeal, first to the Head of Human Resource Department / unit for a review of his/her case.
- In the event that he/she is still not satisfied, he/she may appeal to the Chief Director / Head of Department (with Departments and Agencies) who may appoint an independent competent three-member (3 member) Committee to review the case.
- If that fails he/she may appeal to the Board of Directors/Council/Governing Board for redress. The Board of Directors may set up an independent panel which should be chaired by a member of the Board Directors with representation from the PSC to review the case.
- If the worker remains dissatisfied he or she may apply to the National Labour Commission for mediation or arbitration which outcome shall be final and binding as enshrined in Section 108 of Act 651.

### **STAGE 3 - PERFORMANCE IMPROVEMENT PLAN**

**Performance Improvement Plan (PIP)** shall be put in place by the Human Resources Division immediately after a thorough review of the final Appraisal Process. Other areas such as personal development, salary increase, bonus and training programmes, which the employee will need during the next twelve (12) months for growth and to improve various aspects of job performance, should be noted for management attention. The plan shall detail areas for improvement or enhancement of the employee's skills through training, counselling, mentoring etc. Top management should be actively involved in this to ensure that the plan is timely executed and resources are made available. Any worker who should score below expectations and unacceptable without any improvement within six months after being placed on PIP shall be terminated in line with Sections 15(e) (ii) and Section 62(a) of Act 651.