

**PERFORMANCE APPRAISAL IN THE
PUBLIC SECTOR, AN EVALUATIVE
STUDY**

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ON

" PERFORMANCE APPRAISAL IN THE
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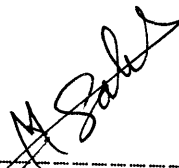
BY

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To Dr. Ahmed Khudair and Dr. M. Akram and all who helped me
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A handwritten signature in black ink, appearing to read 'Saleh Mohd. Ebrahim', written over a horizontal dashed line.

Saleh Mohd. Ebrahim

ABSTRACT

The study evaluated the performance appraisal process in Bahrain Public sector. The focus was on Low-Level employees in an attempt to find out any association between performance appraisal results and other personnel functions such as compensation, promotion, decisions, personnel planning, development and training. Data were obtained through a questionnaire filled by a random sample of 100 Low-Level Public sector employees from various ministries. Data were presented in tabulated formats to emphasize findings and conclusions.

The findings indicated that Low-Level Bahrain Public employees are not satisfied with the application of performance appraisal as it is subjective. They also feel that there is no relationship between performance appraisal and other functions such as compensation, promotions and training. However, they perceived it as a routine procedure.

Research recommendations included the importance of immediate feedback to be provided to employees, designing, training programs that improve deficiencies of employees performance, conducting the appraisal twice a year, linking performance appraisal to other functions such as money rewards, promotions and training programs and Civil Service Regulation pertaining to performance appraisal should be enforced at various ministries for better implementation of performance appraisal.

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(Einstein & Walter, 1989). The Civil Service Bureau is responsible for developing and maintaining an effective employee performance appraisal program for the government of Bahrain and for prescribing the procedures and methods to be followed in annually appraising the performance of employees of the government.

1.2 CAUSES OF POOR PERFORMANCE :

Why do people perform unsatisfactorily? We need to know the cause that makes employees or managers fail at their jobs, Stewart (1981) discussed a number of causes of bad or unsatisfactorily performance.

1.2.1 Abilities and job knowledge :

Poor performance may be caused by lack of the abilities or lack of knowledge necessary to do the job. It may also be caused by intelligence and related abilities, memory, difficulties or lack of job knowledge.

1.2.2 Stress and emotional problems :

Manager can induce stress in the people working for him or her by giving unchallenging tasks, not giving feedback, forcing people to do a bad job. Providing inappropriate environments, treats, pressure for clear answers and playing politics.

1.2.3 Motivational problems :

According to Maslow, human motivation or need can be classified into a hierarchy. At the bottom of the hierarchy come basic physiology needs; food, water, sex, sleep, air etc. Then come safety needs - the need to feel secure from immediate threat, the need to have a roof over one's head, etc. These followed by social needs - needs for companionship and friendship of other people. Next comes need for status-feeling well thought of by other people. And finally come needs for self actualisation, self realisation, growth and self improvements.

The consequences of Maslow's hierarchy of need for managers to cure poor performance are :

1. Where someone's basic needs are threatened he will not be responsible to moves directed at another level of the hierarchy.
2. People don't usually have much understanding of what motivates them, because they have become unconscious of their needs once their needs have been satisfied.
3. Motivational needs must be addressed on their own terms, without substitution.
4. Needs at the bottom of the hierarchy can usually be satisfied by the expenditure of money. Needs at the top of the hierarchy are best satisfied by the expenditure of thought. It should be obvious that poor performance is not simply a matter of motivation being low. Motivation can be strong and frustrated - for example, the engineer who performs badly because the production department needs the drawings now and can't wait until they are perfect by his standards.

1.2.4 Medical Disorders :

It is possible that medical conditions cause performance difficulties. Someone with diabetes or epilepsy or slipped disc does not automatically need to retire from work, he can carry on with a few adjustments to his lifestyle. Sometimes the adjustments fail or the person is not willing to let it be known that he suffered from medical condition. Then people may think he has lost his will to work or is reluctant to take on a new responsibilities, though a little more understanding and help could overcome the problem.

1.2.5 The Organization :

The organization itself can induce poor performance in a variety of ways such as tolerance of poor standards, poor induction, selection, errors, inadequate performance, appraisal, inappropriate spans of control and poor training.

1.2.6 Working Condition :

There are many circumstances when inappropriate working conditions contribute to poor performance. Some of the main problems are; temperature and humidity, noise, inadequate support on transfer, badly designed tools and equipment, unsafe working conditions and building problems.

1.2.7 Other Factors :

Besides the above stated factors there are many other which can cause or contribute to poor performance such as: work groups, family problems, home circumstances, cultural differences... etc.

1.3 OBJECTIVES OF PERFORMANCE APPRAISAL :

Schuler (1984) stated that purposes of performance appraisal are often condensed into two general categories : evaluative and developmental. The evaluative purposes include decision on pay, promotion, demotion, lay-off and termination. The developmental purposes include research, feedback, management and career development resources planning, performance improvement and communications.

Performance appraisal serve many purposes such as :

1.3.1 Management development :

It provides a framework for future employee development by identifying and preparing individuals for increased responsibilities.

1.3.2 Performance measurement :

It establishes the relative value of an individual's contributions to the company and helps evaluate individual accomplishments.

1.3.3 Performance improvement :

It encourages continues successful performance and strengthen individual weaknesses to make employees more effective and productive.

1.3.4 Compensation :

It helps determine appropriate pay for performance and equitable salary and bonus incentives based on merit or results.

1.3.5 Identification of potential :

It identifies candidate for promotion.

1.3.6 Feedback :

It outlines what is expected from employees against performance level.

1.3.7 Training :

It provide data showing both the need for and the effectiveness of training programs.

1.3.8 Human resource planning :

It audits management talent to evaluate the present supply of human resources for replacement planning.

1.3.9 Communications :

It provides a format for dialogue between superior and subordinate and improves understanding of personal goals and concerns. This can also have the effect of increasing the trust between the rater and ratee.

1.4 PERFORMANCE APPRAISAL SYSTEM (PAS)

As stated by Schuler (1984) performance appraisal system refers to the form or method used to gather the appraisal data the job analysis conducted to identify the appropriate criteria against which to establish standards to be used in evaluating the appraisal data, establishing the validity and reliability of methods used, the characteristics of the rater and ratee influencing the appraisal and appraisal feedback and interview processed, the process involved in utilizing the appraisal information for development and evaluation and the evaluation of how well performance appraisal is doing in relation to its stated objectives. Management should try to ensure that their performance appraisal system is technically sound. And it must motivate employee to meet their goals and expectations. The methods of achieving employee motivation include :

- a. Match employee needs to the characteristics of the jobs.
- b. Define job expectations before evaluating performance.
- c. Establish specific goals.
- d. Reward employee who attain their goals.

Furthermore managers should provide feedback on a daily basis and feedback should emphasis the positive aspects of an employee's performance (Comings 1987) and as said by (Guest, Kenny 1983) a combination of feedback and goal setting is the most effective approach to appraise. Different styles of appraisal are needed for organizations of varying types. The bureaucratic stable organization might adopt a relatively formal appraisal forms, regular yearly appraisal and a considerable degree of central control. On the other hand, an organization operating in a fast changing area like high technology might itself undergo rapid changes in the development of staff and in its internal structure. Here appraisal would need to be more flexible both in content and timing and be more subject to local control (Guest, Kenny 1983).

1.5 PERFORMANCE STANDARDS

Performance standards are defined in the employee performance appraisal manual issued by the Civil Service Bureau (1986) (Appendix 5) as specific, measurable and obtainable goals that an employee should reach in a designated period of time. They represent the level of performance to which both the employee and supervisor are committed during an appraisal period. Performance standards should specify the expected quality or quantity of the work to be performed and the manner in which duties are to be performed for satisfactory or acceptable work.

Performance standards are the bench marks against which performance is measured. To be effective they should relate to the desired results of each job. From the duties and standards listed in the job descriptions, the analyst can decide which behaviours are critical and should be evaluated. When this information is lacking or unclear, standards are development from observation of the job or discussion with the immediate superior (Werther, 1985)

Standards must be identified to evaluate how well employees are performing. By using standards, performance criteria

take on a range of values. For example, selling 100 units per month may be defined as excellent performance and selling 80 units may be defined as average. Standards can be established by using historical records of how well employees have done before time and motion studies and work sampling. Many organizations evaluate how well their managers do by how well or how many goals are attained (Schuler, 1985). It became progressively more expensive and more difficult to derive standards times for indirect work such as maintenance or administrations and for this reason it is rarely used in these jobs. Individual or group standards can be set at the top executive level, where the standards can be expressed in profit or value added terms. Standards can be based on input in the contribution which the inputs make the output (Thomason 1988).

Setting standards of performance in the public sector: As stated in the Civil Service Regulation No. 410 of 1981 (Appendix 3) each employee who is newly hired moved to a different position or assigned new duties and responsibilities in connection with his current position will be informed by his supervisor of the performance standard he is expected to meet in accomplishing the work of his position. The standards established by the supervisor will

represent the minimum level of performance and conduct expected of a fully satisfactory employee. The standards will be related to the specific duties and responsibilities of the employee's position and to its level. They will also include the standards of conduct established for employees of the government of Bahrain. Standards will be discussed with the employee in sufficient detail for him to have a full understanding of what is expected of him and to enable him to measure his own progress towards meeting the standards. The standards will include, as appropriate for the position :

1. The quantity of work to be produced.
2. The quality of work expected.
3. The manner in which duties are to be performed.
4. Results to be achieved.
5. The conduct and behaviour expected of an employee of the government.

1.6 PERFORMANCE MEASURES :

Performance valuation requires dependable performance measures. They are the ratings used to evaluate performance. To be useful, they must be easy to use, the reliable and on

the critical behaviour that determine performance. Measured can be taken by observations. These observations can be made either directly or indirectly. Direct observation occurs when the rater actually sees the performance. Indirect observations occur when the rater can evaluate only substitutes for actual performance.

Another dimension of performance measures is whether they are objective or subjective. Objective performance measures are those indications of job performance that are verifiable by others. For example if two supervisors monitor an operator's call, they can count the number of misdealings. The results are objective and verifiable since each supervisor gets the same percentage. Usually objective measures are quantitative. Subjective performance measures are those ratings that are not verifiable by others such measures are the raters personal opinion (Werther 1985).

1.7 PERFORMANCE APPRAISAL TECHNIQUE

Performance appraisal techniques are grouped into those that focus on past performance and those that are future oriented.

A. POST ORIENTED APPRAISAL METHODS :

Most of post oriented methods are a direct attempt to minimize some problems found in other approached. Each has advantages and disadvantages post oriented approached deal with only past performance that has already occurred and to some degree can be measured but past performance cannot be changed but it can give feed back about employee's efforts, which may lead to improve future performance. The most widely used appraisal techniques that have a past orientation include :

1. Rating scale :

It requires the rater to provide a subjective evaluation of an individual's performance a long scale from low to high. But the problems with subjective measures is opportunity for bias. It usually is caused by raters who fail to remain emotionally unattached while rating employee performance. The most common rater biases include :

*** The halo effect :**

It occurs when the rater's personal opinion affect his measurement of performance.

*** The error of central tendency :**

That is to make each employee appear to be average.

*** The leniency and strickness biases :**

The leniency biases results when raters tend to be too easy in evaluating performance and the strickness bias is just the opposite.

*** Personal prejudice :**

It occur when personal attitude affect the ratings of employee's performance.

*** The recency effect :**

That is recent actions either good or bad are more likely to be recommended by the rater.

In assessing an employee's performance in the Public Sector in Bahrain, the Civil Service Bureau requires each supervisor to assign one of the following ratings to the employee's accomplishments in relation to each of the assigned standards and objectives :

1. Outstanding performance where it far exceeds performance standards of all elements.
2. Very good performance where most of the time it exceeds performance standards but can still be improved.
3. Satisfactory performance. At this level performance meets the standards at all elements.
4. Unsatisfactory performance where it fails to meet the established standards in two elements .

2. Checklist :

It requires the rater to select statements that describe the employee's performance and characteristics. The result is called a weighted checklist. This method is not costly, easy, needs a limited training of raters and

is standardized. But it is also affected by rater biases, use of personality criteria instead of performance criteria and sometimes the use of improper weights by the personnel department.

3. Forced Choice Method :

It requires the rater to choose the most descriptive statement in each pair of statements about employees. This method is the one applied for the public sector in Bahrain. The Civil Service Bureau designs the performance appraisal form which consist of a number of statements to be selected by superiors in government ministries and agencies. This method reduces rater bias and easy to administers.

4. Critical Incident Method :

These incidents usually are recorded by the supervisor during the evaluation period for each subordinate. This method requires the rater to record statements that describe extremely good and bad employee's performance.

5. Behaviorally Anchored Rating Scales :

This method attempt to reduce the subjectability and biases of subjective performance measures. Because it focus on behaviours that is related to specific dimensions of work performance.

6. Field Review Method :

In this method the personnel department send a skilled representative to the field to assist the supervisor with their ratings.

7. Performance Tests and Observations :

This method is based upon a test of knowledge or skills. It must be reliable and validated to be useful.

8. Group Evaluation Method :

It is a ranking of employees from the best to worst by using some techniques such as ranking method. Forced distributions and point allocations method.

B. FUTURE ORIENTED APPRAISALS :

It focus on future performance by evaluating employee potential or setting future performance goals. Here are four technique used :

1. Self appraisal :

It is a useful method of stimulating managers and employees to change and improve their performance (Miner, 1977). It seems clear that self appraisal cannot be substituted for other approaches when the evaluation is desired for purposes other than development. Obviously, self appraisal can be used with any evaluation approach past or future oriented. But the important dimension of self appraisal is the employee's involvement and commitment to the improvement process (Werther, Davis 1985)

2. Management by objectives :

In this approach both the employee and the superior share in establishing performance goals for the future. So the employee is more motivated to achieve the goals because of his participation in setting them. Therefore, the greatest strengths of MBO approach are in the goal setting and thus in motivation and development and in the emphasis on planning for future.

3. Psychological appraisal :

These appraisals usually involve extensive interviewing coupled with individual psychological testing. The psychologist attempts to get a clear understanding as he can of the underlying intellectual, emotional and motivational characteristics of individual and then converts this into a picture of how such a person might be expected to behave. Evaluation of this kind are particularly helpful when decisions must be made regarding promotion or transfer (Miner, 1977)

4. Assessment Centre Technique :

Assessment centers are a standardized form of employee appraisal that relies on multiple types of evaluation and multiple raters. It is usually applied to groups of middle level managers who appear to have potentially perform a more responsible level in the organization after the members in the group first met at the centre. During their stay they are individually evaluated. The process subjects selected employees to in-depth

interviews, psychological tests, personal background histories, peer ratings by other attendees, leaderless group discussion ratings by psychologists and managers and simulated work exercises to evaluate future potential. These activities usually are concentrated during a few days at a location physically removed from the job site. During this time, the psychologists and managers who do the rating attempts to estimate the strengths, weakness and potential of each one of the center. They pool their estimates to arrive at some conclusions about each member of the group (Werther Davis, 1985).

1.8 PERFORMANCE APPRAISAL IN BAHRAIN PUBLIC SECTOR :

It is the policy of the government of Bahrain that employees have the right to know what their responsibilities are and how effectively they are carrying out those responsibilities. So each government employee will as least annually participate in a performance appraisal process that evaluates his job responsibilities and assesses the level of his performance.

The Civil Service Bureau is responsible for developing and maintaining an effective employee performance appraisal program for the Government of Bahrain and for prescribing the procedures and methods to be followed in annually appraising the performance of employee for supervising the work of one or more employee are required to :

1. Assure that each subordinate employee understand the duties and responsibilities of the position to which he is assigned.
2. Establish standards of performance in terms of quantity and quality and conduct for each employee for satisfactory job performance where practicable,

the employee should participate with the supervisor in the development of these standards.

3. Assure that each employee has read and understand the standards of conduct for government employees and the relationship of these rules and behaviour to the performance appraisal system.
4. At least annually review and appraise the conduct and job performance of each of his subordinate employees discuss the results with the employees, give praise and encouragement as appropriate and as necessary, point out deficiencies needing improvement and plan with the employee specific step towards achieving those improvements.
5. Maintain, after review and approved of the next higher level supervisor, records of the appraisal of each employee, together with the employee's acknowledgement in a safe and confidential manner.

Sitting Standards of Performance :

Each employee will be informed by his superior of the

performance standards he is expected to meet in accomplishing the work of his position. The standards established by the supervisor will represent the minimum level of performance and conduct expected of a fully satisfactory employee. The standards will be related to the specific duties and responsibilities of the employee's position and to its level. They will also include the standards of conduct established for employees of the Government of Bahrain.

The standards will include as appropriate for the position :

1. The quantity of work to be produced.
2. The quality of work expected.
3. The manner in which duties are to be performed.
4. Results to be achieved.
5. The conduct and behaviour expected of an employee of the Government.

Applicable Forms :

Appraisal Form No. (20) (Appendix 2) has been developed for recording the annual appraisal of employee performance and conduct. This form will be distributed to the Ministry by

the Civil Service Bureau to facilitate and establish the proper time frame for the initial and subsequent appraisals. C.S.B. Form No. (20) is appropriate for the annual evaluation of all employees in all positions of all grade levels. After completing the employee appraisal form by the supervisor, all forms will be signed by him. The employee will also sign to acknowledge that the supervisor has discussed the rating with him (Civil Service Bureau Manual 1986).

CHAPTER 2

THE RESEARCH METHODOLOGY

2.1 The Research Hypothesis :

A number of assumptions were considered before conducting this research.

First, I expect that the first level Public Bahrain employees feel that performance appraisal is not more than a routine procedure to be accomplished by superiors.

Second, these employees also feel that there is no relationship between performance appraisal and other variables such as the reward system, promotion, training and other motivational incentives.

Third, first level employees feel that training programs are not designed to improve performance variables mentioned in performance appraisal.

Fourth, I expect that this level of staff demand financial incentives more than any other incentives.

2.2 The sample size :

As it was difficult to find out the actual number of Public low-level employees in Bahrain, I estimated the population to be 4,000 due to the total number of Bahraini Public employees, which is 25,000. And since the population of the low-level public employees is considered homegeneous because they share certain characteristics such as :

1. The sampling frame is between grade 4 to 6.
2. The salary of this level of employees is relatively low.
3. Their education level is almost the same.
4. Most of these employees are young.

A random sample of size 120 i.e. approximately 2.5% of the population is considered for gathering data. Out of these 100 responses were recieved. These data are shown in the form of various tables given in the analysis section.

2.3 The data gathering tool :

The data analysed in this paper are gathered through a sample survey questionnaire using simple random sampling technique. The questionnaire is designed to cover some main variables such as the relationship between performance appraisal and performance improvements, compensation, promotions, training, performance measurement and feedback. The research sample was asked to fill that questionnaire.

2.4 Technique for analysis :

The data gathered are organized into various univariate and bivariate tables. These are analysed by computing the percentage responses and in some case using χ^2 - test of significance to see whether the responses of two paired questions are related to each other or not. For this purpose, the hypothesis are formulated and tested as follows :

Hypotheses :

Step 1 : H_0 : There is no relation between the columns and the rows.

H_1 : There is relationship between the columns and the rows.

Step 2 : Test Statistics :

$$\chi^2 = \sum_{i=1}^m \sum_{j=1}^n \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where O_{ij} = The observed frequency of the i th row and j th column.

E_{ij} = The expected frequency of the i th row and j th column.

Step 3 : Level of significance =

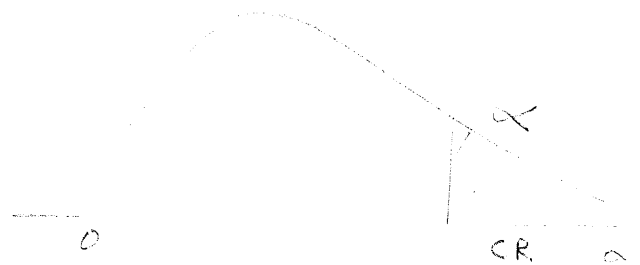
Let $\alpha = 0.05$

Step 4 : Degrees of freedom :

$df = (m-1) (n-1) =$

Step 5 : Critical region

$$CR - \chi^2 > \chi^2_{\alpha, df}$$



Step 6 : Decision rule :

Accept H_0 if the test statistic value of χ^2 lies outside the CR otherwise reject H_0 and accept H_1 .

CHAPTER 3

FINDINGS AND ANALYSIS

3.1 The Research Sample :

To evaluate the performance appraisal system in the Public sector in Bahrain , a questionnaire was designed (see Appendix i) and was sent to 100 randomly selected Low-Level Government staff.

3.2 Performance Measurement :

This part focuses on one of the purposes of performance appraisal, that is whether the current appraisal system in Bahrain Public sector is a good tool and mean to measure employee performance or not. Four statement in the questionnaire were set to test this variables. questionnaire were set to test this variable.

- a. The respondents were asked to rank a statement that says "Performance appraisal is a good tool for the performance measurements". The responses are shown in Table (1) :

TABLE "1"

Response	No.	%
Strongly dis-agree	13	13
Dis-agree	21	21
Undecided	5	5
Agree	52	52
Strongly agree	9	9
TOTAL	100	100

As shown in the above table, most Low-level employees "61%" agree that performance appraisal is a good tool to measure their performance.

- b. The second statement test how employees are aware of the standards and basis of their evaluation. And are these standards discussed with the employee in sufficient detail to have a full understanding of what is expected of him in order to measure his progress toward meeting the standards.

Responses are as shown in Table "2" :

Table "2"

Response	No.	%
Strongly dis-agree	6	6
Dis-agree	13	13
Undecided	-	-
Agree	73	73
Strongly agree	8	8
TOTAL	100	100

As indicated in the above table, most Low-Level employees in the Public Sector do not know the basis on which they are evaluated, which means that basis and standards of evaluation were not discussed with employees. And this is against the Civil Service Regulations.

- c. To identify the extent to which Low-Level employees are satisfied with the performance appraisal technique and how fair it is, they were asked to respond to a statement indicating that the performance appraisal technique applied for them is a fair measurement of their performance.

Responses are shown in Table "3" :

Table "3"

Response	No.	%
Strongly dis-agree	29	29
Dis-agree	23	23
Undecided	22	22
Agree	16	16
Strongly agree	10	10
TOTAL	100	100

Table "3" above shows that 52% of Public Low-Level employees are not satisfied with the performance appraisal technique applied in their organisation, and that it is not a fair measurement that reflects their actual performance.

- d. To know how useful is performance appraisal to employees, respondent's were asked to rank a statement that says "Performance appraisal is not more than a routine procedure".

Responses are shown in Table "4" :

TABLE "4"

Response	No.	%
Strongly dis-agree	9	9
Dis-agree	9	9
Undecided	10	10
Agree	41	41
Strongly agree	31	31
TOTAL	100	100

As shown in the above table 72% of the sample agree that performance appraisal is not more than a routine procedure. This supports the first hypothesis. And it is a clear indication that performance appraisal does not motivate these employees in any sense.

3. Training :

Since managers are responsible for the effective performance of work to achieve the organisation aim and objectives, they must logically have the responsibility

for ensuring that employees are effectively trained for this purpose. four statement, were designed in the questionnaire around this variable.

a. Effect of Training on Performance :

44% of the respondents stated that there is no relationship between performance appraisal and training programs. As shown on Table "6" below :

TABLE "6"

Response	No.	%
Strongly dis-agree	16	16
Dis-agree	28	28
Undecided	21	21
Agree	20	20
Strongly agree	15	15
TOTAL	100	100

This result supports the second assumption which says that there is no relationship between performance appraisal and other variables such as training.

b. Training programs and improving employee performance relationship :

(75%) of the respondent agree that training programs are designed for the purpose of improving employee performance as shown in Table "7" below :

TABLE "7"

Response	No.	%
Strongly dis-agree	8	8
Dis-agree	9	9
Undecided	8	8
Agree	33	33
Strongly agree	42	42
TOTAL	100	100

In summary Low-Level Bahraini Public employee's feel that there is no relationship between performance appraisal and training programs and that training programs are not design according to the employee need noticed in the result of their appraisals.

4. Feedback :

It seems to be in many situations little agreement between the subordinate's self-rating of their performance and the ratings of the subordinates by their supervisors. Therefore, feedback and discussions between superiors and subordinates is very important as it motivate both poor and high performers. Some supervisors discuss the performance rating results only with subordinates who had been given low evaluation. I think feedback must also be provided to employees who are doing a good job, they must recieve feedback and recognition for doing so. Four statements are listed in the questionnaire focusing on the issue of feedback.

a. Do employee's get feedback ?

The Low-level public employees are asked to respond to a statement says "The performance appraisal system provide feedback for employee". Their responses are as shown on Table "8" below :

Table "8"

Response	No	%
Strongly dis-agree	16	16
Dis-agree	20	20
Undecided	11	11
Agree	35	35
Strongly agree	18	18
TOTAL	100	100

The above table shows that 53% of the sample agree that they got feedback.

- b. As mentioned earlier in Chapter I, there are many causes of poor performance, supervisors should discuss with subordinates the causes of their poor performance in order to improve their performance in the future.

Statement No. "11" in the questionnaire says "My supervisor discuss with me the causes of my poor

performance". The following Table "No. 8" shows responses of the sample.

TABLE 8

Response	No.	%
Strongly dis-agree	16	16
Dis-agree	33	33
Undecided	15	15
Agree	28	28
Strongly agree	8	8
TOTAL	100	100

" 49% " of the sample respond negatively to the above mentioned statement which is an indicator of the lack of discussion between superiors and subordinates concerning the causes of poor performance.

- c. Since some employees perform unsatisfactory, superiors have to advice subordiantes and to find ways of improving their performance.

To measure to what extent do supervisors advice subordinates to improve their performance, a statement about this issue is asked.

Responses are shown on Table "9" below :

TABLE "9"

Response	No.	%
Strongly dis-agree	15	15
Dis-agree	20	20
Undecided	10	10
Agree	40	40
Strongly agree	15	15
TOTAL	100	100

It has been found that (55%) of Low-level Public employees respond positively to the above mentioned statement, which shows that supervisors advice their subordinates trying to improve their performance. In summary most Low-level Public employees get feedback about results of their performance appraisal, but there is a failure in discussion

between superiors and subordinates about the causes of their poor performance.

5. Promotions :

Promotion is an important factor for motivating employees to keep their current jobs and make their best efforts to achieve better performance, because it increases the employee's income and contributes to his development and career advancement and motivates him to bear more responsibilities.

Here we are concerned about the link between performance appraisal results and promotion opportunities.

(50%) of the sample feel that there is no relationship between performance appraisal results and promotions while (21%) undecided and (29%) respond positively. (See Table "10")

TABLE "10"

Response	No	%
Strongly dis-agree	26	26
Dis-agree	24	24
Undecided	21	21
Agree	21	21
Strongly agree	8	8
TOTAL	100	100

} 50%

} 29%

This result support the second hypothesis that states "First Level Bahraini employees feel that there is no relationship between performance appraisal and other variables such as promotion".

6. Money rewards :

Money can be a motivator if employees think that compensation is important to them and that wages and money rewards are dependent on their performance and organization should not keep money reward action secret, they should freely discuss the basis of financial rewards with employees in order to motivate other employees to

improve their performance. And as Low-Level employees are more concerned about pay and money rewards than other levels, it can be a powerful tool to increase employee's productivity and performance.

- a. Statement No. "15" in the distributed questionnaire state that a good performer usually get money rewards.

Responses are shown on Table "11" :

TABLE 11

Response	No.	%
Strongly dis-agree	24	24
Dis-agree	21	21
Undecided	24	24
Agree	23	23
Strongly agree	8	8
TOTAL	100	100

As shown on the above table, most of the sample state that there is no relationship between money

rewards and employee performance which means that Low-Level Public employee are not being motivated by money rewards.

- b. Another statement says that "Performance appraisal is used as a basis for employee money rewards". The majority of the sample (55%) responded negatively "See Table 12" :

TABLE "12"

Response	No.	%
Strongly dis-agree	22	22
Dis-agree	33	33
Undecided	11	11
Agree	17	17
Strongly agree	17	17
TOTAL	100	100

- c. To test the fourth hypothesis that Low-Level Public employees demands financial incentives more than any

other incentives. The sample was asked to respond to statement stating "I prefer financial rewards than others".

Responses are shown on Table "13" :

TABLE "13"

Response	No.	%
Strongly dis-agree	6	6
Dis-agree	20	20
Undecided	10	10
Agree	36	36
Strongly agree	28	28
TOTAL	100	100

As shown on the above table most of the sample (64%) prefer money incentive than other incentives.

This result support the fourth hypothesis. So for Low-Level employees money is a very powerful tool of motivating them to improve their performance.

I can also conclude that performance appraisal results are not used in the Public Sector as basis for pay and money rewards.

Hypothesis Testing :

To test if there is a relationship between responses to question 14 and question 16 in the distributed questionnaire. Ghi square test is applied.

H_0 = means that there is no relationship between responses to question 14 & 16.

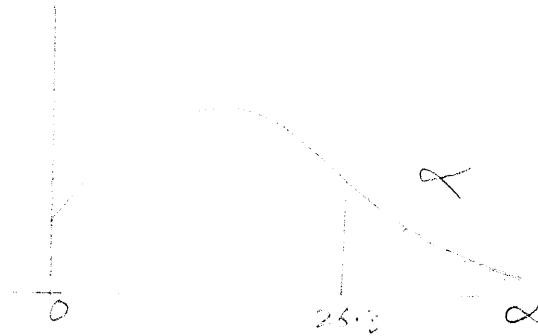
H_1 = means there is relationship between responses to both questions.

After calculating the χ^2 (calculated) where :

$$\chi^2 = \sum_{m=1}^m \sum_{n=1}^n \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

we find that $\chi^2 = 38.9209$ (Appendix 6)

And under the Level of significance $\alpha = 0.05$,
and degree of freedom $df = 16$ χ is equal 26.3



And since $\chi^2 > 26.3$ we reject H_0 and accept H_1 which means that there is a relationship between responses to question 14 and 16
(Appendix 1)

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION :

Summary of the results :

The results obtained from analysing the data gathered from the questionnaire distributed to the Low-Level Bahraini Public employees indicate that performance appraisal technique applied to them is not utilized to benefit employees nor superiors. And it is not more than a routine procedure because of the improper applications and utilizations.

The main results obtained will be presented in the following :

A. Performance as a tool of performance measurement :

- a. Table "1" shows that 61% of the sample state the performance appraisal is a good technique to measure employee's performance.

b. Basis of measurement :

(81%) of the sample indicate that they are not aware of the basis on which they are evaluated. This fact is one main reason that lead to low performance. And as written in the Civil Service Regulations No. 410, employees must be informed by their supervisors of the performance standards they are expected to meet in accomplishing their work.

c. Attitudes toward the applied performance appraisal technique :

As most of the Low-Level Public employees agree that performance appraisal technique in general is a good tool of performance measurement, they are not satisfied with the applied technique in the Public Sector. This may be a result of bad application or unqualified raters. It is also because of lack of discussion between ratee and raters and a clear criteria.

d. The importance of performance appraisal to Low-Level public employees :

(72%) against (18%) of the sample state that performance appraisal in the public sector is not more than a routine procedure, because it has nothing to do with other variables such as promotions, rewards... etc. And therefore, they are not encouraged to improve their performance to get better results while conducting performance appraisal.

B. Relationship between performance appraisal and training programs :

As shown in Chapter 3, Table "6" (44%) of the sample see no relationship between performance appraisal and training programs (35%) stated that there is a relationship and (21%) undecided. This is another indicator of the improper use of performance appraisal results. However, these employees stated that superiors are trying to design programs that may improve employee performance but they see no link

between performance appraisal results and the needed training programs.

C. Feedback :

Both the individual and the personnel department can benefit from feedback. In this research we are concerned with feedback to employees from superiors. However, performance appraisal must provide employee with feedback immediately after appraising them.

a. (53%) of the sample agree that they get feedback (36%) state they don't get feedback and (11%) undecided.

b. Discussion between employees and supervisors :

The majority of respondents (49%) against (36%) says that their supervisors do not discuss the causes of poor performance with them.

c. Advisory :

(55%) against (35%) of the sample state that

their supervisors advice them how to improve their performance.

However, superiors must try to balance positive areas of performance with those areas where performance is deficient, so that the employee receives a realistic view. Supervisors must also be aware that poor performance , especially when it is widespread, may reflect problems with previous personnel management activities.

D. Promotions :

Relationship between performance appraisal and promotions :

(50%) of the sample see no relationship between performance appraisal and promotions, whereas (29%) agree and (21%) undecided. This result means that promotion opportunities are not based on performance or it means that performance appraisal does not reflect employee performance fairly. And it indicates that performance is not the main criteria upon which promotions are offered.

E. Money rewards :

- a. Performance appraisal results as a basis for money rewards ;

(55%) of the sample say that performance appraisal is not the basis for money rewards, while (34%) responded positively and (11%) undecided.

- b. Money as a reward for good performers :

(45%) against (31%) state that a good performer is not rewarded.

- c. Preference of money incentive :

The majority of the sample (64%) prefer money rewards than others. So superiors have to pay more attention to this powerful tool of motivation especially for Low-Level employees, who are in need of money to build their life.

RECOMMENDATIONS :

According to the analysis of the results, the following recommendations are made for the improvement and proper application of performance appraisal in Bahraini Public sector.

1. Lack of criteria for appraising employees is the biggest problem of the performance appraisal system. Therefore, I recommend that standard of objective criteria are to be established by each rater.
2. More attention by supervisors have to be paid to the application of performance appraisal.
3. Supervisors should discuss with employees causes of their poor performance.
4. An immediate feedback should be provided to employees after obtaining and discussing results of their appraisals.
5. Training programs should be designed to improve employee poor performance as indicated in the performance appraisal.

6. Promotion opportunities should be based on employee performance.
7. Incentives should be given to low-level public employees to improve poor performance and to maintain high performance.
8. Since the ministries conduct employee performance appraisal once a year, I recommend that it be conducted at least twice a year.
9. Employees should be convinced that their advancement and promotions are based on performance appraisal results.
10. The Civil Service Bureau should put more pressure on ministries to stick to its regulations in this regards and to ensure the right application of performance appraisal.

APPENDIX I

Rank each of the following statements by circling a number on a scale provided.

Scale : 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly disagree.

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Performance appraisal is a good tool for the performance measurement | 1 | 2 | 3 | 4 | 5 |
| 2. | There is a close relationship between performance appraisal and training | 1 | 2 | 3 | 4 | 5 |
| 3. | The performance appraisal system provide feedback for employee | 1 | 2 | 3 | 4 | 5 |
| 4. | My supervisor advice me how to improve my performance | 1 | 2 | 3 | 4 | 5 |
| 5. | Performance appraisal is used as a basis for employee money rewards | 1 | 2 | 3 | 4 | 5 |
| 6. | I know the basis on which I am evaluated | 1 | 2 | 3 | 4 | 5 |
| 7. | Training programs are designed to improve employee's performance | 1 | 2 | 3 | 4 | 5 |
| 8. | I usually get information about what is right and wrong with my performance | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 9. | A good performer get promotional opportunities | 1 | 2 | 3 | 4 | 5 |
| 10. | I prefer financial rewards than others | 1 | 2 | 3 | 4 | 5 |
| 11. | The performance appraisal technique applied in my organization fairly reflects employee's performance | 1 | 2 | 3 | 4 | 5 |
| 12. | Training courses are available for most employees | 1 | 2 | 3 | 4 | 5 |
| 13. | My supervisor discuss with me the causes of my poor performance | 1 | 2 | 3 | 4 | 5 |
| 14. | There is a close relationship between promotions and performance appraisal | 1 | 2 | 3 | 4 | 5 |
| 15. | A good performer usually get money rewards | 1 | 2 | 3 | 4 | 5 |
| 16. | Performance appraisal is not more than an routine procedure | 1 | 2 | 3 | 4 | 5 |
| 17. | Performance appraisal process identify training needs for employees | 1 | 2 | 3 | 4 | 5 |

APPENDIX III

STATE OF BAHRAIN
COUNCIL OF MINISTERS
CIVIL SERVICE BUREAU

T. S. No. (21)
DATE: 15 January, 1981

CIVIL SERVICE REGULATION
Transmittal Sheet

Subject: Employee Performance Appraisal

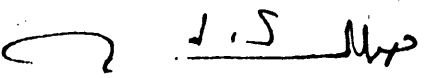
Their Excellencies the Ministers:

This Regulation is a revision of and replaces Civil Service Regulation 410, "Performance Evaluation" dated 8th May, 1977 in its entirety.

The principal changes reflected in this issuance are:

1. Establishes a requirement for an Annual Performance Appraisal for all Government employees.
2. Provides for an "Adjective Rating" for all employees appraised under the system.
3. Provides for supervisors to initiate an appropriate plan of action as a direct result of the rating given the employees.
4. Significantly reduces the administrative workload of the Ministries and the Bureau by the elimination of a number of forms.

This regulation is effective 1st February, 1981.


JAWAD SALIM AL-ARAYED,
MINISTER OF STATE FOR CABINET AFFAIRS

Distribution:

Ministry of Finance & National Economy (80)
Ministry of Works, Power & Water (100)
Ministry of Development & Industry (10)
Ministry of Commerce & Agriculture (30)
Ministry of Defence (25)
Ministry of Interior (100)
Ministry of Foreign Affairs (30)
Ministry of State for Legal Affairs (5)
Ministry of Housing (30)
Secretariat of Council of Ministers (10)
Ministry of Labour & Social Affairs (40)
Ministry of State for Cabinet Affairs (5)
Ministry of Education (150)
Ministry of Information (10)
Ministry of Health (150)
Ministry of Justice & Islamic Affairs (40)
Ministry of Transportation (50)
Central Temporary Municipality (35)
High Council for Youth and Sports (12)
General Organization for Social Insurance (20)

EMPLOYEE PERFORMANCE APPRAISAL

Policy: It is the policy of the Government of Bahrain that employees have the right to know what their responsibilities are and how effectively they are carrying out those responsibilities. To this end the Government intends that each Government employee will, at least annually, participate in a performance appraisal process that evaluates his job responsibilities and assesses the level of his performance.

Purpose: This Regulation describes the policy and procedures for establishing standards of performance and for appraising at least annually the performance of individual employees.

1. Responsibilities:

- a. The Civil Service Bureau: Is responsible for developing and maintaining an effective employee performance appraisal program for the Government of Bahrain, and for prescribing the procedures and methods to be followed in annually appraising the performance of employees of the Government.
- b. Ministers: Have overall responsibility for assuring that a continuing program of employee performance appraisal is carried out within their organizations and that supervisory officials at all levels recognize that the setting of realistic performance standards and the objective appraisal of performance are an integral part of each supervisor's responsibility.
- c. Supervisors: All persons responsible for supervising the work of one or more employees are required to:
 1. Assure that each subordinate employee understands the duties and responsibilities of the position to which he is assigned.
 2. Establish standards of performance in terms of quantity and quality and conduct for each employee for satisfactory job performance. Where practicable, the employee should participate with the supervisor in the development of these standards.
 3. Assure that each employee has read and understands the "Standards of Conduct for Government Employees" and the relationship of these rules of behavior to the performance appraisal system.
 4. At least annually, review and appraise the conduct and job performance of each of his subordinate employees, discuss the results with the employee,

Employee Performance Appraisal.

The following is the procedures for conducting the performance appraisal of employees:

1. The Employee Performance Appraisal Form is to be completed in 1 original and 2 copies.
2. Complete the upper portion of the form I.e. Name, Serial Number, Position, Grade, Ministry and Directorate.
3. In the space for evaluation period, enter in the "to" space the date the performance appraisal is given the employee. In the "from" space use the dated 12 months preceding the "to" date. An example, from 1st Nov. 1978 to 1st Nov. 1979. Employees with less than 12 months continuous service should be given a performance appraisal for the period of time employed.
4. All Non-Supervisory employees will be appraised against the criteria in elements 1 through 5.
5. All supervisory employees and certain employees serving in professional, administrative and technical positions will be appraised against the criteria in elements 1 through 8.
6. Overall Performance rating to be completed for all employees.
7. The "Remarks" portion of the form will be completed to reflect the planned action to be taken to either recognize the employee for his "outstanding" performance or to improve the work performance of the employee who is less than satisfactory in some elements of his performance appraisal. Where an employee's overall performance is rated "Unsatisfactory" immediate steps are required to take positive actions to correct the condition. If this is not possible, action should be initiated to propose termination of the employee.
8. After completing the Employee Appraisal Form by the supervisor, all forms will be signed by him. The employee will also sign to acknowledge that the supervisor has discussed the rating with him.
9. After obtaining the signature of the employee, the supervisor will refer the appraisal to the next higher level supervisory official for his review and signature.
10. The original of CSB form No. 20 will be given to the employee. One copy retained by the supervisor and a copy to the Employee-Management Relations Section for recording and review before filing in the employee's personal file.

C. S. R. NO.410,
15th January, 1981

- 3 -

b. Appraising Performance: Performance and conduct measured against established standards must be appraised on a continuing, day-to-day basis to be effective. Work identified as meeting established standards should be encouraged to continue. Commendatory, high-quality work should be recognized and praised. Work performance that is deficient should be identified promptly and brought to the attention of the employee. Appropriate action should be taken to correct the deficiencies. The process of appraising performance on a continuing basis and making sure that the employee knows at all time whether or not his work performance and conduct are satisfactory is critical to effective supervision. It increases understanding of job requirements by both supervisor and employee, strengthens the work relationship between supervisor and employee, and helps to motivate productivity and improve individual employee performance.

c. Completing the Annual Appraisal:

1. Applicable Forms: Appraisal Form (#20) has been developed for recording the annual appraisal of employee performance and conduct. This form will be distributed initially to the Ministries by the Civil Service Bureau to facilitate and establish the proper time frame for the initial and subsequent appraisals. C.S.B. Form (#20) is appropriate for the annual evaluation of all employees in all positions at all grade levels.
2. Implementation Date: Because of the need to orient supervisors prior to the implementation of this program in each Ministry, and due to the administrative workload incident to implementing this program Government-wide, the date for implementation in each Ministry will differ. Orientation of supervisors by Ministries will be required and will be scheduled by the Civil Service Bureau. The date for supervisory orientation will coincide with the implementation date for each Ministry and each Ministry will be notified approximately two weeks before the scheduled orientation.

APPENDIX 4

THE MINISTRIES REPRESENTED BY THE SAMPLE :

Ministry	No.
Social Insurance	7
Finance & National Economy	10
Health	14
Commerce & Agriculture	12
Education	19
Information	11
Housing	9
Pension Fund Commission	9
Directorate of Customs & Ports	9
TOTAL	100

APPENDIX V

EMPLOYEE - MANAGEMENT RELATIONS CIVIL SERVICE BUREAU PERFORMANCE APPRAISAL MANUAL

INTRODUCTION

The appraisal of subordinate employee performance is a key responsibility of every supervisor in the government's civil service. Once a year the supervisor makes a formal assessment. The performance appraisal process, when properly applied, is a highly effective management tool designed to improve employee's job performance and to bring about a more efficient, effective and economical organization. The performance appraisal process furnishes supervisors with a means to :

1. Clarify individual employee responsibilities, accountabilities and authorities.
2. More effectively plan and organize work to be performed by the work unit.
3. Identify training and development needs for employee.
4. Determine employee's strengths and weaknesses so he might improve, where improvement is within his capability, or assigned duties that better fit him.
5. Provide a basis for disciplinary action when the employee refuses to perform assigned duties.
6. Provide a basis for recognizing individual employee achievements.
7. Assess the overall capability of the government workforce.

The purpose of this manual is to illustrate a method for effective performance appraisals.

Overview of the Performance Appraisal Process :

The performance appraisal process consists of the five following interrelated steps :

1. *Clarifying the job :*

The first step of the performance appraisal process is to review the official position description. This will help supervisors and employees define in specific terms the roles, responsibilities and working relationships of the position. Some of the essential content of the employee's job are : The purpose of the job, the employee's major responsibilities, the authorities the employee has been granted to carry them out, the person the employee reports to, and the knowledge, skills, and abilities the employee must have to effectively do the job. This information is summarized into the classified position description. For performance appraisal purposes, standards of acceptable performance must be established.

2. *Defining expected Performance :*

What does it mean to successfully carry out one's responsibilities? How does the employee know that he is doing a good job? These are questions to be answered in the performance appraisal process. To define expected performance is to specify what the employee should accomplish during the appraisal period in each area of responsibility and to set the methods and standards by which the accomplishments will be measured and evaluated.

3. *Assessment of Performance :*

The formal assessment of performance enables the supervisor and the employee to compare the employee's performance with the established and agreed upon standards to : identify factors that may have affected the employee's performance during the year : identify necessary changes in employee job responsibilities and goals, and to look for ways to improve employee performance in the future. This formal assessment is the basis for the appraisal/objective setting interview.

4. *The Appraisal/Objective Setting Interview :*

The formal face to face meeting, or appraisal interview, is intended to help supervisors and their employees correct and summarize the important elements of the assessment, to jointly establish performance objectives for the next appraisal period, and to determine the best method for improving or enhancing the employee's performance.

5. *Performance Coaching :*

The coaching component of the performance appraisal process is the ongoing communication, on a daily basis, between the supervisor and the subordinate relating to the employee's performance. It is used to provide the employee with timely feedback regarding acceptable or unacceptable performance, both in quality and quantity aspects, on all performance objectives and standards established during the appraisal/objective setting interview. All five components are important, and all should be utilized if the performance appraisal system is to be successfully applied. Each of the five interrelated steps will be discussed in details in terms of their content and application.

How to Complete each Component Step in the Performance Appraisal Process :

Step 1. Clarification of the job :

When subordinates don't do what they are supposed to do, two possibilities arise :

- (1). Either they don't know what is expected. Or
- (2). They don't know how to do what is expected.

The purpose of the job clarification component in the performance appraisal process is to overcome this problem by defining for the employees the tasks and responsibilities they are required to perform, and the authorities they have for carrying out those tasks and responsibilities.

Position Description :

The descriptions serve as the basic document for most personnel actions from establishment of a position to recruitment, training, performance evaluation, etc. A description is necessary for classification of the position, and is as a basic pay document. It is in effect the agreement between the State and the employee as to the duties to be performed and the amount of basic compensation to be received.

Who writes description ?

Since the description is actually only a written documentation of the work of the total unit as assigned to individual employees, the person responsible for the work of the unit (who also has authority for making personnel management decisions) is the person best qualified to describe the work assignments. Normally, this is the first level supervisor. Depending upon the extent of

personnel management delegation within the Ministry, the final position description may be reviewed and approved by several supervisory levels above the immediate supervisor. The important thing is that the description clearly outlines the work to be performed as agreed upon by the responsible level of management.

When is it written?

Basically, there are two times when the description is written. First, when the position is being established and secondly, whenever the duties and responsibilities change significantly due to a reorganization or to a change in the work assigned to the employee. Irrespective of when written, an accurate description serves to outline the work to be performed and should be used as an additional management tool to assure effective utilization of available manpower especially through ready identification of overlapping duties and responsibilities of two positions in the same organization. Accurate and lucid descriptions also aid in obtaining applicants with the required qualifications. All descriptions must be reviewed periodically to assure that they still accurately portray the work assigned to the incumbent.

How is it written ?

The first is to set out the purpose of the position clearly so that both the employee and the personnel management representatives, in addition to line management, will understand why the position has been approved. There are several ways to describe the work performed. Either by descending order of the importance of the different tasks or by the sequence in which the tasks are performed. Irrespective of which approach is used, the first step is to list all separately identifiable tasks to be performed on a blank sheet of paper. Next, the tasks are identified individually by importance or by sequence in which performed and the percentage of time involved. If the major tasks are similar in importance and there is no discernible sequence performance, they can be listed in order of amount of time involved.

Once the tasks and method of presentation have been decided upon, the kind of supervision exercised over the incumbent i.e., technical or administrative (or both) and the guidelines, and directives must be clearly outlined. The method of communicating such guidelines and directives must be also determined, whether verbal or written and whether performance coacher is available or the employee acts according to general instructions.

What other information is required?

In the majority of descriptions the "Purpose", the "Major Duties", and the "Supervision and Guidance Received", will provide sufficient information for employee understanding and for all personnel management uses. There may be instances, however, when additional information will be required to assure an understanding of the "Special Skills and knowledges" and the "Other Significant Factors" inherent in the position. The special skills and knowledges are those that are in addition to what would be readily apparent from description of the duties. For example, an engineering position requires a University degree in engineering and a light vehicle driver position requires a driving license. These should be apparent from the description of Major Duties. If, however, the engineering position requires familiarity with, or experience in, a specific and unusual process or procedure such as overall of gas turbines, or the light vehicle operator is also required to possess the ability to drive VIP passengers, such requirements should be set forth in the description under the heading of Special Skills and Knowledges.

Similarly, if the position duties have an impact on operations outside of the immediate organization i.e., Government, country or area wide; or on the other hand, they involve usually severe climatic or arduous working conditions, such information should be provided under the "Other Significant Factors" heading.

Step 2 Defining Acceptable Performance :

To define the acceptable performance of each task in the position description you should answer the following questions.

1. What is important in accomplishing the responsibility or task ?
2. How will I know that the responsibility or task has been carried out ?
3. What do I want the responsibility or task to accomplish ?
4. What conditions will exist if the responsibility or task is successfully completed ?

The answer to these questions help form the basis of performance standards.

What are performance standards ?

Performance standards are *specific, measurable and obtainable goals that an employee should reach in a designated period of time*. They represent the level of performance to which both the employee and supervisor are committed during an appraisal period. Performance standards should specify the expected *quality* or *quantity* of the work to be performed, and the *manner* in which duties are to be performed for satisfactory or acceptable work.

Sample Performance Standards :

Performance standards are expressed in terms of

- | | | |
|---|---|---|
| <p>– Quantity</p> <ol style="list-style-type: none"> 1. Amount (definite number or units) 2. When (within what time frame) 3. It is usually necessary to show both amount & when | <p>– Quality</p> <ol style="list-style-type: none"> 1. Accuracy (Freedom of error) 2. Appearance of final product 3. Result achieved | <p>– Manner</p> <ol style="list-style-type: none"> 1. Methods of work procedures. 2. Personal characteristic (meet and deal skill) 3. Knowledges required (beyond basis qualification type). |
|---|---|---|

Job tasks may require one or more performance standards. These standards, in turn, may sometimes be a combination of the three criteria listed above. The following criteria and type of work designation are for illustrative purpose only.

Type of work	Task	Criteria	Expected performance standard
Clerical	1 Types statistical tables	Quantity Quality Manner	Types 3 sets of tables daily. All copies are neat, accurate, legible and evenly arranged on page with not more than 5% error before proofreading.

Type of work	Task	Criteria	Expected performance standard
Supervisory	2 Answers telephone inquires and routes calls to proper person	Manner	Answers telephone pleasantly and courteously and modulates voice so as not to interrupt or bother other in the office.
	3 Receives visitors in the office	Manner Quality	Receives visitors courteously and gives them personal attention. Uses tact in screening visitors and inquiries.
	4 Maintains alphabetical and subject matter files	Quality Manner	Labels and keeps files orderly neat, and systematic. Consolidates material and eliminates most duplicated or outdated copies. Prepares files plan and index.
	5 Orients new employees to office operation & inducts them on the job	Quality Manner	Informs new employees of their rights and privileges, office policies, and work requirements within first work day. Furnishes each employee, a copy of job description and performance requirements, within first week of work.
	6 Administers leave for the unit	Quality Manner	Grants leaves so employees may have vacations without jeopardizing the unit's work schedule and assures that 75% of the staff is present at all times. Handle 90% of leave requests without referral to superior.
Professional	7 Maintains a simple work records system to efficiently control unit operations	Quality Manner	Maintains sufficiently adequate and accurate work records on unit operations to permit preparation of necessary reports performance requirements and formal personnel actions.
	8 Makes continuing evaluation of the organization's fiscal program.	Quality	Identifies and corrects 90% of directorate's budget error.
	9 Investigates accidents	Quality Quantity	Investigates 95% of reported accidents on beat efficiently.
	10 Performs nursing techniques for the care & comfort of the patient.	Quality Manner	95% of work done without receiving valid complaints from the patient.

Extension of Responsibilities :

Responsibility statements answer the question *What ?* and *Why ?* while performance standards answer question *When? Where? How? and How much.* Consider the following responsibility statement : *To make a report on each program (what?) so that the Director will be informed of the outcome (Why?).*

The corresponding performance standard might look like this :

Each section will be sent a *written* report (How?) within *one week* after it has been completed (when?).

Challenging but Realistic :

Performance standards should be both challenging and realistic. Care should be taken not to set goals that cannot possibly be attained nor can be achieved with little or no effort. The answer, as usual, lies somewhere in the middle.

There may come a time when an employee's performance of a particular tasks has reached the peak, when improvement is no longer possible. When that happens, it is realistic and challenging to maintain that level of performance or improve it wherever possible. The idea is to constantly strive for perfection.

A Guide for Writing Performance Standards :

Suppose that one of your employees has the responsibility to collect certain information, process the data and write reports on the findings so that your section can coordinate its work with other sections. You assign to the responsibility a priority, estimate the percent of time to get the tasks done, and identify the level of authority granted to the employee to carry out the responsibility. All of this information is documented in the employee's position description, but there is still plenty of room for misunderstanding. For example, how and when will the information be collected? How long will it take to process the data? When will the reports be finished? How, when and to whom will they be distributed?. To eliminate unnecessary surprises, it is important that you and your employee reach a common understanding and communicate it in a way that makes sense to both of you. The most effective way to do this is to identify the results to be accomplished in writing. Establishing performance goals in writing is as important as clarifying the job in writing.

Who Does the writing?

The same method used to write a position description may be used to write performance standards. An employee may participate with you or you may choose to write some or all of the standards for the employee particularly if the employee is new to the position. When you do the writing, you should ask for suggestions from the employee and make sure that you reach a common understanding. In other words, allow as much input by employees as is practical, but retain control of final decisions. Remember, the ultimate responsibility for unit productivity and output is yours. However it makes sense that all employees take an active role in determining, developing and writing their own performance goals.

Step 3 Assessment of Performance :

Objective evaluation means four things :

1. *That employee's work performance is assessed against the standards instead of rating personality traits.* If certain traits are found to be directly related to job performance (cooperation, attitudes, initiative, integrity, and appearance) they can be precisely defined in terms of job standards, and can be measured in terms of observable behavior.
2. *That performance is compared to specific, measurable, and attainable standards and objectives.* Because you and your subordinate have specified results that can be measured and verified. There are no surprises for either of you.
3. *That you and your employees both participate in the performance assessment process.* Since you both have the same information, you can work together to assess accomplishment and make recommendations for future improvements, modify standards, and set future performance objectives.
4. *That you and your staff use the past as a guide for improving future performance.* A careful analysis of your employee's performance during the last appraisal period can lead to changes that result in better performance during the next appraisal period. Performance appraisal is primarily a developmental tool.

When assessing the employee's performance, you should ask yourself the following questions :

1. *Was the employee's performance up to the level set by the performance standards, and did the employee accomplish the objectives set for him?*
2. *How difficult and / or important is it for the employee to perform a particular task to the standard that has been set, or accomplish as assigned objectives?*
3. *What is the relationship between the quality and quantity of the employee's work and the time needed to get it done?* Remember that a high quality piece of work completed behind schedule may be of more value than a low quality piece of work completed on time or ahead of schedule. Some tasks of course, must be completed on time if they are to be of any value at all.
4. *Did circumstances beyond the control of the employee affect his performance?* Sometimes special assignments change an employee's priorities. Situations that are clearly beyond the control of the employee should be carefully considered in evaluating performance.

During the courses of assessing an employee's performance, the supervisor should make written notes regarding the quantity and quality of the employee's performance to use in the appraisal/objective setting interview with the employee. The supervisor may even suggest that employee also prepare a written assessment of his performance in advance of the appraisal/objective setting interview.

Step 4 Appraisal/Objective Setting Interview :

An appraisal interview is a meeting held by the supervisor and employee to discuss that employee's work. It is an opportunity for both to see and compare their perceptions of the employee's performance and determine what could be done to improve the employee's effectiveness, or enhance the employee's development.

The appraisal interview itself focuses on three aspects of supervisor-employee relations :

1. The discussion of actual performance versus expected performance.
2. The setting of new performance objectives & standards.
3. The plans for employee development.

The heart of the discussion will really focus on how the employee is doing; what he is doing right; where he needs to improve; and what can be done to help him do his job better.

In discussing these questions, with employee, supervisors should avoid answering them with comparison to other employees. The response should be in relation to the performance standards and objectives. The appraisal interview provides an excellent opportunity to review the performance standards agreed to by employees and supervisor. New standards, if needed, should be developed and set for the next appraisal period. Performance objectives relating to performance improvement needs and changes in the duties and responsibilities of the position should also be developed and set for the next appraisal period.

The supervisor and subordinate employee must perform three tasks jointly during the appraisal/objective setting interview.

1. *Review, analyze and evaluate the employee's performance.*

The supervisor and the employee should carefully compare the employee's actual accomplishments with the expected performance standard during the appraisal period, using the employee's position description and the previous performance appraisal as a guide *when evaluating the result achieved by the employee. Keep in mind the difficulty and importance of the tasks or objectives*, the relationship between the quantity or quality of the employee's work and the time which was required to accomplish it.

2. *Review job responsibilities and performance objectives for the next appraisal period.*

It is important that the supervisor and the employee jointly review the employee's position description to ensure that it accurately reflects the employee's job for the next appraisal period. Objectives and standards should be discussed to ensure that they are realistic and completely understood by both the supervisor and the subordinate.

3. *Look for ways to improve performance during the next appraisal period.*

Performance appraisal is designed to help employees do a better job by developing their knowledge, skills, and abilities in the most important areas of their work. Because of this emphasis, it is important that the supervisor and subordinate plan for the subordinate's individual development.

Performance problems should be addressed immediately when they occur and not "saved up" until the next formal appraisal. Nonetheless, it is helpful in formal appraisal if you the supervisor have documented the periodic discussions and have notes handy for reference.

Very Good

Performance at this level exceeds performance standards most of the time in almost all elements. While performance at this level can still be improved, an employee at this level significantly exceeds the performance expected of a fully capable employee in most aspects of job performance.

Satisfactory

Performance at this level meets performance standards of all elements designated as critical. While there is room for improvements in some aspects of job performance, the work meets expectations.

Unsatisfactory

Performance at this level fails to meet the established standards in two elements designated as critical. Performance at this level is below expectation or standards of quality, quantity, and manner of performance. Performance can and should be improved and immediate steps are required to take positive actions to correct the condition in a fixed period of time to be determined by the supervisor. If this fails, action should be initiated to propose termination or demotion of the employee. It is important to note that supervisor may deny or delay the annual increment upto six months if an employee is performing at this level.

Step 5 Coaching for Performance Improvement

Supervisory coaching is a process of providing employees with continuous feedback regarding both acceptable and unacceptable performance.

This form of job assistance should aim to help employees recognize and correct mistakes, learn to apply their special talents to the job, and overcome specific work related problems in a timely fashion. Coaching is an informal, continuous process of observing, analyzing and helping to improve employee performance.

The Coaching Analysis Process

1. *Identify and specify the unsatisfactory performance.*
2. *Is correcting the unsatisfactory performance worth your time and effort? If your answer is no, don't waste your time on it. If your answer is yes:*
3. *Does your subordinate know that his performance is unsatisfactory? If your answer is no then let your subordinate know. Provide your subordinate with feedback on his performance. If your answer is yes :*
4. *Does your subordinate know what is supposed to be done and when? If your answer is no, let your subordinate know what is expected. You may want to employ the job clarification techniques described in the section on clarifying the job. If your answer is yes :*

5. *Are there obstacles beyond your subordinate's control that are blocking performance?* If your answer is yes then identify and remove or assist your subordinate in removing the obstacles. If your answer is no :
6. *Does your subordinate know how to do the tasks he is expected to perform?* If your answer is no determine your subordinate's training needs and provide training. If your answer is yes :
7. *Do some negative consequences follow correct performance?* If your answer is yes then change the consequences of correct performance. If your answer is no :
8. *Do some negative consequences follow incorrect or non performance?* If your answer is yes then change the consequences of incorrect or non performance. If your answer is no :
9. *Could the subordinate perform the tasks correctly if he wanted to?* If your answer is no then consider transferring or terminating your employee. If your answer is yes :
10. *Re-direct your subordinate's behavior through coaching.* Apply the five step coaching technique with your subordinate.

A five step coaching Technique

1. *Get the employee's agreement that a problem exists.* Be sure you clearly identify the behavior change that is desired and identify for the employee the need for change. Also be sure the employee understands that correcting the problem is in his best interest.
2. *Mutually discuss with the employee alternative solutions to the performance problem.* Jointly discuss alternative solutions identified by both you and the employee to ensure maximum involvement of the employee in the coaching discussion.
3. *Mutually agree on the action to be taken to solve performance problem.* After discussing the alternative solutions identified, mutually agree on the specific action to be taken, develop written performance objectives and action plans with the employee.
4. *Follow up to measure results.* Monitor the employee's progress and provide him with timely feedback on the results of his performance relative to the objectives that were established.
5. *Recognize any improvement in the performance when it occurs.* The timeliness of recognition is of critical importance in sustaining improvement and therefore should be immediate. Also, recognize any improvement, even if it does not yet constitute the full performance you desire.

The coaching analysis process and the five step coaching techniques, used as outlined, can provide you with a systematic method for specifying and correcting employee performance problems on a day to day basis. This continuous communication channel on performance should exist between supervisor and subordinate throughout the entire appraisal period.

APPENDIX 6

OBSERVED Q16

Q14

	1	2	3	4	5	
1	2	1	1	4	18	26
2	1	2	0	13	8	24
3	2	2	4	11	2	21
4	3	3	5	9	1	21
5	1	1	0	4	2	8
	9	9	10	41	31	100

EXPECTED FREQUENCY Q16

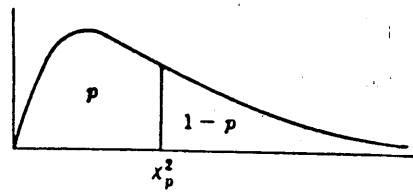
Q14

	1	2	3	4	5	
1	2.34	2.34	2.6	10.68	8.06	26
2	2.16	2.16	2.4	9.84	7.44	24
3	1.89	1.89	2.1	8.61	6.51	21
4	1.89	1.89	2.1	8.61	6.51	21
5	0.72	0.72	0.8	3.28	2.48	8
	9	9	10	41	31	100

$$\chi^2 = 38.9209$$

Appendix 7

Percentile Values (χ^2_p)
for the
Chi-Square Distribution
with ν Degrees of Freedom



ν	$\chi^2_{.005}$	$\chi^2_{.01}$	$\chi^2_{.025}$	$\chi^2_{.05}$	$\chi^2_{.10}$	$\chi^2_{.25}$	$\chi^2_{.50}$	$\chi^2_{.75}$	$\chi^2_{.90}$	$\chi^2_{.95}$	$\chi^2_{.975}$	$\chi^2_{.99}$	$\chi^2_{.995}$	$\chi^2_{.999}$
1	.0000	.0002	.0010	.0039	.0158	.102	.455	1.32	2.71	3.84	5.02	6.63	7.88	10.8
2	.0100	.0201	.0506	.103	.211	.575	1.39	2.77	4.61	5.99	7.38	9.21	10.6	13.8
3	.0717	.115	.216	.352	.584	1.21	2.37	4.11	6.25	7.81	9.35	11.3	12.8	16.3
4	.207	.297	.484	.711	1.06	1.92	3.36	5.39	7.78	9.49	11.1	13.3	14.9	18.5
5	.412	.554	.831	1.15	1.61	2.67	4.35	6.63	9.24	11.1	12.8	15.1	16.7	20.5
6	.676	.872	1.24	1.64	2.20	3.45	5.35	7.84	10.6	12.6	14.4	16.8	18.5	22.5
7	.989	1.24	1.69	2.17	2.83	4.25	6.35	9.04	12.0	14.1	16.0	18.5	20.3	24.3
8	1.34	1.65	2.18	2.73	3.49	5.07	7.34	10.2	13.4	15.5	17.5	20.1	22.0	26.1
9	1.73	2.09	2.70	3.33	4.17	5.90	8.34	11.4	14.7	16.9	19.0	21.7	23.6	27.9
10	2.16	2.56	3.25	3.94	4.87	6.74	9.34	12.5	16.0	18.3	20.5	23.2	25.2	29.6
11	2.60	3.05	3.82	4.57	5.58	7.58	10.3	13.7	17.3	19.7	21.9	24.7	26.8	31.3
12	3.07	3.57	4.40	5.23	6.30	8.44	11.3	14.8	18.5	21.0	23.3	26.2	28.3	32.9
13	3.57	4.11	5.01	5.89	7.04	9.30	12.3	16.0	19.8	22.4	24.7	27.7	29.8	34.5
14	4.07	4.66	5.63	6.57	7.79	10.2	13.3	17.1	21.1	23.7	26.1	29.1	31.3	36.1
15	4.60	5.23	6.26	7.26	8.55	11.0	14.3	18.2	22.3	25.0	27.5	30.6	32.8	37.7
16	5.14	5.81	6.91	7.96	9.31	11.9	15.3	19.4	23.5	26.3	28.8	32.0	34.3	39.3
17	5.70	6.41	7.56	8.67	10.1	12.8	16.3	20.5	24.8	27.6	30.2	33.4	35.7	40.8
18	6.26	7.01	8.23	9.39	10.9	13.7	17.3	21.6	26.0	28.9	31.5	34.8	37.2	42.3
19	6.84	7.63	8.91	10.1	11.7	14.6	18.3	22.7	27.2	30.1	32.9	36.2	38.6	43.8
20	7.43	8.26	9.59	10.9	12.4	15.5	19.3	23.8	28.4	31.4	34.2	37.6	40.0	45.3
21	8.03	8.90	10.3	11.6	13.2	16.3	20.3	24.9	29.6	32.7	35.5	38.9	41.4	46.8
22	8.64	9.54	11.0	12.3	14.0	17.2	21.3	26.0	30.8	33.9	36.8	40.3	42.8	48.3
23	9.26	10.2	11.7	13.1	14.8	18.1	22.3	27.1	32.0	35.2	38.1	41.6	44.2	49.7
24	9.89	10.9	12.4	13.8	15.7	19.0	23.3	28.2	33.2	36.4	39.4	43.0	45.6	51.2
25	10.5	11.5	13.1	14.6	16.5	19.9	24.3	29.3	34.4	37.7	40.6	44.3	46.9	52.6
26	11.2	12.2	13.8	15.4	17.3	20.8	25.3	30.4	35.6	38.9	41.9	45.6	48.3	54.1
27	11.8	12.9	14.6	16.2	18.1	21.7	26.3	31.5	36.7	40.1	43.2	47.0	49.6	55.5
28	12.5	13.6	15.3	16.9	18.9	22.7	27.3	32.6	37.9	41.3	44.5	48.3	51.0	56.9
29	13.1	14.3	16.0	17.7	19.8	23.6	28.3	33.7	39.1	42.6	45.7	49.6	52.3	58.3
30	13.8	15.0	16.8	18.5	20.6	24.5	29.3	34.8	40.3	43.8	47.0	50.9	53.7	59.7
40	20.7	22.2	24.4	26.5	29.1	33.7	39.3	45.6	51.8	55.8	59.3	63.7	66.8	73.4
50	28.0	29.7	32.4	34.8	37.7	42.9	49.3	56.3	63.2	67.5	71.4	76.2	79.5	86.7
60	35.5	37.5	40.5	43.2	46.5	52.3	59.3	67.0	74.4	79.1	83.3	88.4	92.0	99.6
70	43.3	45.4	48.8	51.7	55.3	61.7	69.3	77.6	85.5	90.5	95.0	100	104	112
80	51.2	53.5	57.2	60.4	64.3	71.1	79.3	88.1	96.6	102	107	112	116	125
90	59.2	61.8	65.6	69.1	73.3	80.6	89.3	98.6	108	113	118	124	128	137
100	67.3	70.1	74.2	77.9	82.4	90.1	99.3	109	118	124	130	136	140	149

Source: E. S. Pearson and H. O. Hartley, *Biometrika Tables for Statisticians*, Vol. 1 (1966), Table 8, pages 137 and 138, by permission.

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