



**GENERAL CIVIL SERVICE  
Performance Assessment and Development Form**

SECTION I

FULL NAME: Surname/Family Name First	EDP No.
Date of Joining Government Service:	Date of Appointment to Permanent Establishment:
Date of Birth:	Department
Substantive post:	Date of Appointment to Substantive Post:
Reporting Officer:	Grade:

**CONFIDENTIALITY**

This is a restricted document, which will be seen only by a few senior officers. Please state the facts clearly and correctly and do not hesitate to express your views frankly.

**PROCESS**

Both the Incumbent and their Reporting Officer should complete the relevant sections of this form prior to each review. The information should then be combined into a single form during the review.

**ACTING POSITIONS**

Where an incumbent has been acting, a separate form should be completed.

**TIMING**

A formal review will be held once a year and informal reviews should be held quarterly. The timing of the next review should be agreed at the end of the current review.

**GRADING OF PERFORMANCE OF DUTIES DURING PERIOD COVERED BY THIS REPORT**

Officers who have met or exceeded performance expectations should be given one of the following ratings:

- (5) – Outstanding Performance; (4) – Good Performance;
- (3) – Satisfactory Performance

Officers who have not fully met performance expectations should be given one of the following two ratings:

- (2) – Fair Performance; (1) – Unsatisfactory Performance

**SECTION II**  
**PERFORMANCE OBJECTIVES - INDIVIDUAL WORK PLAN**

Review the latest copy of the incumbent's position description and attach a copy then rate the degree to which objectives (based on principal accountabilities) are important and have been met:

<b>PRINCIPLE ACCOUNTABILITIES</b>	<b>OBJECTIVES/TASKS (include Measures and Timing)</b>	<b>RESULTS</b>	<b>Employee</b>	<b>Supervisor</b>	<b>Agreed</b>
<b>TOTAL RATINGS</b>					
ASSESSMENT (A): Outstanding Performance Good Performance Satisfactory Performance Fair Performance Unsatisfactory Performance	RATING (R): 5 4 3 2 1	<b>OVERALL ASSESSMENT RATING</b> Add all of the ratings in the Agreed ratings column and divide the total by the total number of tasks/objectives being assessed Overall Rating to be transferred to <b>Section V.</b>			

### SECTION III **QUALITIES OF PERFORMANCE - COMPETENCIES**

Listed below are eight factors important to performance on the job. For each factor five statements are given. Carefully read each of the statements listed for the first factor, then choose the statement that you believe best describes the officer being assessed. Tick the box to the right of the chosen statement. Repeat this procedure for each of the factors.

	<b>COMPETENCY</b>	<b>Rating</b>	<b>Self</b>	<b>Reporting Officer</b>	<b>Agreed</b>
1	<b>INITIATIVE AND RESOURCEFULNESS</b> <ul style="list-style-type: none"> <li>• Has many ideas; can always be counted on to provide a new approach</li> <li>• Has more imagination than most in this job classification and type of work; frequently thinks of new ways of doing things</li> <li>• Comes up with something new now and then</li> <li>• Something of a routine worker, who only infrequently contributes something new</li> <li>• Definitely not imaginative; waits for others to furnish the ideas</li> </ul>	5 4 3 2 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	<b>JUDGEMENT</b> <ul style="list-style-type: none"> <li>• Almost invariably reaches correct conclusions even in the most difficult problems</li> <li>• Can discriminate between relevant and irrelevant details to reach generally sound conclusions</li> <li>• Makes an average amount of errors of judgment</li> <li>• Finds it quite difficult to analyze a variety of facts to reach a sound conclusion. Often makes poor decisions.</li> <li>• Very erratic in his/her ability to reach a logical conclusion</li> </ul>	5 4 3 2 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Unusual clarity and facility of expression</li> <li>• Shows organization and consistency in expression of ideas</li> <li>• Express himself/herself without difficulty</li> <li>• Ability to express himself/herself is somewhat limited</li> <li>• Vague and ambiguous in expression of ideas</li> </ul>	5 4 3 2 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4	<p><b>ATTITUDE</b></p> <ul style="list-style-type: none"> <li>• Outstanding interest; welcomes constructive criticism; always cooperative</li> <li>• Highly satisfactory, cooperative; accepts policy and criticism without resentment</li> <li>• Satisfactory interest; cooperates; occasionally becomes indifferent or careless</li> <li>• Little interest in job; frequently uncooperative or unpleasant; resents instruction</li> <li>• No interest in job; cooperates only when forced; resents criticism or authority; sometimes hostile or rude</li> </ul>	5 4 3 2 1	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     
5	<p><b>PUNCTUALITY AND ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Extremely conscientious about his/her attendance and punctuality</li> <li>• Makes a point of always trying to be on the job and on time</li> <li>• Usually makes sure that his/her breaks or leave do not inconvenience the rest of the staff</li> <li>• Takes allotted amount of time for breaks; request leave in advance but not particularly concerned about the effect of his/her being on leave will have on others</li> <li>• Takes longer or more frequent breaks than most; tends to take advantage of leave privileges</li> </ul>	5 4 3 2 1	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     
6	<p><b>INTERPERSONAL COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Does an outstanding job of human interaction in the work group as well as with the public</li> <li>• Co-operative and able to work well with others so as to accomplish a joint effort, creates a favorable impression</li> <li>• Usually friendly and courteous</li> <li>• Impersonal, stays aloof from others</li> <li>• Creates bad impression, almost always unfriendly. Unwilling to cooperate with co-workers or supervisor</li> </ul>	5 4 3 2 1	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     	<input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     <input type="checkbox"/>     

7	<p><b>FLEXIBILITY</b></p> <ul style="list-style-type: none"> <li>Ability to adapt as required of a situation change and changing or easily accepting changes; adapts department's goals to suit the short and long term goals of the Ministry</li> <li>Flexibly applies rules and procedures; able to change own behaviour to suit the situation</li> <li>Recognises the validity of others viewpoints</li> <li>Unable to adapt and work effectively within a variety of situations with various individuals or groups</li> <li>Stubbornly sticks to own opinion</li> </ul>	5 4 3 2 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	<p><b>COMMITMENT TO PUBLIC SERVICE VALUES</b></p> <ul style="list-style-type: none"> <li>Exercises leadership by setting a good example through personal conduct in the community; works to be seen as a respectable, upright public servant; promotes public service values and ethics to colleagues; assists colleagues to align with values and takes action on violation</li> <li>Identifies situation of potential conflict of interest or negative public perception; acts to prevent situation arising; maintains political neutrality</li> <li>Follows the code of conduct; maintains confidentiality; is not open to corruption</li> <li>Lacks professionalism and integrity; does not respect the rights of colleagues and public</li> <li>Does not perform duties honestly and impartially; does not perform in an efficient or competent manner</li> </ul>	5 4 3 2 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>TOTAL OF AGREED RATINGS</b>					
<p><b>AGGREGATE COMPETENCY RATING</b> (this is arrived at by totalling all of the ratings in the <b>AGREED</b> Column and dividing it by the total number of competencies i.e. 8). Overall rating to be transferred to <b><u>Section V on page 7.</u></b></p>					

SECTION IV

**INDIVIDUAL COMMENTS**

Outline the actions taken by your manager that helped you perform in the last year. What could they have done to be more supportive.

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**MANAGER'S COMMENTS**

Consider the person's performance over the last six months. What are some of the highlights, achievements? What difficulties did they encounter? What could the person have done to improve their performance?

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**COUNTERSIGNING OFFICER'S COMMENTS**

Consider the person's performance over the last six months. What are some of the highlights, achievements? What difficulties did they encounter? What could the person have done to improve their performance?

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**SECTION V OVERALL ASSESSMENT RATING**

Average Rating from Section II	+	Average Rating from Section III	=	Overall Assessment Rating
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

**SECTION VI TRAINING NEEDS AND DEVELOPMENT**

Select	Tick	Areas [if yes] Individual, Occupational and Organizational Need(s)
YES	<input type="checkbox"/>	
NO	<input type="checkbox"/>	

**SECTION VII PERFORMANCE LEVEL \***

The reporting officer is to place a tick in the appropriate box to indicate as to whether the employee is fitted for promotion or not.

Rating 9- 10	Highly fitted for promotion	<input type="checkbox"/>
Rating 8	Well fitted for promotion	<input type="checkbox"/>
Rating 6 - 7	Fitted for promotion	<input type="checkbox"/>
Rating 2 - 5	Not fitted for promotion	<input type="checkbox"/>

\* This judgment is not to be based solely on the overall assessment rating achieved by the employee for that year. Factors such as the employee's history of performance in the grade, qualifications and experience should also be taken into consideration.

Regulation 5 (3) of the Public Service (General) Regulations, 1999, provide the appointment and promotion criteria as follows:

The following work related qualities may be taken into account in making an assessment referred to in subregulation (2) -

- (a) skills and abilities;
- (b) qualifications, training and competencies;
- (c) standard of work performance;
- (d) capacity to perform at the level required;
- (e) demonstrated potential for further development;
- (f) ability to contribute to team performance.

SECTION VIII      **ENDORSEMENT**

**1. Employee:**

(i) Signature of Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_

**2. Reporting Officer:**

(i) Signature of Reporting Officer: \_\_\_\_\_ Date: \_\_\_\_\_

(ii) Name of Reporting Officer: \_\_\_\_\_

**3. Countersigning Officer:**

(i) Signature of countersigning Officer: \_\_\_\_\_ Date: \_\_\_\_\_

(ii) Name of Countersigning Officer: \_\_\_\_\_