

# **Performance Management System in the Government of Ajman 2021**

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## **Chapter One: Definitional Framework**

### **Introduction**

The Government of Ajman operates under an ambitious vision that believes in institutional excellence and superior results. It relies on qualifying Emirati talents equipped with science, knowledge, and specialized expertise, and on anticipating the rapid developments in the business world and the government services sector to achieve the strategic goals of the Emirate.

The Human Resources Department in the Government of Ajman is also keen on developing effective human resources systems and more modern applications to align with the government's aspirations and raise the performance level of human resources units in government entities and their business practices. The Department has worked on developing one of its most important systems, the Performance Management System, and issuing this updated version in the Government of Ajman based on the best applicable practices.

The system focuses on establishing a culture of institutional performance development based on more accurate measurement results and indicators. It contributes to creating a happy work environment that encourages continuous communication and transparency, motivates increased productivity and effective plan achievement, and provides opportunities for learning and development.

### **Definitions**

<b>Definition</b>	<b>Term</b>
The Emirate of Ajman	The Emirate
The government of the Emirate.	The Government
The Ruler's Representative for Administrative and Financial Affairs.	The Ruler's Representative
Emiri Decree No. (4) of 2017 issuing the Human Resources Law in the Government of Ajman, its executive regulations, and the systems issued thereunder, or any other legislation that replaces them.	The Law

<b>Definition</b>	<b>Term</b>
Any department, institution, authority, council, agency, administration, or any other establishment under the Government of Ajman, whose budget is part of its annual budget. The term includes any other entity whose founding or reorganizing local legislation decides to subject its employees to the provisions of the Law.	Government Entity
The divisions within the organizational structure of the government entity, such as sectors, departments, sections, or others.	Organizational Unit
The administrative unit concerned with human resources in the government entity.	Human Resources Unit
Any natural person holding a civil position in a government entity, regardless of the nature of their work or job title. The term does not include workers whose employment is regulated by special regulations or systems.	Employee
The Gregorian year.	The Year
A mechanism for managing the performance of government entity employees in line with its strategic objectives, according to a specific organizational framework that ensures effective communication between employees and their managers and establishes a clear and transparent form of responsibility and accountability for achieving approved goals.	Performance Management
The Performance Management System in the Government of Ajman.	The System
The period of time taken to evaluate an employee's performance for a full calendar year.	Performance Cycle
The senior employee entrusted with the tasks and responsibilities of supervising their subordinates and evaluating their performance level.	Line Manager
The senior employee to the Line Manager, entrusted with the tasks and responsibilities of supervising their subordinates, evaluating their performance, and the performance of their organizational units.	Reviewing Manager
The goals set at the beginning of the employee's performance cycle, which are monitored during the year and evaluated at the end of the performance	Individual Objectives

<b>Definition</b>	<b>Term</b>
cycle. These are set according to specific criteria (Specific, Measurable, Achievable, Relevant, and Time-bound).	
The approved official document that includes the employee's individual objectives, indicators, targets, required levels of behavioral and technical competencies, and individual development plans.	Individual Performance Plan
The percentage that determines the priority of achieving the individual objective and its contribution to the performance evaluation score.	Objective Weight
The score given to the employee's performance for the evaluation of their individual objectives.	Performance Evaluation Score
The score given to the employee's performance for the evaluation of their behavioral competencies.	Competency Evaluation Score
The approved procedural document that includes corrective individual objectives, indicators, targets, and training programs necessary to improve the abilities and skills of an employee who received an evaluation score of (Needs Guidance / Needs Improvement).	Performance Improvement Plan
The committee formed in the government entity to review the employee's individual objectives and ensure their consistency with the strategic goals of the government entity, as well as to follow up on performance evaluation results and review and adjust the forced distribution quotas for the final performance evaluation results of employees in the government entity, not exceeding the percentage ceiling specified in the system.	Performance Management and Follow-up Committee
The process of reviewing the overall performance results and adjusting the distribution ratios of those results as stipulated in this system.	Forced Distribution Quotas
A working mechanism aimed at contributing to periodic review and continuous follow-up by the line manager on the employee's performance and their progress in achieving their objectives, and the subsequent notes, corrective steps, guidance, mentoring, or recommendations for training and learning to achieve better performance levels and the required quality of output.	Periodic Follow-up Mechanism

## **Scope of Application**

This system applies to all employees of government entities in the Emirate that are subject to the provisions of the Law.

## **System Objectives**

- To provide a clear and reliable mechanism for measuring, monitoring, following up, and evaluating employee performance accurately, effectively, and fairly, contributing to the achievement of the government entity's strategic goals.
- To motivate employees and drive their performance towards higher levels of productivity, better quality, and greater excellence through effective methods for achieving set goals and monitoring achievement indicators.
- To establish a scientific and logical methodology for linking rewards, incentives, and allowances to performance levels, training programs, leadership development, and recognizing outstanding achievements and results.
- To ensure a high degree of objectivity and transparency through continuous and constructive communication and dialogue between different levels.

## **Government Performance Management System Framework**

### **Inputs**

- Performance management system objectives
- Alignment with the government entity's strategy and government directives
- Support from senior leadership for the implementation of all system stages
- Consistency with talent management systems, career path plans, and approved learning and development programs

### **Performance Planning**

- Ensuring the definition of organizational unit objectives and linking them to strategic goals
- Defining individual objectives in line with organizational unit objectives
- Defining behavioral competencies

### **Performance Management**

- Guidance and mentoring
- Continuous review of individual performance plans
- Continuous follow-up and subsequent corrective actions
- Identifying key challenges and obstacles and finding solutions

## **Performance Evaluation**

- Semi-annual evaluation of employee performance
- Overall evaluation at the end of the year and making recommendations for learning and development or plans for improving poor performance
- Managing performance results according to the mechanism

## **Learning and Development**

- Identifying training needs and development opportunities based on the training and development recommendations in the evaluation.
- According to the requirements of career path plans and the requirements of talent management and leadership development programs.

## **Reward and Recognition**

- Implementing effective reward and incentive programs according to approved reward and incentive systems.
- Instant and in-kind reward programs
- Various certificates of thanks and appreciation according to the followed methodology.

## **Continuous Follow-up, Guidance, Mentoring, and On-the-Job Training**

### **Parties involved in implementing the system (Leadership - Organizational Unit Managers - Employee)**

## **Technical Support**

- Linkage and consistency with other human resources systems
- An effective electronic system for performance management
- Measurement and analysis of generated data

## **Organizational Culture**

- Corporate values of the government entity
- Flexibility and effectiveness of communication
- Institutional maturity
- Governance

## **Organizational Form**

- Flexibility and effectiveness of the government entity's organizational structure
- Jurisdictions of the government entity

## Outputs

- Achievement of the institutional and strategic goals of the government entity.
- Higher productivity and a better performance level in quality and excellence.
- More efficient and better-empowered human resources.
- Continuous development and learning programs.

Figure (1): Government Performance System Framework

## Key Features of the System

### 1. More Specific Individual Objectives Aligned with the Strategy

The employee's individual objectives are the cornerstone of the performance management system. They represent what the employee must achieve and focus on throughout the year, in line with their assigned responsibilities and the required competency levels. The employee's individual objectives are linked to the operational plans of their organizational unit and aligned with the strategic goals of the government entity. Here, the role of the Performance Management and Follow-up Committee becomes prominent in ensuring the formulation of employees' individual objectives and their alignment with the government entity's strategic plans at the beginning of the year (the planning stage at the start of the performance cycle).

It is worth noting here the necessity of defining the required competencies for each job role to enable the employee to achieve their job objectives, by using the behavioral and technical competency framework for government employees when setting individual objectives.

### 2. Continuous Follow-up, Guidance, Mentoring, and Evaluation

One of the most important features of this system is the continuous communication between the employee and their line manager. The system provides an effective mechanism for continuous periodic follow-up and semi-annual evaluation of employee performance in a manner that suits the nature of the government entity's work and its needs through the approved evaluation mechanism. The employee's performance is evaluated semi-annually to ascertain the extent to which they have achieved their approved individual objectives according to performance indicators, in addition to evaluating the employee's behavioral competencies. The "Periodic Follow-up Mechanism" for performance and business practices also supports this, which contributes to the application of the system and activates continuous communication between the employee and their line manager through feedback the employee receives periodically, followed by guidance, mentoring, and recommendations for training and learning. Performance results are accumulated at the end of the first half and the end of the second half, along with performance and training

recommendations and work progress notes, to contribute to preparing improvement and development plans at the individual and organizational unit levels.

### **3. Study and Analysis of Generated Data**

The new performance management system produces a lot of data and information, represented in recommendations and notes from performance reports collected through the "Periodic Follow-up Mechanism" mentioned in this system. Therefore, the effective management of this amount of data and information, and the subsequent analytical studies and measurement of productivity levels, contribute to a more accurate reading of the current situation of the government entity and its human capabilities. It also enables senior leadership to assess the overall performance of the government entity, thus enhancing decision-making effectiveness.

It is worth mentioning that this data and information can be relied upon as one of the most important inputs for career learning and development plans and programs in the government entity. It contributes to enhancing the effectiveness of talent management plans and programs, leadership preparation, succession planning, career paths, and rewards and incentives (promotions), which in turn enrich and enhance individual and overall institutional performance.

## **Roles and Responsibilities**

Given the importance of correctly implementing all stages of the system and effectively achieving its objectives, the tasks and responsibilities for each party involved in applying this system have been defined. This starts with coordination and integration of efforts among all parties concerned with implementing the system and providing the necessary support, as explained in the following points:

### **1. Human Resources Department**

- Raise awareness about the system and its procedures using appropriate methods.
- Provide support and advice on the system's applications.
- Review the effectiveness of the system's procedures in the government and update them as needed.
- Review the government entities' compliance with the approved forced distribution quotas for performance results.

### **2. Government Entity**

- Ensure the preparation of strategic and operational plans for the government entity in line with the specified timeframe for the system's stages.

- Ensure the implementation of all stages of the system at the government entity level and provide the necessary support to the parties involved.

### **3. Organizational Unit Concerned with Strategy in the Government Entity**

- Prepare the strategic plan for the government entity and ensure the operational work plans of the organizational units and the availability of performance indicators in line with the specified timeframe for the system's stages.
- Provide the Performance Management and Follow-up Committee with reports on institutional performance and the achievement rates of targets in light of the performance indicators related to the government entity's strategic plans.

### **4. Human Resources Unit in the Government Entity**

- Commit to managing and implementing the system's stages effectively, launching the performance cycle, and following up on the implementation of its various stages within the specified timeframes.
- Educate the government entity's employees about the system and provide them with advice during the implementation stages.
- Ensure that the government entity's employees set smart objectives and clear performance indicators and select appropriate competencies according to the approved competency map.
- Coordinate with the Performance Management and Follow-up Committee and provide it with the necessary data.
- Follow up on the processes of adjusting and aligning the final performance results of employees based on the decisions of the Performance Management and Follow-up Committee in the government entity.
- Study and analyze performance notes and recommendations issued by the system through the "Periodic Follow-up Mechanism," and utilize them in development and training plans and other human resources processes.
- Prepare reports related to the system and the effectiveness of its application, submit them to the Director-General, and share these reports with the concerned parties.
- Propose plans and initiatives that distinguish high-achievers and those with exceptional performance in the government entity to support a culture of creativity and excellence in government work.

### **5. Reviewing Manager**

- Ensure that all employees within their scope of responsibility have performance plans, review their indicators, and ensure their alignment with the

organizational unit's objectives and its operational plan according to the timeframes specified in the system.

- Review the outputs of the system's stages to ensure the effective achievement of targets and monitor the progress of work in achieving objectives, then provide guidance with notes and recommendations to increase implementation effectiveness.
- Ensure that all line managers within their scope of responsibility are implementing the system's stages.
- Work on increasing effective communication and cooperation among teams within their organizational unit.

## **6. Line Manager**

- Ensure that employees have a thorough understanding of the system and its procedures, particularly discussing and agreeing with them on individual objectives and targets for each half-year clearly, and defining the required levels of behavioral competencies according to the approved competency map.
- Prepare for discussion sessions, periodic follow-up, and evaluation with objectivity and transparency according to the achieved targets and within the specified timeframes as per the mechanism outlined in the system.
- Continuously monitor employees' performance and the subsequent corrective actions, guidance, and mentoring through the "Periodic Follow-up Mechanism" as stated in the system, which contributes to the success of the organizational unit in achieving its operational plan targets.
- Observe and follow up on underperformance and take necessary corrective actions to remove any obstacles to achieving targets.
- Provide necessary support and recommend appropriate training needs to ensure learning and development opportunities for the employee.

## **7. Employee**

- Discuss their individual objectives with the line manager and agree on the expected results and performance indicators for the year.
- Be keen to review with the line manager the level of progress in achieving their individual objectives and discuss any changes, difficulties, or challenges faced in achieving those objectives.
- Request support from the line manager and be keen to develop their skills to obtain correct information and increase their knowledge about their work topics in a way that serves the achievement of the required objectives.
- Document all achievements and tasks assigned to them and provide them to the line manager during the evaluation.
- Commit to implementing their training and development plan and benefit from it in developing their skills and abilities in a way that serves their individual development and the achievement of expected performance levels.

## **8. Performance Management and Follow-up Committee**

- Ensure the alignment of the government entity's strategic plan and the operational plans of the organizational units with the individual objectives and targets of the employees at the beginning of the year, according to the mechanism stated in the system.
- Review performance results at the end of the performance cycle (evaluation year) and verify the achievement of the objectives and targets of the organizational units. It may also review the achievement of individual objectives and targets of the employees of the organizational units, partially or fully, if necessary.
- Study the performance reports submitted to it by the Human Resources unit or other organizational units if required.
- Review the final performance evaluation results of the government entity's employees in light of the requirements of the forced distribution quotas and ensure the optimal application of the distribution percentages according to the system.
- Submit the final performance evaluation results, after verifying the forced distribution quotas, to the competent authority for final approval.

## **Chapter Two: Stages of the Performance Management System**

### **Performance Management System Cycle**

The system cycle consists of four main stages: the planning stage, the semi-annual performance evaluation stage, the stage of reviewing and adjusting forced distribution quotas for performance results, and the reward and recognition stage according to approved incentive and reward systems, as shown in the following figure:

Figure (2): Performance Management System Cycle

#### **Stages:**

1. Planning Stage
2. Performance Evaluation
3. Adjusting Forced Quotas
4. Reward and Recognition

# First: Planning Stage

## Government Strategic Objectives

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## Government Entity Objectives

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## Organizational Unit Operational Plan Objectives

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## Employee's Individual Plan Objectives

Figure (3): Linking Employee's Individual Objectives to the Government Entity's Strategy

Figure (3) above illustrates the relationship that links the employee's individual objectives to the operational objectives of their organizational unit, leading up to the strategic goals of the government entity. The planning process is the first stage of the performance cycle and takes place from December to the end of January. During this stage, individual performance plans are prepared, which include setting individual objectives for each employee, the required behavioral and technical competencies, as well as individual training and development plans, with the aim of achieving the organizational unit's objectives linked to the strategic directions of the government entity. This stage is implemented according to the following steps:

Document

## Steps of the Planning Stage:

	Steps	Responsibility	Time Period
First	<ul style="list-style-type: none"><li>• Conducting workshops targeting both line managers and employees to raise awareness about the system, its stages, and to introduce/ remind them of its procedures.</li><li>• Announcing the start of the performance cycle.</li></ul>	Human Resources Unit	December - January

Steps	Responsibility	Time Period
Second	<ul style="list-style-type: none"> <li>Beginning the planning stage.</li> <li>Introducing the approved operational plans and objectives of their organizational unit, presenting them to their employees, and discussing them.</li> <li>Defining individual objectives and their weights for their employees, ensuring their clarity, and agreeing with them on performance indicators, achievement rates, and setting the timeframe for tasks to align with the approved operational plan and the evaluation mechanism as stated in this system.</li> <li>Defining behavioral competencies and their levels for their employees according to the approved competency map for each job.</li> <li>Discussing with the reviewing manager and approving the plans of their organizational unit, performance indicators, and achievement stages.</li> </ul>	Line Manager
Third	<ul style="list-style-type: none"> <li>Ensuring the alignment of the government entity's strategic plan with the operational plans of the organizational units and consequently with the</li> </ul>	January

Steps	Responsibility	Time Period
<p>individual objectives of the employees.</p> <ul style="list-style-type: none"> <li>Ensuring the formulation of individual objectives and targets for the employees of the concerned organizational unit (from 3 to 6 objectives) and dividing them over the approved stages according to the conditions and mechanism stated in the system.</li> </ul>		
Fourth	Approving individual objectives at the level of organizational units.	Employee, Line Manager
Fifth	Coordinating with organizational unit managers to follow up on the implementation of the first stage of the performance cycle.	Human Resources Unit

## Preparing the Individual Performance Plan

The employee's individual performance plan includes individual objectives and their performance indicators, the required levels of behavioral competencies to be achieved, and the learning and development plan. To ensure the proper preparation of the individual performance plan during the planning stage, the following must be considered:

### Formulating "SMART" Objectives - 3 to 6 Objectives

#### A. Defining and Formulating Objectives:

Employees' individual objectives are the core of the performance management system. They should be a practical translation of the government entity's strategic goals on the ground, represented in the form of operational plans for the organizational units. Hence, the importance of the objective-setting and formulation stage emerges as a crucial phase in which the employee and their line manager collaborate to implement the organizational unit's plans.

The employee's individual objectives represent a specific percentage - according to their job grade - of the total performance evaluation score (details to follow in

subsequent paragraphs), while the remaining percentage of the performance evaluation score measures the level of behavioral competency achievement. Employee objectives are defined and formulated to set priorities and direct their efforts towards what will be achieved during the year, with the number of objectives being no less than three (3) and no more than six (6) for all job categories, ensuring the clarity of indicators and targets to align with the timeframes of the system's stages and the approved evaluation mechanism in the government entity. Individual objectives must be effectively formulated as "SMART" objectives, which are somewhat challenging to showcase employees' abilities and potential, polish their skills, and distinguish superior and innovative performance patterns from others. The following points clarify the determinants for formulating individual objectives:

**• Specific:**

The objective must be clear, precise, and unambiguous: (Who are the targets for achieving the objective? What is the expected outcome of achieving the objective?).

**• Measurable:**

There must be clear indicators and criteria for measuring the objective: (A quantitative or qualitative standard by which the achievement of the objective can be measured; a number, quantity, percentage, grade, or any other mechanism to describe the quality of the desired result for the objective).

**• Attainable:**

The objective must be realistic and achievable: (What human, financial, or technical resources are required to achieve the objective? Are these resources available to the entity? Could there be obstacles to achieving the objective? What are the solutions to overcome them?). The objective should also include a degree of challenge to achieve it.

**• Relevant:**

The objectives should be linked to the directions and goals of the government and the government entity: (Is the objective related to the entity's strategic plan? Is it linked to the general objectives of the job and the organizational unit to which the employee belongs?).

**• Time-Bound:**

A clear timeframe must be set for achieving and completing the objective: (What is the timeframe for achieving the objective? What are the start and end points for achieving the objective? Is the timeframe realistic and compatible with the available resources to accomplish the objective?).

## **B. Determining Objective Weights:**

- Every line manager must assign a weight to each objective individually according to its priority for achievement, in a way that serves the relative importance of each objective compared to the other objectives set for the employee during the

performance cycle. They must also define the main directions the employee should focus on in their job tasks, ensuring that the total sum of weights is 100% according to importance.

- Weights may be adjusted before the start of the semi-annual performance plan according to the approved mechanism in the government entity, but they cannot be adjusted after the period is completed and the evaluation score has been recorded.

### **C. Defining Behavioral Competencies:**

After formulating the employee's individual objectives, the line manager clarifies the behavioral competencies and the required skill level for each competency as indicated in the employee's job description card, and according to the competency map developed for each job role in the government employees' behavioral competency framework. This should support the achievement of individual objectives and the implementation of projects in which the employee participates as a team member (if any). Behavioral competencies and their weights may not be modified at any stage of the performance cycle unless the employee is transferred to a new job.

### **D. Defining Technical Competencies:**

To ensure the employee's ability to effectively achieve their individual objectives as required, which necessitates possessing and applying technical and specialized knowledge and skills relevant to the nature of the job role and its responsibilities. By utilizing the guidelines provided in the technical competency framework for government employees and the competency maps for job roles, government entities must review the required technical competencies for each job according to the requirements of the job role. Below are two examples to illustrate the role of technical competency in formulating an objective according to the requirements of each job role (note that technical competency is not included in the evaluation process):

#### **Illustrative Example (1) Formulating the Objective according to the Technical Competency Level for a Training Executive:**

"Follow up on measuring the effectiveness of training according to the mechanism stated in the system for behavioral training programs to include a rate of no less than 80% of participants in the training plan during the 2021 training year."

Technical Competency Name	Technical Competency Level Description
(*) Learning and Development	<ul style="list-style-type: none"><li>• Demonstrate an appropriate understanding of the principles and practices of the learning and development process.</li></ul>

<p>Technical Competency Level 2</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to analyze learning needs in the entity to guide the preparation of annual learning and development activities.</li> <li>• Demonstrate the ability to plan internal and/or external resources to implement appropriate development activities.</li> <li>• Demonstrate the ability to design and review the annual training plan based on individual and group learning needs in the entity.</li> <li>• Demonstrate the ability to design and analyze opinion surveys for the purpose of improving future learning and development activities.</li> <li>• Demonstrate the ability to study the return on investment from learning and development activities.</li> </ul>
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**Illustrative Example (2) Formulating the Objective according to the Technical Competency Level for a Training and Development Department Manager:**

"Develop a guideline for training and development procedures and policies in the government entity by 100% in the third quarter of 2021, based on the approved operational plan."

<p>Technical Competency Name (*) Learning and Development</p>	<p>Technical Competency Level Description</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to develop learning and development strategies in the entity to ensure raising employee efficiency and retaining them.</li> <li>• Demonstrate the ability to develop strategies for return on investment from training.</li> <li>• Demonstrate the ability to develop policies, procedures, and processes related to learning and development (including leadership development programs, etc.).</li> </ul>
<p>Technical Competency Level 4</p>	

**Second: Performance Evaluation**

The first evaluation stage begins in the middle of the year (June - July), and the second evaluation stage is at the end of the year (December - January). Evaluation

meetings are held between the line manager and the employee to review and discuss the actual achievements against the pre-agreed targets/objectives for each stage. The performance level and behavioral competencies for each stage are evaluated on a scale of 1 to 5, in addition to identifying the development needs required for the employee's improvement and career development. In the year-end evaluation, the performance results of the first and second halves are cumulatively combined to obtain an overall score for the year's performance, as detailed in the following steps:

## Steps of the Performance Evaluation Process:

	Steps	Responsibility	Time Period
First	<p>The Human Resources unit informs all line managers and employees of the start of the performance evaluation stage, provides necessary technical support, and raises awareness of the procedures required to complete the stage and the specified date for its completion according to the system's mechanism.</p> <ul style="list-style-type: none"> <li>• Preparing for the evaluation meeting by reviewing the employee's performance file and the notes and recommendations from the periodic follow-ups ("Periodic Follow-up Mechanism") during the stage.</li> <li>• Studying the factors and circumstances affecting performance in comparison to the performance itself.</li> </ul>	Human Resources Unit	End of First Half (June) End of Second Half (December)
Second	<ul style="list-style-type: none"> <li>• Considering participation in sub-committees or additional work teams and any tasks or activities outside the defined objectives for the evaluation period.</li> <li>• Evaluating the pre-approved objectives and behavioral</li> </ul>	Line Manager	End of First Half (June) End of Second Half (December)

Steps	Responsibility	Time Period
	competencies, and clarifying development opportunities and their observations during the stage.	
Third	<p>1. Verifying the cumulative performance result for each stage of the employee's performance.</p> <p>2. Sending it to the reviewing manager to review the evaluation and provide feedback and opinions on the performance evaluation.</p> <p>3. Ensuring that items related to the employee's development are transferred to the individual performance plan.</p> <p>4. Discussing the evaluation with the reviewing manager, who may make changes to the employees' performance results, and informing the employee of any changes made during the discussion.</p> <p>5. Adding the employee's comments and notes, then approving the evaluation score.</p>	End of First Half (June) End of Second Half (December)
Fourth	Sending the original document after its approval by all parties to the Human Resources unit.	Reviewing Manager
Fifth	The Human Resources unit sends the employees' evaluation results to the Performance Management and	Human Resources Unit December

Steps	Responsibility	Time Period
Follow-up Committee to complete the procedures for adjusting and reviewing the results.		
The Performance Management and Follow-up Committee reviews the performance evaluation results and adjusts the forced distribution		Performance
Sixth quotas for the final performance evaluation results of the employees in the concerned government entity, not exceeding the percentage ceiling specified in the system.	Management and December	Follow-up - January
	Committee	

## Application Guidelines:

The annual performance evaluation meeting should be conducted in an atmosphere of transparency and openness. The line manager must do the following:

- Prepare in advance for the meeting by reviewing the employee's individual objectives and the notes and recommendations from periodic reviews.
- Give the employee the opportunity to participate, comment, provide feedback, and discuss all aspects of performance, including any obstacles and challenges they faced during the performance cycle, and ask clarifying questions to ensure the employee's perspective is understood.
- Discuss the objectives that have been achieved, and clarify the employee's strengths and areas for leveraging them, as well as areas for development and improvement.
- Focus on future performance and ensure the employee takes responsibility for improving the situation by proposing solutions to the problems and obstacles they faced.
- Give positive recognition to performance that enhances the organizational unit's objectives and put them on the most suitable career development path for their abilities.
- Set learning and development goals for the next performance cycle, to be recorded as the employee's training and development recommendations.
- Assign a performance score that corresponds to the employee's achievements according to the mechanism outlined in the system and conclude the meeting on a positive note.

# **Levels of Evaluation for Objectives and Behavioral Competencies:**

## **A. Objectives Evaluation:**

The line manager discusses with the employee the progress made in achieving the objectives agreed upon in the individual performance plan during the planning stage, which were reviewed during the periodic follow-up stage. They must agree together on the final performance results, mentioning and documenting all evidence in the plan. The employee's objectives are evaluated according to the following rating scale:

## **Evaluation Levels / Scores**

01 - Needs Improvement

02 - Needs Guidance

03 - Achieved

04 - Exceeds Expectations

05 - Outstanding

Figure (4): Evaluation Levels in the Performance Management System

<b>Evaluation Level</b>	<b>Level Description</b>
<b>Outstanding</b>	<ul style="list-style-type: none"><li>Effectively achieved all their objectives and positively exceeds performance indicators (timeframe/achievement rate) and agreed-upon targets.</li><li>Achieved additional objectives/targets beyond what was agreed upon in the performance plan (by a rate exceeding 120%) and achieved positive results at the government entity level.</li></ul>
<b>Exceeds Expectations</b>	<ul style="list-style-type: none"><li>Achieved their objectives effectively and efficiently and positively exceeded the performance indicators and agreed-upon targets.</li><li>Achieved additional objectives beyond those agreed upon in the performance plan (by a rate exceeding 100%).</li></ul>
<b>Achieved</b>	

<b>Evaluation Level</b>	<b>Level Description</b>
	<ul style="list-style-type: none"> <li>• Performs their work regularly and according to the performance indicators and agreed-upon targets in the performance plan, and looks forward to increasing their performance (their achievement rate for individual objectives ranges from 90% to 100%).</li> </ul>
<b>Needs Guidance</b>	<ul style="list-style-type: none"> <li>• Achieved most of their objectives but failed to achieve some according to the performance indicators and agreed-upon targets in the performance plan (their achievement rate for individual objectives ranges from 75% to 89%).</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• Often needs guidance from the line manager.</li> </ul> <p>The employee consistently demonstrates a performance level below expectations, as they do not meet the targets or may achieve only a part of them (according to the performance indicators and agreed-upon targets in the performance plan), and urgently needs to develop and improve their performance in many basic areas of work to reach the required level.</p>

## **B. Behavioral Competencies Evaluation:**

The line manager follows up on how the employee achieves their individual objectives according to the competency achievement indicators as stated in the job's competency map, using the approved behavioral competency framework. The employee's behavioral competencies are evaluated according to the following rating scale:

### **Leadership Spirit:**

- People Enabler
- Role Model
- Globally-Minded

### **Future Outlook:**

- Innovator and Change Catalyst
- Continuously Develops Self and Learns
- Future Forecaster

## **Achievement and Impact:**

- Focuses on Goals and Excels in Achieving Results
- Demonstrates Responsibility
- Makes Smart and Effective Decisions
- Communicates Effectively

Figure (5): Behavioral Competency Framework

<b>Level</b>	<b>Level Description</b>
<b>Outstanding</b>	The employee demonstrates a high ability to perform the required skills consistently and with great effectiveness, positively and strongly influences others, and shows no negative behavioral indicators.
<b>Exceeds Expectations</b>	The employee demonstrates all the required behaviors and skills in all situations and circumstances, positively influences others, and shows no negative behavioral indicators.
<b>Achieved</b>	The employee possesses most of the required behaviors and skills and does not show any negative behavioral indicators.
<b>Needs Guidance</b>	The employee demonstrates some of the required behaviors and skills but inconsistently and needs constant guidance and supervision, and may show some negative behavioral indicators.
<b>Needs Improvement</b>	The employee lacks most of the required behaviors and skills consistently and does not show tangible development or improvement despite guidance and mentoring, which negatively affects the work and threatens the performance of the organizational unit/team.

## **Performance Results:**

After completing the evaluation process for objectives and behavioral competencies, both the line manager and the employee must approve the result. The employee's approval serves as an acknowledgment of being informed of the result, not necessarily their acceptance of it. The overall performance results are calculated as shown below:

### **• Sum of Objective Results:**

The performance evaluation score for each objective is multiplied by its specific weight, and then the results are summed up.

- **Average of Behavioral Competency Results:**

The competency evaluation scores are summed up and divided by the number of approved competencies (10 competencies).

- **Final Performance Result:**

The final result is derived according to the approved mechanism for each job grade. If there are decimal places from 0.1 to 0.49, the result is rounded down to the nearest whole number. If there are decimal places from 0.5 to 0.99, the result is rounded up to the nearest whole number.

## **Ratio of Individual Objectives to Behavioral Competencies in Determining the Total Performance Score:**

<b>Jobs</b>	<b>Percentage Contribution of Objectives to Performance Result</b>	<b>Percentage Contribution of Behavioral Competencies to Performance Result</b>
Grade 1 to Grade 8	70%	30%
Grade 9 to Grade 14	-	100%

### **Hypothetical Examples of How to Calculate Performance Results:**

#### **Calculating the Sum of Objective Results:**

<b>Objective</b>	<b>Objective Weight</b>	<b>Final Score</b>	<b>Final Rating</b>
Objective 1	40%	3	$1.2 = (3 \times 40\%)$
Objective 2	30%	3	$0.9 = (3 \times 30\%)$
Objective 3	30%	3	$0.9 = (3 \times 30\%)$
Total	100%	3	

#### **Calculating the Average of Behavioral Competency Results:**

<b>Competency</b>	<b>Target Level</b>	<b>Final Score</b>
Competency 1	2	2
Competency 2	1	2
Competency 3	2	3
Competency 4	2	1

Competency	Target Level	Final Score
Competency 5	1	2
Competency 6	1	1
Competency 7	2	2
Competency 8	1	1
Competency 9	2	2
Competency 10	2	2

Total = Sum of Competency Evaluation Scores / 10 = 18/10 = 1.8

## Calculating the Final Performance Result:

### 1. For employees from Grade 1 to Grade 8:

- Grade 3: Weight of objectives: 70% and weight of behavioral competencies: 30%
- The sum of objective results (3) is multiplied by the specified weight for objectives (70%), resulting in = 2.1
- The average of behavioral competency results (1.8) is multiplied by the specified weight for behavioral competencies (30%), resulting in = 0.54
- The two results are added:  $2.1 + 0.54 = 2.6$ . The decimal is then rounded to the nearest whole number, making the final performance evaluation score for the employee 3 (i.e., Achieved).

### 2. For employees from Grade 9 to Grade 14:

- Grade 10: Weight of behavioral competencies: 100%.
- The average of behavioral competency results (1.8) is multiplied by the specified weight for behavioral competencies (100%), resulting in = 1.8
- The decimal is rounded to the nearest whole number, making the final performance evaluation score for the employee 2 (i.e., Needs Guidance).

## Third: Adjusting Forced Distribution Quotas for Performance Results

The process of reviewing and adjusting the forced distribution quotas for employee performance evaluation results is based on adhering to a specific percentage of employees for each performance level: (1: Needs Improvement), (2: Needs Guidance), (3: Achieved), (4: Exceeds Expectations), and (5: Outstanding) in each organizational

unit within the government entity. This mechanism is used for several reasons, the most important of which are:

- Assisting line managers in making informed decisions regarding the evaluation of their employees' performance by more accurately identifying the outstanding ones as well as those with low performance.
- Ensuring mutual, transparent, and evidence-based dialogue between the line manager and the employee, leading to the accuracy of the final scores awarded at the end of the performance management cycle.
- Increasing employee productivity and motivation by rewarding outstanding employees, providing opportunities for learning and career development, and possibly obtaining higher positions according to the promotion mechanism, as well as assisting low-performing employees and pushing them to a better performance level, supporting them with improvement and development plans.

### **Steps for Applying the Quota Adjustment Process:**

- The process of reviewing and adjusting the forced distribution quotas for performance results takes place after the annual evaluation meeting and before informing employees of the final performance evaluation results. The "Performance Management and Follow-up Committee" in the government entity reviews and adjusts the percentages to ensure fair evaluation, and its decisions are considered the final performance evaluation result for each employee. This is guided by the percentages specified in the following (Forced Distribution Quotas) table:

<b>Final Rating Score</b>	<b>Percentage of Employees from the Total Number of Employees (Min - Max)</b>
Outstanding	(0 - 5%)
Exceeds Expectations	(0 - 15%)
Achieved	(60% - 100%)
Needs Guidance	(0 - 15%)
Needs Improvement	(0 - 5%)

- The overall performance evaluation results are calculated, and the forced distribution quotas are applied based on the guidance provided in the table above.
- The final results are calculated based on the total number of employees included in the performance cycle evaluation for the concerned year.
- All employees included in the performance cycle evaluation for the concerned year are part of the process of reviewing and adjusting the forced distribution

quotas for the overall employee performance evaluation results, except for consultants and experts, as well as employees appointed on a part-time basis.

## **Fourth: Reward and Recognition**

The government entity may reward and recognize outstanding employees for their efforts according to various reward and recognition systems and programs, such as the incentive awards and performance bonuses system in the government. The entity has the right to distinguish innovators and those with exceptional performance through promotion programs, career development programs, and leadership preparation programs, provided that these decisions comply with the internal regulations of the government entity and the approved systems in the government.

# **03**

## **Chapter Three**

### **Periodic Performance Follow-up**

## **Periodic Performance Follow-up Mechanism**

The performance management system in the government places special importance on the process of communication between the employee and their line manager. The follow-up and review mechanisms during the performance cycle aim to ensure the continuity of this communication, including guidance, mentoring, and training. This is one of the most important roles that a line manager plays towards their employees, and it is the best way to identify the actual needs of employees for various training and development programs and plans in the government. Therefore, the success of the organizational unit's employees in achieving their targets is a success for the line manager in performing their main role, which revolves around monitoring the progress of achieving objectives and ensuring the clarification of the employee's important role in achieving their goals, and how this contributes to achieving the government entity's objectives. From another perspective, the system seeks to change the traditional role of the line manager, moving from a monitoring role to a supervisory role, which indicates an increase in institutional maturity and raises awareness of the concept of measuring work efficiency and improving productivity. The periodic follow-up stage provides an opportunity to discuss what has been accomplished, provide guidance and mentoring, as well as motivation and encouragement.

# Objectives of the Periodic Follow-up Mechanism

- To monitor progress in achieving objectives and performance expectations.
- To adjust objectives/targets if new developments or changes arise that require it.
- To identify any obstacles hindering the achievement of targets/objectives early on so that the situation can be corrected in a timely manner.
- To review the learning and development needs of the employee.
- To recommend corrective actions and provide guidance and mentoring.
- To identify underperformance early, allowing for faster corrective actions before the end of the year.
- To assess the employee's level of skills and technical knowledge, which clarifies the capabilities of the organizational unit to actually achieve the targets/objectives.

The system offers an "optional" mechanism to contribute to achieving periodic review and continuous follow-up of the employee's performance and to observe the progress of implementation throughout the performance cycle effectively. The "Periodic Follow-up Mechanism" (\*) allows for measuring the employee's performance and monitoring their progress in achieving their objectives, and the subsequent recommendations or corrective steps from the line manager to reach the required quality levels.

## Figure (6): Periodic Follow-up in the System

**Start-End of Year:** Evaluate work done on second-half performance results, evaluate overall annual performance, and set new objectives for the new year's plan.

**Periodic Follow-up (\*):** (OCT - NOV - DEC) The Monthly Check-In

### Review of Q3 Targets

**Periodic Follow-up (\*):** (JUL - AUG - SEP) The Monthly Check-In

**Mid-Year Evaluation:** Evaluate work done on first-half performance results.

**Periodic Follow-up (\*):** (APR - MAY - JUN) The Monthly Check-In

### Review of Q1 Targets

**Periodic Follow-up (\*):** (JAN - FEB - MAR) The Monthly Check-In

(\*) "Periodic Follow-up Mechanism" is an optional mechanism for continuously monitoring and recording the progress of task implementation and target achievement.

## Steps for Periodic Follow-up:

	<b>Steps</b>	<b>Responsibility Time Period</b>
First	<p>"Periodic Follow-up" meetings are held between the line manager and the employee from the first month of the performance cycle and continue monthly to review performance, discuss the level of objective achievement, identify key challenges and obstacles, and determine necessary areas for development.</p> <p>Identifying challenges and obstacles that prevent the employee from achieving the agreed-upon targets and devising appropriate corrective solutions (mentoring, guidance, corrective tasks, training recommendations). Here, the importance of the notes and recommendations resulting from these periodic sessions becomes apparent, which adds a vital role for periodic review in developing the employee's skills and abilities.</p>	<ul style="list-style-type: none"><li>• Line Manager</li><li>• Employee</li></ul>
Second	<p>Recording any adjustments to indicators, targets, objectives, or their weights that are related to strategic directions or corrective actions in the implementation of the operational plans of the concerned organizational unit, which requires the approval of the reviewing manager for these adjustments to the objectives.</p> <p>Also, adjusting targets or objective weights relates to the remainder of the performance plan and cannot be done</p>	Held periodically throughout the performance cycle
Third		<ul style="list-style-type: none"><li>• Line Manager</li><li>• Reviewing Manager</li></ul>

Steps	Responsibility Time Period
<p>retroactively (for past time periods).</p> <p>Preparing for the periodic sessions dedicated to performance follow-up through a preliminary self-assessment of their performance during the elapsed period and the progress made in their individual targets.</p> <p>The employee discusses any proposals or additions that would have an impact on achieving the target more effectively, and any notes related to seeking assistance with certain challenges.</p>	<p>Employee</p>
<ul style="list-style-type: none"> <li>The line manager records notes and recommendations on the performance level.</li> </ul> <p>Recommendations may include joining a behavioral or technical training program or recommendations for training according to different training methodologies to help the employee improve their performance level to achieve the best results.</p> <ul style="list-style-type: none"> <li>The Human Resources unit, in turn, records any updates and reviews these recommendations to select the most suitable training and development solution for the employees' requirements according to the approved training and development methodology in the government entity.</li> </ul>	<p>A continuous process throughout the year</p>

(\*) "Periodic Follow-up Mechanism" is an optional mechanism for continuously monitoring and recording the progress of task implementation and target achievement.

## Chapter Four

### Managing Underperformance

## Managing Underperformance

A line manager may encounter an underperforming employee. In such cases, the line manager must take certain actions or steps to improve the underperformance or deal with it through other measures. In all cases, the human resources organizational unit must be consulted when discussing the situation before taking any action to address underperformance. The following are the steps that the line manager should follow:

### Step 1:

Diagnose the problem and identify the underlying causes of the poor performance. Take into account factors beyond the employee's control. (The cause of poor performance might be one of the following factors):

- The employee did not receive sufficient guidance from the line manager, or they did not have a clear picture of what was expected of them.
- They were unable to do the work because they lacked the ability or sufficient experience or the required skills.
- They do not want to do the work because they have a negative attitude towards the line manager or are facing personal problems or other challenges in the work environment.

### Step 2:

Agree with the employee on the necessity of taking immediate action to improve their performance (e.g., changing the employee's negative attitudes towards work challenges and clarifying the objectives of their job role).

### Step 3:

Develop a training plan to improve performance, which may include specific workshops, on-the-job training, completion of specific practical tasks, mentoring and guidance programs, or any other training solutions identified by the concerned Human Resources unit. The employee must be alerted to the consequences of not improving. The employee's progress in the improvement plan is then evaluated.

#### **Step 4:**

If no improvement in their performance level occurs during that period, the government entity may take the necessary measures as stipulated in the Law.

#### **Step 5:**

The government entity may terminate their service for lack of job competency according to the procedures of the Law.

## **05**

## **Chapter Five**

### **Behavioral Competency Framework**

Behavioral Competency Framework in the Government

### **Figure (7): Behavioral Competency Framework in the Government**

#### **Leadership Spirit**

- • People Enabler
- • Role Model
- • Globally-Minded

#### **Achievement and Impact**

- • Focuses on Goals and Excels in Achieving Results
- • Makes Smart and Effective Decisions
- • Demonstrates Responsibility
- • Communicates Effectively

#### **Future Outlook**

- • Innovator and Change Catalyst
- • Continuously Develops Self and Learns
- • Future Forecaster

#### **Competency Progression Levels:**

**Beginner   Qualified   Advanced   Expert**

Level One   Level Two   Level Three   Level Four

## Figure (8): Behavioral Competency Framework for Government Employees

### Map of Behavioral Competencies and their Levels by Job Role (.)

Behavioral Competencies	Executive and Technical Positions	Section Manager Positions	Department and Specialized Office Manager Positions	Director General and Sector Director Positions	Project Manager Positions	Specialist Positions
<b>Leadership Spirit</b>	People Enabler	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Two Competency
	Role Model	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Two Competency
	Globally-Minded	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Two Competency
	Focuses on Goals and Excels in Achieving Results	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Three Competency
<b>Achievement and Impact</b>	Makes Smart and Effective Decisions	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Three Competency
	Demonstrates Responsibility	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Three Competency
	Communicates Effectively	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Three Competency
<b>Future Outlook</b>	Innovator and Change Catalyst	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Two Competency
	Continuously Develops Self and Learns	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Two Competency
	Future Forecaster	Level One Competency	Level Two Competency	Level Three Competency	Level Four Competency	Level Two Competency

(.) The behavioral competency framework above defines the required competency levels (as a minimum) according to the job role requirements. Some job roles may

require higher levels of each competency according to the competency map that must be prepared for each job role by the government entities.

## **Chapter Six**

### **General Provisions**

### **Employee Evaluation in Certain Special Cases**

"An employee is evaluated on their performance according to the agreed-upon individual performance plan as per the system's procedures if they have completed at least six (6) months, and the employee's evaluation result is calculated within the forced distribution quotas for performance evaluation results."

#### **Performance Evaluation of an Employee during the Probation Period:**

1. The line manager must prepare the individual performance plan for a newly appointed employee during the probation period according to the system's procedures within a maximum of 10 working days from the date of appointment.
2. The line manager evaluates the employee's performance during the probation period, and this evaluation will be part of the employee's annual evaluation process if they are confirmed in the position.
3. The services of a newly appointed employee may be terminated during the probation period for not being suitable to perform their job duties, based on the recommendations of the line manager and the results of their performance evaluation according to the approved individual performance plan.

#### **Performance Evaluation of a Seconded Employee:**

1. The entity to which the employee is seconded is responsible for evaluating their performance according to its own performance system. A copy of the annual performance evaluation must be sent to the seconding entity to be kept in their service file.
2. The entity to which the employee is seconded is responsible for evaluating their performance if they have completed 6 months in the seconded government entity; otherwise, the seconding entity is responsible for evaluating their performance for that period.

## **Performance Evaluation of an Employee Assigned within the Government Entity:**

1. The line manager of the position to which the employee is assigned evaluates their performance for the evaluation year if they are fully assigned for more than six (6) months without performing the tasks and responsibilities of their original position, according to the system's procedures.
2. If the employee is assigned in addition to the tasks and responsibilities of their current position for more than six (6) months, their line managers will jointly evaluate them according to the two individual performance plans (each separately), which include their individual objectives. The average of the two performance evaluation results will be adopted as the standard for determining the final performance result for the employee.

## **Performance Evaluation of an Employee Assigned outside the Government Entity:**

1. The line manager of the position to which the employee is assigned evaluates their performance for the evaluation year if they are fully assigned for more than six (6) months without performing the tasks and responsibilities of their original position, according to the system's procedures. The government entity to which they are assigned is provided with a copy of their evaluation to be kept in the employee's file.
2. If the employee is assigned in addition to the tasks and responsibilities of their current position for more than six (6) months, their line managers will jointly evaluate them according to the two individual performance plans (each separately), which include their individual objectives agreed upon between the two entities. The average of the two performance evaluation results will be adopted as the standard for determining the final performance result for the employee.

## **Performance Evaluation of an Employee Transferred within the Government Entity:**

When an employee is transferred from one position to another within the government entity, the transfer procedures must comply with the system's timeframes. The employee's performance is evaluated by their current line manager before moving to the new organizational unit, and their performance for the remaining period is evaluated by the new line manager.

## **Performance Evaluation of an Employee in Case of Absence with an Acceptable Excuse in the Evaluation Year:**

1. The line manager will evaluate the performance of an employee absent for more than 6 months with an acceptable excuse from the competent authority in the evaluation year with a rating of "Achieved".
2. The line manager will evaluate the performance of an employee who joins the national service in the evaluation year with a rating of "Achieved" if the period of the employee's enlistment in the national service is six (6) months or more.

## **Performance Evaluation of an Employee Transferred outside the Government Entity:**

If an employee is transferred from one government entity to another after completing six (6) months from the beginning of the evaluation year, the employee's performance is evaluated by their line manager before the transfer, and the evaluation results are sent to the entity they are transferred to. If they are transferred before completing six (6) months from the beginning of the evaluation year, the employee's performance is evaluated by their line manager in the entity they are transferred to.

## **Performance Evaluation of Consultants and Experts in the Government Entity:**

Consultants and experts are subject to the performance management system applied in the government entity, but their results are not included in the process of adjusting and balancing the forced distribution quotas for the overall performance evaluation results.

## **General Rules**

- The employee's signature on the document is merely an acknowledgment of being informed of the evaluation result and does not imply acceptance. Furthermore, the employee's signature on the performance evaluation form is not part of the evaluation result approval chain. If the employee refuses to sign, the Human Resources unit in the concerned government entity must apply the approved performance evaluation result according to the procedures stated in this system. The employee retains the right to appeal the evaluation result according to the grievance and complaint system in effect in the government.
- A part-time employee is subject to the performance management system applied in the government entity but is not included in the process of adjusting and balancing the forced distribution quotas for the overall performance evaluation results.

- If the employee's line manager is changed, the old line manager must hand over all individual performance plan documents and performance records to the new line manager, who will, in turn, take the notes into consideration when evaluating the employee at the end of the performance cycle.
- The maximum number of individual objectives for an employee assigned in addition to their job is seven (7) objectives.
- The performance of an employee suspended from work is not evaluated until the reasons for the suspension are resolved, according to the Law.
- Any employee may appeal the performance evaluation results according to the grievance and complaint system in effect in the government.

## **Chapter Seven**

### **Appendices**

#### **Appendix "A" General Tips**

##### **Line Manager (Assessor)**

- Be frank, open, and honest.
- Be specific and precise about situations, behaviors, and activities that were carried out and the extent of improvement and development.
- Describe things, don't evaluate them.
- Focus on behavior and objectives, not on personal traits (focus on what the employee did, not their personality type).
- Let the employee talk most of the time.
- Listen attentively to what the employee says.
- Focus on positives, successes, and areas for improvement.
- Make learning a top priority.
- Take notes to be able to summarize the agreement and then follow up on it.
- Describe the employee's poor performance in a clear manner based on data and facts.
- Conclude the meeting on a positive note.
- Avoid pretending to speak on behalf of others.
- Avoid comparing the employee to other colleagues.
- Avoid using general words like "always" and "never".
- Avoid telling the employee what they must do.
- Avoid providing unclear information that cannot be supported by data or examples.
- Avoid letting the meeting become a session to discuss others' mistakes or system flaws.

## **Employee Subject to Evaluation**

- Remember that the evaluation meeting is a face-to-face communication opportunity with the line manager, and it should be used optimally to talk about your own achievements, objectives, and development methods.
- Participate actively in the evaluation dialogue, answer questions objectively, and ask about unclear points to clarify the answer fully.
- Prepare for the evaluation session through prior self-assessment, and mention individual achievements with specific dates.
- Mention the obstacles that prevented the achievement of some of your objectives and suggestions to overcome those obstacles during the next performance cycle, as this contributes to your career development.
- Show professionalism and career maturity through civilized discussion with the line manager, and understand criticism positively as a step for development.
- Take notes of the line manager's feedback during the meeting to consider it for improving your performance in the coming year.
- Do not miss the opportunity of periodic reviews to discuss your contributions, positive role, and describe the achievements of your organizational unit.
- Do not let the discussion drift towards general work problems that may be complex, as the time of this meeting is dedicated to your performance.
- Do not let the discussion turn into an argument that leads to negative remarks; on the contrary, you should use the discussions as an opportunity to showcase your positive achievements.
- Do not miss a point, note, or recommendation from the line manager that is not understood; you should make sure to clarify or ask for help directly from the manager.
- Do not just say, "My performance is excellent and my effort is outstanding." Instead, you should consult the line manager on possible ways to develop your performance, as this shows your ambition and readiness for progress and development in your career path.
- Do not take performance feedback personally; you should understand that the line manager is not evaluating you as a person, but only your performance and behavior at work.

## **Appendix "B" Common Errors in Evaluation**

Line managers should be aware of the following situations that can affect the process of evaluating and assigning performance scores:

- **Hasty Evaluation:**

When the assessor is influenced by a single or specific incident, which reflects on the overall evaluation of the employee.

- **Leniency or Strictness Bias:**

When the assessor is excessively lenient or strict with employees without considering their actual work performance.

- **Central Tendency Bias:**

When the assessor hesitates to give a harsh judgment on an employee and chooses an average rating to remain neutral.

- **Recency Effect:**

When the assessor tends to give a specific rating based on the most recent period of the employee's performance cycle, rather than the entire performance cycle.

- **Assessor-Employee Performance Comparison:**

When the assessor compares their own performance and behaviors with the employees' performance and behaviors. If they are similar, a high rating is given, and if they are different, a low rating is given, meaning the evaluation is not based on evidence and results against the agreed-upon individual objectives.