
Submitted by:

International Resources Group (IRG)
1211 Connecticut Avenue, NW · Suite 700
Washington, DC 20036 · United States
Tel: 202/289-0100 · Fax: 202/289-7601
www.irgltd.com



Career Service Employees Evaluation and Promotion Criteria

Improving Policies for
Environmental Protection

Interim Report

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CAREER SERVICE EMPLOYEES EVALUATION AND PROMOTION CRITERIA

Improving Policies for Environmental Protection

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Submitted by:

International Resources Group (IRG)

In collaboration with:

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CONTENTS

1	Background	1
2	The Old System	3
3	The New Plan	5
4	New Plan Performance and Salary Reviews.....	7
	4.1 Policy Statement	7
	4.2 Procedure.....	7
	4.2.1 Performance Review Schedule.....	7
5	New Plan Objectives for Performance Reviews	9
	5.1 The Compensation Objective.....	9
	5.2 The Transfer and Promotion Objective	9
	5.3 The New Plan Reduction in Force Objective.....	10
	5.4 Criteria for New Plan Performance Reviews	10
6	New Plan System Outcomes	13
	6.1 New Plan Promotion Policy	13
	6.2 New Plan Performance Evaluation Manual.....	14
7	Manual of Performance and Evaluation Review for Personnel in the Career of Civil Service.....	17
	7.1 Introduction	17
	7.2 Scope	17
	7.3 General Description.....	17
	7.4 Initial Phase	18
	7.5 Meetings	18
	7.6 Evaluation System Structure.....	18
	7.7 Objective Formulation.....	19
	7.8 Competencies and Skills	19
	7.9 Continued Education.....	21
	7.10 Years of Service in the Career of Civil Service.	21

7.11	How to Fill the Evaluation Form.....	21
7.11.1	Section I.....	21
7.11.2	Section II.....	22
7.11.3	Section III.....	22
7.11.4	Section IV.....	23
7.11.5	Other Achievements.....	24
7.11.6	Final Evaluation Results.....	24
	Annex 1. Further Reading.....	25

1 BACKGROUND

The Dominican Republic Career Civil Service was established by Law 14-91. It established a permanent cadre of technically qualified personnel to help assure that government offices maintain acceptable performance standards.

Establishment of the Career Civil Service assures that qualified key technical personnel are able to maintain their positions in support of government-mandated work and that they are available to meet the government's needs.

As noted by USAID Santo Domingo, in the past several years, USAID has made a major investment to strengthening the institutional capacity of the Secretariat of the Environment and Natural Resources and has made progress in upgrading the skills of the Secretariat's technical cadres and enhancing the efficiency of the Secretariat writ large. To promote continued stability within the Secretariat, USAID is supporting a special effort to expand career service status to a cadre of Secretariat technicians.

The Secretariat and the Office of National Planning (ONAP) are currently developing job descriptions for technical positions throughout the Secretariat of the Environment, and under USAID auspices, IRG is providing technical assistance for developing criteria for promotion and a system for personnel performance evaluation.

The following draft report addresses career service promotion criteria as described in the reference materials above. Of the several Career Service Secretariats, we have been asked to use Environment and Natural Resources as the pilot example from which all other career service promotion criteria can be adapted.

2 THE OLD SYSTEM

The *old* (current) *system* of career service employee evaluation and promotion is based on position descriptions and evaluation forms, which track, but do not measure employee performance.

Environment and Natural Resources Secretariat position description examples use job objectives, are clearly organized, and are generally appropriate to the jobs they describe.

But performance evaluation forms *are not* linked to position description job objectives, so linkage between the two is difficult, and employee performance remains a subjective opinion of an employee's manager.

Performance evaluation forms (RS-EDPP & EVA- 001) use work factors and personal factors to measure individual employee performance, *but do not measure job objectives*.

Work and personal evaluation factors are organized on a five-point scale, but *all factors are subjective and the scores they represent are manager's judgments about nonmeasurable outcomes*. Consequently, *old system* evaluation scores are difficult to use as comparisons of employee performance for promotion purposes.

3 THE NEW PLAN

The *new plan* requires employee evaluation by job objectives, skills evaluations, personal improvement accomplishments, and service years (suggested by ONAP).

The *new plan* uses a new evaluation form, which assigns point values to each criterion. Evaluation point totals for employees in similar positions are comparable for those using common evaluation criteria.

The *new plan* uses a 100-point total job evaluation system. Managers may evaluate job objective accomplishments for up to 50 points, skill evaluation demonstrations for up to 20 points, personal improvement for up to 20 points, and service years may count for up to 10 points.

Managers maintain discretion in evaluations through judicious scoring within each category, but the end evaluation result is objective measurement of actual employee performance.

New plan job objectives are already found in individual position descriptions. Adding them to performance evaluations is easy to do. That way the performance evaluation will measure what the employee actually does and validate his or her performance against what management's expectations are.

Job objectives work best when they are jointly developed by both manager and employee, resulting in agreement between the principals and cooperative efforts to accomplish the objectives.

New plan job objectives are then linked to Secretariat performance objectives. Linking the two assures that the work employees perform is consistent with overall organization and Secretariat objectives.

Although job performance objectives are used to measure employee performance and promotion potential, Secretariat performance objectives (already developed for some Secretariats as part of recent budgeting exercises) can be used to measure Secretariat performance outcomes.

Sample *new plan* job objectives may include accomplishing specific work objectives, meeting established work schedules, exceeding established work quality standards, and reducing costs. All objectives must be measurable.

Sample Secretariat objectives may include specific Secretariat program outcomes, technical efficiency and effectiveness measures, or program management and budget indicators.

New plan employee skills evaluations require that skills become part of the position description and the performance evaluation. A skill-based system begins by developing a list of specific skills or demonstrated knowledge required for a particular job. For some positions, skills may be already defined, for others, defining them should be made a part of job description development.

Competencies are developed by each follower in the organization who knows the “hard” skills/abilities necessary to do the work. When an employee is fully proficient within one level of a competency, he or she may be considered for movement to the next level.

Sample *new plan* employee skills to be evaluated may include report writing, verbal presentations, coordinating multiple work assignments, and teamwork management. All skills must be measurable.

New plan personal improvement accomplishments are more straightforward. When an employee successfully completes a pre-approved professional, technical course that improves his or her competence, management recognition should be made and points added to the employee’s evaluation, within the 20-point category limit.

Service years recognize time in grade spent learning the job and getting better at it.

The *new plan* system described here includes draft policies and procedures for performance and salary reviews, performance review objectives, and promotions, subject to Secretariat and ONAP review, revision, and approval.

4 NEW PLAN PERFORMANCE AND SALARY REVIEWS

4.1 Policy Statement

The performance evaluation provides a means for discussing, planning, and reviewing the performance of each employee. Regular performance evaluations:

- ◆ Help employees clearly define and understand their responsibilities, provide criteria by which their performance will be evaluated, and suggest ways in which they can improve
- ◆ Identify employees with potential for advancement within the organization
- ◆ Help managers distribute and achieve departmental goals
- ◆ Provide a fair basis for awarding compensation based on merit.

4.2 Procedure

4.2.1 PERFORMANCE REVIEW SCHEDULE

New plan formal performance evaluations are conducted annually. Informal performance evaluations should be conducted every six months, although some managers may wish to conduct more frequent evaluations.

A performance evaluation does not always result in a salary increase. The employee's overall performance and salary level relative to his/her position responsibilities may be modified by organization budget considerations, by internal and external equity considerations, and by management approval.

The *new plan* performance review process is not the sole responsibility of human resources; it is the prime responsibility of all line managers. Top management must take an active role in the performance review process to assure it has priority and achieves planned outcomes.

A *new plan* performance review should produce measurable outcomes, which are visible to all employees in terms of improved performance through training, a

compensation system that is fair and so perceived and a promotion and transfer system that makes correct decisions related to skills and abilities and is so perceived.

Current ONAP policy addressing employee performance reviews includes a provision based in Law 14-91 that refers employee disputes about a supervisor's review to the Personnel Commission (Article 9).

To simplify the *new plan* appeal process, disputes should be addressed (and resolved by) the supervisor's immediate superior at the Secretariat level before referral to the Personnel Commission.

5 NEW PLAN OBJECTIVES FOR PERFORMANCE REVIEWS

Performance reviews are used for at least three purposes in the organization: training and development, compensation, and transfer and promotion. Reduction in force is a fourth, but is only used in times of economic stress for the organization.

Performance reviews are used as needs assessment tools in training and development. They are used to determine behavioral changes required to improve employee performance or to prepare for lateral and/or vertical career changes. Through the review process, behavioral change goals can be set for acquiring new knowledge and skills to make career changes.

5.1 The Compensation Objective

When *new plan* performance reviews are used for compensation purposes, the criteria should be based on measurable outcomes achieved on the current job. The reward for achievement on the job is very personal, and individuals tend to justify their actions to protect the opportunity for pay increases. The individual can quickly find reasons why unsatisfactory outcomes are weak due to failures over which the employee had little or no control. Compensation rewards must be based on measurable work outcomes that are perceived as fair and equitable.

5.2 The Transfer and Promotion Objective

The work activities and qualifications found in an employee's current position that relate to the new position should be used almost exclusively in making the transfer/promotion decision. Performance review data currently in the file should be reviewed only as it relates to the duties in the new position.

5.3 The New Plan Reduction in Force Objective

One method of determining which employees are selected for a reduction in force is to use performance reviews and release the less effective employees. The following questions should be asked in reviewing data on all staff being considered for reduction in force: Where does the individual rank in compensation progression? How successful has the individual been in upgrading performance through training and development? What other positions can the individual fill? And where does each individual rank compared with other employees?

Reduction in force may be driven by employee poor or nonperformance, but must be justified by documented evidence of the performance, which results in dismissal. *New plan* performance evaluations may provide objective performance data for a dismissal for cause, but situations exist that demand a choice between employees who should or should not be retained in their current positions.

For such situations, comparing employees in similar positions by comparing their *new plan* performance evaluations may help managers decide which employees stay and which leave. But a proven method used by USAID and other U.S. Federal Government Career Services can be used by the Government of the Dominican Republic's Career Service: it is known as "Time in Class," a simple policy that uses employee promotion history to keep the best performers and release those employees who do not qualify for promotion.

For *new plan* reductions in force, any employee not promoted within two years may be considered eligible for release and any employee not promoted within three years given notice of retirement. Should ONAP and the Secretariat of the Environment consider the "Time in Class" option useful, IRG is prepared to develop fully a policy and procedure implementing this *new plan* strategy for Career Service reductions in force.

5.4 Criteria for New Plan Performance Reviews

The criteria used to review individual needs should be stated in measurable, observable, and/or behavioral terms. The performance review form should address each of the essential functions found in the position description and the outcomes desired for the time in question.

- ◆ **Measurable.** The end result can be identified in terms of quality, quantity, degree of difficulty, timeline, acceptable standards of writing

(grammar, spelling, word usage, etc.), research, organizational or professional procedures, etc. The term measurable is criticized by some professionals and managers who say that the work they do is not measurable. If this is true, how does the organization know their contributions have value? There are definitive results that can be identified for all work.

- ◆ **Observable.** This involves the witnessing and/or gathering of descriptions of work performance and comparing it with accepted professional practice. The use of personality traits and other terms that do not define actual behavior, such as attitudes, tact, tough-minded, timid, dominant, etc., are unacceptable.
- ◆ **Behavioral.** This involves actions that are observed, described, and can be changed with instruction or self-discipline. The change can be described in terminology that provides a gradient comparison between unacceptable and outstanding.

6 NEW PLAN SYSTEM

OUTCOMES

The *new plan* is designed to promote Career Service retention of the best-qualified employees and the career development of the best-performing employees. It is a system designed to be merit based, one that rewards proven accomplishment, measures job performance results, and promotes and pays accordingly.

The *new plan* is designed so that all who participate in it know what their job expectations are, how well they perform, and know they are fairly paid. The *new plan* supports employee in-service training to promote advancement and rewards the kind of employee success that promotes Secretariat success.

It is a *new plan* developed with the advice and consent of ONAP and the Secretariat of Environment to meet their needs for improved efficiencies and a means to assure better employee satisfaction and productivity.

6.1 New Plan Promotion Policy

Based on the new performance evaluation review procedures described here, this *new plan* promotion policy was developed from a similar employee evaluation system used by USAID.

Promotions are granted when an employee is assigned duties of a higher grade than those of his/her present position. To qualify for a promotion, an employee must (1) be assigned or transferred to another position classified at a higher grade level, (2) be assigned more difficult and responsible work in his/her present position that will support reclassification to a higher grade, or (3) demonstrate satisfactory growth in performance to be promoted to the next higher position level.

All *new plan* Career Service employee promotions are based on performance evaluation scores tied to job objectives and Secretariat objectives, subject to budget funds availability and Secretariat and ONAP approvals.

New plan promotion policy options may include promotions based on (1) a fixed number of employees eligible for promotion or (2) a variable number of employees eligible for promotion.

For (1) *fixed number* promotion eligibility, the number of eligible employees is determined by attainment of a minimum performance evaluation system score (e.g., 80 points scored from a 100 point maximum), and all employees who attain the 80 point (or above) score are promoted.

The drawbacks to this option are that the salary budget may not support promotion of all those eligible, and not promoting all those eligible may cause disappointment and resentment.

For (2) *variable number* promotion eligibility, the number of eligible employees is determined by the value of budget funds available to fund the promotion pool. Performance evaluation scores are then used to select employees for promotion based on the highest scores downward, until promotion funds are exhausted.

A field test can be conducted for both options to determine which is most appropriate to the Secretariat. Year one pilot groups can be selected to test each option, then analyze results reported, and make appropriate adjustments.

6.2 New Plan Performance Evaluation Manual

The Career Service Performance Evaluation Manual provides a disciplined method of implementing improved evaluation procedures.

The *new plan* manual shows managers and employees how to improve the formulation and evaluation of objectives, develop and use skills and competencies in evaluations, and implement a more effective evaluation system.

Although the manual outlines systemic procedures, it is a part of a larger system of activities that include government budget plans, salary structures, and the legal framework governing Career Service authorities and responsibilities.

The manual provides decision-making tools to improve how employees are selected and promoted, but all decisions rest with managers and directors, especially budget decisions.

Implementing the manual requires training on how to use it. Key managers will complete a one-day, hands-on training program providing them with practical experience using the new system. Training for up to 30 managers could be completed within two calendar weeks.

New plan manual training will be jointly developed by IRG, the Secretariat of the Environment, and ONAP.

After completing training, all key ONAP and Environmental Secretariat managers will then train their own staffs on the use of all new evaluation and promotion policies and procedures.

ONAP and Secretariat leadership must approve and support evaluation and promotion managerial training, then promulgate and enforce the new procedures. Within 30 days of training completion, all new evaluation and Promotion procedures should be implemented.

To assure that the new Career Service evaluation and promotion procedures remain in effect, ONAP and Secretariat leadership must review system implementation after six months and one year of operation.

To assure that the new Career Service evaluation and promotion procedures remain effective, key managers could be compensated with merit increases for the extra work required to implement and maintain the new system.

7 MANUAL OF PERFORMANCE AND EVALUATION REVIEW FOR PERSONNEL IN THE CAREER OF CIVIL SERVICE

7.1 Introduction

The Performance and Evaluation Review Manual for Personnel in the Career of Civil Service has been developed with the purpose of providing a tool capable of documenting in an objective and systematic form the contributions that the employees complete and in such a form that the results can be quantified and stratified. These results will be able to be used to realize promotions recognitions and compensation plans.

7.2 Scope

This manual is directed to managers, supervisors and employees, who might be associated with a career in civil service. This evaluation system will have to be used to evaluate technical and administrative personnel whose functions can influence the administrative and functional process of the institution where they lend service.

7.3 General Description

The process of evaluation is an essential part of a set of subsystems whose implementation will allow the professional development of the employee and the smooth functioning of the institutions. Organizational structure, job descriptions, job evaluation, salary structure, incentives programs, personnel selection, and a succession plan are some of the necessary subsystems that must be in place to have a functional and operational structure. Any deficiency in any of these areas will negatively affect the whole process.

7.4 Initial Phase

To be effective in the evaluation process, it is necessary to complete a phase of initiation with the employee being evaluated. Both the supervisor and the employee must fully understand the functionality and intention of the evaluation system. A well-elaborated training program is essential. The process begins with the employee and ends with the employee. It is the employee who formulates the objectives on which he/she will work. The process must obviously be guided by the immediate Supervisor.

7.5 Meetings

By means of open participative meetings, the immediate Supervisor will elaborate jointly with the employee sections I, II, and III of the evaluation system. These sections must be completed in the evaluation form (see attached copy).

7.6 Evaluation System Structure

The evaluation system is based on four basic areas:

- ◆ Formulation and evaluation of objectives
- ◆ Competence and skills
- ◆ Continued education
- ◆ Years of service in the civil career

Each one of these areas will be discussed in detail so that it is possible to understand the importance of the relationship that must exist among the four fundamental factors.

Once the total points for each one of the four factors is obtained, the supervisor will be able to decide on the category in which the employee belongs. These factors and the evaluation will together provide better criteria for selecting the best candidates for a promotion, incentive, or salary increase.

The evaluation system provides information based on actions and achievements reached.

7.7 Objective Formulation

Objective formulation is the core of the evaluation system. Of a total 100 points (maximum attainable total points), 50 points correspond to the objectives. It is very important that the employee and supervisor agree on the criteria to be used as measurements for completion. Under what circumstances is the objective considered completed? What should the employee really do to complete his objectives?

It is important that the assigned objective represents an attainable challenge that allows the expected professional development.

The objectives must be specific, must be measurable, and must be assigned a certain amount of resources and sufficient time to complete them. The objectives must be related to the competencies and skills whose development is desired. This allows the immediate Supervisor to review the weaknesses and strengths of his/her employee and to make a plan to improve on them. In this way, they end up operating with a more effective and efficient organization. When unanticipated problems interrupt the course of action, measurements must be taken to reformulate the objective so it can be reached, even under adverse conditions.

Large and complicated objectives should be divided into smaller objectives, making them easier to attain. The necessary merits should be taken into consideration when the objectives are completed ahead of the assigned time. This should also take place when the objective has not been reached in its established time and without a logical reason. The following should be considered during evaluation: quality, quantity, and level of difficulty; these will be discussed below and will help to place the employee in a final category.

7.8 Competencies and Skills

Competencies and skills evaluations are an important part of the evaluation process. This area has been assigned a total of 20 points and is the second most important area in the evaluation system. The competence and skills of personnel determine the capacity of the organization for achievement. In terms of individual development, competence and skill present opportunities for personal development. Because these areas are personal, the supervisor should be careful during evaluation not to hurt the employee's personal integrity.

Supervisor and employee should identify which competencies are really significant in the performance of his/her functions. Open participation by employees to determine what specific competencies are critical in the

performance of the function will be helpful for the entire organization. The competencies must be associated with achievements, so the evaluation process results in recognition of those who perform well.

We identified three basic types of competencies:

- ◆ *Interpersonal relations competencies*

These competencies include the form in which we interact with others, the skills involved in how we communicate and share information with others, and the empathy that can be developed with people who make up the team.

- ◆ *Administrative competencies*

These competencies include the ability of the employee to plan, organize, control, and direct a group of people in performance of any activity.

- ◆ *Technical competencies*

These competencies include technical knowledge required to perform specific duties. Special training and experience are normally required.

Evaluation of the degree of mastery of competencies is difficult, mainly because it is difficult to identify what specifically an employee has to know. Mastery of a competency is often done by an appraisal of the behavior observed. Behavior observed in this context is everything that the employee says or does.

It is often necessary to resort to a test or examination to measure the employee's abilities. Other times, it is necessary to perform operative tests or instruments or demonstration equipment performance.

Three categories are established to measure the attained level of competency:

- ◆ Rank with (A)

If employees demonstrate absolute mastery of the competency. This level is reached when an employee becomes so expert in the competency that he/she is capable of teaching others.

- ◆ Rank with (B)

If the employee is recognized by other employees as a person with this particular ability.

- ◆ Rank with (C)

If the employee shows a low-level ability to master the competency.

7.9 Continued Education

The program must be based on the specific needs of each institution. The courses must be agreed upon by both employee and the immediate Superior. There must be supreme care in selecting the courses. The courses must be directly related to the activity that the employee performs. Credits will not be granted for courses that are not directly associated with the function that the employee serves. It is necessary for the director to approve any courses taken not dealing directly with the performance of an employee.

7.10 Years of Service in the Career of Civil Service

This area has a lower level of importance, but should not be overlooked. “Years of service” has an allocation of a maximum of ten points.

An employee that meets the number of years of service required to perform the function evaluated well should receive full credit for this category.

The maximum number of points for this category is 10.

It is important to keep in mind that for the majority of the positions in the civil sector, five years is the maximum amount of time required to perform well in any position.

The employee that partially meets this criterion should receive a portion of the total points.

It is not necessary to be rigorous in this analysis, because the system itself—for evaluation of performance—already significantly reduces the impact of this factor: the relative assigned weight is only ten percent. When an employee brings years of service in other areas, they will have to receive sufficient credit, because skills and competencies in other areas can be used to complement this function.

7.11 How to Fill the Evaluation Form

(See form attached)

7.11.1 SECTION I

This section asks for personal information of the employee to be registered. The space for “name” must include the name and surname of the employee. It must also include the number of certificates of the employee, and the title or position

that the employee possesses at the time of the evaluation. The name of the department, agency, or office where the employee serves should also be included.

In the case of a new employee, the institution identifies the recruitment by the time held in a position—the quantity of months, if less than one year, and the quantity of years, if more than one year. Also, the period of evaluation, the time in which difficulties have been resolved under the direction of the person who performs the evaluation, purpose of the evaluation, including evidential period, whether it is an annual evaluation, or to determine qualification for a position (place), etc.

7.11.2 SECTION II

This section identifies for the employee, in the first column, the competencies the employee must reach (including a minimum of four and maximum of eight) and, in the second column, the criterion used to determine if the employee reached the level of competence required.

Example: For punctuality, the employee is competent if he or she arrives at his or her work station before 8:00 a.m.

This competence will be measured by observation. If, on several occasions, the employee does not arrive at his/her work area before 8:00 a.m, based on the criteria defined in **Section 7.8**, the competency will be valued at “C.”

7.11.3 SECTION III

This is one of the most important sections, so it is important that in this area the achievements are documented. It is necessary to assign a minimum of four goals and a maximum of eight. In the first column, under competency, he/she writes a number of the competencies indicated in section II. In the description of the achievements, they are written in summarized form. Achievements can be written that are not associated with any specific competency or associated with more than one competency. The deadline, the date in which the achievements must be completed should be written in the area of important notes during the periodic reviews to indicate any relevant information that can help during the final evaluation.

Example: The computer delivery was two months late, because the order was approved late.

In this section the superior and the employee must sign and indicate the date in which it was signed. At this time, the employee begins this part of the cycle of evaluation.

7.11.4 SECTION IV

The fourth page summarizes all the elements included in the process of evaluation. Ultimately they are synthesized into a final document for the employee. Five categories are included in the performance review:

Top – The employee exceeds the requirements of the position.

A – This employee is a suitable candidate for the promotion plan, (a candidate to be considered in a supervisory capacity), as well as the program of incentives and salary adjustments.

B – The employee fulfils and sometimes exceeds the requirements of the position. While this employee is a good candidate for long-term career growth, there are specifically-defined areas where he or she should be more precise with his/her skills.

C – The employee fulfils the requirements of the position. It is necessary to determine the level of satisfaction with his position and with the institution.

D – The employee fulfills some of the requirements of the position. It is necessary to determine reasons for deficiencies and their origins. In some cases, these employees can be moved to other positions that are more in line with their skills, but it is definitely necessary to do something, because to not do anything would be detrimental to the institution and to the employee himself or herself.

E – The employee definitely does not fulfil the requirements of the position. This employee must be removed from the institution and another employee given the opportunity.

Employees in category “A” are obviously the employees who will fill supervisory positions in the immediate future. A lot of care must be used, and a plan of succession must be elaborated. The quantity of employees in this category is usually very small, normally less than 10%.

Also it must be observed that the number of personnel in the last category does not exceed 10 %. These factors must be taken into consideration to determine how reliable the evaluation process is. When these parameters are significantly exceeded, it is possible that the process of evaluation has been contaminated by external variables that have affected the process. If true, a thorough investigation should determine what variable could be negatively affecting the process.

Three additional parameters of evaluation complement the process of evaluation. They are important because they indicate the efficiency of the process of evaluation. These parameters identify the degree of complacency in which one could have handled the process of evaluation. Any incongruity in this part undermines the accuracy of the evaluation.

- ◆ **Quality:** (He/She) refers to the degree of excellence that is demonstrated toward the employees who receive the service offered by the employee, boarder, or day pupil.
- ◆ **Quantity:** (He/She) refers to the volume in quantitative terms contributed.
- ◆ **Degree of Difficulty:** (He/She) refers to the type of skill required to achieve the expected results.

7.11.5 OTHER ACHIEVEMENTS

This space should be used to indicate any important activity that the employee should have realized in addition to their normal load of work and assignments. Based on the merits of every situation, this area should sufficiently determine if an employee must receive special distinction, recognition, or supplementary compensation. It is necessary to give this area a lot of attention.

7.11.6 FINAL EVALUATION RESULTS

Based on total points, employees will be categorized as follows:

- A 90 to 100 points ___ Employee exceeds the requirements of the position.
- B 80 to 89 points ___ Employee exceeds some requirements of the position
- C 70 to 79 points ___ Employee meets the requirements of the position.
- D 60 to 69 points ___ Employee performance needs to improve.
- F Below 60 points ___ Employee does not meet the position requirements.

ANNEX 1. FURTHER READING

The Government of the Dominican Republic has asked that improved evaluation policies and procedures be developed for its Career Service, with particular attention paid to technical occupations.

This USAID/International Resources Group (IRG) Technical Assistance Project is one of several projects being developed and implemented as part of Improving Policies for Environmental Protection.

Project reading and reference materials include, but are not limited to:

- ◆ Society for Human Resource Management, membership-based Internet White Papers access;
- ◆ Improving Policies for Environmental Protection, IRG Work Plan I, No. 517-C-00-03-00015-00, July 14, 2003
- ◆ Reforma Del Estado 3, Ley No. 14-91, 1991, Ley de Servicio Civil y Carrera Administrativa y su Reglamento de Aplicación;
- ◆ Reglamento de Promoción y Beneficios, Carrera Administrativa General, ONAP, October, 2002;
- ◆ Anteproyecto de Reglamentación del régimen de Carrera Administrativa, ONAP, November, 1999;
- ◆ Secretaria de Estado de Medio Ambiente y Recursos Naturales, Position Descriptions and performance evaluation forms RS-EDPP and EVA- 001.

Meetings with key ONAP executives included Dario Castillo and Fanny Bello, from Secretariat of the Environment, Anna Pieter and Sonia Modesto, and from the National Budget Office, Rafael Ventura.



Submitted by:

International Resources Group (IRG)
1211 Connecticut Avenue, NW · Suite 700
Washington, DC 20036 · United States
Tel: 202/289-0100 · Fax: 202/289-7601
www.irgltd.com

