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MEMORANDUM

To: Manal El-Samadony
From: Timothy S. Buehrer
Contract: PCE-I-00-98-00016-00, Task Order 827
Subject: Beryl York Report
Date: 12 March 2006

I am a contractor for the U.S. Agency for International Development. Following the testing of the performance appraisal system on the CD/WTO in August 2005, Dr. Beryl York was asked to revise the main performance appraisal form for technical staff, suggest an incentive system for TAS based on the ATR-proposed performance appraisal system, and analyze comments generated during CD/WTO performance appraisal interviews, including an analysis of job descriptions and recommendations for improving TAS productivity (though we intended to also include comments on the CD/ITP and CD/BMA performance evaluations, the latter were done for the entire staff by the head of CD/BMA without ATR participation so as to eliminate any possibility of bias, while the former – CD/ITP evaluations – have yet to take place). The main deliverable, the incentive system, is attached as Appendix A. Observations on the ATR performance management system for TAS is shown as Appendix B. Lastly, the revised performance appraisal form is attached as Appendix C (revisions are highlighted in yellow or written in different font).

Appendix A: Incentive Program Options for TAS

Executive Summary

What is **possible**. Incentive programs are only one component of an effective Performance Management system. TAS, as part of its efforts in institutional strengthening, has developed a number of initiatives which are designed to instill greater performance accountability in its staff. Performance Management includes an appraisal system linked to TAS Mission and organizational objectives. This system has already been established. Now TAS is investigating various incentive programs which can reward and recognize employees at all levels of the organization for results achieved beyond the day-to-day work efforts.

The outcome of a Performance Management system should be greater efficiency, more encouragement to be innovative and more effective collaboration and coordination within the organization. It is also designed to ensure accountability because clear goals, combined with managerial leadership and incentives to perform, make it easier to establish a realistic basis for employee performance.

In doing global research it was interesting to note that performance management systems with incentives are not only part of the United States, Canada, and European government institutions but are also currently in place in many developing countries such as Botswana, Ghana, South Africa, and Uganda.

Current incentive programs are moving away from the traditional monetary award approach and include a variety of monetary and non-monetary awards. They are designed with the following outcomes in mind:

- Reward individual performance in achieving targets
- Reward individual performance in contributing to a team effort
- Reward team performance
- Strike a balance between the use of monetary rewards and those that are non-monetary

What this document has done is explore the possibilities of incentives that exist in the public sector. It includes:

- Program Content
- Types of Rewards given in the public sector: Monetary, Indirect Monetary, Honorary, and Non-Monetary
- Program Design: Best Practices
- Responsibilities of Senior Management, Managers and Supervisors, and Human Resource Department
- Model Policy
- Recommendations

What TAS must do is decide what is **probable**. It must create an incentive system that will be acceptable within the confines of the GOE and also will **work**.

1. Background

What is an incentive program? It is a program designed to reward performance that goes beyond just "DOING THE JOB". It is most effective as an organizational development tool when it is implemented as a planned program of activities with defined goals.

These goals should reinforce the ways the organization works together and be linked to the organization's mission statement, to its organizational improvement plans, to its annual work plans and to its performance appraisal system.

Granting incentives is one method of providing feedback on an employee's performance. It is usually given in relation to one act or effort. Even if this act is significant, it does not comprise the totality of the employee's duties or the totality of the performance standards against which the employee is measured. Only a performance appraisal can provide a complete evaluation of an employee's skills, abilities and achievements. Through its incentive program, an organization demonstrates its commitment to measuring employee performance and encouraging productive employees.

Incentive programs consist of both recognition and reward initiatives.

An Incentive program means honoring, encouraging and supporting individuals and teams who contribute, through their behavior and their actions, to the success of the organization. It involves:

- Openly giving praise;
- Granting monetary and non-monetary awards; and
- Celebrating and communicating successes.

It includes informal, free and low-cost activities as well as formal programs and ceremonies.

It is an essential element for reinforcing a quality performance appraisal system. It stimulates the cultural changes necessary to the success of an organization. It helps improve stakeholder satisfaction and the quality of services by:

- Enlisting the participation of all employees in organizational improvement;
- Encouraging and supporting role models;
- Giving all levels of management a way to "walk the talk";
- Encouraging the sharing of best practices;
- Creating a sense of being a valued member of a successful, goal-oriented organization.

It is often said that what is recognized in an organization is repeated later. Recognition will facilitate this learning curve if it is given to people whose efforts and behaviors are ones that the organization realizes are valuable. Employees should be recognized for the results of their work as well as their efforts and behaviors. In addition to formal incentive rewards, organizations should develop and promote informal activities that can be used to reinforce behaviors and celebrate small wins.

1.2 Program Content

The program should include a mix of recognition activities and rewards that target different goals.

Incentive programs should include spontaneous, informal and formal rewards.

Spontaneous rewards generally involve giving pats on the back for simple demonstrations of a key corporate value, such as teamwork or client service. A thank you, or a bit of praise especially public praise, is a real motivator for repeat performance.

Informal rewards are given for more significant contributions which required more effort over a longer period of time.

Formal awards involve significant achievements. Award presentations are ceremonious occasions attended by important members of the organization. They may have a non-monetary or monetary component.

1.3 Types of Rewards

In our research done in a incentive programs for the public sector several different options were found. Below is a compedium of awards offered by various government agenices in the United States, Canada, Europe as well as Africa and Asia. In all the countries reviewed, including Egypt, public sector monetary rewards are constrained by laws, and the limitations of the use of public funds .

Monetary awards include:

- **Special Act or Service Award:** This award may be granted to an employee or group of employees to recognize accomplishments in the public interest related to official duties, suggestions, or personal efforts which contribute to the efficiency, economy, or improvements in Government operations. The award consists of money. A certificate or plaque is optional.
- **Quality Step Increase:** The QSI is the only performance award tied to the appraisal period. It is an increase in pay (additional step increase) which may be granted to an employee with a rating of record of "exceed expectations" for the most recent appraisal period.
- **Promotion Based Award:** This award relies on a pre-specified pay table where promotion to higher levels is based on performance assessed over several appraisal periods. They occur periodically and are based on recognition of greater skill, experience, effort and performance. It is based on choosing staff that have the best performance among those eligible for promotion.
- **Cash Award "On the Spot":** This award provides supervisors the opportunity to give employees more immediate recognition for a job well done. This award may be paid at any time during the year .It provides a means of giving employees immediate recognition for non-recurring contributions, with a minimum of documentation. Awards are a nominal monetary amount.
- **Administrator's Award:** The Administrator's Award is given annually in recognition of employees or groups who have made significant contribution in the areas of administration such as administrative support, public affairs, and information systems. The award consists of a monetary reward and/or a plaque.

- **Technology Transfer Award:** The purpose of this award is to recognize technical employees for technological contributions of value and exemplary activities that promote the transfer of technology developed and used to facilitate operational systems.
- **Suggestion Award:** A suggestion award is granted for an idea that contributes directly to the economy, efficiency, or effectiveness of operations. The award amount is based on the benefits realized as a result of the implementation of the idea.
- **Competitive Award:** Competitive awards are tied to the achievement of specific results. They include awards for highest productivity or lowest error rate. Competition can have a positive effect on employees. However effects of competition are not all positive. Competitive awards can distort employee performance in negative ways. For example someone who focuses on highest productivity could cut corners, make too many errors, or neglect other areas of his work that are important. Therefore this type of award must be tied to very specific measurements and monitored carefully. This type of award works best when tied to team performance. It tends to promote better collaboration and cooperation.

Indirect Monetary Awards include: training and development opportunities

- **In-Country Training:** opportunities offered by Donor Projects, Government Management Institutions, Universities, and Business Groups Etc.
- **Off Shore Training:** opportunities to attend short and longer term technical and/ or management training programs
- **Educational Degree Granting Programs:** opportunities ranging from technical and language programs to MBA programs both in-country and abroad.
- **Meeting and Conference Attendance:** opportunities to attend meetings and conferences either as a spectator or participant both in- country and abroad.

Honorary:

Honorary rewards are a form of formal symbolic recognition. They are usually non monetary in value, clearly symbolize the employer-employee relationship in some special way and have a lasting trophy value; a special plaque or small statuette is presented in some kind of public setting. It is a form of public recognition.

- **Minister's Award** is an example of this. It is an award presented by the Minister of a Ministry to recognize outstanding achievement or contribution which benefited the Ministry .The reward may be monetary or non-monetary.

Non-Monetary:

Non-monetary awards are more varied and unique than cash awards and offer two major advantages over cash awards: (1) they help meet employees' needs for recognition, growth and responsibility and (2) they can be relatively inexpensive. Some forms of this type of reward include: certificate of appreciation, plaque, small keepsake item such as a pin, a designation of "employee of the month" etc., being listed in a publicly posted employee honor roll. They can also be qualitative; such as the employee being given increased authority, ability to make autonomous decisions. They can be work place oriented; such as being given up-dated equipment, or some input in to budgetary needs. They can be work resource oriented; such as giving an effective induction course to new employees or running

internal workshops for employees where exchange of information, ideas and experiences are shared and recognized.

Non-monetary and honorary awards include:

- **Time Off Award:** This award may be given to eligible employees to recognize achievements and/or contributions. It is an excused absence granted without charge to leave or loss of pay and it is independent of other types. An employee may receive up to 40 hours of time off for a single contribution or up to 80 hours for multiple awards during a leave year. A variation on this award is **Additional Paid Vacation** time. **Flexible Work Hours** is also another variation on this award.
- **External Awards:** Rewards given through award programs sponsored by external organizations, associations, or foundations. Awards run the gamut from those which recognize financial management to awards for women in science and engineering. Employees who meet the award programs' specific criteria may be nominated. Due dates vary by each award. (An example of this is WIPO who sponsors such small grant awards for possible nominees in a Trademarks/ Industrial Design Office.)
- **Unit Citations:** A Unit Citation recognizes groups of employees who, because of their individual and collective efforts, have made substantive contributions to a particular initiative. It is a team effort award. The award consists of a Unit Plaque and individual certificates for each participant.
- **Certificates of Appreciation:** Certificates granted to employees who have performed significant services to the organization.
- **Length of Service Recognition:** Pins and certificates are available to recognize employee career service. An employee must have at least ten years of service. Pins and certificates are presented in 5-year increments.

The latest form of incentive awards in the government sector is Creating Your Own Award. It is a program which allows a supervisor to give certificates for performance that the individual supervisor finds meritorious. The key advantage of this approach is that the supervisor can structure the award criteria in a way that will reward his employees for short term performance goals that are tied to the department or work unit. They take the form of Certificates. (Actual templates exist on-line.) The only cost involved is the supervisor's investment of time and thought and the cost of printing out a certificate.

Some of these Certificates include:

- **Great Idea Award** which encourages employees to make suggestion for ways to improve their work unit's processes or services. It is a great example of TQM (Total Quality Management).
- **Customer Service Award** which rewards good customer service behaviors and usually given for consistent customer service displayed over a period of time.
- **Quality Award** which rewards an individual or work group which has achieved a previously agreed upon work target. (This concept was used in the IPR project to motivate and praise the people at Trademarks who worked to eliminate the backlog of applications that existed.)

What seems to be the current thinking on incentive awards is to give awards that are meaningful to the employees which could include anything from a more pleasant work environment, to upgraded tools and equipment. Some agencies have even created a menu

of non-monetary rewards so that when a reward is made the employee can chose the one that suits him best. It brings creativity down to the level closest to the employee.(An example of this, was the suggestion made by a manager of Trademarks to award small stipends to employees who went" ABOVE AND BEYOND" and used their own cell phones for business related calls because the Trademarks office in 2004 did not have adequate telephone communications.)

2. Program Design

An Incentive Program must be designed so that there are clear criteria, consistency of application and long term sustainability.

It will require support from several levels of TAS. First there must be ownership and accountability from senior management, middle managers, and supervisors as well as a belief by employees that the program is transparent, well funded, visible and fair. This requires a balance of interests of all stakeholders, a minimum of administrative "red tape", and the proper training of managers to use the incentive program.

Second, it is important to create rewards and reward criteria that range from select monetary rewards to baseline recognition rewards that could be awarded to a wide range of employees.

2.1 Best Practices

The most successful programs adhere to a number of Best Practices. They include:

1. Link incentive awards to an organization's Mission, goals and objectives.
2. Provide equity in the distribution of awards. Make sure rewards are not just reserved for a few employees.
3. Hold managers accountable for using incentives to recognize results. Make sure criteria are followed.
4. Give rewards in a timely manner. Some may be given annually but others may be designed to be given "on the spot".
5. Emphasize group recognition. It encourages teamwork and collaboration.
6. Use non-monetary recognition. Creative use of non-monetary rewards helps foster positive motivation.
7. Keep recognition ceremonies simple but emphasize the importance of public recognition when appropriate.
8. Publicize recognition. It is important that the staff knows who received what award.
9. Incorporate funding for incentive programs into annual budget planning.
10. Provide uniform training for all managers involved in incentive programs.
11. Use the effective Performance Appraisal Process and the Incentive Program as tools in recruiting new high quality people to join the organization.
12. Publish an annual recognition report for TAS and Ministry distribution.

2.2 Responsibilities

What are TAS responsibilities for the employee Incentive program?

Senior Management is responsible for:

- Ensuring that the program supports TAS mission, goals, and objectives.
- Ensuring equity in the distribution of recognition.
- Ensuring that employees are informed of recognition policies and procedures.

- Providing periodic training on the effective use of the Incentive program.
- Conducting performance appraisal evaluations to ensure the effective use of the Incentive program.
- Emphasizing the importance of teamwork through recognition of groups.
- Incorporating funding for recognition into agency budget planning.
- Emphasizing non-monetary recognition for specific achievements.
- Ensuring that employee recognition is publicized.
- Eliminating unnecessary levels of review to ensure timely processing of recognition.

Supervisors and Managers are responsible for:

- Recognizing employees for specific achievements.
- Ensuring equity in the distribution of recognition.
- Considering input as appropriate from co-workers and various stakeholders, when making recognition decisions.
- Recognizing contributions in a timely manner.
- Emphasizing the importance of teamwork through recognition of groups.
- Emphasizing non-monetary recognition for specific achievements.
- Promoting the recognition program by encouraging employee participation, arranging for appropriate presentations and periodically publicizing recognition activities.
- Reviewing nominations to ensure that recognition is linked to the contribution and that the amount accurately reflects the value of the contribution rather than grade level or other non-merit factors.

Human Resources Management is responsible for:

- Providing policy guidance and training about the employee recognition program.
- Referring suggestions with Government-wide applicability to Ministry.
- Establishing and maintaining a clearinghouse to disseminate innovative recognition practices.
- Publishing an annual awards report.
- Monitoring program effectiveness.

2.3 Model Policy: Program for Incentive and Non-Monetary Awards	
	<p>Staff covered by this policy This policy applies to all appointed staff at _____.</p> <p>A. Overview</p> <p>1. Formal recognition programs including lump-sum bonuses, incentive plans and non-monetary awards offer mechanisms to effectively motivate and retain valued employees who provide exemplary performance and/or meet specified targets. These programs are intended to reward staff employees whose achievements have resulted in a particular benefit to the work unit, department, Organization, and/ or Ministry.</p> <p style="padding-left: 40px;">a. There are two types of monetary awards.</p>

- i. A lump-sum bonus to recognize a specific achievement.
 - ii. An incentive plan with clearly defined goals, pre-established criteria, and regular payouts when goals are met or exceeded
 - b. Non-monetary rewards can take the form of various recognition awards, career development opportunities, and attendance/travel/time off for special lectures, training programs, and conferences.
2. These programs are not intended to replace informal and spontaneous recognition or praise of staff achievements and work performance. Informal recognition of employees should and does take place everyday. Saying "thank you" to employees and complimenting an employee on a job well done are part of the responsibilities of managers and supervisors.

B. General guidelines

- 1. Awards should reward behaviors and results that are tied to department and/or Organizational initiatives.
- 2. Specific selection criteria need to be established by TAS. The human resources office must work closely with senior management to implement the program.
- 3. All staff employees, including teams and partnerships of such employees, are eligible to participate.
- 4. Funding of program expenses is subject to budgetary and legal requirements of GOE.

C. Incentive Awards

Lump-sum bonus

- 1. There are two ways to exercise this method of recognition:
 - a. Establish an award review committee to determine award recipients.
 - b. Permit a manager the discretion to initiate an award for a specific employee, with approval from appropriate senior management.
- 2. All bonus award recipients must first meet the following general criteria:
 - a. The employee's accomplishments exceed the normal standards/expectations for the job.
 - b. The employee has fulfilled all normal job duties in addition to performing added duties to accomplish a special project or achieve a certain goal.
 - c. The employee serves as a role model for others, displaying desirable characteristics such as outstanding

customer service, positive attitude, team leadership, etc.

3. The amount of a lump-sum bonus may not exceed _____.
Decisions about the amount of a lump-sum bonus should be dependent upon the nature and complexity of the accomplishment and the ability TAS to fund the award.
4. Managers should clearly communicate to the recognized employee what outstanding achievements led to the award.

Other Monetary (Direct or Indirect) Incentive awards

1. For a variety of incentive awards, there must be specific targets to be achieved. Goals, pre-established criteria, and regular payouts are essential under these types of award.
2. Managers should clearly communicate to the employee what the expectations are and the outcome for the incentive period.

Non-monetary rewards

1. Non-cash awards of value such as recognition awards cannot exceed a value of ____.
2. Examples of areas to be rewarded include:
 - a. Outstanding achievements and accomplishments.
Demonstrated and sustained outstanding achievements that consistently exceed goals and job expectations.
 - b. Teamwork. Acting as an exceptionally effective and cooperative team member, demonstrating superior interactions with other departments, ministries, stakeholders and the public.
 - c. Length of service. A commitment to TAS through long-term service.

(Other awards can be listed here depending on what is chosen by TAS.)

D. Procedure: How to establish and request an awards program

1. Indicate the name of the department and/or manager proposing the award.
2. Indicate the employees eligible for the awards.
3. Select the type of award (lump-sum bonus, incentive, non-monetary) that is being requested, then describe the selection criteria for that particular award.
 - a. **Lump-sum Bonus.** Select one or more of the following methods, then describe the criteria and include examples.
 - If the award program is based on employees meeting a departmental goal, indicate the goals.

- If the award program is based on employees suggesting cost savings to the department, indicate the criteria to be used.
 - If the award program is based on suggestions for increased productivity, indicate the criteria to be used.
 - If the award program is for outstanding performance on special projects, indicate the nature of the eligible special projects and achievement.
 - If there are other criteria to be used instead of the ones listed above, indicate what they are.
- b. **Other Monetary Incentive Awards.** Goals, pre-established criteria, and regular payouts are essential under this type of plan. Describe the Incentive Award including the specific targets to be achieved.
- c. **Non-monetary Award.** Select one or more of the following methods, then describe the criteria and include examples.
- If the award program is based on employees meeting a departmental goal, indicate the goal.
 - If the award program is based on employees suggesting cost savings to the department, indicate the criteria to be used.
 - If the award program is based on suggestions for increased productivity, indicate the criteria to be used.
 - If the award program is for outstanding performance on special projects, indicate the nature of the eligible special projects and achievement.
 - If there are other criteria to be used instead of the ones listed above, indicate what they are.
4. What is the proposed amount or range of the employee's bonus or incentive award? (Cash awards cannot exceed _____)
 5. What is the total amount expected to be paid under the award proposed?
 6. Signature of supervisor who is proposing the award.
 7. Signature of the senior management and/ or other appropriate signatories who must approve award.
 8. Signature from responsible financial authority.
 9. Signature from human resources department who administers the incentive awards programs.

F. Approvals and payments

1. Monetary Awards. Once the copy of the incentive plan is on file

	<p>with the human resource office, the department initiates payment to individual employees.</p> <p>2. Non-monetary Awards. Once the copy of the incentive plan is on file with the human resource office, the department completes the Award Worksheet to document the award and submits it to the human resource office. Payments for all other awards, such as equipment, pins, banquets, etc., must be processed through established policies and procedures.</p>
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1. Recommendations

The next steps require TAS to make decisions about what would be the most **probable** rewards that could be included in an Incentive program.

Step 1: This requires the proper attitude. In my fifteen years of working with projects in Egypt, I have heard many times “This is a good idea but we cannot do this in Egypt”. At times this statement was true. Either laws, regulations or specific cultural norms dictated against certain choices. However, often what prevented change from taking place was the unwillingness to truly explore possibilities, to understand what obstacles existed and to work to eliminate, minimize or circumvent them. What has to underlie this effort to create an incentive program is the willingness to ask “What if this was possible”? This requires an approach which is based on not reinventing the wheel, but learning from best practices and adopting those that will work for TAS.

Step 2: Requires the formation of a committee composed of appropriate staff to investigate and decide upon options. The committee would include senior management, a representation of middle managers and supervisors, and HR administration. It is also important to get feedback from all levels of employees concerning what kinds of incentives are important to them.

Step 3: Requires exploring the various options contained in this report (and additions if appropriate) to determine what is viable under GOE laws and regulations. This could include consultation with Ministry HR, GOE HR related agencies, as well legal and financial agencies. It is important to design programs that are visible, funded, transparent and sustainable. This exploration also should identify what it is that motivates staff. This is where the highest level of creativity is needed. Involve all levels of management. Choose options that even front-line supervisors can use for the lowest level members of staff as well as rewards that managers would like to receive.

Step 4: Requires TAS to the best of its abilities to provide sufficient resources for such a program. Annual funding should be determined for the program and this amount should be included in annual budget requests. If there are supplemental funding resources either within GOE or within institutions in Egypt or in the International community, these should be identified and be used as resources.

Step 5: When various reward options are chosen, written criteria should be established and communicated clearly to both managers who will use the criteria to select staff for

incentive awards, and to the entire staff so that they have a clear understanding incentive criteria, This will help to ensure that the program is administered in a fair and consistent manner.

Step 6: Requires the creation a formal policy for the incentive program (see model). This should be approved and formally adopted by TAS.

Step 7: Managers should be trained in the use of the incentive system to ensure fair and consistent application.

Step 8: All levels of TAS should participate in an orientation to the incentive program. This will give TAS an opportunity to “sell the benefits” of rewards and recognition for outstanding performance.

Step 9: Do it! After carefully establishing the system, use it.

Appendix B: Observations on ATR Performance Management System for TAS – Job Descriptions, Performance Appraisal Process, Productivity Improvements

Background

As part of the Institutional Strengthening Initiative mandated in the ATR project several organizational processes and systems were created and are now being implemented. TAS has a clear Mission, a viable Organizational structure, Organization Objectives which support the economic goals of Egypt, clearly defined Functions, and workplans designed to meet and achieve goals within allotted timeframes. All of this supports TAS.

However it is important that the individual employee also have systems, processes and tools which support his work efforts, clarify job responsibilities, and provide resources for training and development, set performance standards and goals which will help him become accountable for his performance. Job Descriptions, a Performance Appraisal System and an Incentives and Recognition program are now being created, tested and implemented. What follows are some observations concerning these Initiatives and some recommendations which will solidify and strengthen them.

Job Descriptions

Mr. Rachid Benjelloun prepared an extensive Review of the CD/WTO in 2004. His analysis is relevant to all of TAS. In his review of Managerial Work Processes he said the following: “staff does not know what is expected of them...Heads of groups do not know how their jobs differ from those of their colleagues. ...Job descriptions should be drafted for heads of general departments, departments and for technical staff. Using tasks in these job descriptions and specific activities defined in the workplans, performance criteria should be defined for each staff to increase accountability.”

What Has Been Done

Job Descriptions have been created (some still may need to be completed) for staff in the Central Departments: WTO, ITP, and BMA. These job descriptions are far different from the generic type. Rather they are “Performance Guides”; specific, detailed, position focused, responsibility-based as opposed to activity-based, and results-oriented. They are designed to provide guidance in the kinds of responsibilities and goals that must be achieved by each staff member. They include technical responsibilities for each staff member ranging from the responsibilities of researcher to the responsibilities for the Director of a Central Department. They also include for managers and supervisors, a section on needed management responsibilities.

Each Job Description is not only a “stand alone” document but is the underlying anchor for the Performance Appraisal system. In this system before any evaluation is completed, manager and staff member must review the current job description and add, delete and/ or modify if required. Then using the document as a basis for discussion, review the employee’s principal accomplishments for the past period before this review. Areas of concern are then discussed. Finally there is some initial discussion on training needs. The job description document and detailed discussion then becomes the benchmark against which the employee is evaluated.

The Job Description is also the basis for setting specific work related goals which need to be attained within a set time frame. This gives the employee guidance in setting specific priorities which must be accomplished over the coming year.

Other uses of this Job Description are:

- Tool for recruitment
- Tool to assess training needs

- Tool for orientation
- Tool for career/professional development
- Tool for job redesign
- Tool for coaching and mentoring
- Tool for correction and discipline

Recommendations

- Job Descriptions are dynamic. They change over time. They are important tools in effective performance management. However unless they are updated, discussed, validated, understood and used by both employees and their managers, they are useless. Therefore the job description must be updated. It must be made an important responsibility for managers. It can be done as part of the appraisal process or **anytime** the need arises. When any change is made in a Job Description, it should be the manager's responsibility to do it, to share it with the employee, to file the updated version with the HR office. The HR office thus becomes the repository of the current documents and also can act as a monitoring agent to remind managers that this responsibility is mandatory
- Thus far job descriptions have been designed for "line staff" in TAS. If all of this staff has not gone through job description development, then they must do so.
- Job Descriptions should also be developed for the technical support staff: Technical Office, Administrative staff, IT staff, Human Resources, etc.

Performance Appraisal System

Mr. Rachid Benjelloun prepared an extensive Review of the CD/WTO in 2004. His analysis is relevant to all of TAS. In his review of Managerial Work Processes he said the following: "The current Ministry employee performance appraisal system is inadequate. It neither sets objectives for the staff to meet nor is it used to differentiate between staff. Employees are judged based on generic criteria and are all rated excellent. Salaries do not appear to reflect efforts or performance of staff. Recommendations: Though the current appraisal system is mandated by the Ministry, a system that defines and rewards good performance and discourages poor performance (with real consequences) needs to be put in place. Performance criteria will need to be defined."

What Has Been Done

A performance appraisal system designed to define and reward good performance has been established and is now being implemented. A great deal of effort has been made to create a set of documents that will assist managers in their efforts to fairly and consistently evaluate employees.

Part 1 begins with a review of the employee's current job responsibilities and the changes, if any that need to be made to keep the job description updated and aligned with current goals and objectives.

Part 2 focuses on competencies needed for successful performance including: Functional Knowledge, Team Working, Decision Making and Problem Solving, Productivity, Spoken and Written Communication, Creativity/Innovation, Time Keeping/Attendance, and Management Performance Factors. Similar forms were developed for Administrative and Information Technology staff. The competencies section has been fully defined, providing managers with guidance to assess the employee's performance. The rating categories include: Exceeds Expectation, Competent, Needs Improvement, and Major Improvement Needed.

Part 3 focuses on a Development Discussion. It is designed to allow the manager and the employee to discuss ways to improve or enhance performance.

Part 4 deals with goal setting and goal accomplishments. Here the manager and employee agree upon specific targets of performance which should be accomplished within each job during the course of the year.

Part 5 is when the actual rating is arrived at. Although managers had prepared preliminary evaluation documents as part of the performance management process, the final rating is only arrived at after a thorough review of all aspects of performance.

Part 6 allows the employee to add any comments to the performance appraisal document. This system has been “road tested” with staff of CD/WTO and CD/BMA.

Recommendations

The system is a good one. The **use** of the system still needs to improve. During the course of observing the test phase certain weaknesses were noted in the way both managers ran the interviews and employees responded.

- Many managers had not prepared a preliminary written draft of the appraisal documents before they ran their staff interviews. This **critical** step needs to be done. Its purpose is to create basis for a point by point discussion on performance issues. It provides the evidence needed to support rating decisions. It can and should be modified during and after the interview. What usually happens is :
 - After a thorough discussion covering each particular issue be it a job responsibility, a rating, an employee question etc., the manager modifies his original assessment.
 - During the discussion with employee concerning a rating that the employee is questioning, the draft that the manager had previously prepared acts as an evidence base which is useful particularly when a lower rating is given. It provides specific examples of performance lapses which support his assessment and this then leads to a targeted discussion on how to improve. This process needs to be mandated and followed.
- An employee needs to do his “homework” as well. He must prepare a draft of his own self assessment of his work performance. This gives him the opportunity to list his accomplishments, express his needs, and make his own suggestions for performance improvements. This process needs to be mandated and followed. Although there is a final document produced at the end of the appraisal process, it is the appraisal **discussion** which is the heart of the interview that is the basis for the understanding and the planning for performance improvement.
- Managers also need to listen more and talk less in the part of the interview process when the employee is presenting his assessment. It is typical that managers like to advise and guide but in this instance, they need to listen and react. Then they can talk and give their opinion. In the test run, the managers tended to take over, tell rather than sell or lead, review too many points without giving the employee an opportunity to respond point by point. In brief, more communication training needs to be done.
- The rating system: Exceeds Expectations, Competent, Needs Improvement, Major Improvement Needed was modified to mirror the GOE number of ratings. Each rating has with it sub-ratings (Competent can be a 7 or 8) so as to give managers even more subtle means to distinguish levels of performance within a rating category. Despite the flexibility of the rating system there was still a great tendency by managers to **inflate** the rating. If the system is to work the rating systems needs to be better utilized. As part of the original documents created for the appraisal system, guides were written on how to rate, the pitfalls of rating, the need to objectify ratings through the use of evidence. This

has not been “learned” as yet. More training has to be given in this area. Also managers will have to provide detailed written justification for ratings especially those in the EXCEEDS category. Best practice usually state that in Organizations less then 4% of staff fall in to the EXCEEDS. Category. In the test interviews I felt there were too many COMPETENTS in the 8 Category, and not enough ratings in the NEEDS IMPROVEMENT category 5 and 6. The correct ratings are so important for they act as guides to managers as to where their managerial time belongs. For example: not too much time is needed for Competent and Exceeds, just enough to keep them on track. A good amount of time should be given to the Needs Improvement group with the thought of moving them closer to Competent. Increasing performance in this group would create the largest overall increase of performance in the organization. And finally, spending some time with the Major Improvement Needed group will either move some to more satisfactory performance or make it clear to others that their current performance is not acceptable and then corrective actions should be taken. Managers have to learn to rate realistically and consistently if the performance appraisal system is going to truly serve the needs of TAS.

Positive/Negative Reinforcement

Mr. Rachid Benjelloun prepared an extensive Review of the CD/WTO in 2004. His analysis is relevant to all of TAS. In his review of Managerial Work Processes he said the following: “There seems to be little encouragement – aside from additional work – for initiative or high quality work. Simple verbal encouragement for a job well done can improve productivity. Recommendations: absent monetary rewards (and even with them) at the very least, good performance by groups or individuals should be rewarded with a “job well done” and recognition in front of others. Supervisors should also encourage and make use of staff pursuing their Masters degrees, for example by asking them what is being learned and how it can be applied to work situations.”

What Is Being Done

A proposal for an incentive system is being generated at this time. Many possibilities for rewards and recognition in public sector settings have been recommended. They include: monetary rewards, indirect monetary rewards, honorary and a wide variety of non-monetary rewards.

Recommendation

- What TAS must do is make several decisions about what is feasible to be included into an Incentive program. This requires an investigation of GOE rules and regulations, deciding on options, setting criteria for awards, providing sufficient resources to sustain such a program, creating a formal incentive policy, providing training to managers on the program, communicating the program to all employees and implementing it.

TAS Productivity Improvements

Although my current involvement with TAS has lessened over the time there are some issues which are endemic to the organization. They were raised in the CD/WTO staff review done by Rachid Benjelloun. They were the basis for the criticisms given by the head of the Central Department WTO to his staff. They included;

- Need to push staff to greater achievements
- Need to develop ways to enhance staff performance
- Need for greater participation by staff: GM's make too many decisions for staff

- Need for more accountability from staff: staff brings you their problems and then “escape” leaving you to solve them
- The need for more effective teamwork
- Need for greater productivity among staff

Recommendations

- **TAS** needs a Strategic Plan which will include operational, economic, policy, and capacity building components. It will help integrate and align the many systems and processes which have been created over the life of the ATR project.

A Strategic Plan is necessary to solidify the vision and mandate priorities on what must be accomplished over a longer period of time.

The most insightful document that I had read concerning productivity was produced by UNPAP (United Nations Public Service Administration Programme) entitled: World Public Sector Report 2005: Unlocking the Human Potential for Public Sector Performance. It contains much information which could be useful to TAS providing some strategies for improving productivity. Below are excerpts from Chapter VI: Promoting Organization Learning in the Public Service:

Governments need to build a culture of organizational learning that will foster continuous reinvention of the public service. There is, however, the general perception that the analytical and technical capacities of governments in many developing countries have been allowed to erode over time for various reasons. These include:

- *Growing politicization in the public service;*
 - *Weakening of the ability of the executive to recruit and retain high quality talent;*
 - *Decline in the importance of policy analysis units vis-à-vis political advisers, particularly in line ministries;*
 - *Lack of statistics collection and analysis; and*
 - *Greater emphasis on the management role of senior government Officials vis-à-vis their policy-making role*
- **Organizational Culture** *requires changing mindsets. The typical public service culture is based on authority vested in hierarchy. This needs to change.*

A compliance culture also tends to stifle staff initiative and communications—both critical attributes of organizational learning and performance improvements. If staff are expected only to comply with rules and regulations, little or no incentive will exist for “thinking out of the box” or taking action when it comes to improvements to organizational processes or products.

- **Organization learning**

The concept of organizational learning ...is rooted in a belief that the solution to all problems facing the public service lies in the transformation of the public servants themselves. In a sense, organizational learning provides a bottom-up, people-centered framework to unlock the human potential in the public sector.

If the whole idea of the promotion of organizational learning in the public service is to encourage public servants to learn more efficiently and effectively from their own experiences in order to improve the quality of public management, it becomes very important for governments to put in place an enabling environment that provides the right incentives for

staff to do so. Critical to the organizational change process is the ability of staff, both individually and collectively, to learn from their own experiences, both successes and failures. This collective wisdom and knowledge of staff enable the public service to move from its inherited condition to the target destination.

- **Knowledge Sharing**

Some examples given:

The Government of South Africa has actively targeted the need to foster greater knowledge-sharing in the public service by launching the Learning & Knowledge Management Unit in 2001. The Unit is expected to improve horizontal collaboration and networking across ministries or, as one senior manager in the public service expressed it, "People from the Health sector need to understand how their colleagues in Education, Safety, Justice, Social Development, and so on work and which challenges they face in their respective sectors". By means of learning networks, annual conferences and other initiatives, the programme facilitates the sharing of good practices among the staff of government agencies in order to enhance organizational performance in the South African public sector.

Governments also increasingly realize that the ICT revolution offers new ways to unlock the human potential in the public sector by offering user-friendly ways for staff to create, share and apply knowledge in their daily work. How organizations integrate knowledge sharing strategies, such as "communities of practice", on-site training sessions, daily or weekly debriefings, peer feedback, and formal mentoring and coaching, into institution-building can significantly impact their overall performance.

However, there are significant hurdles to jump over in for public organizations attempting, particularly in developing countries, to create an effective knowledge management system. First, staff often have little incentive—financial or otherwise—to share knowledge with other colleagues. One way to address this is to try to make knowledge-sharing an integral part of performance assessment of staff. Another option is to recognize publicly the staff most active in knowledge-sharing in the organization. Second, it is very difficult to capture the tacit knowledge of staff. Doing so will require organizations to either encourage the more experienced staff to mentor and coach the younger professionals or provide adequate opportunities for senior public servants to document and codify their tacit knowledge. Third, resistance to change should not be underestimated in any organization attempting to introduce knowledge management practices. Many staff may be uncomfortable with sharing their knowledge with other colleagues. Overcoming such resistance will require education and coaching of the staff concerned. Fourth, more openness and knowledge-sharing raise the question of how to create appropriate protocols to handle sensitive and confidential information.

All these issues need to be addressed in the development of a knowledge management strategy in the public service.

- **Mentoring**

Organizational learning can be facilitated by fostering a culture of mentoring the staff. Formalized mentoring usually serves the following purposes through different programmes and schemes within the public service:

- Helping new staff to settle in and "learn the ropes";
- Attracting, retaining and developing talented staff; and
- Contributing to career development for potential managers

In Japan and Singapore, the practice of assigning a mentor to new entrants is a common practice. More recently, the Government of Slovenia has adopted explicit provisions for the role of mentoring in career development in the public service. It provides that people entering state bodies and local administrations for the first time undergo a preparation period while studying for the relevant professional examination

- **Analytical Capacity Building**

To stay relevant and effective, the public service must develop capacity to reflect deeply about complex issues and anticipate major emerging challenges. Building such capacities at the centre of government is usually a very cost-effective investment that can offer great development benefits for the respective country.

The ability of governments to attract and retain talent in the public service is critical for improvements in analytical policy-making capacities since people constitute the “brain power” of government. In improving such systems, it is particularly important to invest in the development of highly qualified policy professionals—the intellectual backbone of the public service. Their ability to prepare options, analysis, forward-looking scenarios and recommendations for decision-making is central to the effectiveness of the policy-making system as well as to organizational learning in general. For example, authoritative statements by a respected policy department often carry enormous weight in shaping the opinions of public servants and policymakers in most countries. Great care should therefore be devoted to the formation of this group of policy-makers to ensure that they are not only trained in the relevant technical disciplines but also well acquainted with the administrative traditions and culture of the country

- **Career Development**

Governments often incur high opportunity cost because the motivation and energy of staff in the public service are undermined by ineffective career development policies. Lack of career development opportunities arguably constitutes one of the primary factors affecting the ability of the public service to retain high-quality staff. As a result, staff become frustrated and the best talent is inclined to leave for greener pastures in the private or non-governmental sectors.

In such cases, the cost to governments in terms of lost tacit knowledge and institutional memory can be quite significant, not to mention the often high cost of replacing staff. Thus, the formulation of effective career development policies is important. Learning by doing, exemplified by initiatives such as on-the-job training, job rotation and special assignments, is often considered one of the most important and effective strategies for career development.

- **Leadership as the Facilitator of Learning**

The process of transforming the public sector in many developing countries will require action at every level of government—from leaders themselves, from politicians, from human resource managers and from all those involved in public service delivery. While the concept of leadership may be understood differently in different cultures, it is generally seen as a process, consisting of a series of ongoing interactions between a leader and others. Leadership also involves influence because leaders motivate other people to do things and it takes place in a group context, involving a number of individuals and a common purpose. As

a result, leadership skills are emerging as one of the most critical competencies of senior public servants.

Leaders can further facilitate organizational learning and reform in the public service by focusing their efforts in three important areas: first, by spearheading participatory development of a vision for public sector reform; second, by motivating and bringing out the best in staff; and third, by encouraging more direct involvement of stakeholders in the implementation of reform and thereby promoting greater responsiveness and accountability of public servants to the needs and concerns of citizens and clients in society.

It is generally acknowledged that an important element in successful leadership of reform is vision. The vision, however, cannot be the product of one person; rather, it needs to be developed in partnership with staff and key stakeholders. A shared vision must build on the individual visions of staff in the organization. This requires that employees have a clear view of the bigger picture both in terms of the challenges facing the organization and where it is heading. Thus, what characterizes a leader is the ability to facilitate the development of a common vision that expresses the aspirations of both staff and key stakeholders with regard to where the organization wants to be in the future. To be effective, the vision needs to be persuasive, attractive and optimistic for all those who are part of the organization. It also must be both challenging and feasible. The development of a shared organizational vision can help to instill a culture of trust, collaboration, equity and democracy. The development of a shared vision can also become the starting point for organizational change and reform.

Leading by example: People learn from their leader, whether this is intended or not. An open, democratic and proactive leader is likely to instill similar qualities in the organizational culture. This learning process also requires that leaders “walk the talk” and demonstrate through their own actions that they are committed to the reform agenda. Subordinates are generally very observant about the behaviour of their managers, and actions always speak louder than words.

Leaders can also accelerate organizational learning and reform in the public service by creating an environment where citizens and stakeholders can be directly involved in the transformation of the public sector. Governance models thus tend to focus more on incorporating and including citizens in all their stakeholder roles rather than simply satisfying customers.

By making public servants more accountable to citizens and stakeholders in society, leaders can foster a more responsive and efficient public service that learns faster and delivers better results for its clients.

Appendix C: Revised Performance Appraisal Form for Technical Staff

STAFF PERFORMANCE APPRAISAL

The purpose of this appraisal form is to provide a written record for the employee and his/her manager concerning the performance of the employee during the past year. It is an opportunity for recognition of good performance and suggestions for maintaining or improving performance.

Employee's name.....	Job title.....	Department.....
Supervisor's name.....	Training courses attended during 200....	Date of Appraisal

PART I. To be discussed by Supervisor and Employee being evaluated.

A. Review current job description. Are there any changes – additions, deletions, modifications to be made?

A. What were the employee's principal achievements during the past year? (List areas where work was done well. Could include job results, new knowledge and skills acquired, strengths displayed.)

A. Areas of Concern – Discuss areas where performance either declined or did not meet acceptable standards and therefore results were not achieved.

A. List areas of training that are needed to improve skills, abilities, and/ or job knowledge.

PART II. REVIEW OF PERFORMANCE FACTORS

On the basis of the employee's current job responsibilities, rate the employee on the following performance factors which determine how well the job is being accomplished.

Use the ratings listed below for your appraisal of this employee's performance.

These ratings will be used to rate individual performance factors listed in this next section. However, your overall final rating will be your TOTAL ASSESSMENT of the employee's work based on the discussions in Part I as well as the various ratings you assigned to the performance factors listed in Part II.

PERFORMANCE RATINGS: *Circle the appropriate score*

CODE RATING

9 10	Exceeds Expectation	Frequently exceeds expectations for job requirements and results. Requires minimum guidance. Consistently goes beyond job responsibilities and effort required. Skills and abilities strongly developed.
7 8	Competent	Consistently meets job requirements. Performs in a competent manner. Requires Normal level of supervision. Most skills and abilities well utilized.
4 5 6	Needs Improvement	Meets some but not all job requirements and results. May need more than normal supervision. Have specific areas that need to be improved. Performance generally acceptable but improvement needed to fully achieve functional performance level.
1 2 3	Major Improvement Needed	Performance is well below job requirements. Performance is below standard in a number of critical areas. Needed skills and abilities are lacking and must be obtained in order to improve performance. Needs excessive supervision.

Instructions: PERFORMANCE FACTORS: Assess the employee's performance for each factor listed below and circle the rating/description which best fits. If needed, explain why you chose your rating/description.

Functional Knowledge

The extent to which the individual is technically knowledgeable in his job, shows desire to learn more and amount of supervision required to perform his job.

RATING

1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> • Limited technical knowledge and skills of the required subject matter needed for the job. • Is dependent for others on guidance. • Is learning job knowledge and skills and needs to be told what to do and how to do it. Often performance is inconsistent. • Does not seek training and development opportunities, particularly those “on the job”. • Learning how to apply skill/ability to work situations by following prescribed guidelines under close supervision • Finds it difficult to carry out basic PC functions. • Follows prescribed guidelines 	<ul style="list-style-type: none"> • Under normal supervision regularly meets job knowledge requirements. Usually completes normal work tasks successfully. • At times requires help when unusual circumstances arise and then additional supervision is required. • Recognizes the importance of job knowledge and is open to training and development. • Additional supervision or guidance required when performing more complex tasks. • Capable of using most of the required Personal Computer software • Displays interest in new skills and techniques. 	<ul style="list-style-type: none"> • Thorough technical knowledge of subject matter and job skills to fully perform most tasks without close supervision. • Is aware of the options available and different approaches and is capable of looking ahead and anticipating problems • Regularly reviews own knowledge and skills base to ensure that new techniques are investigated fully and acted upon. Learns new procedures quickly. • Works unsupervised in all routine and some complex tasks. • Fully capable of using required software. • Seeks to implement new skills and techniques. 	<ul style="list-style-type: none"> • Is seen as setting an example to others • Is recognized as an expert and sets the example to others. Provides broad guidance to others in the application of the skills • Has genuine interest in being “on top of his job”, seeking to understand and learn if additional knowledge and skill requirements would help his activity. • Rarely requires supervision or guidance and is recognized as an expert throughout the organization • Uses advanced features in software and ability to coach and train others • Ability to influence change and direction.

Comments:

Team Working

The extent to which the individual is able to work effectively in teams whether in his immediate work group or with people in other divisions. This will assess the degree of cooperation, the extent of **idea** sharing and the ability to put **the team needs above individual needs**.

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> • Often there is friction with colleagues and/or supervisor that linger over time. • Sees information as power and hardly ever exchanges information with colleagues. • May not be perceived as a team player by others. • Resists moves to work with other teams. Prefers to work alone. • Sees colleagues, supervisors and/or subordinates as potential threats and works to only achieve personal success. • Generally does not take into consideration others' ideas • At times, fails to support team decisions once they are made. • Does not help less experienced team members. 	<ul style="list-style-type: none"> • Some friction with colleagues and/or supervisor that may or may not be resolved in a timely manner. • Often shares ideas and exchanges information with colleagues. • Usually is perceived as a team player. • Often works with other teams and demonstrates a willingness to contribute but this behavior is not consistent. • Works well as part of a team but sometimes puts himself above the team in order to seek personal success and recognition. • Sometimes takes others ideas but prefers to promote his own ideas • Usually supports team decisions. • Sometimes assists less experience team members but is more focused on his personal contribution. 	<ul style="list-style-type: none"> • Constructs a climate of teamwork .Rare conflicts with colleagues and/or supervisor are resolved promptly. • Cooperates well with colleagues in other work teams and shares information with his team. • Is perceived as a leader and a supporter of teamwork and collaboration by others within and outside the department. • Works well with other teams and always takes a very active role when required to do so. • Works well as part of the team and continually seeks to contribute to the organization and the team. • Encourages ideas from other team members to ensure that everyone contributes to the success of the team. • Supports group decisions even if not in total agreement. • Continually supports and assists other team members. 	<ul style="list-style-type: none"> • Sensitive to team dynamics and takes constructive steps to continually improve teamwork and ensure any conflicts are resolved rapidly and effectively. • Willingly shares information with others who work closely with him, both in immediate work team and outside. • Is perceived as an expert and trendsetter on matters of teamwork within and outside the department. • Continually seeks to be involved with other teams and demonstrates a high level of mastery and effectiveness • Puts others before himself and is a key contributor to the success of the team. Seeks to reward and recognize the contributions of others before his own. • Recognized expert and/or role model to peers and others in the area of brainstorming and teamwork. • Inspires other team members and is a recognized expert and/or role model.
<p>Comments:</p>			

Decision Making, Problem Solving and Initiative

The ability to solve problems and make decisions in a timely and practical way. Is willing to take responsibility for decisions made. Initiative is the ability to take independent action.

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> Unable to consider any options when circumstances require a shift from established routines. Takes unnecessary risks by not consulting with colleagues or supervisors when solving problems. Seeks others to do the thinking for him. Does not seem to be able carefully analyze alternatives and consequences. Unable to implement potential solutions in the workplace. Easily distracted from problems and would benefit at being more persistent. Never prioritizes work assignments. Does not learn from experience and therefore does not try to improve work procedures. Does not anticipate crisis situations and when they happen, needs close direction. 	<ul style="list-style-type: none"> Is usually good at working within established routines. Is not very resourceful in looking at problem solutions. Sticks closely to what has gone before. Comes up with decisions without properly considering all the implications. Demonstrates some effort in trying to solve problems. Capable of applying basic solutions in the workplace. Persistent if problem is not too complicated. Sometimes prioritizes work assignments. But often waits for direction from supervisor. At times recommends changes in work procedures. Is aware of crisis situations but looks to supervisor for direction. 	<ul style="list-style-type: none"> Gathers relevant data and evaluates information effectively. Resourceful and often suggests different alternatives to a problem Solves problems with appropriate recourse to colleagues, other specialists and supervisor. Alerts people to emerging problems. Is challenged by the idea of resolving a problem and always tries his best to find the best solution. Can be relied upon to implement basic and intermediate solutions in the workplace effectively. Persistent in trying to solve intermediate problems. Usually initiates and prioritizes work assignments. Often sets own constructive work procedures. Responds to crises and recommends solutions. 	<ul style="list-style-type: none"> Specialized applied initiative and problem solving skills enable him to provide advanced solutions to complex situations. Expert at identifying cause and effect relationships and recognizing symptoms that indicate more significant problems. Takes control when situation requires and puts full knowledge into practice. Is both logical and practical in analyzing causes and finding solutions. Is a role model in implementing complex solutions in the workplace effectively Always focused on the problem and doesn't give up. Always initiates and prioritizes work assignments. Learns from experience and initiates productivity improvements. Responds quickly to crises and initiates solutions.
<p>Comments:</p>			

Productivity

The extent to which work targets, deadlines other outputs are met and exceeded.

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> Frequently fails to meet deadlines or complete work assignments. Needs constant supervision. Deliverables are generally of a poor quality. Experiences difficulty to work at the required rate. 	<ul style="list-style-type: none"> Generally meets deadlines but is inconsistent in work effectiveness. A t times requires extra supervision. Generally good quality deliverables: at times error and problem rate higher than acceptable 	<ul style="list-style-type: none"> Usually finishes work by agreed times with desired results: needs normal supervision Delivers quality deliverables with error rate that is acceptable. Can usually self correct errors or problems. 	<ul style="list-style-type: none"> Consistently delivers work ahead of time and achieves intended or required outcomes: needs little supervision. Is a role model in his area of expertise and consistently seeks more effective ways of working.

<ul style="list-style-type: none"> Does not take responsibility or admit errors :often has to redo work Often leaves tasks unfinished: wastes time, has low work volume and resists instructions. Generally blames others for his low productivity. Negative work ethic often affects co-workers. Does not try to find more productive ways to perform the work. 	<ul style="list-style-type: none"> Works at the required rate: at times task may have to be repeated due to errors or incompleteness. Sometimes leaves tasks unfinished. Takes some responsibility for his low productivity. At times has shown ability to self-correct errors. Occasionally tries to find more productive ways to perform the work. 	<ul style="list-style-type: none"> Works at a rapid pace and is prepared to put in additional effort to meet deadlines. Rarely leaves tasks unfinished. If time permits, seeks additional duties. Finds solutions and generally finds a way to deliver a quality product on time and within budget. Is always seeking to find better ways to perform the work and increase productivity. 	<ul style="list-style-type: none"> Influences colleagues and subordinates to step up work rate as required while monitoring for avoidable errors and problems. Never leaves tasks unfinished, checks outputs for accuracy and completeness. If problems, informs all parties in timely manner. Influences colleagues and subordinates and always finds a way to deliver a quality product on time and within budget. Is a leader and role model that leads change initiatives that seek to improve productivity.
Comments:			

Communication – Spoken

The ability of the individual to communicate effectively using all the available media and in both Arabic and English. **Good interpersonal and presentation skills.**

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> Fails to communicate information to the appropriate people. Agrees to tasks without really understanding what is involved and does not ask for clarification. Does not communicate or uses the wrong communication channel or tools. Only able to communicate in main first language (Arabic or English). Has not demonstrated good listening skills. At times continues to complain in a negative manner once decisions are made. Has not demonstrated good oral presentation skills. 	<ul style="list-style-type: none"> Sometimes late in communicating information to appropriate people. At times is not open to others' viewpoints. Uses some alternative communication channel or tools. Able to communicate in main first language and some second language (Arabic or English). Good demonstrated listening skills. Instructions or requests may require repetition and/ or further explanation. Good demonstrated oral presentations skills. 	<ul style="list-style-type: none"> Communicates all information to colleagues, subordinates and other divisions/functions in good time. Is willing to voice an opinion and usually open to differing points of view Able to and usually applies the appropriate communication tool to deliver the desired message. Able to communicate effectively in both Arabic and English. Actively listens and excellent demonstrated listening skills. Excellent demonstrated oral presentation skills. 	<ul style="list-style-type: none"> Ensures two-way dialogue, confirming peers, subordinates and superiors have achieved a high level of understanding. Respects and encourages opinions and ideas of others. Always selects the appropriate channel (speaking and, listening, tools) to deliver the message. Fluent in both Arabic and English and strives to learn and improve at all times. Consistently takes open approach and is a role model in listening presentation skills. Role model in oral presentation skills.
Comments:			

Communication – Written

The ability to write logical reports, memos, policy advice in appropriate language (Arabic or English when required).

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> Lacks knowledge and skills in writing professional materials Does not communicate or uses the wrong communication channel or tools. Only able to write in main first language. Often work is returned for substantial revision. Difficulty in producing written reports. Often reports are poorly structured and contain inappropriate materials 	<ul style="list-style-type: none"> Written products vary in quality. Uses some alternative communication channel or tools. Able to write in main first language and some second language (Arabic or English). Often needs assistance in analyzing issues and summarizing results. Able to produce basic written reports. Often reports contain extraneous or inappropriate materials. 	<ul style="list-style-type: none"> Materials meet acceptable standards. Able to and usually applies the appropriate communication tool to deliver the desired message. Able to write effectively in both Arabic and English. Work infrequently returned for substantial revision. Reflects factual knowledge and good use of resources. Detailed written reports usually accurate and clear. Materials well developed. 	<ul style="list-style-type: none"> Materials are routinely considered to be of the highest professional quality. Always selects the appropriate channel (memos, letters, reports, policy briefs etc) to deliver the message. Fluent in both Arabic and English and strives to learn and improve at all times. Work fully analyzed and reflects thorough investigation. Detailed written reports always accurate and clear. Materials always clearly support main ideas.
Comments:			

Creativity/Innovation

The extent to which the individual introduces approaches and ideas which support new directions and impact work goals. Trying new and better ways to deal with work issues.

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> Does not innovate. Sticks to routines. Follows rather than leads. Has difficulty with taking on new or changed responsibilities. Is resistant to change. Has "tunnel vision". Not receptive to new ideas. Finds it difficult to carry out functions if there are few resources. 	<ul style="list-style-type: none"> Follows through on issues, good on routine solutions but rarely offers new ways of doing things Is competent at day-to-day follow-up. But rarely "thinks out of the box". Has limited vision. Does not propose creative alternatives to problems and issues. Rarely receptive to new ideas. Prefers the tried and true approach to work issues, problems and goals. Rarely looks at resources in innovative ways. 	<ul style="list-style-type: none"> At times provides new approaches to issues and problems that demonstrate creativity and/or innovation Creative focus is more on the "here and now". Creative in the area of short term solutions. Often seeks ways to streamline procedures. Suggests workable ideas and techniques. Often receptive to new ideas. At times can accomplish work goals by using limited resources in a creative way. 	<ul style="list-style-type: none"> Self starter; has the ability to be resourceful and creative in thinking, and decision making. Gathers ideas from many perspectives. Uses conceptual thinking to develop creative improvements in existing processes and procedures. Thinks "globally". Knows how to reengineer processes. Can visualize creative outcomes. Open and receptive to new ideas. Challenges the Status Quo. Suggests new ways to use existing knowledge. Uses existing resources in creative ways. Often can manage to do more with less.
Comments:			

Time Keeping and Attendance

Attendance refers to the consistency that an employee shows in coming to work and completing his normal work hours. Problems occur when there are unnotified and/or unjustified reasons given for absences, lateness or early departures from work. Excessive absenteeism can affect the outputs of work in the organization.

RATING			
1/2/3	4/5/6	7/8	9/10
<ul style="list-style-type: none"> Frequently late or absent and/or known to leave early. 	<ul style="list-style-type: none"> Occasionally late or absent and/or known to leave early. 	<ul style="list-style-type: none"> Above average time keeping and attendance record. 	<ul style="list-style-type: none"> Rarely late for work and exemplary attendance record.
<ul style="list-style-type: none"> Frequently late or absent for meetings. 	<ul style="list-style-type: none"> Occasionally late or absent for meetings. 	<ul style="list-style-type: none"> Rarely late for meetings. 	<ul style="list-style-type: none"> Never late for meetings.
<ul style="list-style-type: none"> Does not generally inform supervisor of his whereabouts. 	<ul style="list-style-type: none"> Generally informs supervisor of his whereabouts. 	<ul style="list-style-type: none"> Always informs supervisor of his whereabouts. 	<ul style="list-style-type: none"> Any incident of lateness of absence is always reported to supervisors promptly.
<ul style="list-style-type: none"> Medical absence level above local norms 	<ul style="list-style-type: none"> Average absence level. No evidence of chronic lateness or absence. 	<ul style="list-style-type: none"> Above average absence level. Normal leave allowances rarely exceeded. 	<ul style="list-style-type: none"> Rarely absent and is a role model for peers and employees in timekeeping and attendance.
<ul style="list-style-type: none"> Is not dependable. In comparison to others, the general pattern of absence or lateness is higher than the norm. 	<ul style="list-style-type: none"> Is generally dependable. 	<ul style="list-style-type: none"> Above average dependability. 	<ul style="list-style-type: none"> Always dependable and reliable.
<ul style="list-style-type: none"> Rarely calls supervisor if going to be late or absent. 	<ul style="list-style-type: none"> Generally calls supervisor if going to be late or absent. 	<ul style="list-style-type: none"> Always calls supervisor if going to be late or absent. 	<ul style="list-style-type: none"> Is almost never absent or late but when he is, makes sure commitments are met.
<ul style="list-style-type: none"> Makes last minute vacation plans without arranging appropriate cover. 	<ul style="list-style-type: none"> Makes vacation plans in good time but without arranging appropriate cover. 	<ul style="list-style-type: none"> Arranges holidays in good time, checking cover and colleagues' holiday requests. 	<ul style="list-style-type: none"> Always makes detailed contingencies for things that might occur during holidays
<ul style="list-style-type: none"> Is rarely ready to start work at the start of the working day. Employee may be indifferent to the effects that his absence has on co-workers and the organization. 	<ul style="list-style-type: none"> Takes time preparing for the start of the working day. At times, may not realize that his absence effects productivity in the organization. 	<ul style="list-style-type: none"> Is always ready for work at the start of the day. Knows the value of being present in order to produce needed work outputs. 	<ul style="list-style-type: none"> Plans ahead and is always ready at the start of the working day. Is very aware that his presence has a positive effect on the outputs of work.

Comments:

MANAGEMENT PERFORMANCE FACTORS: Applicable to Managers, Heads of Departments, Supervisors. Assess by placing a circle on appropriate rating. Rating key: 9/10 Exceeds Expectations, 7/8 Competent, 4/5/6 Needs Improvement, 1/2/3 Major Improvement Needed.

MANAGEMENT PERFORMANCE FACTORS	RATINGS
Provide direction and focus: develops, explains objectives that support function and Mission.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Manage Performance: properly establishes job responsibilities, standards of performance, gives constructive performance appraisals, plans training and development to improve work performance.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Stakeholder responsiveness: Demonstrates understanding and satisfying needs of employees and external stakeholders with efficiency, flexibility, good judgment. Listens effectively to external and internal customers and strives to meet their needs.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Planning: Plans ahead. Provides course of action to see that established goals are met. Is adaptable to change.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Organizing: Arranges work assignments, work flow, and resources to meet goals and objectives. When appropriate, delegates responsibility and authority to subordinates.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Leadership: Guides employees to work together to meet objectives. Motivates by sharing information, delegating, coaching, and provides recognition for good work. Encourages teamwork.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Coordination: Coordinates efforts of staff to meet objectives. Cooperates with other units and external organizations to advance the Goals and Mission of the Organization.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Control: monitors work efforts and takes corrective actions when needed. Keeps current through updates and meetings. Strives for the most effective use of resources. Strives for thoroughness and accuracy in work produced. Prompt in addressing disciplinary problems.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Manage change: Initiates actions that foster acceptance of organizational change and build commitment to the Mission and Goals of the Organization.	10_9_ 8_7_ 6_5_4_ 3_2_1_
Policy Compliance: Good knowledge of Organization's policies and practices as well as GOE regulations and other legal issues. Communicates them to employees and ensures understanding and compliance.	10_9_ 8_7_ 6_5_4_ 3_2_1_

Part III. DEVELOPMENT DISCUSSION

A. Recommendations for Professional Growth and Development.

A. Performance Improvement Requirements .(Resources needed :such as computer software, hardware, internet ,SOP's)

A. Actions to be taken by Employee – related to A and B above.

A. Actions to be taken by the Manager / Supervisor of the employee being appraised.

Part IV. Performance Goals. Develop at least 2 work related goals to be achieved within one year to be discussed at the yearly review. Goals should be work related, have specific time frames, and be measurable. The following questions will assist the manager and employee.

- A. What specific tasks, projects, or activities need to be accomplished?
- A. What changes in work performance are required or desired?
- A. What training would be helpful?

GOAL 1.

Describe the goal, give completion date:

Evaluation (completed at next evaluation)

GOAL 2.

Describe the goal, give completion date:

Evaluation (completed at next evaluation)

Part V. Overall Performance Rating: *Circle the appropriate score and write down to the left.*

Rating

9 10	Exceeds Expectations	_____
7 8	Competent	_____
4 5 6	Needs Improvement	_____
1 2 3	Major Improvement Needed	_____

Supervisor – state reasons for OVERALL RATING
