PERFORMANCE MANAGEMENT & APPRAISAL SYSTEM
Civil Service of Jamaica

GUIDELINE SYSTEM AND REFERENCE MANUAL

This manual is maintained by the
Public Sector Reform Unit, Cabinet Office

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Introduction

A new performance culture is being created with greater emphasis on the importance of the **motivation**, **development** and **optimal utilisation** of human resources, towards the achievement of a **client focused** and **results oriented** Public Service.

This Manual has been created to ensure that a common set of fundamental principles is applied to the Performance Management and Appraisal System (PMAS) implemented in all Ministries and Departments of the Government of Jamaica. The System may be adopted as defined or it may be customised (without compromising the fundamental principles) to satisfy the particular needs of an entity. Persons who are employed in established posts, whether on contract or as a pensionable Civil Servant, must have their performance managed and appraised in keeping with the fundamental principles set out in this Manual.

Nothing in this Manual is intended to replace the regulations as set out in the Staff Orders and the Public Service Regulations.

A Message From The Cabinet Secretary

The public sector faces many challenges in meeting the expectations of the society for increased efficiency, accountability, and transparency in respect of the services provided by the Public Sector. All these have to be achieved in a more globalised environment (with all its manifestations) and limited financial resources to meet the demands.

The public sector reforms of the last decade or so have concentrated on at least six areas:

- Improved customer service, as reflected in the issuance of citizens charters
- New organizational forms with delegated authority to managers to use the inputs given to them to produce the required outputs more efficiently and effectively – e.g. Executive Agencies
- Strengthening policy capacity
- Reducing waste
- Inculcating a culture of sustainable development
- Improving the system of procurement of goods and services
- Improving the system of accountability and transparency as reflected in the Public Sector Bodies (Management and Accountability) Act and the Access to Information Act

While much progress has been made, undoubtedly, there are still many challenges to

be overcome to ensure that we sustain what we have achieved and build on them. Importantly, as we "lift the bar" the expectations of the public gets higher.

The introduction of this new Performance Management and Appraisal System is another step in our objective of achieving the ends of a better public sector which is customer-focused, results-oriented and accountable. We are attempting to move away from a system which is somewhat subjective, with a focus on employee characteristics and attributes, to one which measures outputs and results, and which rewards good performance and applies appropriate sanctions for poor performance.

Performance Management is a high priority for the Cabinet Office, and we are committed to provide the necessary training and other support to ensure that the system is applied consistently and equitably across the sector.

The system will be continuously monitored and assessed over time and adjustments made as we learn from our experiences. Development of a strong performance management culture in the public sector is a major task and will take some time for the rewards to be fully realized. It is a challenge which we are fully prepared to face as the pressures for improvement in public services will not allow us to avoid it.

Dr. Carlton Davis

June 2004

A Message From The Chief Personnel Officer

"Men are often capable of greater things than they perform - They are sent into the world with bills of credit, and seldom draw to their full extent." (Horace Walpole 1717-1797).

As a part of the Public Sector reform agenda, the decision has been taken to introduce a Performance Management and Appraisal System (PMAS), in order to improve performance and increase accountability.

If the public sector is to move forward, and if our goals/targets are to be achieved, then adequate systems must be in place to measure outputs, and identify and address gaps in performance. It is in this context that the PMAS is being introduced.

It is envisioned that this system will result in an overall improvement in the quality of public service delivered and in the recognition/reward of deserving public officers.

The Office of the Services Commissions is committed to continuing to its strategic partnership with other Central and line agencies, as well as other critical stakeholders, to ensure the success of the system, and ultimately the reform process.

Charles Jones
Chief Personnel Officer and
Chairman Performance Management Implementation Team

June 2004

1.1 PURPOSE OF THE PERFORMANCE MANAGEMENT & APPRAISAL SYSTEM

"A strong and achieving Public Sector is a necessary condition for a competitively successful nation" (*Michael Gillibrand – Commonwealth Secretariat*)

The performance of the public sector affects every aspect of life in our nation. An effective public sector is a critical element in the development of a country. So, the country needs to have a competent, motivated, professional, and forward thinking public sector working on its behalf.

The Performance Management and Appraisal System for the public service must ultimately transform the prevailing culture to one that is committed to providing service to the public in a manner that is user friendly, and delivered with professionalism and integrity, to the benefit of the wider society.

1.2 CHARACTERISTICS OF THE SYSTEM

1. Well-developed, results-oriented corporate and operational plans, driving the goals and objectives of the organisation and individuals' activities towards their achievement.

2. Discussed and agreed individual performance targets that are aligned to the organisational goals and objectives.

3. **S.M.A.R.T**. Performance targets – specific, measurable, achievable, resourced and time-bound

4. Performance measures designed to track achievement of targets

5. Regular reviews, feedback on performance and adjustments where required

6. Training and development needs identified and addressed

7. Rewards and sanctions applied fairly and equitably

1.3 THE PERFORMANCE MANAGEMENT AND APPRAISAL CYCLE

Step 1: March/April

Supervisor & Employee develop & agree on performance objectives/ targets for the next FY

Step 5: March/April

Formal Appraisal and identification of learning and development needs and appropriate decisions.

Step 2: June/July

Review performance in relation to targets & agree appropriate adjustments/ action

Step 4: December/January

Review performance in relation to targets & agree appropriate adjustments/ action

Step 3: September/October

Review performance in relation to targets & agree appropriate adjustments/ action

1.4 LINKAGE WITH THE CORPORATE/STRATEGIC AND OPERATIONAL PLANNING PROCESSES

GOVERNMENT PRIORITIES
(Key government objectives)

↓

MINISTRY'S/ENTITY'S STRATEGIC PLAN
(Goals and objectives in line with key government objectives)

↓

BUDGET ALLOCATIONS
(Prioritised resources in line with government objectives)

↓

MINISTRY'S/ENTITY'S OPERATIONS PLAN
(Goals and objectives for a given Financial Year)

↓

DEPARTMENT'S/UNIT'S ACTION PLAN
(How particular departments or divisions of the ministry/entity will operationalise the annual plan)

↓

INDIVIDUAL WORK PLAN OBJECTIVES OR KEY TASKS
(How each individual will work towards Unit objectives)
(Includes performance measures/indicators/targets that indicate task completion/success)

Change in priorities/budget allocation will lead to revision of the Operational, Unit and individual work plan

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OVERVIEW OF THE PERFORMANCE MANAGEMENT PROCESS

1.5 OBJECTIVES OF THE SYSTEM

1. All work programmes (division/unit/individual) are geared to achieving the goals of the organization

2. Supervisors and employees have a common understanding of job requirements

3. Individual performance is reviewed against mutually agreed Performance Standards

4. Feedback on performance is provided to employees, and training and development needs are identified and addressed

5. Improved communication between supervisors and employees foster the development of a more open and participative environmentGood performance is recognised and improvement encouraged and poor performance is appropriately managed

1.6 FUNDAMENTAL PRINCIPLES AND VALUES

Effective Communication

Employees at all levels are to have a clear understanding of their roles, responsibilities and what is expected of them. Feedback on performance must be given on a continuous basis.

Objectivity

Assessments are made against agreed, clearly stated targets

Transparency

There should be no "surprises". Evaluations and decisions are based on evidence drawn from well-documented processes that can stand scrutiny

Fairness

Decisions and actions are made and taken with due regard to changing circumstances and environment as they relate to the achievement of objectives

Equitable Treatment

All employees are to be treated equally and have equal and appropriate access to benefits, training and resources to achieve targets

Mutual Respect and Trust

Discussions about performance are to be conducted with due regard to accepted principles of courtesy, respect and an understanding of each other's roles and responsibilities.

Adherence to **all the principles** detailed above will be the basis of building trust.

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OVERVIEW OF THE PERFORMANCE MANAGEMENT PROCESS

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1.7 FRAMEWORK FOR AN EFFECTIVE PERFORMANCE MANAGEMENT AND APPRAISAL SYSTEM

A performance management system, to be effective, must operate and be supported by key management processes.

STRATEGIC PLANNING

1. The role of the organisation and the desired outcomes of its work are clearly communicated and understood by all members of staff

2. Corporate and Operational Plans are in place with realistic and measurable targets and integrates and incorporates the inputs and experience of all functional areas of the organisation

   a. Inter-linkages with other entities involved with the delivery of services and the needs of users and beneficiaries of services are recognised as critical elements in effective planning and delivery of outputs

   b. The role and value of the department, division or agency to its related ministry, and the desired outputs and outcomes are purposefully communicated, linked to the ministry's Strategic/Corporate Plan

   c. The role and value of the individual's job to the organisation, the desired outputs and outcome of the job are clearly communicated, and linked to departmental work programmes and understood by each job holder.

HUMAN RESOURCE MANAGEMENT

1. Adequate and competent staff are recruited and provided in order that the organisation's desired outputs and outcomes are achieved

2. Policies which support recruitment, retention, training and development, performance appraisal, employee welfare, discipline and termination are in place, monitored and evaluated to ensure that they support the performance culture desired

3. Staff are adequately trained to perform their duties and their skills and abilities are developed and maintained in accordance with the current and future operational requirements of the organisation

4. Positive labour relations are fostered

5. Effective communication processes ensure that staff are kept informed of all relevant information

6. Staff recruitment is cost effective and suitably authorised in accordance with the operational demands of the ministry

7. Personnel records:

   a. Are maintained and protected from unauthorised access; and

   b. Provide timely management information

8. The HR Department has an HR Plan in place that supports the strategic direction of the Ministry.

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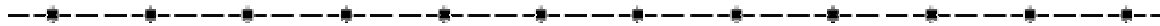
This plan should have realistic and measurable targets

9. HR Departments provide cost-effective, professional service for all human resource matters

10. Staff in HR Departments have the necessary competencies to provide guidance to managers and employees in the administration of the Performance Management and Appraisal System

11. Staff in HR Departments have the necessary competencies and capacity to assure the quality of the Performance Management and Appraisal System, and to recommend or take ameliorative action when necessary

A systematic review of the PMAS itself is necessary, to ensure continuing alignment to organisational objectives and the environment.

COMMUNICATION

The Ministry has in place a communication system that ensures that all employees are kept abreast of all developments, have access to all pertinent information relating to their employment and understand the role and strategic direction of the Ministry.

1. Feedback is actively sought and acted upon

2. Staff is engaged in the process

3. The public is kept informed of plans and performance

PERFORMANCE CULTURE

Performance management systems must be established to drive a culture of accountability for service delivery. Demonstrated leadership commitment, including use of performance information, is a critical success factor. Other factors include the following:

1. Evaluation processes that regularly monitor performance at the corporate, divisional and individual levels, and which are an integral part of the operations/work life of the Ministry.

2. Good performance being the basis for recognition and excellence the basis for reward

3. A common set of core values and Code of Conduct drive the behaviour of all employees

4. Management adoption and practice of the behaviours expected of employees

5. Customer satisfaction being a critical element in evaluating performance

LEADERSHIP

All organizational leaders have and exhibit the following competencies, which are harnessed for the achievement of high levels of individual, team and organizational performance, including the ability to:

1. Establish and communicate the organisation's vision and mission
2. Provide direction and motivational support
3. Manage performance
4. Use interpersonal and listening skills
5. Manage conflict
6. Coach others
7. Build trust
8. Encourage innovation and creativity, and
9. Take responsibility for results

1.8 ROLES AND RESPONSIBILITIES OF KEY PLAYERS

The purpose here is to ensure that the obligations and expectations of employees, supervisors and managers at all levels, are known and understood. It will help people to understand the desired performance culture change required and how they can contribute to making it happen. Misunderstandings and disputes are likely to be minimised when this is understood.

MANAGERS AND SUPERVISORS
1. Ensure knowledge of the operating environment and mandate of the organization
2. Ensure that work is well-defined and organized
3. Provide effective leadership, giving clear consistent direction
4. Foster team spirit and cohesion
5. Facilitate and provide opportunities for training and development to enhance performance
6. Prepare and present for discussion with staff performance expectations and assessment criteria
7. Provide and solicit regular feedback from staff and customers

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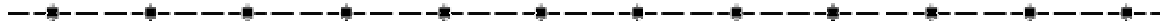
ALL EMPLOYEES

1. Maintain and improve knowledge and skills

2. Maintain awareness of operating environment & organization's mandate

3. Know and understand scope of responsibilities & duties

4. Know and agree to performance expectations and assessment criteriaKnow and understand consequences for consistent poor performanceProduce and maintain output of high quality

REVIEWING MANAGERS

1. Ensure equitable treatment

2. Resolve any disagreement which may result from the assessment process

HUMAN RESOURCE MANAGERS

1. Ensure knowledge of the system

2. Facilitate exercise of supervisor's responsibilities

3. Act as resource to both supervisors and employees

4. Ensure records are kept

5. Monitor, review and audit system

6. Ensure that appropriate follow-up action is taken

7. Ensure integrity of the system

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2.1 PREREQUISITES FOR IMPLEMENTING THE SYSTEM

1. Top management understanding of the system, their support and leadership

2. A Strategic Plan for the organisation

3. Operational and Divisional Plans linked to the strategic plan

4. An internal implementation team established and functioning in the organization - Employee Performance Management and Appraisal Team (EPMAT) with *specific responsibility for PMAS implementation*

5. A communication plan that ensures that staff has a clear understanding of what is required of them

6. An integrated approach to performance management which involves planning, monitoring, evaluation and review and feedback

7. Development/updating of job descriptions that identify the accountabilities of each position in the organization

8. Development of work plans which indicate how duties are linked to the strategic objectives

9. Managers and supervisors trained in key competencies such as coaching, mentoring, mediation and counselling techniques and conducting performance appraisals

10. Clearly defined performance appraisal cycle and process, presented in a user-friendly format and readily available to staff

11. Performance measures developed for all responsibilities

12. Tracking mechanisms in place and agreed to manage performance *including* taking remedial action for underperformance

2.2 GUIDELINES FOR DEVELOPING AN OUTPUT FOCUSED JOB DESCRIPTION

JOB DESCRIPTION DEFINED

A Job Description is a management tool, which provides a formal mechanism for documenting in factual, concise, precise and unambiguous language the nature of a job.

It is a written report that outlines the major duties, responsibilities and working conditions of a job.

It outlines only what is to be done on the job, and the accountability for action and results in terms of the total components of the job.
(Refer to *The Technical Reference Manual* for details on writing output focused job descriptions).

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2.3 GUIDELINES FOR DEVELOPING A WORK PLAN

WORK PLAN DEFINED

A Work Plan is an important tool in the process of managing performance. The drafting of work plans fosters a culture of focusing on outputs and how they are achieved. They also provide the basis for continuous communication between the individual and the supervisor.

The work plan should seek to:

1.   Align work activities to meet the strategic goals of the organization
2.   State clearly the outputs expected from an individual employee
3.   Promote quality work

The work plan should be:

1.   Developed in consultation between supervisors and, employees with objectives to be achieved agreed and prioritized for the next period.
2.   Flexible, that is, it can be adjusted as agreed, to accommodate changes in priorities and resources.
3.   Written in clearly stated terms

In the developing the work plan, an updated output focused job description should be used as a reference document, as it provides in details the main objectives and key outputs of the job.

The work plan should consist of:

1.   Objectives
2.   Strategies to be used to achieve these objectives
3.   Expected outputs - what is expected to be achieved
4.   Performance standards, and
5.   The resources required

Objectives should be specific to the period under consideration. Objectives should be achievable with an element of challenge.

Performance Standards are more specific than objectives. Targets can be used to quantify and qualify performance indicators. Some examples are:

Quality: *How well?* % of corrections to total words typed

Quantity: *How much?* # of units produced per time period

Cost: *At what expense?* Actual expense compared to budget

Timeliness: *By when?* Scheduled dates compared to actual dates submitted

(Refer to the *Technical Reference Manual* for details on how to develop work plans).

2.4   GUIDELINES FOR CONDUCTING INTERIM EVALUATIONS

The value of an appraisal management system is lost unless the results are communicated to employees, and should be communicated in a way that will encourage employees to take positive steps to improve their effectiveness in the workplace.

Many supervisors gloss over the appraisal interview because they are afraid of antagonism or resentment. Instead of criticizing weaknesses or past mistakes, the supervisor should concentrate on constructive suggestions. The interview should be used as an opportunity to recognize the employee's achievements and future potential. It is useful to advise the Reviewing Manager of the outcome of the interim evaluation, so that at the time of the full year review, the Reviewing Manager will be in a position to provide informed and unbiased written comments on the final appraisal form.

Interim evaluations should be conducted quarterly and are designed to:

1.   Assess progress against targets and performance in the critical areas of competence

2.   Identify any significant obstacles that may require specific interventions and

3.   Any assistance or adjustment of targets in line with resources and priorities

TRACKING MECHANISMS FOR MEASURING OUTPUTS AND CRITICAL COMPETENCIES

As a part of the work planning process, it is critical that information sources be identified that can be used to effectively and efficiently track performance. The following should be kept in mind:

1.   Information sources should be kept to a minimum, as this assists in simplifying the performance management process. **During the performance planning meetings, these should be identified and agreed on with the employee**.

2.   The information sources must provide both the employee and the supervisor with reliable performance feedback.

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3. If performance-related data cannot be systematically collected, nor be defended in a possible appeals process, it should not be used. However, ensure that the critical performance is evaluated.

4. Remember that it is impossible to observe each and every employee's behaviour. However it is possible to collect performance related facts from a variety of written as well as other sources.

Possible Written Sources of Performance Data include:

1. Activity Reports
2. Project Charts and Schedules
3. Critical Incidents Files
4. Strategic Goals and Objectives
5. Progress Reports
6. Human Resources Files and records
7. Your Personal Notes
8. Time Sheets
9. Calendars of Activities/Deliverables
10. Attendance Register
11. Project Status Report
12. Employee Self Evaluations
13. Work Group Goals and Objectives
14. Performance Objectives and Action Plans
15. Customer feedback

Possible Human Resources who can be a source of Performance Data include:

Associates	Direct Reports
Clients	Witnesses to Critical Incidents
Consultants	Internal/External Customers
Co-workers	Peers

Care should be taken however to ensure that data gathered are verifiable.

Tip: It is recommended that each supervisor records observed performance regularly. If done systematically, this provides a useful reference for the final performance appraisal interview, and helps to reduce possible rater errors. However, to ensure transparency, employees should be made aware that such a record is being kept by the supervisor.

Poor performance can be detected in below standard performance in any core responsibility, special assignment or required competence. In response, a performance improvement plan should be developed by the Supervisor and the employee or determined by the Supervisor if agreement cannot be reached. At each interim evaluation a written record of the results should be kept and the employee should be given a copy of the improvement plan. Both the interim evaluation results and improvement plans should be attached to the final evaluation form.

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COMMUNICATING CHANGES IN CORPORATE OR DEPARTMENTAL OBJECTIVES

Work plans should be viewed as working documents, partly because it may become necessary to adjust in light of changes in corporate or departmental objectives. When such changes are necessary, it is vital that these be communicated to employees. Some factors to be borne in mind when communicating corporate or departmental objectives are:

1. Communicate these changes as clearly as possible using all possible media available. As far as is possible, deliver the message in person, as face to face communication is usually the most effective. Also, make available to the staff any official documents communicating the changes for easy reference.

2. Communicate changes in a timely manner. This helps to avoid possible problems that can occur should rumours about the changes be allowed to precipitate the official announcement. Unfortunately within the public sector environment, employees may learn about changes in corporate goals via the media before being officially told. When this occurs, it is important to ensure that the official communication to staff follows as quickly as possible, along with an explanation/apology for the information reaching the media prior to them being informed.

3. Ensure that the changes are communicated to all staff in your unit. *A common assumption is that supervisors will pass on the relevant information to their direct reports, and this is not always the case.* Managers should spend as much time as possible with all levels of staff communicating the change.

4. Provide opportunities for feedback from employees, as they may have concerns about the changes, or may have useful suggestions on how adjustments may best be made.

5. If you are not in agreement with the changes in corporate or departmental goals take care not to communicate this to your employees. By communicating your own objections, you encourage resistance to change, which usually leads to departmental goals not being met.

GIVING AND RECEIVING FEEDBACK

IMPORTANCE OF OBSERVATION AND FEEDBACK

Giving and receiving feedback should be a routine part of the performance management process. Feedback should however be based on observed and/or verifiable work-related behaviours, actions, results and statements.

Effective feedback is beneficial to employees as it helps to sustain good performance, develop new skills and improve performance where this may be necessary. Being able to observe employee performance or to have verifiable work-related performance information reinforces employees' confidence in the basis of your feedback, as well as improves managerial confidence in giving

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feedback that can be supported. Observation should therefore be viewed as the raw data upon which effective performance feedback is based. Managers and supervisors are encouraged to build occasions into their work day to observe employees at work. By so doing, it allows for opportunities to understand better what employees do, to talk with and get feedback from them, and to identify areas where performance could be improved.

WHEN YOU CANNOT BE PRESENT TO OBSERVE PERFORMANCE

It is sometimes not possible to be present to observe employee performance. In such cases, processes should be in place through which performance information can be gathered. These processes should be open, fair and understood by all. Below are some options that can be used to obtain information about employee performance in the absence of the manager/supervisor:

OPTIONS FOR GATHERING EMPLOYEE PERFORMANCE INFORMATION FOR THE ABSENTEE MANAGER

1. Evaluate the output and products of the employee's work.
2. Have routine one-on-one meetings with direct reports, and include discussions about performance.
3. Ask your employee for periodic reports.
4. Obtain feedback from customers – in writing when possible.
5. Do brief check-ins or phone calls.
6. Perform routine spot checks of the employee at work.
7. Ask an appropriate person who is present on a day-to-day basis to act as a **work leader, or** give the person the authority to act in your place, and ensure that everyone understands the person's role.

(See 3.1: Tracking Mechanisms for Measuring Outputs for additional options)

GIVING FEEDBACK

Feedback has been defined as "information about past behaviour, delivered in the present, which may influence future behaviour."[1] Feedback should be given regularly. When employees receive feedback that is **timely, frequent and specific**, they are more likely to repeat successful performance and/or improve performance when necessary.

Feedback which is based on verifiable performance information is different from feedback based on assumptions, generalisations and judgements about what facts or behaviour mean.

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[1] Charles and Edith Seashore. *What Did You Say?: The Art of Giving and Receiving Feedback.* Douglas Charles Press, North Attleborough, MA, 1992.

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Consider the following statements:

> **Statement #1**: That was a very poor report. I wish you were more committed to doing a good job.
>
> **Statement #2:** Your report was not formatted according to standard practice and the content was based on data that was a year out of date.

> **In Statement #1**, the employee is judged as lacking in commitment, and the description of the report as 'poor' is evaluative, but not helpful.
>
> **Statement #2** tells the employee exactly what needs to be improved without judging character or motives. Employee performance is more likely to be improved when he or she is told to **do something differently**, as opposed to asking them **to be different**. Individuals are more likely to become defensive when they feel judged, and are more likely to accept feedback which is behavioural.

Feedback should be related to the agreed performance standards/targets. If the employee does not understand the expectations or standards, clear messages should be given about these standards and expectations, and the employee should be given the opportunity to improve performance in order to meet them.

Below are additional tips on giving feedback:

Tips for Giving Feedback

Feedback should be based on specific, observable or verifiable information, and should be delivered as close to the event or behaviour as possible. Some examples are:

"I noticed that you arrived 9:00 on Monday, Tuesday and Thursday rather than at 8:30."

"Everyone on the team appreciates the way you facilitated this meeting. You identified areas in which we were confused, you summarised to help us stay on track, and you maintained your neutrality. As a result, we were able to come to a decision today, rather than haggling over details for another week," **as opposed to:**

"Terrific job with the meeting!"

After describing your observations to the employee, ask his or her input before you decide what the behaviour means. For example:

"I'd like to talk with you about the reasons why your report was late."

-**Discuss the impact of the performance or its consequences, but never make threats or promises of promotion.** When an employee understands the impact of performance, he or she will know why it is important. For example:
"As a result, other staff had to leave their work to cover the service desk."

RECEIVING FEEDBACK

Receiving feedback is an opportunity for growth, learning and improving work relationships. In order to take full advantage of the feedback received, here are some useful tips:

1. Be receptive to feedback. If you are unsure about how you are performing, ask for feedback whether from your supervisors or peers or from any other party you trust to evaluate you.

2. Listen. Allow the person giving the feedback to finish before interrupting. If the information is extensive, consider taking notes. Your body language and your facial expression should also encourage the other party to give feedback. Avoid actions such as sighing heavily or eye rolling.

3. When the feedback is given, summarise and convey to the 'giver' your understanding of what has been said.

4. Try to control your impulse to become defensive. Defensive behaviour only makes it more difficult for the 'giver' to provide you with feedback in the future, and may strain working relationships.

5. Try to suspend judgement and take time to think so that your emotions can be put aside. After all, in learning the views of the 'giver', you learn about yourself and how your actions are interpreted.

6. Thank the 'giver' for the feedback, and let him or her know how useful it was, and how you are going to use the information to change and/or improve.

7. Ask the 'giver' to give you feedback later on, especially if improvements are observed.

2.5   DEALING WITH PERFORMANCE CHALLENGES

From time to time, performance challenges emerge during the review period. When these arise, it is important that root causes of the performance challenge be identified and appropriately addressed. A common error made by many managers and supervisors is that a performance challenge requires a formal training solution. It is therefore imperative that a thorough analysis be done to ensure the proper problem diagnosis, which will increase the likelihood of an effective solution being found. Below are some useful questions to ask in order to analyse performance challenges, and suggestions on possible courses of action.

1. **Whose performance is at issue?** A common approach to performance challenges is to make general statements to the team, without identifying any 'guilty parties.' While this might be a useful approach for handling some challenges, in the context of performance management, it is vital that the individual whom the challenge concerns be identified, in order to address individual performance challenges.

2. **What is the exact nature of the challenge?** It is important that the manager/supervisor be able

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to describe fully the current performance against the predetermined standard or target. In order to do so, employee performance must be observed or verifiable performance information should be available. Additional questions that may be asked are:

- What is the current level of performance?
- What is the desired performance?

(See Section 2.4 - "Tracking Mechanisms For Measuring Outputs And Critical Competencies" and "Giving and Receiving Feedback" for additional information)

3. **Is it worth pursuing?** Pursuing an issue that has little or no impact on job performance is a waste of time, and not every challenge is worth to pursuing. Some additional questions to ask are:

- What would happen if I let it alone?
- Are our expectations reasonable?
- Is the performance discrepancy serious enough that it is worthwhile pursuing a solution?

4. **Are the expectations clear?** If the performance challenge is worth pursuing, there is a need to analyse whether the performance standards and/or targets are clearly understood by the employee(s) in question. Some other questions that may be asked are:

- Do the employees know what is expected of them? Have they been told or is it assumed that everybody knows?
- Are written standards incomplete or unclear?
- Can the employees tell you what they are expected to do?
- Are there obvious obstacles to performance?
- Do employees find out how well they are doing? How do they find out?

5. **Are the resources adequate?** If the performance expectations are clear, then consideration should be given to whether the resources required for good performance are available to the employee.

6. **Is the performance quality visible?** If the resources required for good performance are available to the employee, another issue that needs to be analysed is whether the performance quality is visible to the employee. In other words, one should identify whether performance information is available to the employee to allow for some degree of self assessment.

7. **Is the desired performance punishing?** If having determined that the performance quality is reasonably visible to the employee, it is important to asses whether good performance has a negative impact on the employee, whether real or imagined. If the desired performance is seen as punishing, this becomes a barrier to good performance. If the answer to this question is yes, it is crucial that punishments be disassociated from desired performance. Some additional questions to ask are:

- What is the consequence of performing as desired?
- Is it punishing to perform as expected? (Example: "You did such a good job on that report, I'm going to let you do all of them from now on.")

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- Does the person perceive desired performance as being geared to penalties?
- Would the person's world become dimmer by doing it the expected way?

8. **Is poor performance rewarding?** This is the companion question to the previous. It is important to analyse whether rewards exist – whether real or imagined – that support poor performance. Additional questions to be asked are:

   - What is the result of doing it the present way instead of the correct way?
   - What does the person get out of the present performance in the way of reward, prestige, status, comfort?
   - What event supports (rewards) the present way of doing things?
   - Is this person doing less so that there is less to worry about?
   - Is this person doing less because it is less tiring or less painful?

9. **Is there a genuine skill deficiency?** If having determined that there are adequate rewards or support for the desired performance, and that these rewards are being used effectively, and the performance challenge persists, it is then necessary to determine whether the employee has a genuine skill deficiency. Some questions to ask in order to make this determination are:

   - Could the employee perform at the desired level if really required so to do?
   - Are the person's present skills adequate for the desired performance?
   - Ask the employee, "What might you learn that would make your job easier?"
   - Could the employee perform at the desired level in the past?
   - How often has the employee been allowed to practice the skills or use the knowledge? (provide opportunities for practice if this is the case)

10. **Could the task be simplified?** Simply because a skill deficiency is identified does not mean that formal training is the solution. A more cost effective approach would be to analyse whether the task which is presenting a performance challenge could be simplified, and be made more manageable for the employee. Coaching is also an option that should be explored. (See 3.2)

11. **Are there any other obstacles to performance?** If having attempted all of the above, and the performance challenge remains, an analysis should be done of whether any other obstacles to good performance exist. Additional questions that may be asked to ascertain this are:

    - What prevents this employee from performing?
    - Does the employee know when to do what is expected?
    - Are there conflicting demands on the employee's time?
    - Is there competition from secondary tasks?
    - Are there restrictive policies that ought to be changed?
    - Are there personal challenges that are inhibiting good performance?

12. **Does the employee have the potential to change?** This question is not implying that the employee may not have the potential to improve. However it is important to determine whether the employee is the 'right fit' to the particular job or task. Some questions to ask here are:

    - Could the employee learn the job (i.e. is the employee trainable?)

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- Does this employee have the physical and mental potential to perform as desired?
- Is this employee over-qualified for the job?
- Is this employee right for the job?

If the employee has the potential to change, training should be pursued. However, it is critical that the best training solution be chosen, and that the training programme will in fact equip the employee with the skills/knowledge required for the desired performance. It is also essential that an action plan be drafted and implemented to ensure and measure the transfer of the training to the job, and to track subsequent performance improvement.

2.6   COACHING

Coaching is one of the most effective ways in which a supervisor can improve employee performance. Coaching may be defined as the process of assisting others to realize their potential and to achieve their performance goals.

As a coach, the supervisor's role is to provide employees with support, direction and feedback to aid in correcting performance deficiencies, developing existing and new skills, and expanding their responsibilities. The process of coaching is most successful when employees are involved in the process of defining the problem or goal, and in developing the strategies, solutions and action plan to close the gap identified.

Opportunities for Coaching

Coaching is a powerful tool for addressing performance problems as well as further developing employee strengths. You may use coaching in the following situations:

1. To prepare an employee for additional responsibilities

2. To address a performance problem

3. To create a developmental plan

4. When an employee is not applying skills or knowledge learned in training

5. When an employee asks for assistance

6. To help an employee face an upcoming challenge

7. Before delegating an assignment.

Some of the benefits that are derived from coaching include:

1. Reducing the need to supervise closely, as staff develop the ability to take responsibility for their own projects

2. Improving staff morale and confidence

3. Job enrichment

4. Improving productivity

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FIGURE 1. THE COACHING PROCESS

```
┌──────────┐     ┌──────────┐     ┌──────────┐     ┌──────────┐     ┌──────────┐
│ Prepare  │     │          │     │          │     │          │     │          │
│ for      │ ──► │  COACH   │ ──► │ Feed-    │ ──► │ Set      │ ──► │ Follow-  │
│ Coaching │     │          │     │ back     │     │ Targets  │     │ Up       │
│ Session  │     │          │     │          │     │          │     │          │
└──────────┘     └──────────┘     └──────────┘     └──────────┘     └──────────┘
```
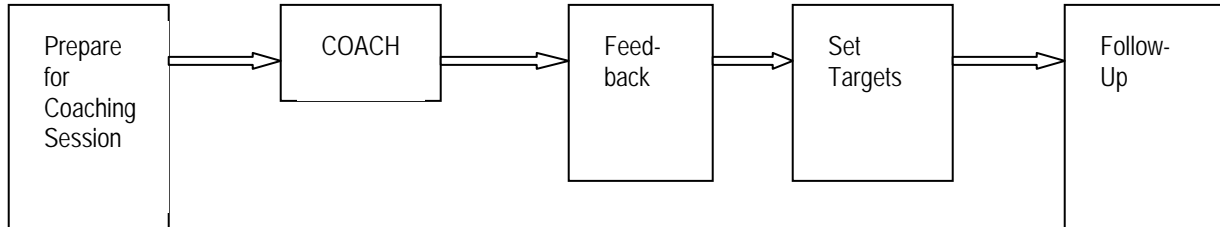
PREPARING FOR THE COACHING SESSION

It is important that managers make the necessary preparations before going into a coaching session. Possible steps to take are outlined below:

1. **Define The Problem, Challenge Or Opportunity:**

Write a brief description of the expectations and the observed performance in order to determine the gap between desired and actual performance, in cases where there is a performance problem.

When coaching for other purposes, determine what are the expected performance and the possible barriers to achieving the same.

2. **Assess The Impact**:

The cost of allowing the problem to continue should be assessed. Factors such as time, other resources, employee morale, staffing and client satisfaction should be considered.

3. **Determine possible causes**:

Some of the more common reasons why an employee might not be able to meet performance expectations are:

1. Inadequate resources
2. Lack of motivation
3. Poor Attitude
4. Medical problems
5. Inadequate support /guidance from manager/supervisor
6. Unclear expectations
7. Lack of skill or ability
8. A flawed selection process
9. Personal challenges

4. **Identify possible solutions:**

Before meeting with the employee, it is useful to identify possible solutions.

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COACHING IDEAS FOR TIME MANAGEMENT

Areas to work on:

1. Before commencing a task, plan how it will be done in order to minimise extra steps. To eliminate re-work, ensure that the desired results are clearly understood, and that any or all necessary approvals have been obtained.

2. Coordinate required resources to eliminate bottlenecks.

3. Increase the productivity of meetings by arriving on time and being prepared. Set meetings for 30 minutes rather than an hour. Allocate specific parts of the day for meetings and private work time.

4. Address procrastination by:

   - Dividing tasks or work time into smaller and more easily accomplished chunks,

   - Using reminders to keep important projects in focus

   - Keeping a daily to-do list

   - Resisting perfectionism.

Strengths to Build On:

1. Use your knowledge of efficient work methods to develop a procedure guide that help others obtain the same level of productivity.

2. Make use of the time you gain by completing your work efficiently to take on additional assignments that help you build new skills or explore areas of career interest.

3. Utilise your skills in time management by taking on a leadership role in meetings in order to ensure that they are well organised, follow an agenda, stay on track and have productive outcomes.

Source: hrtools.com (Key words: Employee Success Builder)

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2.7 CONDUCTING THE FORMAL APPRAISAL

The formal appraisal should be conducted in the last month of the financial year or within the first two weeks of the new financial year.

Preparing for the Appraisal Session

A collaborative approach should be taken in setting the agenda, venue and time for the formal performance review. The following guidelines are recommended:

1. Venue should be a neutral place

2. If at all possible, ensure that there are no obstacles e.g. desks between the appraiser and appraisee to create an amicable atmosphere

3. Ensure that you will not be interrupted during the appraisal session i.e. hold all telephone calls and do not schedule any appointments close to the time of the session.

Supporting Documentation

It is important to have all the relevant documentation to support the performance appraisal or review, otherwise, the credibility of the assessment will be questionable. The following documentation must be brought to the performance review:

- The initial work plan agreed

- Changes agreed to the work plan and the revised work plan (if one was redone)

- The list of agreed assessment mechanisms for competencies

- Notes from the interim evaluation(s)

- Log notes related to critical incidents that had an impact on planned work activities

Giving and Receiving Feedback

The same principles of giving and receiving feedback in interim evaluations apply; however, performance information will now form the basis for making decisions on rewards, sanctions, development and improvement plans.

Building Motivation During The Performance Appraisal Review Interview

The ideal performance appraisal results in a desire for continued improvement or sustained good performance by the employee. If an employee leaves the evaluation motivated to improve rather than feeling demoralized, the supervisor can consider the appraisal to be a success.

The following list summarizes techniques a supervisor can use to conduct an effective, motivation-building performance interview:

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- Point out the employee's achievements and strengths.

- Note progress made toward last year's goals.

- Discuss a limited number of key issues; do not overload the employee.

- Do not spring surprises on the employee; the interview should be a recap of the feedback provided all year.

- Ask questions and listen to the employee's answers.

- Restate employee remarks.

- Identify and discuss differences that the employee has about the process.

- Try to understand the employee's view.

- Discuss job performance, not personality.

- Describe behavior and do not interpret motives.

- Avoid discussing personal problems.

- Keep an open mind.

- Translate negatives into areas for improvement.

Self-Assessment

Many organizations find it helpful to encourage individuals to prepare for their performance review by completing a self-assessment of achievements in relation to their work plans. Some advantages of self-assessment are listed below:

1. It helps to generate less inhibited and more positive discussion;

2. It involves appraisees actively in the process;

3. It is likely to reduce defensive behaviour;

4. It reduces the "top down" approach to traditional performance appraisals.

Dealing With Performance Challenges

The benefit of regular appraisal and continuous feedback is that there will be a track record of performance preceding the final evaluation. If at the formal evaluation there remains a disagreement, then begin the Performance Management Appeals Process[2] by doing the following:

1. First define the problem and basis for disagreement

2. Review existing records with the employee including interventions designed to improve performance in specific areas identified as problematic

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[2] See Section 2.10 in this Manual

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IMPORTANT REMINDER

At the time of the final performance evaluation, an employee should not be rated below the minimum standard unless, at the time of the previous interim evaluation(s), the employee was formally notified of the need to improve performance, and an improvement plan developed and implemented.

FORMULATING THE DEVELOPMENTAL PLAN

One feature of successful organizations is their commitment to the continuous development of the skills and abilities of their employees. Succession planning provides the framework for development plans for employees. The development plan may be designed to align the employee's skills to the performance expectations or to improve or acquire new skills and competencies in line with the succession plan of the organisation.

Some Employee Development Tools

1. Use coaching mentoring, cross-training, on-the-job demonstrations and action learning techniques to enrich jobs

2. Encourage self-directed learning, including e-learning opportunities to realize improved performance

3. Give special assignments that give employees an opportunity to apply the new skills learned

4. Encourage employees to share new learning with the team

5. Provide regular supervisory and leadership training from both internal and external sources

6. Make commitments to both providing and tracking accomplishments of the development activities

2.8   COMPLETING THE PERFORMANCE REVIEW FORM

The Guideline Performance Appraisal form is outlined below, with examples **(see Appendix C)** to assist you in completing the report.

Suggested approach: Have the employee do a self-assessment first and then discuss the ratings with their manager or supervisor.

All employees are assessed against quantifiable outputs and competencies. The weighting to be applied is as follows:

Quantifiable Outputs	60%
Competencies	40%

INSTRUCTIONS

Complete Section A after completing the actual results section of the <u>current</u> Work Plan (FORM PP1-M or PP1-NM). Remember to consider the Agreed Changes to the Work Plan (FORM PP2) in assessing actual results.

1. The Aggregate Score against all quantifiable outputs is taken from the actual results section of the work plan.
2. The Maximum possible score if all quantifiable outputs are met at the level of 100% is calculated as:
     the number of related targets/performance standards defined for all outputs X 100
3. If a target has been exceeded, the score to be given is 101%[3]

SECTION A – QUANTIFIABLE TARGETS

Calculate the overall appraisal score for performance against targets:

Overall Score for Quantifiable Outputs =   Actual results total for all related targets/performance standards
_____
Maximum possible score if all related targets/performance standards are met at the level of 100%

Next, complete Section B

4. List the agreed critical competencies and for each, state the required level at which each should have been demonstrated. (For <u>Core Competencies</u> refer to the Competency Framework in Appendix D for the descriptor of the requirement at each level). (For <u>Technical Competencies</u> refer to the job description or framework as otherwise formally agreed).

5. Based on the level of competence required and the performance as verified by the agreed Competence Assessment Mechanisms (FORM PP3), circle the appropriate rating that best reflects the employee's actual performance.

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[3] This is a symbolic rather than a actual rating, as the exact % by which the target was exceeded is not material to the reward eligibility (overall scores of 100% and over receive the same reward).

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<u>Actual Performance Rating Scale for Competencies</u>

5　　Excellent

4　　Very Good

3　　Good

2　　Fair

1　　Unsatisfactory

SECTION B (add rows as required to accommodate the list of competencies for the employee). Circle the appropriate rating.					
Appraisal against competencies *(list competencies as stated in the Job Description and otherwise agreed).*					
Core Competencies *(refer to Competency Framework)*	Required Level	Actual Performance Rating	Functional/Technical Competencies *(as stated in Job Description or otherwise formally agreed)*	Required Level	Actual Performance Rating
1.			1.		
2.			2.		
3.			3.		
4.			4.		
TOTAL			TOTAL		
PLUS					
AGGREGATE SCORE OR GRAND TOTAL =					

6.　Calculate the aggregate score for all competencies by summing the ratings awarded for each Core and Functional/Technical Competence. (In completing Section B add rows to the table as required to accommodate the competencies).

7.　The Maximum possible score if all competencies are demonstrated with excellence is calculated as the total number of competencies listed (core + functional) X 5

Calculating the overall appraisal score for all competencies:
Overall Score for competencies =   Aggregate score for all competencies 　　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ 　　　　　　Maximum possible score if all competencies are demonstrated with excellence

Note: Overall performance ratings for competencies and targets should not vary by more than one level.

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8. **Complete Section C. Calculate the overall appraisal score** using the formula below.

SECTION C **Calculation of Overall Performance Score**
The employee's overall performance score is derived using the formula: [Overall score for competencies **x** weighting set for competencies] + [Overall score for quantifiable outputs **x** weighting set for quantifiable outputs] **x** 100 = Overall Percentage Rating or Score **Examples of completed appraisals are provided in APPENDIX C**

Avoid confrontation and argument. Differences of opinion may arise. Winning by the manager/supervisor can destroy the relationship and inhibit frank and open communication from the employee. If disagreement occurs:

- Listen to the employee.

- Restate the employee's comments and confirm your understanding.

- Pinpoint the reasons for the disagreement.

- Discuss ways to resolve the problem. Ask for input from the employee.

- Negotiate a resolution.

- If no agreement is reached, schedule another meeting in a few days. Give yourself and the employee time to think it over. Perhaps opinions will change.

- Finally, and most importantly, complete the appraisal by making the appropriate recommendations that will help to ensure a motivated and productive employee.

SECTION D: LEARNING AND DEVELOPMENT NEEDS

The manager and employee must complete this section after the performance review has been completed. The purpose here is to help the employee plan future career moves as well as to provide information on learning and development needs in their current position.

Learning and Development Needs (General Comments)
- Consider the employee's performance in his/her current job as well as career goals. - Identify the areas of personal development that will help the employee grow in skills, capabilities and competencies - This is also an opportunity for the employee to identify any support, coaching or resources needed to achieve work goals and/or career development

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CURRENT POSITION	
Skills / Competencies To Be Enhanced Or Developed	Remarks

CAREER ASPIRATIONS		
1. Indicate the type of role, subject or functional area you are interested in	Timeframe within which you would like to move	
2. State the main areas of expertise relevant to the desired career move	Remarks	
3. Are you interested in secondment or loan opportunities?	YES	NO
4. Would you be willing to consider relocating, if required?	YES	NO

At this point the manager must indicate the recommendation(s) following on the results of the employee's performance review.

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RECOMMENDATION(S):

Pay increment	☐		
Withhold increment	☐		
Award incentive[4]	☐ Level 1	☐ Level 2	☐ Level 3
Suitable for promotion	☐		
Job enrichment	☐		
Reassignment	☐		
Remedial Action	☐		
Probation	☐		
Dismissal	☐		
Other	☐	Explain_____	

Closing the Performance Review Session

Planning for a good ending is just as important as planning a good beginning. Be sure to summarize the discussion and write written comments on the assessment. Ask the employee to read your comments and sign the appraisal form. Last but not least thank the employee.

Manager's / Supervisor's Comments
Write general comments on the assessment, then sign and date this section

Signed	Date

Employee's comments
The employee must sign and date this section to show that they have seen, read and understood the assessment. If you disagree with the assessment in any way, you should briefly say why here.

Signed	Date

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[4] In keeping the established Rewards & Recognition framework

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Where applicable[5], the reviewing manager must complete the section below when the sections above have been signed.

Reviewing Manager's overall comments	
The Reviewing Manager must read the assessment and supporting documentation and make any comments/recommendations that they feel may be appropriate.	
Signed	Date

After the reviewing manager has signed the form, it must be returned to the Manager whose responsibility it is to forward it to the Human Resources Department. However, <u>before</u> doing so, the manager/supervisor must provide the employee with a copy of the appraisal report and retain a copy as well.

SUBMITTED TO HUMAN RESOURCES DEPARTMENT			
ACTION	Date	Manager's Signature	Received by (HR Dept.)
Completed appraisal submitted to the HR Department			

FOR HR USE ONLY		
ACTION	Date	Initial
1. Information entered onto system		
2. New form sent out to manager		
3. Section D (Learning and Development Needs) of the appraisal copied to Training Officer		

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[5] at the more senior levels the employee's Manager may be the Permanent Secretary and as such there would be no reviewing manager

2.9 DEALING WITH SPECIAL ORGANISATIONAL ARRANGEMENTS AND SITUATIONS

1. SHARED CORPORATE SERVICES

Where services are provided to more than one entity, performance must be defined and managed as follows:

2. Work plans of the Unit Heads and staff must reflect targets related to all entities served
3. Permanent Secretaries must assess and provide feedback on performance of the units
4. Unit Heads must act on the feedback provided and take appropriate action
5. The formal appraisal must be done by the Permanent Secretaries of the entities served

2. CONTRACT OFFICERS

Persons who are employed on a contractual basis in established posts must be subject to the same performance management arrangements detailed in this Manual.

3. TRANSFERS OR RESIGNATIONS BEFORE THE END OF A FINANCIAL YEAR

When persons resign or are transferred before the end of a financial year, the performance status of all parties at this point must be ascertained.

Executives, Managers and Supervisors must complete interim performance evaluations for their direct reports as close to the point of their departure as possible. This will ensure that the new person to whom they will have to report, will have a clear understanding of the status of work agreed up to the time of their assuming duties. Executives, Managers and Supervisors should also have their own evaluations done to facilitate the preparation of recommendations and as a record of their own performance.

Other staff members should also have their evaluations done to facilitate the preparation of recommendations and as a record of their own performance.
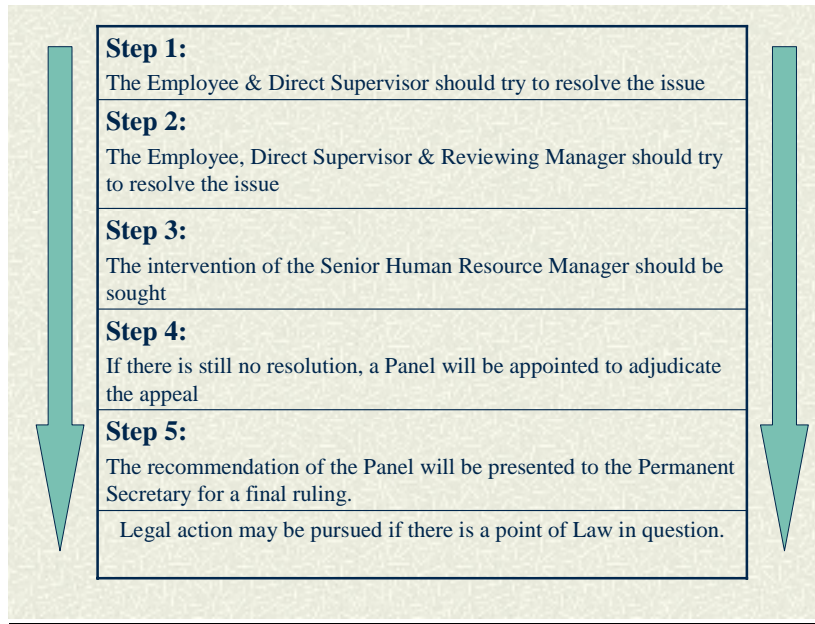
2.10 THE PERFORMANCE MANAGEMENT APPEALS PROCESS

To begin the Performance Management Appeals Process, the following should have been done:

1. The problem and basis for disagreement must have been defined

2. Existing records, including interventions designed to improve performance in specific areas identified as problematic, must have been reviewed with the employee

Section 2:
IMPLEMENTING THE PERFORMANCE MANAGEMENT AND APPRAISAL PROCESS

An Overview of the Performance Management Appeals Process

Step 1:
The Employee & Direct Supervisor should try to resolve the issue

Step 2:
The Employee, Direct Supervisor & Reviewing Manager should try to resolve the issue

Step 3:
The intervention of the Senior Human Resource Manager should be sought

Step 4:
If there is still no resolution, a Panel will be appointed to adjudicate the appeal

Step 5:
The recommendation of the Panel will be presented to the Permanent Secretary for a final ruling.

Legal action may be pursued if there is a point of Law in question.

1. After completing Steps 1 and 2, if the Aggrieved Party is still dissatisfied with the overall performance rating received, he/she may submit a written Appeal[6] to the HR Division, within **5** days[7] of receiving the copy of the completed Performance Appraisal, signed by all required parties.

2. The HR Division must issue a written acknowledgement of receipt of the Appeal to the Aggrieved Party and other relevant parties, including the Head of Division and/or the Reviewing Manager, within **5** days of receiving the *Appeal*. The HR Division will manage and monitor the different stages of the Performance Management Appeals Process and ensure confidentiality and security of all relevant documents.

3. The appropriate senior officer from the HR Division is required to meet with the employee, supervisor and reviewing manager within **10** days of the date of the written acknowledgement of the grievance by the HR Division.

4. Having met with the relevant parties and reviewed the existing records, including interventions designed to improve performance in specific areas identified, the senior officer must then prepare a written recommendation within **10** days. The recommendation must be placed on the Employee's Personal file and communicated to each party involved at this stage[8].

5. If the Aggrieved Party is not satisfied with the recommendation, he/she has the right to request (in writing) that the HR Division proceed to the next stage. This should be done within **5** days of receipt of the recommendation.

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[6] It is advisable that a grievance form be developed by the organisation to simplify the process.

[7] "days" when mentioned in this section, refers to working days

[8] this applies to every stage until the Performance Management Appeals Process is exhausted

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6. If the Aggrieved Party accepts the recommendation the Appeal should be considered closed.

7. The next step of the Performance Management Appeals Process will be adjudicated by a **Panel** comprising 5 members appointed by the Permanent Secretary/Head of Department. No member of the **Panel** should be from the Aggrieved Party's Division.

8. The **Panel** is expected to meet within **10** days of receiving the request. The Panel will determine what information is needed and all relevant parties will be required to submit the requested documentation. The information must be submitted to the HR Division within **15** days of the **Panel** requesting it. The HR Division will provide each party with the documentation received. The HR Division will be responsible for scheduling the **Panel** meeting(s) and informing the relevant parties of the meeting date(s).

9. The Aggrieved Party has the right of representation by person(s) of his/her choice. If a Civil Servant is selected as a representative, he/she should not have any unexpired disciplinary action. All parties must seek approval in advance to have witnesses appear before the **Panel**. Minutes of each meeting of the **Panel** must be taken.

10. The Panel must review all the information provided within **10** days, and by majority vote decide the recommendation to the Permanent Secretary/Head of Department. The Panel must ensure that its recommendation is consistent with the relevant regulations.

11.]The Permanent Secretary/Head of Department can accept, reject or modify the Panel's recommendation. The Permanent Secretary/Head of Department will submit the written decision to the Aggrieved Party and all other related parties within **10** days of receiving the Panel's recommendation.

12. The decision of the Permanent Secretary/Head of Department shall be considered final.

13. Should the Aggrieved Party be dissatisfied with the decision on a point of law, he/she may pursue legal action.

<u>IMPORTANT TO NOTE</u>

The timelines recommended in the Performance Management Appeals Process is intended to reflect the maximum timeframes anticipated for each step. Closure of the Appeals Process should be sought as soon as is possible, while ensuring that transparency, integrity and fairness is upheld at all times.

Section 3:
PERFORMANCE REWARDS AND SANCTIONS

3.1 PAYMENT OF INCREMENT AND NON-FINANCIAL REWARDS

An increment is payable when an employee has achieved an overall score of at least seventy-five percent (75%), based on targets and competencies agreed.

An employee may be eligible for other rewards when he/she has exceeded this level of performance (i.e. achieved an overall score of 80% or more. These rewards should be in keeping with the established Recognition and Reward framework.

3.2 EMPLOYEES AT THE TOP OF A SALARY SCALE

Staff members, who are at the top of a salary scale and are eligible for an increment based on performance, will be paid a one-time payment that is equivalent to the annual increment. This arrangement will hold until the two year waiting period for the Seniority Allowance has passed. The Establishment Division of the Ministry of Finance will have the current Circular detailing the specifics on this matter.

3.3 POOR PERFORMANCE

Executives, managers and supervisors are expected to monitor the performance of their staff against agreed targets throughout the year.

They are also expected to provide the assistance and guidance necessary to facilitate optimum performance of their staff, while ensuring that work plans remain relevant to organisational priorities and resources.

If this has been done and at the time of the year end appraisal the overall score achieved by an employee is below 50%, this will be considered poor performance.

3.4 SANCTIONS

An increment will not be paid to an employee who performs below the agreed level to qualify for an increment. Other relevant sanctions may be applied as necessary, in keeping with the regulations and guidelines governing human resource management in the Public Service.

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JOB DESCRIPTION AND SPECIFICATION

JOB TITLE:	Chief Internal Auditor
JOB GRADE:	3
DEPARTMENT:	Internal Audit
REPORTS TO:	Chief Executive Officer
MANAGES:	Internal Auditors

This document is validated as an accurate and true description of the job as signified below

_____   _____

Employee   Date

_____   _____

Head of Department/Division   Date

_____   _____

Date received in Human Resource Division   Date Created/revised

APPENDIX A:
EXAMPLE OF AN OUTPUT FOCUSED JOB DESCRIPTION

JOB PURPOSE

To ensure that internal policies and procedures are adhered to and internal controls are adequate to maintain the integrity of the organisation and its operations.

KEY OUTPUTS

1. Audit reports produced.

2. Audit plan prepared.

3. Internal audit charter developed.

4. Internal audit manual developed.

5. Working papers prepared.

6. Audit budgets prepared.

7. Audit programmes developed.

8. Operational plan developed

9. Efficient and productive staff

KEY RESPONSIBILITY AREAS

Management/Administrative Responsibilities

1. Reviews and revises the organisation's audit policies and procedures in accordance with auditing standards; confer with Chief Executive Officer.

2. Participates in the organisation's strategic planning process – prepares and monitors the Department's operational plan and budget ensuring the work of the Department is carried out according to plan and agreed targets achieved.

3. Represents the organisation at meetings, conferences and other functions as directed.

4. Provides guidance/advice to the CEO and managers on internal audit matters.

Technical/Professional Responsibilities

1. Conducts risk assessment to determine audit areas.

2. Prepares audit programmes for the examination and assessment of the audit area.

3. Reviews and signs off working papers for all audits undertaken by audit department.

4. Writes audit reports stating deficiencies, implications, and make recommendations and submit it to the CEO. Meets with CEO and department heads to discuss audit findings.

5. Follows-up department heads responses to audit reports to ensure deficiencies are corrected, improved procedures are implemented and internal controls are being adhere to.

6. Liaises with external auditors where appropriate in the preparation of an audit plan.

7. Attends operational meetings where the audit department has a key role in the development and verification of systems.

APPENDIX A:
EXAMPLE OF AN OUTPUT FOCUSED JOB DESCRIPTION

8. Ensures the security of audit files.

9. Ensures the compliance by departments with Internal Auditing Standards.

Human Resources Responsibilities

1. Manages the welfare and development of direct reports through the preparation of performance appraisals and recommendation of required training and development programmes.

2. Provides leadership to staff through effective objective setting, delegation, and communication.

3. Provides guidance to staff through coaching, mentoring and training, providing assistance and support as needed.

4. Participates in the recruitment of staff for the Department

5. Ensures that staff is aware of and adhere to the policies procedures and regulations of the Division and the Ministry.

Other Responsibilities

Performs other related functions assigned from time to time by the Chief Executive Officer

PERFORMANCE STANDARDS

1. Key deliverables are produced within agreed timeframes to required standards.

2. Risk assessment is conducted in accordance with auditing standards and organisation policy.

3. A team approach is adopted with Department Managers in resolving issues of internal controls.

4. Audit reports are comprehensive and submitted within established timeframe

5. Audit recommendations lead to business improvements.

6. Confidentiality and integrity are exercised.

7. Adequate controls and tracking systems are implemented.

8. Audit staff is competent and productive.

9. Operational plan is prepared within established format and timeframe and supports the strategic objectives of the organisation.

10. Welfare of staff is clearly identified and addressed.

11. Follow up mechanism is implemented according to established guidelines.

REQUIRED COMPETENCIES

1. Excellent knowledge of auditing standards and procedures including value for money audits.

2. Excellent knowledge of the organisation's policies and procedures.

3. Proficiency in the use relevant computer applications.

4. Excellent presentation, oral and written communication skills

5. Good Problem solving skills and tenacity.

APPENDIX A:
EXAMPLE OF AN OUTPUT FOCUSED JOB DESCRIPTION

6. Good leadership and interpersonal skills.

7. Ability to lead and work in teams

MINIMUM REQUIRED EDUCATION AND EXPERIENCE

- Completion of A.C.C.A. Level II or equivalent qualification.

- Three (3) years' auditing experience in private or public sector at a supervisory level.

SPECIAL CONDITIONS ASSOCIATED WITH THE JOB

Typical working environment, no adverse working conditions

AUTHORITY

- Recommend audit policies and procedures.

- Sign off audit working papers.

- Sign audit reports.

- Determine audit actions.

- Authorise the validation of any system revised or implemented.

- Recommends leave, disciplinary action and promotion of direct reports according to established human resources policies

APPENDIX B1:
EXAMPLES OF WORK PLANS (Extracts)

UNIT WORK PLAN: Human Resource Management & Administration   **FINANCIAL YEAR:** 2004/2005

OPERATIONAL PLAN OBJECTIVE:

To implement and achieve by the end of the financial year Phase I targets of the two agreed priority projects.
_____

RELATED UNIT OBJECTIVE:

To appropriately and adequately staff the Projects Department of the Ministry by the end of the first quarter of financial year 2005.

Major Task	Key Activities	Assigned to (Employee Name and/or Job Title)	Output(s)	Performance Standard
Determine and fill staffing needs	Determine positions required by Projects Dept.	Snr. Dir. HR	Positions required Revised org. chart	Number of and Profile of positions by end of March Revised chart submitted for approval
	Prepare job descriptions or Terms of Reference for jobs identified	Director Personnel	Job Descriptions	Output focused, prepared by April 15
	Coordinate Recruitment process to fill approved positions	Personnel Officer	Candidates for selection Administrative framework in place	Short-list of 3 candidates for each position by end of April
	Coordinate Selection process	Snr. Dir. HR	Positions filled	Offer made to selected candidates by May 21

APPENDIX B2:
EXAMPLES OF WORK PLANS (Extracts)

INDIVIDUAL WORK PLANS

WORK PLAN FOR MANAGERIAL STAFF	FORM PP1-M

RELATED OPERATIONAL / UNIT PLAN OBJECTIVE:	The evaluation score assigned to the actual result is determined using the following as the basis:	
To appropriately and adequately staff the Projects Department of the Ministry by the end of the first quarter of financial year	**Surpassed** performance standard (above 100%)	5
	Met performance standard (100%)	4
STRATEGY:	**Met most** of the performance standard (75% - 99%)	3
Source both internally and externally , contracting the highly technical expertise for the medium term	**Met some** of the performance standard (50% - 74%)	2
	Did not meet most of the performance standard (<50%)	1
INDIVIDUAL OBJECTIVE #1: Determine the medium term manpower needs of the Projects Department		

WORK PLAN FOR MANAGERIAL STAFF	Financial Year : 2004/2005	Name : Mrs. Senior (Snr. Director HR)		Employee# 890-123-456	
Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Score 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
Determine positions required by the Projects Dept.	Positions required	Determine number of positions and profile of each position as per manpower planning template, by end of March	Projects Dept.'s Unit plan; available information on job standards; document preparation support; working e-mail at least 95% of the time		
	Revised organisation chart for the Projects Dept.	Organisation Chart produced and disseminated to all relevant authorities for approval by end April			
				Results Total	

Date Agreed: _____   Signatures: _____ (Manager/Snr.Dir.)   _____(Snr.Dir./Permanent Secretary)

APPENDIX B2:
EXAMPLES OF WORK PLANS (Extracts)

WORK PLAN FOR NON-MANAGERIAL STAFF	FORM PP1-NM

RELATED OPERATIONAL / UNIT PLAN OBJECTIVE (if directly linked):	The evaluation score assigned to the actual result is determined using the following as the basis:	
To appropriately and adequately staff the Projects Department of the Ministry by the end of the first quarter of financial year		
	Surpassed performance standard (above 100%)	5
	Met performance standard (100%)	4
INDIVIDUAL OBJECTIVE #1: To provide timely and efficient administrative and document preparation support to the managers of the HR Dept.	**Met most** of the performance standard (75% - 99%)	3
	Met some of the performance standard (50% - 74%)	2
	Did not meet most of the performance standard (<50%)	1

WORK PLAN FOR NON-MANAGERIAL STAFF Financial Year : 2004/2005 Name : Mrs. J. Secretary Employee# 567-890-123

Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Rating 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
Organise meetings	Confirmed meetings and invitees	Invitees must be advised in the manner agreed for a given meeting group and telephone reminders to each made in keeping with established procedures 2 working days before the meeting	Working e-mail at least 95% of the time; working fax machine available at all times; efficient bearer services		
	Documents circulated	Relevant meeting documents must be circulated (in the manner as agreed for a given meeting group) within 2 hours of receiving them. Where meeting documents are received less than 2 working days before the date of a meeting, photocopies must be made available for the meeting, in addition to circulating them via e-mail.	Working e-mail at least 95% of the time; working fax machine available at all times; efficient bearer services		
				Results Total	

Date Agreed: _____ Signatures: _____ (Employee) _____ (Manager/Supervisor)

APPENDIX B2:
EXAMPLES OF WORK PLANS (Extracts)

FORM PP3

AGREED CHANGES TO WORK PLAN			Financial Year : 2004/2005		Name of Officer: Mrs. J Secretary		Employee # 567-890-123	
INDIVIDUAL OBJECTIVE TITLE AND/OR #	Major Tasks	Outputs	Performance Standards	Resources Required	Change Type A / D / C *	Reason	Signature of Employee & Date	Signature of Manager/Supervisor & Date
1. To provide timely and efficient administrative and document preparation support to the managers of the HR Dept.	Organise meetings	Documents circulated	Where meeting documents are received less than 1 ½ working days before the date of a meeting, photocopies must be made available for the meeting, in addition to circulating them via e-mail.	Same	C	1 ½ days instead of 2 days, as all meeting invitees frequently access and read their e-mails		

* A – Addition   D – Deletion   C – Change

(Extract for the purpose of providing an example)

WORK PLAN FOR NON-MANAGERIAL STAFF	FORM PP1-NM	
RELATED OPERATIONAL / UNIT PLAN OBJECTIVE (if directly linked): _____ _____	The evaluation score assigned to the actual result is determined using the following as the basis:	
	Surpassed performance standard (above 100%)	5
	Met performance standard (100%)	4
INDIVIDUAL OBJECTIVE #1: To provide secretarial support service to facilitate smooth functioning of the unit	**Met most** of the performance standard (75% - 99%)	3
	Met some of the performance standard (50% - 74%)	2
	Did not meet most of the performance standard (<50%)	1

WORK PLAN FOR NON-MANAGERIAL STAFF	Financial Year : 2004/2005		Name: Joanne Good		Employee# 123-456-789	
Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Rating 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)	
1. Type letters, reports, memoranda and misc. documents	Documents	• Documents are returned no more than once for correction of errors	Working computer with relevant word processing software, printer and other relevant office supplies	3	Achieved 80% of the time	
		• outgoing documents must be error free		4	Achieved 100%	
2. Takes dictation and minutes at meetings and transcribe	Minutes	• Minutes produced and circulated no later than 1 week after meeting	Working computer with relevant word processing software, printer and other relevant supplies	2	Achieved 50% of the time	
		• Minutes should capture major decisions and follow-up action		2	Achieved 80% of the time	
		• Minutes are returned no more than once for correction of errors		2	Achieved 60% of the time	
		• Outgoing minutes must be error free		4	Achieved 100%	

APPENDIX C1: EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 91%

WORK PLAN FOR NON-MANAGERIAL STAFF		Financial Year : 2004/2005	Name: Joanne Good		Employee# 123-456-789
Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Rating 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
3. Draft standard type letters and routine correspondence	Draft letters	• Draft letters conform to the established standards • Draft letters have no more than 2 grammatical errors	• Working computer with relevant word processing software, printer and other relevant office supplies • Established standards	4 3	Achieved 100% Achieved 90% of the time
4. Maintain diary appointments/ meetings	Appointment/Meeting schedule	• No overbooking of appointments/meetings • Engagements are accurately logged • Reminders are provided at least 1 day in advance of appointments/meetings	• Diary • Access to e-mail	3 3 3	Achieved 95% of the time Achieved 95% of time Achieved 90% of the time
				Results Total	940

Date Agreed: _____   Signatures: _____ (Employee) _____ (Manager/Supervisor)

FORM PP2

AGREED CHANGES TO WORK PLAN			Financial Year: 2004/2005		Name of Officer: Joanne Good			Employee# 123-456-789
INDIVIDUAL OBJECTIVE TITLE AND/OR #	Major Tasks	Outputs	Performance Standards	Resources Required	Change Type A / D / C *	Reason	Signature of Employee & Date	Signature of Manager/Supervisor & Date

* A – Addition   D – Deletion   C – Change

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

RELATED QUARTER OF FINANCIAL YEAR: Q1 ☐ Q2 ☐ Q3 ☐   OR   Full Year Review ☑

1.	**JOB TITLE:** Senior Secretary		2.	**GRADE:** SS3

3.	**DATE STARTED IN CURRENT POST** (yyyy/mm/dd): 2000 / 01 /01	4.	**NUMBER OF INTERIM REVIEWS PREVIOUSLY CONDUCTED IN THE CURRENT FINANCIAL YEAR:** 3

5. **PURPOSE OF THIS REVIEW:**

Interim Evaluation ☐

Appointment ☐

Promotion ☐

End Of Financial Year Evaluation ☑

Other _____

_____

> Before attempting to complete Sections A and B, please have the latest agreed work plan (Form PP1-NM or PP1-M) complete with the Actual Results Total and the Agreed Competence Assessment Mechanism (Form PP3)

SECTION A

Calculate the overall appraisal score for performance against quantifiable targets:

Overall Score for Quantifiable targets =   Actual Results Total for all related performance standards

_____

Maximum possible score if all related performance standards are met at the level of 100%

A	B	C	D = B x C	E = A/D
AGGREGATE SCORE FOR ALL STANDARDS	TOTAL NUMBER OF STANDARDS	STANDARD MET FULLY	MAXIMUM SCORE IF ALL STANDARDS MET AT 100%	OVERALL SCORE FOR QUANTIFIABLE TARGETS
940	11	100	1100	0.85

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

Actual Performance Rating Scale for Competencies

5   Excellent

4   Very Good

3   Good

2   Fair

1   Unsatisfactory

SECTION B (add rows as required to accommodate the list of competencies for the employee)

Appraisal against competencies *(list competencies as stated in the Job Description and otherwise agreed).*
Circle or underline appropriate performance rating.

Core Competencies	Required Level	Actual Performance Rating	Functional/Technical Competencies	Required Level	Actual Performance Rating
1. Oral Communication	2	5	1. Office practice and procedures	3	4
2. Written Communication	2	3	2. Shorthand skills	4	5
3. Time Management	2	4	3. Typing skills	4	4
4. Ability to organise	2	3	4. Computer skills	4	5
5. Initiative	2	5			
6. Customer Service skills	3	5			
TOTAL		25		TOTAL	18

PLUS

GRAND TOTAL/AGGREGATE SCORE = 43

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

CALCULATE THE OVERALL APPRAISAL SCORE FOR ALL COMPETENCIES:

Overall Score for competencies =

Aggregate score for all competencies
_____

Maximum possible score if all competencies are demonstrated at the **required** level with excellence

A	B	C	D = B x C	E = A/D
AGGREGATE SCORE FOR ALL COMPETENCIES	TOTAL NUMBER OF COMPETENCIES (CORE AND TECHNICAL)	RATING INDICATING COMPETENCE DEMONSTRATED WITH EXCELLENCE	MAXIMUM SCORE IF ALL DEMONSTRATED WITH EXCELLENCE	OVERALL SCORE FOR COMPETENCIES
43	10	5	50	0.86

N.B. Overall performance ratings for competencies and targets should not vary by more than one level.

SECTION C
Calculate the Overall Performance Score

The employee's overall performance score is derived using the formula:

[(Overall score for quantifiable targets X 0.6) +(Overall score for competencies X 0.4)]X 100
= Overall Percentage Performance Rating or Score

A	B	C = A x B	D	E	F = D x E	G = (C+F) x 100
OVERALL SCORE FOR QUANTIFIABLE TARGETS	AGREED WEIGHTING		OVERALL SCORE FOR COMPETENCIES	AGREED WEIGHTING		%
0.85	0.6	0.51	0.86	0.4	0.34	85%

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

<div style="text-align:center">PERFORMANCE REVIEW</div>

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

RECOMMENDATION(S):

Pay increment	☑			
Withhold increment	☐			
Award incentive[9]	☐ Level 1	☑ Level 2	☐Level 3	
Suitable for promotion	☐			
Job enrichment	☐			
Reassignment	☐			
Remedial Action	☐			
Probation	☐			
Dismissal	☐			
Other	☐	Please explain _____		

SECTION D: LEARNING AND DEVELOPMENT NEEDS

Learning and Development Needs (General Comments)

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[9] In keeping the established Rewards & Recognition framework

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

SECTION D: LEARNING AND DEVELOPMENT NEEDS (cont'd)

CURRENT POSITION	
Skills / Competencies To Be Enhanced Or Developed	**Remarks (e.g. time frame and method)**
Time Management	Within the first quarter of the financial year; training recommended
Ability to organise	Within the first half of the financial year; coaching recommended
Minute taking skills	Within the first quarter of the financial year; training recommended

CAREER ASPIRATIONS	
5. Indicate the type of role, subject or functional area you are interested in	**Timeframe within which you would like to move**
6. State the main areas of expertise relevant to the desired career move	**Remarks**

7. Are you interested in secondment or loan opportunities?	☐ YES	☐ NO
8. Would you be willing to consider relocating, if required?	☐ YES	☐ NO

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

SECTION E: COMMENTS, SIGNATURES AND RECORD ENTRY

Manager's comments:
Make any general comments on the assessment, then sign and date this section

Signed:	Date:

Employee's comments:
Sign and date this section to show that you have seen, read and understood this assessment, including your manager's changes and comments. If you disagree with them in any way you should briefly say why here.

Signed:	Date:

APPENDIX C1:
EXAMPLES OF COMPLETED PERFORMANCE APPRAISALS/EVALUATIONS – 85%

<div align="center">

PERFORMANCE REVIEW

</div>

MINISTRY/DEPARTMENT: Ministry Name & Division Name

NAME OF OFFICER: Joanne Good   EMPLOYEE # 123-456-789

PERIOD OF REVIEW: April 2004 TO March 2005

Where applicable, the reviewing manager must complete this section when the sections above have been signed.

Reviewing manager's overall comments:
Read this assessment and supporting documentation and make any comments/recommendations that you feel may be appropriate.

Signed:	Date:

PLEASE RETURN THIS FORM TO THE MANAGER/SUPERVISOR FOR IT TO BE SUBMITTED TO THE HUMAN RESOURCES DEPARTMENT.

BEFORE SO DOING, THE MANAGER/SUPERVISOR MUST PROVIDE THE EMPLOYEE WITH A COPY AND RETAINED ONE AS WELL.

SUBMITTED TO HUMAN RESOURCES DEPARTMENT			
ACTION	Date	Manager's Name	Received by (HR Dept.)
Completed appraisal submitted to the HR Department	April 5, 2005	*Mark Fairplay*	**Andrea Smith**

FOR HR USE ONLY		
ACTION	Date	Initial
1. Information entered onto system	April 7, 2005	J.A.
2. New form sent out to manager	April 5, 2005	A.S.
3. Section D (Learning and Development Needs) of the Form copied to Training Officer	April 8, 2005	M.G.

WORK PLAN FOR NON-MANAGERIAL STAFF	FORM PP1-NM

RELATED OPERATIONAL / UNIT PLAN OBJECTIVE (if directly linked): _____ _____ INDIVIDUAL OBJECTIVE #1: To provide secretarial support service to facilitate smooth functioning of the unit _____	The evaluation score assigned to the actual result is determined using the following as the basis:

The evaluation score assigned to the actual result is determined using the following as the basis:	
Surpassed performance standard (above 100%)	5
Met performance standard (100%)	4
Met most of the performance standard (75% - 99%)	3
Met some of the performance standard (50% - 74%)	2
Did not meet most of the performance standard (<50%)	1

WORK PLAN FOR NON-MANAGERIAL STAFF	Financial Year : 2004/2005		Name: Joanne Excelles	EMPLOYEE# 234-567-890	
Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Rating 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
1. Type letters, reports, memoranda and misc. documents	Documents	• Documents are returned no more than once for correction of errors • outgoing documents must be error free	Working computer with relevant word processing software, printer and other relevant office supplies	4 4	Achieved 100% of the time Achieved 100%
2. Takes dictation and minutes at meetings and transcribe	Minutes	• Minutes accurately produced and circulated 4 working days after meeting • Minutes should capture major decisions and follow-up action • Minutes are returned no more than once for correction of errors	Working computer with relevant word processing software, printer and other relevant supplies	5 4 4	101%. Minutes circulated within 2 days Achieved 100% of the time Achieved 100% of the time

WORK PLAN FOR NON-MANAGERIAL STAFF		Financial Year : 2004/2005	Name: Joanne Excelles	EMPLOYEE# 234-567-890	
Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Rating 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
		• Outgoing minutes must be error free		4	Achieved 100%
3. Draft standard type letters and routine correspondence	Draft letters	• Draft letters conform to the established standards	• Working computer with relevant word processing software, printer and other relevant office supplies	4	Achieved 100%
		• Draft letters have no more than 2 grammatical errors		4	100%. Always free of grammatical errors
			• Established standards		
4. Maintain diary appointments/ meetings	Appointment /Meeting schedule	• No overbooking of appointments/meetings	Diary and access to e-mail	4	Achieved 100% of the time
		• Engagements are accurately logged		4	Achieved 100%
		• Reminders are provided at least 1 day in advance of appointments/meetings		4	Achieved 100% of the time
				Results Total	1101

Date Agreed: _____   Signatures: _____ (Employee) _____ (Manager/Supervisor)

FORM PP2

AGREED CHANGES TO WORK PLAN			Financial Year: 2004/2005		Name of Officer: Joanne Excelles			EMPLOYEE# 234-567-890
INDIVIDUAL OBJECTIVE TITLE AND/OR #	Major Tasks	Outputs	Performance Standards	Resources Required	Change Type A / D / C *	Reason	Signature of Employee & Date	Signature of Manager/Supervisor & Date

* A – Addition   D – Deletion   C – Change

FORM PP3

CIVIL SERVICE OF JAMAICA

COMPETENCE ASSESSMENT - AGREED MEASUREMENT MECHANISMS

MINISTRY/DEPARTMENT: Ministry Name; Division Name

NAME OF OFFICER: Joanne Excelles   EMPLOYEE # 234-567-890

JOB TITLE: Senior Secretary

GRADE: SS3 PERIOD: FY 2004 / 2005

This form must be completed during the initial work planning meeting at the start of the financial year or agreed work period. The measurement mechanisms agreed should be reviewed during the year to ensure that they are practical and useful in determining whether the officer has demonstrated the requisite competencies in executing their job.

CRITICAL CORE COMPETENCIES - LIST NAMES		
REQUIRED LEVEL	CORE COMPETENCIES Refer to Competency Framework for description of attributes	Key Mechanism(s) for assessing performance
2	Oral Communication	
2	Written Communication	
	etc.	

CRITICAL TECHNICAL COMPETENCIES - LIST NAMES		
REQUIRED LEVEL[10]	TECHNICAL COMPETENCIES Refer to Job Description or agreed framework for description of attributes	Key Mechanism(s) for assessing performance
3	Office Practice and Procedures	
	etc.	

Signature (Manager/Supervisor) _____

Signature (Employee) _____

Date _____

Date _____

---

[10] Where applicable. There may be differing ways of defining technical competencies across ministries. Some ministries may have descriptions that are not categorised by numeric levels e.g. "excellent", "very good", "satisfactory", "poor", "very poor".

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name; Division Name

NAME OF OFFICER: Joanne Excelles   EMPLOYEE # 234-567-890

PERIOD OF REVIEW: April 2004 TO March 2005

RELATED QUARTER OF FINANCIAL YEAR: Q1 ☐ Q2 ☐ Q3 ☐   OR   **Full Year Review** ☑

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1. **JOB TITLE:** Senior Secretary	2. **GRADE:** SS3

3. **DATE STARTED IN CURRENT POST** (yyyy/mm/dd): 2000 / 01 /01	4. **NUMBER OF INTERIM REVIEWS PREVIOUSLY CONDUCTED IN THE CURRENT FINANCIAL YEAR:** 3

5.   **PURPOSE OF THIS REVIEW:**

Interim Evaluation ☐

Appointment ☐

Promotion ☐

End Of Financial Year Evaluation ☑

Other _____

_____

Before attempting to complete Sections A and B, please have the latest agreed work plan (Form PP1-NM or PP1-M) complete with the Actual Results Total and the Agreed Competence Assessment Mechanism (Form PP3)

SECTION A

Calculate the overall appraisal score for performance against quantifiable targets:

Overall Score for Quantifiable targets =   Actual Results Total for all related performance standards

       Maximum possible score if all related performance standards are met at the level of 100%

A	B	C	D = B x C	E = A/D
ACTUAL RESULTS TOTAL FOR ALL STANDARDS	TOTAL NUMBER OF STANDARDS	STANDARD MET FULLY	MAXIMUM SCORE IF ALL STANDARDS MET AT 100%	OVERALL SCORE FOR QUANTIFIABLE TARGETS
1101	11	100	1100	1.00

APPENDIX C2: EXAMPLE OF A COMPLETED PERFORMANCE APPRAISAL/EVALUATION – 100%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: <u>Ministry Name; Division Name</u>

NAME OF OFFICER: <u>Joanne Excelles</u>   EMPLOYEE # <u>234-567-890</u>

PERIOD OF REVIEW: <u>April 2004</u> **TO**   <u>March 2005</u>

Actual Performance Rating Scale for Competencies

- **5**   Excellent
- **4**   Very Good
- **3**   Good
- **2**   Fair
- **1**   Unsatisfactory

SECTION B (add rows as required to accommodate the list of competencies for the employee)					
Appraisal against competencies *(list competencies as stated in the Job Description and otherwise agreed).* Circle or underline appropriate performance rating.					
Core Competencies	Required Level	Actual Performance Rating	Functional/Technical Competencies	Required Level	Actual Performance Rating
1. Oral Communication	2	5	7. Office practice and procedures	3	5
2. Written Communication	2	5	8. Shorthand skills	4	5
3. Time Management	2	5	9. Typing skills	4	5
4. Ability to organise	2	5	10. Computer skills	4	5
5. Initiative	2	5			
6. Customer Service skills	3	5			
	TOTAL	30		TOTAL	20

PLUS

GRAND TOTAL OR AGGREGATE SCORE = 50

APPENDIX C2: EXAMPLE OF A COMPLETED PERFORMANCE APPRAISAL/EVALUATION − *100%*

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: <u>Ministry Name; Division Name</u>

NAME OF OFFICER: <u>Joanne Excelles</u>   EMPLOYEE # <u>234-567-890</u>

PERIOD OF REVIEW: <u>April 2004</u> **TO** <u>March 2005</u>

CALCULATE THE OVERALL APPRAISAL SCORE FOR ALL COMPETENCIES:

Overall Score for competencies =

<p align="center">Aggregate score for all competencies</p>

<p align="center">_____</p>

<p align="center">Maximum possible score if all competencies are demonstrated at the required level with excellence</p>

A	B	C	D = B x C	E = A/D
AGGREGATE SCORE FOR ALL COMPETENCIES	TOTAL NUMBER OF COMPETENCIES (CORE AND TECHNICAL)	RATING INDICATING COMPETENCE DEMONSTRATED WITH EXCELLENCE	MAXIMUM SCORE IF ALL DEMONSTRATED WITH EXCELLENCE	OVERALL SCORE FOR COMPETENCIES
50	10	5	50	1.0

N.B. Overall performance ratings for competencies and targets should not vary by more than one level.

SECTION C
Calculate the Overall Performance Score

The employee's overall performance score is derived using the formula:

<p align="center">[(Overall score for quantifiable targets X 0.6) +(Overall score for competencies X 0.4)]X 100
= Overall Percentage Performance Rating or Score</p>

A	B	C = A x B	D	E	F = D x E	G
OVERALL SCORE FOR QUANTIFIABLE TARGETS	AGREED WEIGHTING		OVERALL SCORE FOR COMPETENCIES	AGREED WEIGHTING		FINAL SCORE = (C+F) x 100 %
1.00	0.6	0.60	1.00	0.4	0.4	100%

APPENDIX C2: EXAMPLE OF A COMPLETED PERFORMANCE APPRAISAL/EVALUATION – 100%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: <u>Ministry Name; Division Name</u>

NAME OF OFFICER: <u>Joanne Excelles</u>   EMPLOYEE # <u>234-567-890</u>

PERIOD OF REVIEW: <u>April 2004</u> TO <u>March 2005</u>

RECOMMENDATION(S):

Pay increment	☑
Withhold increment	☐
Award incentive[11]	☐ Level 1 ☐ Level 2 ☑ Level 3
Suitable for promotion	☐
Job enrichment	☐
Reassignment	☐
Remedial Action	☐
Probation	☐
Dismissal	☐
Other	☐ Please explain _____

SECTION D: LEARNING AND DEVELOPMENT NEEDS

Learning and Development Needs (General Comments)

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[11] In keeping the established Rewards & Recognition framework

APPENDIX C2: EXAMPLE OF A COMPLETED PERFORMANCE APPRAISAL/EVALUATION – *100%*

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name; Division Name

NAME OF OFFICER: Joanne Excelles   **EMPLOYEE #** 234-567-890

PERIOD OF REVIEW: April 2004 **TO**   March 2005

SECTION D: LEARNING AND DEVELOPMENT NEEDS (cont'd)

CURRENT POSITION	
Skills / Competencies To Be Enhanced Or Developed	Remarks

CAREER ASPIRATIONS	
9. Indicate the type of role, subject or functional area you are interested in	Timeframe within which you would like to move
Personnel management	Within the next 18 months
10. State the main areas of expertise relevant to the desired career move	Remarks

11. Are you interested in secondment or loan opportunities?	☑ YES	☐ NO
Within the ministry or at other ministries or agencies.		
12. Would you be willing to consider relocating, if required?	☑ YES	☐ NO
Within the corporate area or Spanish Town only.		

APPENDIX C2: EXAMPLE OF A COMPLETED PERFORMANCE APPRAISAL/EVALUATION – 100%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: <u>Ministry Name; Division Name</u>

NAME OF OFFICER: <u>Joanne Excelles</u>   EMPLOYEE # <u>234-567-890</u>

PERIOD OF REVIEW: <u>April 2004</u> TO   <u>March 2005</u>

SECTION E: COMMENTS, SIGNATURES AND RECORD ENTRY

Manager's comments: Make any general comments on the assessment, then sign and date this section

Signed:	Date:

Employee's comments: Sign and date this section to show that you have seen, read and understood this assessment, including your manager's changes and comments. If you disagree with them in any way you should briefly say why here.

Signed:	Date:

APPENDIX C2: EXAMPLE OF A COMPLETED PERFORMANCE APPRAISAL/EVALUATION − 100%

PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: Ministry Name; Division Name

NAME OF OFFICER: Joanne Excelles   **EMPLOYEE #** 234-567-890

PERIOD OF REVIEW: April 2004 **TO**   March 2005

Where applicable, the reviewing manager must complete this section when the sections above have been signed.

Reviewing manager's overall comments:	
Read this assessment and supporting documentation and make any comments/recommendations that you feel may be appropriate.	
Signed:	Date:

PLEASE RETURN THIS FORM TO THE MANAGER/SUPERVISOR FOR IT TO BE SUBMITTED TO THE HUMAN RESOURCES DEPARTMENT.

BEFORE SO DOING, THE MANAGER/SUPERVISOR MUST PROVIDE THE EMPLOYEE WITH A COPY AND RETAINED ONE AS WELL.

SUBMITTED TO HUMAN RESOURCES DEPARTMENT			
ACTION	Date	Manager's Signature	Received by (HR Dept.)
Completed appraisal submitted to the HR Department	April 5, 2005	*Mark Fairplay*	**Andrea Smith**

FOR HR USE ONLY		
ACTION	Date	Initial
1. Information entered onto system	April 7, 2005	J.A.
2. New form sent out to manager	April 5, 2004	A.S.
3. Section D (Learning and Development Needs) of the Form copied to Training Officer	April 8, 2004	M.G.

APPENDIX D:
COMPETENCY FRAMEWORK

INTRODUCTION

Competencies are the knowledge, skills, abilities, attitudes and personality required by employees to effectively carry out a task or job. The following competencies have been developed to assist managers and employees in determining the competency requirement for each job. The list is by no means exhaustive, and users are encouraged to make additions when developing competencies for their organization's competency framework.

Each competency has been divided into levels, ranging from 1 through to 4. The competency levels are progressive, therefore an employee that is required to exhibit a competency at a level 4 for instance, would be expected to have mastered the competency at the preceding levels.

Each competency level has been broken down into attributes which describe the expected behaviours that should be demonstrated by an employee when displaying the particular competency. Demonstration of a competency at a particular level may not always require the demonstration of all the attributes listed. Therefore, managers should select the attributes that are applicable based on the functions of the job (guided by the job description).

	COMPETENCY	DEFINITION
1.	Oral Communication	Listens and communicates orally in a manner which is clear, fluent, and to the point and which holds the listeners attention
2.	Written Communication	Clearly and fluently expresses oneself in writing, and in producing correspondence which is readily understood by its intended recipient
3.	Customer and Quality Focus	Continuously ensures high standards of quality and service delivery to meet customers' expectations.
4.	Methodical	Works in an organised, logical and efficient manner.
5.	Strategic Vision	Demonstrates awareness of and/or anticipates changing environmental trends, market opportunities and competitive threats. Develops a clear vision of the desired future state of the team/function/organization
6.	Financial and Business Acumen	Understands the economic drivers in the industry. Recognises or creates business & profit opportunities for the team and/or organisation and exploits opportunities to improve results.
7.	Analytical Thinking	Understands difficult or complex situations by breaking them down into manageable parts.
8.	Problem Solving and Decision Making	Systematically thinks through the facts of various options, identifies alternative solutions, uses judgement to weigh up the pros and cons of each solution, and selects the best option.
9.	Teamwork and Cooperation	Shows a genuine intention to participate and work co-operatively with others in the pursuit of team goals.
10.	Use of Technology	Accepts and implements information technology in their work activities to enhance organisational performance.

APPENDIX D:
COMPETENCY FRAMEWORK

	COMPETENCY	DEFINITION
11.	Impact and Influence	Makes a favourable impression on others by commanding respect and attention. Brings about change by convincing others to adopt new ideas or courses of action.
12.	Initiative	Acts independently and does more than is required or expected in the job, does things that no one have requested, which will improve or enhance job results and avoid problems.
13.	Planning and Organising	Plans, organises and structures time. Is meticulous, quality conscious and thorough in the approach to organisational activities.
14.	Goal/ Results Oriented	The extent to which individuals act in ways to actively pursue and promote organisational goals
15.	Leadership	The extent to which individuals provide vision, direction, allocates responsibilities, delegates and motivates staff in their team, including leading by example and 'walking the talk.'
16.	Integrity	Demonstrates sound ethical standards, showing consistency between values and behaviours to build trust and credibility.
17.	Social Skills	The extent to which individuals know situations in which to display specific appropriate behaviours according to the business and social environments they are in.
18.	Compliance	Adheres, and ensures adherence to organisational and regulatory policies and guidelines.
19.	Adaptability	The extent to which individuals can adapt to, and work effectively within a variety of situations, and with a variety of individuals and groups.
20.	Technical Skills	The extent to which individuals demonstrate in-depth and up to date knowledge and technical expertise relevant to their job.
21.	People Management	The extent to which Managers effectively select, and develop employees through training, mentoring, job rotation; and planned and scientific recruitment.
22.	Interpersonal Skills	The extent to which individuals display sensitivity towards others, interacts collaboratively with colleagues and are able to build long-term internal and external relationships and gain their support.
23.	Managing Partners	The extent to which individuals are able to influence persons outside of one's own unit to achieve desired objectives.
24.	Change Management	The ability to maintain effectiveness in a changing environment and the willingness to respond quickly and positively to change. The ability to lead others through change and manage their concerns.
25.	Managing The Client Interface	The ability to work effectively with members to deliver an acceptable, customer-centred and high quality service.
26.	Managing External Relationships	The ability to build partnerships with external bodies, customers and Government departments to ensure that external requirements are met.

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
1. ORAL COMMUNICATION: Listens and communicates orally in a manner which is clear, fluent , and to the point and that holds the listener's attention	
1	▪ Is able to use basic language effectively to convey relevant information ▪ Uses body language that is appropriate to the situation ▪ Is able to verbalise basic facts and simple concepts clearly
2	▪ Puts forward messages in a straightforward but engaging manner ▪ Adapts pace and delivery, and clarifies points to expand their own and others understanding ▪ Listens carefully to others, and responds appropriately e.g. explains points further or summarises if required.
3	▪ Conveys clear and concise facts in support of own case, and remains focused when presenting ▪ Is aware of the impact of body language, and uses it appropriately e.g. makes eye contact, doesn't fidget. ▪ Adjusts communication to suit the audience ▪ Listens and uses sensitive probing to get to the root of a problem quickly ▪ Adapts material to suit a wide range of audiences ▪ Uses appropriate styles and/ or methods to improve communication and get the message across e.g. presentation, using examples, analogies etc. ▪ Communicates complex technical information well to non-technical people. ▪ Structures all communication such that it is relevant and interesting to the audience.
4	▪ Presents case convincingly in an ordered and logical sequence, addressing any drawbacks to the ideas, and basing arguments on facts and objective merits of the case. ▪ Adapts pace and delivery, taking into account the audiences level of understanding. ▪ Presents information, recommendations and issues concisely and clearly, using a number of formats, and adapting language to suit different readers

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
2. WRITTEN COMMUNICATION: Clearly and fluently expresses oneself in writing, and in producing correspondence which is readily understood by the intended recipient	
1	▪ Is able to document basic facts and simple concepts clearly
2	▪ Correspondence is logically structured ▪ Possesses mastery of, and is able to use basic language in a written form
3	▪ Uses appropriate styles and/ or methods to improve communication and get the message across e.g. presentation, using examples, analogies etc. ▪ Writes using appropriate styles for their readers ▪ Researches the audience thoroughly before presenting a case, identifies the benefits specific to them, addresses their concerns directly, and takes their views into account ▪ Takes into account the readers level of understanding ▪ Communicates technical, and all other concepts well in a written form ▪ Structures all communication such that it is relevant and interesting to the audience. ▪ Appropriate use of jargon
4	▪ Written communications compose concise and forceful documents for a diverse range of audiences, including coverage of complex technical issues for a non – technical audience ▪ Presents information, recommendations and issues concisely and clearly, using a number of formats, and adapting language to suit different readers ▪ Pitches the level of communication appropriately to gain the interest and commitment of the audience. ▪ Anticipates questions and objections to proposals and prepares effective responses. ▪ Presents case convincingly in an ordered and logical sequence, addressing any drawbacks to the ideas, basing arguments on facts and objective merits of the case

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
3. CUSTOMER AND QUALITY FOCUS:	
Continuously ensures high standards of quality and service delivery to meet customers' expectations.	
1	▪ Seeks to always deliver what is promised on time and to the quality standards required in order to meet customers' needs.
2	▪ Seeks feedback from clients, and continuously searches for ways to improve work performance and specific deliverables to enhance client service. ▪ Demonstrates thoroughness, accuracy and reliability in execution.
3	▪ Builds an independent opinion on client needs, problems or opportunities and possibilities for implementation. ▪ Sets high standards of quality and performance for self and others. ▪ Matches customer's needs to available and/or customised products or services. ▪ Improves and adapts products to changing customer demands.
4	▪ Works with a long-term perspective in addressing customers' problems. ▪ Balances costs of improvements in customer services and quality against customer requirements. ▪ Assesses market data to anticipate future trends in customers' needs and expectations and gears up to deal with those. ▪ Examines business plans and actions for services and their effect on the delivery of effective solutions for customers. ▪ May influence key external bodies to introduce systems and practices, which take the industry forward to new standards of quality, integrity and customer service.

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Level	Attributes
4. METHODICAL: Works in an organised, logical and efficient manner.	
1	▪ Likes to work in a tidy manner keeping paper work and records in order. ▪ Deals with a number of activities in an organised, logical and efficient manner.
2	▪ Prioritises tasks according to importance and deadlines to be met. ▪ Understands how to separate and combine tasks into efficient workflow.
3	▪ Monitors processes to ensure correct methods are followed to achieve sustainable efficiency and productivity in the long-term. ▪ Allocates resources appropriately according to priorities and delegates tasks and duties to ensure a smooth workflow.

Level	Attributes
5. STRATEGIC VISION: Demonstrates awareness of and/or anticipates changing environmental trends, market opportunities and competitive threats. Develops a clear vision of the desired future state of the team/function/organisation.	
1	▪ Demonstrates awareness and interest in the broader socio-economic, political and environmental issues and/or events and can perceive the impact that these events or issues may have on the job, function, or organisation, for example crime, floods, etc
2	▪ Based on awareness of the broader socio-economic, political and environmental issues, makes suggestions to combat any negative impact on the team, function or organisation.
3	▪ Demonstrates awareness of changing environmental trends, market opportunities and competitive threats. ▪ Understands the organisation's strengths, weaknesses, opportunities and threats. ▪ Is up to date on changes in trends and best practices within own area of responsibility. ▪ Initiates ideas to improve the performance of the team, function or organisation. ▪ Develops a clear vision of the desired future state of the team, function or organisation, taking cognisance of the internal and external environment.
4	▪ Anticipates changes in environmental and market trends. ▪ Understands the impact that these will have on the organisation and comes up with strategic initiatives (3 years ahead or more) to minimise any negative impact and to ensure a competitive advantage.

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Level	Attributes
6. FINANCIAL AND BUSINESS ACUMEN: Understands the economic drivers in the industry. Recognises or creates business & profit opportunities for the team and/or organisation and exploits opportunities to improve results.	
1	▪ Recognises business & profit opportunities for the team, function or organisation. ▪ Demonstrates awareness of the financial and business drivers in the Government/Ministry. ▪ Uses contacts and relationships to create value for the team, function or organisation. ▪ Sets aggressive, but achievable financial and performance goals for the team, function or organisation and monitors progress.
2	▪ Ensures that measurements are in place to provide an accurate picture of the execution of strategies for the team, function or organisation. ▪ Questions current practice in a constructive manner with an eye on the competitive practices of competitors.
3	▪ Anticipates and creates business & profit opportunities for the organisation and relates the cost to profit in order to exploit the opportunity to improve results. (i.e. track record of successfully exploiting business opportunities for the firm.)

Level	Attributes
7. ANALYTICAL THINKING: Understands difficult or complex situations by breaking them down into manageable parts.	
1	▪ Breaks down problems and sees basic relationships: Breaks down problems into simple lists of tasks or activities, without assigning values. ▪ Takes apart problems into pieces.
2	▪ Links together pieces in a single link (A leads to B). Can separate into 2 parts: pros and cons. ▪ Sorts out a list of tasks in order of importance. ▪ Completes a series of tasks in a methodical manner taking into account interdependencies.
3	▪ Sees multiple relationships: Breaks down a problem into smaller parts and makes multiple causal links i.e. identifies several potential causes of events, several consequences of actions or multiple-part chain of events. (A leads to B leads to C leads to D). ▪ Analyses relationships between several parts of a problem or situation. ▪ Anticipates obstacles and thinks ahead about next steps.
4	▪ Makes complex plan or analyses: Uses several analytical techniques to break apart complex problems into component parts. ▪ Uses several analytical techniques to identify several solutions and weighs the value of each.

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Level	Attributes
8. PROBLEM SOLVING AND DECISION MAKING: Systematically thinks through the facts of various options, identifies alternative solutions, uses judgement to weigh up the pros and cons of each solution, and selects the best option.	
1	▪ Knows when to seek advice or information before making a decision. ▪ Uses own experience and/or that of the team and others to solve problems.
2	▪ Looks at problems in a way that generates a real understanding. Clarifies the "real" problem through appropriate questioning and data gathering. ▪ Considers the problem from a number of viewpoints. ▪ Understands the consequences of identified options before making the decision. ▪ Assesses the value of government policies, programmes, and interventions prior to making a decision
3	▪ Systematically thinks through the facts of various options, identifies alternative solutions, and uses judgement to weigh up the pros and cons of each solution. ▪ Selects the best option available. ▪ Makes sound, timely and realistic decisions, adopts a fair approach, even when under pressure.
4	▪ Bases decisions on their effect on organisational resources, constraints and values. ▪ Evaluates decisions against their contribution to achieving the organisations mission, including future impacts. ▪ Selects the best option envisaged for the long term. ▪ Assesses economic, political and social implications (upside and downside) of programme or policy options and integrates these with a consideration of the more difficult to measure stakeholder interests and the need to build consensus. ▪ Acts proactively and analyses the pros and cons of delivery options and potential impact and arrives at sound decisions.

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Level	Attributes
9. TEAMWORK AND COOPERATION : Shows a genuine intention to participate and work co-operatively with others in the pursuit of team goals.	
1	▪ Shows a genuine intention to participate and work co-operatively with others. ▪ Takes account of the impact of ideas and actions on other people in the team. ▪ Supports team decisions. ▪ Is a good team player; does his/her share of the work.
2	▪ Is sensitive to the needs of team members; will compromise in order to achieve "win/win" solutions. ▪ Keeps team members informed and up-to-date, and shares all relevant/useful information. ▪ Expresses positive expectations and speaks of team members positively. ▪ Values and contributes to team spirit.
3	▪ Works constructively with others in the pursuit of team goals; will not pursue personal goals at the expense of team objectives. ▪ Is aware of the different abilities and expected contributions of team members. ▪ Solicits ideas and opinions to help form specific decisions or plans. ▪ Invites all members of the group to contribute to processes. ▪ Acts to promote a friendly climate, good morale and co-operation. ▪ Solicits and values others' input and expertise. Gives constructive criticism to team members to improve performance.
4	▪ Resolves team conflicts. ▪ Promotes or protects the group's reputation with outsiders, upholding a positive view of the team throughout the organisation. ▪ Gives credit to others publicly who have performed well (e.g. informs other members of the team or people outside of the team of the individual's achievement) ▪ Promotes cross-functional teamwork and co-operation.

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Level	Attributes
10. USE OF TECHNOLOGY : Accepts and implements information technology in work activities to enhance organisational performance.	
1	▪ Proficient in the use of relevant computer systems ▪ Uses information systems daily and performs work activities using relevant programmes/application/ software (word processing, spreadsheets and network).
2	▪ Incorporates technology into work activities. ▪ Leads, facilitates and ensures that information technology processes are incorporated into the strategic processes of the Ministry. ▪ Uses information technology to enhance team and organisational performance
3	▪ Keeps up – to – date on new trends in information technology. ▪ Capitalises and exploits the value of information to help the Ministry meet its goals. ▪ Ensures proper skills and resources are in place to link information technology with governmental strategy ▪ Ensures that appropriate information technology systems and skills are in place to facilitate effective data management and analysis. ▪ Aligns information technology with the operations of the Ministry by working closely with relevant personnel. ▪ Fosters an environment that favours the adoption of appropriate technologies ▪ Implements programme innovations through the application of emerging information technology ▪ Develops the strategic direction of information technology based on business requirements and drivers. ▪ Integrates new programmes/application/ software into work activities. ▪ Trains others to use systems ▪ Partners in developing the Ministry's technology strategy

APPENDIX D:
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Level	Attributes
11. IMPACT AND INFLUENCE : Makes a favourable impression on others by commanding respect and attention. Brings about change by convincing others to adopt new ideas or courses of action.	
1	▪ Creates a favourable impression by being concerned with own reputation and appearance.
2	▪ Uses direct persuasion in a discussion or presentation, e.g. appeals to reason, others' self interest, uses visual aids, examples or demonstrations, without attempting to adapt the presentation to the interest and level of the audience.
3	▪ Builds and nurtures good working relationships, both within and outside own area of responsibility to gain support prior to promoting own case. ▪ Adapts a presentation or discussion to appeal to the interest and level of others. ▪ Anticipates questions and objections to proposals and prepares effective responses. ▪ Anticipates the effect of an action on people's image of oneself.
4	▪ Uses group process skills to lead or direct a group. ▪ Uses chain of indirect influence to have a specific impact, i.e. gets A to show B so that B will tell C, etc. ▪ Helps others see intangible rewards they may receive through supporting a position, idea or proposal. ▪ Addresses emotions present in opposing views and identifies and resolves causes of resistance. ▪ Makes case acceptable by linking it to the organisation's values, others' interests, wishes and plans.

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COMPETENCY FRAMEWORK

12. INITIATIVE: Acts independently and does more than is required or expected in the job, does things that no one have requested, which will improve or enhance job results and avoid problems.	
Level	**Attributes**
1	▪ Recognises and acts upon present opportunities or overcomes obstacles to address present problems. ▪ Acts on own initiative and does more than is required or expected in the job, does things that no one has requested, which will improve or enhance job results and avoid problems. ▪ Takes on extra tasks which fall outside of area of responsibility without being required to do so. ▪ Is resourceful and action-orientated, ensuring that the job gets done despite obstacles. ▪ Acts quickly and decisively in a crisis instead of hoping that the problem will resolve itself.
2	▪ Creates opportunities or minimises potential problems by putting in extra effort. ▪ Acts and thinks ahead. ▪ Anticipates and prepares for a specific opportunity or problem that is not obvious to others. ▪ Initiates and completes new projects which fall outside of own area of responsibility without being required to do so. ▪ Takes action to create long term opportunities or avoid future crises. ▪ Gets others involved in unusual extra efforts to achieve results.
3	▪ Only refers upwards when absolutely necessary ▪ Can be relied on to take action when necessary without prompting
4	▪ Will take the initiative on issues in the interest of the organisation, even if it's not within ones area of responsibility ▪ Anticipates potential problems and puts in corrective measures

APPENDIX D:
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Level	Attributes
13. PLANNING AND ORGANISING: Plans, organises and structures time. Is meticulous, quality conscious and thorough in the approach to organisational activities.	
1	▪ Accurately judges and prioritises time scales. ▪ Meets deadlines ▪ Plans in advance and prioritises tasks. ▪ Adopts a systematic approach to handling tasks. ▪ Identifies and resolves own errors. ▪ Sets personal goals and objectives
2	▪ Meets deadlines, thinks ahead and allocates enough time to tasks. ▪ Keeps supervisors informed of progress and will let them know if timescales slip, and what they are doing about it. ▪ Scrutinises reports and checks for any inaccuracies. ▪ Designs programme and project infrastructure(s) needed to achieve goals and objectives ▪ Budgets and allocates resources across multiple activities ▪ Assesses progress against plans and modifies plans where necessary
3	▪ Surpasses deadline expectations, while delivering at the highest quality ▪ Scrupulous about minute details. ▪ Thoroughly checks individual and group reports ▪ Checks for accuracy of work, including those not within their immediate portfolio ▪ Monitors and makes decisions to achieve operational goals

APPENDIX D:
COMPETENCY FRAMEWORK

14. GOAL/RESULT ORIENTED: The extent to which individuals act in ways to actively pursue and promote organisational goals	
Level	**Attributes**
1	▪ Displays enthusiasm in the pursuit of goals ▪ Can determine the relative importance of results, and can allocate resources accordingly ▪ Makes attempts to motivate self in order to improve performance ▪ Actively pursues goals ▪ Applies good judgement, and seeks out relevant information to facilitate the achievement of desired results ▪ Is dedicated to the organisation and contributes to the achievement of departmental and organisational goals ▪ Meets goals within established timeframes
2	▪ Is relentless in the pursuit of goals ▪ Possesses good judgement, and is thorough in the search for relevant data which facilitates achieving desired results ▪ Determines the importance of achieving specific results and properly allocates resources to achieve same ▪ Demonstrates dedication to the organisation ▪ Motivates self and others and creates own measure of excellence ▪ Meets goals within the established timeframe
3	▪ Relentlessly pursues and accomplishes individual and organisational goals, often surpassing established timeframes ▪ Determines the importance of achieving some goals in relation to others ▪ Is a consistent motivating force behind the promotion and pursuit of goals ▪ Incorporates good judgement to already existing information to facilitate the achievement of desired results

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
15. LEADERSHIP: The extent to which individuals provide vision, direction, allocates responsibilities, delegates and motivates staff in their team, including leading by example and "walking the talk"	
1	▪ Acknowledges the contributions of others ▪ Is able to get people to go beyond the call of duty
2	▪ Delegates authority and decision making to the lowest practicable level ▪ Provides guidance and direction to subordinates ▪ Accessible to staff ▪ Focuses group attention on the tasks to be accomplished ▪ Communicates objectives and sets required standards of performance
3	▪ Demonstrates personal commitment to high standards ▪ Actively promotes the team approach and keeps the team focused on the task at hand ▪ Provides a clear sense of direction for the department/ unit ▪ Inspires enthusiasm and positive attitudes to work ▪ Supports and takes responsibility for all decisions irrespective of outcome ▪ Raises morale, brings out the best in people and helps them achieve beyond their expectations ▪ Maintains high standards and ensures team output is of the highest level ▪ Walk the talk

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
16. INTEGRITY: Demonstrates sound ethical standards, showing consistency between values and behaviours to build trust and credibility.	
1	▪ Is open and honest in all situations. ▪ Recognises own negative feelings or mistakes, i.e. does not blame others. ▪ Expresses thoughts even when it is not required, or when it would be easier not to be open about a situation.
2	▪ Takes actions, which are consistent with sound beliefs and values, even when it is not easy to do so. ▪ Takes pride in being trustworthy. ▪ Is true to one's word and follows through on personal commitment and promises, thereby earning the trust and credibility of others. ▪ Maintains confidentiality of sensitive information.
3	▪ Does not compromise on ethical standards, i.e. does what is right, not what is politically expedient (e.g. speaks out even when the consequences may be negative). ▪ Personally models desired values and behaviours, i.e. walks the talk. ▪ Takes responsibility for and publicly admits having made a mistake.
4	▪ Confronts potentially unethical behaviour and does not ignore such occurrences. ▪ In a deal, ensures there is full disclosure, mentioning the costs or drawbacks as well as the advantages of the deal.

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
17. SOCIAL SKILLS: The extent to which individuals know situations in which to display specific appropriate behaviours according to the business and social environments they are in.	
1	▪ Is able to display social graces in limited environments ▪ Has basic knowledge of non – business events/ issues ▪ Is able to display sensitivity to cultural differences
2	▪ Interprets and responds appropriately to body language/ non – verbal cues ▪ Is aware of, and is able to discuss non - business related events/issues ▪ Manages own behaviour without instruction from others ▪ Participates in social conversations and events when invited
3	▪ Is cognizant of different cultures and displays proper social graces in keeping with the setting s/he is in ▪ Responds appropriately to social cues and displays appropriate behaviours in keeping with these cues ▪ Chooses words carefully, taking surroundings and audience into consideration
4	▪ Makes a positive, lasting impression at all times ▪ Remains current on a wide cross section of issues ▪ Actively imparts social skills to team members ▪ Displays appropriate social graces ▪ Instinctively sensitive to all social environments

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
18. COMPLIANCE: The extent to which individuals adhere to, and ensures adherence to organisational and regulatory policies and guidelines.	
1	▪ Accepts allocated tasks readily and responsibly. ▪ Adheres to rules, regulations, internal control systems and established frameworks ▪ Operates within organisational guidelines.
2	▪ Enforces policies and regulations to be complied with. ▪ Questions current practices in a constructive manner ▪ Supports the status quo
3	▪ Applies accuracy and reliability of internal control to protect organisational assets (i.e. financial reporting and privacy of information). ▪ Ensures adherence to government policies, rules, regulations, established frameworks and internal controls. ▪ Develops and implements appropriate internal control systems. ▪ Implements corrective action to address control deficiencies. ▪ Establishes procedures to monitor adherence to rules and regulations. ▪ Plans, and carries out appropriate compliance tests to ensure adherence ▪ Is able to identify compliance breaches

Level	Attributes
19. ADAPTABILITY: The extent to which an individual can adapt to, and work effectively within a variety of situations, and with a variety of individuals and groups	
1	▪ Is able to maintain performance level if working in new situations ▪ Is able to adjust to new situations/environments/cultures ▪ Changes approach if instructed to do so
2	▪ Adapts ones approach as the requirements of a situation change ▪ Easily accepts changes in requirements of the job ▪ Readily adapts to the culture of the working environment
3	▪ Demonstrates the internal motivation to change oneself, if it will further the companies goals and objectives ▪ Demonstrates knowledge sufficient to build appropriate alternatives to existing processes or projects

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
20. TECHNICAL SKILLS: The extent to which an individual demonstrates in-depth and up-to-date knowledge and technical expertise relevant to their area of expertise	
1	▪ Possesses basic skills for the job
2	▪ Keeps up to date in knowledge and techniques for own job
	▪ Solves most technical problems and requires little direction for determining a course of action
	▪ Applies training undertaken to on the job activities
	▪ Understands skills within ones areas of expertise, and is able to grasp the importance of changing information
	▪ Develops creative ideas, and applies knowledge to one's job
3	▪ Demonstrates very sound knowledge/ technical expertise
	▪ High quality decisions made within ones area of expertise
	▪ Has in depth knowledge of matters relating to ones area of expertise
	▪ Applies technical expertise innovatively across a range of problems
	▪ Takes opportunities to expand knowledge so that one can tackle wider areas of knowledge
4	▪ Readily applies technical expertise to resolve difficult problems efficiently
	▪ Possesses in depth knowledge of ones area of expertise
	▪ Accepts and applies new information as it relates to ones relevant skills area
	▪ Possess excellent working knowledge of all matters relating to ones specific area of concern

APPENDIX D:
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Level	Attributes
21. PEOPLE MANAGEMENT: The extent to which Managers effectively select, and develop employees through training, mentoring, job rotation; planned and scientific recruitment.	
1	- Supports and encourages staff training - Links training with organisational goals - Ensures that employees attend designated training sessions, and follows up to ensure the efficiency of training courses - Sets performance objectives and gives feedback - Appraises staff and facilitates feedback from them
2	- Identifies training needs and ensures that training is made available to members of staff - Fosters a culture of continuous learning and self development - Facilitates learning and self development throughout the organisation - Helps employees to define their work objectives - Helps employees identify and meet long term career, training and developmental needs - Links employee training with organisational goals and development
3	- Links training with organisational goals and employee development - Creates a climate in which training and development are valued - Fosters, and encourages others to embrace organisational cultures geared toward employee self development - Plans, designs, recommends and /or delivers training programmes to employees - Sets performance objectives and methods to assess staff - Coaches employees to enhance their skills and adds to the organisation's skills base - Creates an atmosphere in which staff can realize their full potential - Sets standards and methods of appraisal criteria

APPENDIX D:
COMPETENCY FRAMEWORK

22. INTERPERSONAL SKILLS:
The extent to which individuals display sensitivity towards others, interacts collaboratively with colleagues and are able to build long-term internal and external relationships and gain their support.

Level	Attributes
1	▪ Interacts with others outside of immediate circle ▪ Establishes internal partnerships for immediate (i.e. short – term) purposes
2	▪ Establishes partnerships with internal and external colleagues ▪ Interacts with colleagues irrespective of grade ▪ Is aware of, and makes accommodations for others
3	▪ Maintains existing partnerships and alliances, and seeks and builds upon new ones ▪ Identifies optimal solutions to meet the needs of key stakeholders
4	▪ Builds and maintains partnerships with colleagues ▪ Effectively finds solutions to meet the needs of all stakeholders

23. MANAGING PARTNERS:
The extent to which individuals are able to influence persons outside of one's own unit to achieve desired objectives.

Level	Attributes
1	▪ Has influence over others/ stakeholders ▪ Establishes working arrangements with relevant departments to achieve specific objectives
2	▪ Presents controversial issues in a factual persuasive manner ▪ Does not avoid conflict, but knows where to draw the line and when compromise is appropriate ▪ Acts as a facilitator and assists in making effective trade-offs ▪ Establishes and maintains a network of potential partners with whom agreements and arrangements can be developed ▪ Adapts to changing needs and seeks to develop long term relationships
3	▪ Influences stakeholders to follow a certain direction where direct control is impossible ▪ Works to tie results to resources ▪ Actively listens and uses sensitive probing to get to the root of problems quickly ▪ Facilitates negotiating arrangements and ensures, where possible, that there are effective trade offs ▪ Establishes wide ranging and complex relationships with a number of partners ▪ Has considerable autonomy in the nature and direction of the relationship ▪ Leads other staff in developing a partnership development culture

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
24. CHANGE MANAGEMENT: The ability to maintain effectiveness in a changing environment and the willingness to respond quickly and positively to change. The ability to lead others through change and manage their concerns.	
1	▪ Understands and appreciates the need for changes to be made in the organisation or in job requirements ▪ Adjusts to changes appropriately, maintaining effectiveness and productivity
2	▪ Sees the change process from a number of different viewpoints to gain a deeper understanding of its implications ▪ Serves as a catalyst, identifies and implements processes for change ▪ Provides effective communication/ information to team/function/organisation to keep everyone informed of the change process ▪ Drives change in a function/ unit or throughout the organization
3	▪ Provides support and compassion for the team or individuals through difficult periods of adjustment (e.g. counselling) ▪ Identifies and develops appropriate change strategies and processes to achieve transformational objectives ▪ Identifies the need for change to achieve organisation transformation ▪ Provides a compelling case for change and a clear vision of the future ▪ Develops a network of strong relationships across the organisation to consult regarding change ▪ Gives feedback to relevant change resources on issues, problems, or opportunities which arise during the transformation process, and addresses areas of concern where required ▪ Encourages the development of new ideas by the team to address and contribute to the change process ▪ Encourages a culture of embracing change ▪ Encourages team or colleagues to accept the changing environment

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
25. MANAGING THE CLIENT INTERFACE: The ability to work effectively with members to deliver an acceptable, client-centred and high quality service.	
1	▪ Focuses on meeting the needs of internal and external clients of the organization ▪ Communicates with clients, clarifies their needs and takes steps to involve others in activities that meet customers short and long term needs ▪ Seeks to deliver what is promised, on time and to the quality standards required in order to meet client's needs ▪ Seeks feedback from clients and continuously searches for ways to improve work performance and specific deliverables to enhancing client service ▪ Matches client's needs to available and/or customized products or services ▪ Improves and adapts products to changing client demands
2	▪ Works with long-term perspective in addressing clients' problems ▪ Balances costs of improvements in customer services and quality against client requirements ▪ Assesses market data to anticipate future trends in clients needs and expectations ▪ Participates actively with clients in conducting a general review of their needs ▪ Meets with clients regularly to discuss their medium and long term needs ▪ Examines business plans and actions for services and their effect on the delivery of effective solutions for clients ▪ Influences key external bodies to introduce systems and practices, which take the Service forward to new standards of quality, integrity, and customer service.

APPENDIX D:
COMPETENCY FRAMEWORK

Level	Attributes
26. MANAGING EXTERNAL RELATIONSHIPS: The ability to build partnerships with external bodies, customers and Government departments to ensure that external requirements are met.	
1	▪ Actively approaches customers (internal/ external) to identify and articulate their needs ▪ Takes ownership of customer requirements and monitors progress to ensure a satisfactory result
2	▪ Builds positive and productive business relationships ▪ Establishes formal working relationships ▪ Builds information relationships ▪ Maintains and uses a wide circle of contact
3	▪ Networks across Ministries and focuses on meeting the needs of customers internal and external to the organization
4	▪ Works to establish credibility or to make other impressions on others ▪ Builds rapport with individuals through information contacts ▪ Builds long term alliances with others inside and outside the Ministry an the Service

APPENDIX E1:
DOCUMENT TEMPLATES – OUTPUT FOCUSED JOB DESCRIPTION

—◆—▪—◆—▪—◆—▪—◆—▪—◆—▪—◆—▪—◆—▪—◆—▪—◆—▪—◆—▪—◆—

CIVIL SERVICE OF JAMAICA
OUTPUT FOCUSED JOB DESCRIPTION AND SPECIFICATION

Ministry/Entity: _____

JOB TITLE:	
JOB GRADE:	
DEPARTMENT:	
REPORTS TO:	
ACCOUNTABLE TO:	
MANAGES:	

This document is validated as an accurate and true description of the job as signified below:

_____   _____
Employee   Date

_____   _____
Manager/Supervisor   Date

_____   _____
Head of Department/Division   Date

_____   _____
Date received in Human Resource Division   Date Created/revised

APPENDIX E1:
DOCUMENT TEMPLATES – OUTPUT FOCUSED JOB DESCRIPTION

A. Job Purpose:

B. Key Outputs:

C. Key Responsibility Areas:

D. Performance Standards

E. Required Competencies:

F. Minimum Required Education and Experience:

G. Special conditions associated with the job:

H. Authority:

APPENDIX E2: DOCUMENT TEMPLATES – UNIT WORK PLAN

– ■ – ■ – ■ – ■ – ■ – ■ – ■ – ■ – ■ – ■ – ■ – ■ –

TEMPLATE FOR A UNIT'S WORK PLAN
(N.B. EACH UNIT OBJECTIVE WILL REQUIRE ITS OWN WORK PLAN SHEET)

UNIT WORK PLAN: _____ **FINANCIAL YEAR:** _____

OPERATIONAL PLAN OBJECTIVE:

_____

_____

RELATED UNIT OBJECTIVE:

_____

_____

Major Task	Key Activities	Assigned to (Employee Name and/or Job Title)	Output	Performance Standard

APPENDIX E3: DOCUMENT TEMPLATES – INDIVIDUAL WORK PLAN – MANAGERIAL STAFF

WORK PLAN FOR MANAGERIAL STAFF	FORM PP1 - M	
RELATED OPERATIONAL / UNIT PLAN OBJECTIVE: _____ _____ STRATEGY: _____ _____	The evaluation score assigned to the actual result is determined using the following as the basis:	
	Surpassed performance standard (above 100%)	5
	Met performance standard (100%)	4
	Met most of the performance standard (75% - 99%)	3
	Met some of the performance standard (50% - 74%)	2
	Did not meet most of the performance standard (<50%)	1
INDIVIDUAL OBJECTIVE #1: _____ _____		

WORK PLAN FOR MANAGERIAL STAFF Financial Year : _____ Name : _____ Employee # _____					
Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Score 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
				Results Total	

Date Agreed: _____ Signatures: _____ (Manager/Snr.Dir.) _____(Snr.Dir./Permanent Secretary)

APPENDIX E4: DOCUMENT TEMPLATES – INDIVIDUAL WORK PLAN : NON-MANAGERIAL STAFF

WORK PLAN FOR NON-MANAGERIAL STAFF	FORM PP1 - NM	
RELATED OPERATIONAL / UNIT PLAN OBJECTIVE (if directly linked): _____ _____ INDIVIDUAL OBJECTIVE #1: _____ _____ _____	The evaluation score assigned to the actual result is determined using the following as the basis:	
	Surpassed performance standard (above 100%)	5
	Met performance standard (100%)	4
	Met most of the performance standard (75% - 99%)	3
	Met some of the performance standard (50% - 74%)	2
	Did not meet most of the performance standard (<50%)	1

WORK PLAN FOR NON-MANAGERIAL STAFF   Financial Year : _____   Name : _____   Employee # _____

Major Tasks	Outputs	Performance Standards	Resources Required	Evaluation Rating 1 2 3 4 5	Actual Result (out of 100 or 101% for exceeding standard)
				Results Total	

Date Agreed: _____   Signatures: _____ (Employee) _____ (Manager/Supervisor)

APPENDIX E5: DOCUMENT TEMPLATES – AGREED CHANGES TO INDIVIDUAL WORK PLANS

FORM PP2

AGREED CHANGES TO WORK PLAN	Financial Year : _____		Name of Officer : _____			Employee # _____		
INDIVIDUAL OBJECTIVE # AND TITLE	Major Tasks	Outputs	Performance Standards	Resources Required	Change Type A / D / C*	Reason	Signature of Employee & Date	Signature of Manager/Supervisor & Date

* A – Addition   D – Deletion   C – Change

APPENDIX E6: DOCUMENT TEMPLATES
AGREED MEASUREMENTS FOR COMPETENCE ASSESSMENT

FORM PP3

CIVIL SERVICE OF JAMAICA

COMPETENCE ASSESSMENT - AGREED MEASUREMENT MECHANISMS

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

JOB TITLE: _____

GRADE: _____ PERIOD: Financial Year _____ /_____

This form must be completed during the initial work planning meeting at the start of the financial year or agreed work period. The measurement mechanisms agreed should be reviewed during the year to ensure that they are practical and useful in determining whether the officer has demonstrated the requisite competencies in executing their job.

CRITICAL CORE COMPETENCIES - LIST NAMES		
REQUIRED LEVEL	CORE COMPETENCIES (Refer to Competency Framework for description of attributes)	Key Mechanism(s) for assessing performance
	1.	
	2.	
	3.	

CRITICAL TECHNICAL COMPETENCIES - LIST NAMES		
REQUIRED LEVEL	TECHNICAL COMPETENCIES (Refer to Job Description or agreed framework for description of attributes)	Key Mechanism(s) for assessing performance
	4.	
	5.	
	6.	

Signature (Manager/Supervisor) _____ Signature (Employee) _____

Date _____ Date _____

VERSION 2.0	**CIVIL SERVICE OF JAMAICA**
	PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____/____/____ TO _____/____/____

RELATED QUARTER OF FINANCIAL YEAR: Q1 ☐ Q2 ☐ Q3 ☐ OR Full Year Review ☐

---

1. JOB TITLE: _____	2. GRADE: _____

3. DATE STARTED IN CURRENT POST (yyyy/mm/dd): _____/_____/_____	4. NUMBER OF INTERIM REVIEWS PREVIOUSLY CONDUCTED IN THE CURRENT FINANCIAL YEAR: _____

5. PURPOSE OF THIS REVIEW:

Interim Evaluation ☐

Appointment ☐

Promotion ☐

End Of Financial Year Evaluation ☑

Other _____

_____

Before attempting to complete Sections A and B, please have the latest agreed work plan (Form PP1-NM or PP1-M) complete with the Actual Results Total and the Agreed Competence Assessment Mechanism (Form PP3)

SECTION A – QUANTIFIABLE OUTPUTS

Calculate the overall appraisal score for performance against quantifiable targets/outputs:

Overall Score for Quantifiable Outputs = Actual Results Total for all performance standards
_____
Maximum possible score if all performance standards are met at the level of 100%

A	B	C	D = B x C	E = A/D
ACTUAL RESULTS TOTAL FOR ALL STANDARDS	TOTAL NUMBER OF STANDARDS	STANDARD MET FULLY	MAXIMUM SCORE IF ALL TARGETS MET AT 100%	OVERALL SCORE FOR QUANTIFIABLE TARGETS
		100		

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____ TO _____

Actual Performance Rating Scale for Competencies

5	Excellent
4	Very Good
3	Good
2	Fair
1	Unsatisfactory

SECTION B (add rows as required to accommodate the list of critical competencies for the employee)

Appraisal against competencies (critical competencies as agreed and listed on FORM PP3).

Critical Core Competencies	Required Level	Actual Performance Rating	Critical Functional/Technical Competencies	Required Level	Actual Performance Rating
1.			1.		
2.			2.		
3.			3.		
4.			4.		
TOTAL				TOTAL	

PLUS

GRAND TOTAL/AGGREGATE SCORE =

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____ TO _____

CALCULATE THE OVERALL APPRAISAL SCORE FOR ALL COMPETENCIES:

Overall Score for competencies =

$$\text{Overall Score for competencies} = \frac{\text{Aggregate score for all competencies}}{\text{Maximum possible score if all competencies are demonstrated at the } \textbf{required} \text{ level with excellence}}$$

A	B	C	D = B x C	E = A/D
AGGREGATE SCORE FOR ALL COMPETENCIES	TOTAL NUMBER OF COMPETENCIES (CORE AND TECHNICAL)	RATING INDICATING COMPETENCE DEMONSTRATED WITH EXCELLENCE	MAXIMUM SCORE IF ALL MET AT REQUIRED LEVEL	OVERALL SCORE FOR COMPETENCIES
		5		

N.B. Overall performance ratings for competencies and targets should not vary by more than one level.

SECTION C
Calculate the Overall Performance Score

The employee's overall performance score is derived using the formula:

[(Overall score for quantifiable outputs X 0.6) +(Overall score for competencies X 0.4)]X 100
= Overall Percentage Performance Rating or Score

A	B	C = A x B	D	E	F = D x E	G = (C+F) x 100
OVERALL SCORE FOR QUANTIFIABLE OUTPUTS	AGREED WEIGHTING		OVERALL SCORE FOR COMPETENCIES	AGREED WEIGHTING		%
	0.6			0.4		

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____ TO _____

RECOMMENDATION(S):

Pay increment	☐		
Withhold increment	☐		
Award incentive[12]	☐ Level 1	☐ Level 2	☐ Level 3
Suitable for promotion	☐		
Job enrichment	☐		
Reassignment	☐		
Remedial Action	☐		
Probation	☐		
Dismissal	☐		
Other	☐	Please explain _____	

SECTION D: LEARNING AND DEVELOPMENT NEEDS

Learning and Development Needs (General Comments)

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[12] In keeping the established Rewards & Recognition framework

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____ TO _____

SECTION D: LEARNING AND DEVELOPMENT NEEDS (cont'd)

CURRENT POSITION	
Skills / Competencies To Be Enhanced Or Developed	Remarks

CAREER ASPIRATIONS	
4. Indicate the type of role, subject or functional area you are interested in	Timeframe within which you would like to move
5. State the main areas of expertise relevant to the desired career move	Remarks

6. Are you interested in secondment or loan opportunities?	YES ☐	NO ☐
7. Would you be willing to consider relocating, if required?	YES ☐	NO ☐

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____ TO _____

SECTION E: COMMENTS, SIGNATURES AND RECORD ENTRY

Manager's comments:
Make any general comments on the assessment, then sign and date this section

Signed:	Date:

Employee's comments:
Sign and date this section to show that you have seen, read and understood this assessment, including your manager's changes and comments. If you disagree with them in any way you should briefly say why here.

Signed:	Date:

CIVIL SERVICE OF JAMAICA
PERFORMANCE REVIEW

MINISTRY/DEPARTMENT: _____

NAME OF OFFICER: _____ EMPLOYEE # _____

PERIOD OF REVIEW (yyyy/mm/dd): _____ TO _____

Where applicable, the reviewing manager must complete this section when the sections above have been signed.

Reviewing manager's overall comments:	
Read this assessment and supporting documentation and make any comments/recommendations that you feel may be appropriate.	
Signed:	Date:

PLEASE RETURN THIS FORM TO THE MANAGER/SUPERVISOR FOR IT TO BE SUBMITTED TO THE HUMAN RESOURCES DEPARTMENT.

BEFORE SO DOING, THE MANAGER/SUPERVISOR MUST PROVIDE THE EMPLOYEE WITH A COPY AND RETAINED ONE AS WELL.

SUBMITTED TO HUMAN RESOURCES DEPARTMENT			
ACTION	Date	Manager's Signature	Received by (HR Dept.)
Completed appraisal submitted to the HR Department			

FOR HR USE ONLY		
ACTION	Date	Initial
1. Information entered onto system		
2. New form sent out to manager		
3. Section D (Learning and Development Needs) of the Form copied to Training Officer		

APPENDIX F:
GLOSSARY OF TERMS

TERM	MEANING
VISION	A high-level picture of what the entity intends to become to its stakeholders in the future (what things will look like when the mission is achieved). A challenging and memorable description.
POLICY	A statement of how Government translates its political vision into programmes and actions to deliver outcomes – desired changes in the real world
OUTCOMES	What actually happens as a result of specified outputs and how Government measures policy implementation. Outcomes are the final results of the products and services (and other outside factors that may affect performance). The overall end result based on the impact of the output/combination of outputs. Examples of outcome are: ▪ Well developed filing system ▪ Satisfied customers ▪ Effective decision making ▪ Reliable Health Care System
MISSION	The main purpose for which an entity or function exists – its reason for being. A succinct statement indicating what it does for whom, where and how (its operating philosophy).
STRATEGIC OBJECTIVES	High-level measurable statements of what is planned to be achieved in a given time period in order to contribute to the realization of the mission and ultimately the vision. Strategic objectives should be defined in all critical areas and should be complementary (i.e. working together for a common mission and not unrelated). E.g. "To adequately staff the Technical Services Division in areas critical to the success of major projects to be undertaken over the next three years"
STRATEGY	The "Game Plan" or approach to be taken in achieving the strategic objective(s). It provides direction for the types of outputs and activities required to achieve the strategic objectives. E.g. "To adequately staff the Technical Services Division in areas critical to the success of major projects to be undertaken over the next three years" Possible strategies could be "Building the competencies" (mainly internal recruitment) or "Buying the competencies" (mainly external recruitment).

APPENDIX F:
GLOSSARY OF TERMS

TERM	MEANING
OUTPUTS	Outputs (or accomplishments) are the products or services (the results) produced from activities designed to achieve strategic objectives and are generally described using nouns. Examples of outputs are: ▪ <u>Files</u> that are neat and complete ▪ Accurate **<u>guidance</u>** to customers ▪ <u>Report</u> that is complete and accurate <u>Miles of highway</u> constructed to world-class standards
TARGET	A performance target is the intended level of performance that is to be achieved within a specified period of time. It is therefore the measurable elements of an objective that defines (as is relevant) how much (quantity) of what (output) for whom (customer/target group), where (geographic location) and by when (time frame).
PERFORMANCE INDICATOR OR PERFORMANCE STANDARD	Defines what will be used to measure elements of the target in specific terms e.g. "accurate" (Quality), "miles of completed highway" (Volume), "by end of 1st quarter" (Time) and "within budget" (Cost). A performance indicator is therefore a description of what is measured to determine the extent to which objectives and outcomes have been achieved. It should be a **mutually agreed upon criteria used to describe how WELL an employee must perform, written to reduce subjective judgement.**
ACTIVITIES	Activities are the actions taken to produce results (outputs) and are generally described using verbs. Examples of activities are ▪ **<u>filing</u>** documents ▪ **<u>answering</u>** customer questions ▪ **<u>preparing</u>** reports
EFFICIENCY	The ratio of the output of an activity to the resources used to produce that output. Often expressed as unit cost (see below)
EFFECTIVENESS	The extent to which objectives are achieved
PERFORMANCE	An aspect of economy, efficiency or effectiveness usually involving an assessment of output against a predetermined objective or standard

APPENDIX F:
GLOSSARY OF TERMS

TERM	MEANING
STANDARD	A standard is a defined and usually the required minimum level of performance or accomplishment in the production/delivery of a product or service.
DOCUMENTATION	The process of creating a paper trail to record data such as discussions had with employee, results of those discussions, both supervisor and employee comments, agreements between the two
ONGOING PERFORMANCE COMMUNICATION	Communication between manager and employee all throughout the year to ensure that problems are identified early, and so there are NO SUPRPRISES during the performance appraisal.
PERFORMANCE REVIEW	Usually refers to a meeting to review and evaluate performance, involving supervisor and employee.
PERFORMANCE APPRAISAL	The regular process where an employee's performance for a given period is assessed by manager and/or employee. It is only one part of the performance management approach.

RATING ERRORS:

1. Contrast Effects	The tendency for a rater to evaluate a person relative to other individuals, rather than on the extent to which the individual is fulfilling the requirement of the job.
2. First Impression	The tendency of a rater to make an initial favourable or unfavourable judgement about an employee, that is not justified by the employee's subsequent job behaviour.
3. Halo Effect	Inappropriate generalization from one aspect of a person's performance to all aspects of the person's job performance.
4. Similar-to-me	A tendency for people to be judged more favourably who are similar, rather than dissimilar to the rater in attitudes and background, even if the latter are not job-related.
5. Central tendency	Consistently rating people at the midpoint of a scale.
6. Negative and Positive Leniency	Consistently rating people at the low end or high end of a scale.
7. Recency	The tendency to rate people based upon the most recent performance, instead of on the entire rating period. This usually occurs because the supervisor has no documented history of the employee's performance.

APPENDIX F:
GLOSSARY OF TERMS

TERM	MEANING
PERFORMANCE DIAGNOSIS	Often performance problems are a result of a number of factors, not just the fault of the employee. Performance management aims at improving performance, and to do so both manager and employee need to work together to identify barriers to great performance and work to overcome them.
PERFORMANCE MANAGEMENT	The larger process of defining what employees should be doing, ongoing communication during the year, linking of individual performance to organization needs, and the evaluating of appraising of performance.
PERFORMANCE PLANNING	The process of communication between manager and employee that results in MUTUAL UNDERSTANDING of what the employee is to be doing during the next period of time. Often includes setting objectives and standards of performance.
PROGRESSIVE DISCIPLINE	The process of addressing performance difficulties by first trying to help, then setting up increasingly strong consequences for failure to reach the desired levels of performance

APPENDIX G:
CONTACT DETAILS - OFFICE OF THE CABINET AND OFFICE OF THE SERVICES COMMISSION

Please address any questions or comments you may have on the Guideline Performance Management and Appraisal System to either of the entities listed below:

OFFICE OF THE CABINET

The Cabinet Secretary
Office of the Cabinet
1 Devon Road
Kingston 6
Jamaica
Telephone: 876-927-9941-3
E-Mail: info@cabinet.gov.jm

OFFICE OF THE SERVICES COMMISSION

The Chief Personnel Officer
Office of the Services Commission
30 National Heroes Circle
Kingston 4
Jamaica
Telephone: 876-922-8600
E-Mail: communications@osc.gov.jm

This Manual was developed and produced by the Technical Support Team to the Performance Management Implementation Team (PMIT) and is maintained by the Public Sector Reform Unit, Cabinet Office.

APPENDIX H:
DOCUMENT CONTROL RECORD

This Version #: 2.1	Date Revised: February 2006	Previous Version #: 2.0	Date Revised: November 2005

This section is the record of changes made to the Manual.

SECTION	HISTORY OF CHANGES MADE OR SECTION(S) ADDED	MANUAL VERSION #
Title Page	Title change. "Guidelines and Reference for System Implementation" to "Guideline System and Reference Manual"	2.0
Introduction	Statement added to highlight the category of employees that are subject to the fundamental principles of the PMAS	2.0
2.4	Conducting Interim Evaluations – include assessment of competencies	2.0
2.7	Supporting Documentation specified	2.0
2.8	Instructions for calculating the overall score for quantifiable targets and the overall score for Competencies	2.0
2.9	**Added** - sub-section dealing with "Transfers or Resignations before the End of a Financial Year"	2.0
3.1	Payment of Increment and Non-Financial Rewards – based on overall score for quantifiable outputs **and** competencies	2.0
3.2	Employees at the Top of a Salary Scale – information on where current information can be obtained	2.0
3.3	**Added –** Poor Performance	2.0
Appendix B2	Format (including but not limited to), wording of the meaning of the 1 – 5 rating scale	2.0
Appendix B3	Format (including but not limited to), wording of the meaning of the 1 – 5 rating scale	2.0
Appendix B4	Format – employee number added	2.0
Appendices C1 – C2	Format, wording of the meaning of the 1 – 5 rating scale, calculation of the overall score for quantifiable targets and the overall score for competencies	2.0
Appendices E2 – E7	Format (including but not limited to) – employee number added, wording of the meaning of the 1 – 5 rating scale; calculation of the overall score for quantifiable targets and the calculation of the overall score for competencies	2.0
Appendix H	**Added** – Document Control Record	2.0

APPENDIX H:
DOCUMENT CONTROL RECORD

This Version #: 2.1	Date Revised: February 2006	Previous Version #: 2.0	Date Revised: November 2005

SECTION	HISTORY OF CHANGES MADE OR SECTION(S) ADDED	MANUAL VERSION #
Appraisal Report	**Comment added –** the person being appraised must be allowed to see the comments of the Reviewing Manager (where applicable) <u>before</u> their Appraisal Report is sent to the Human Resource Division to be processed and filed. This comment has been added throughout the Manual wherever an Appraisal Report appears, in the section just after the Reviewing Manager's comments.	2.1

Changes approved by: _____

George A. Briggs
Performance Management Implementation Team (PMIT) Chairman and
Chief Technical Director - Public Sector Reform Unit

This Manual was developed and produced by the Technical Support Team to the Performance Management Implementation Team (PMIT) and is maintained by the Public Sector Reform Unit, Cabinet Office.