

STAFF – IN CONFIDENCE



REPUBLIC OF FIJI

PERFORMANCE APPRAISAL FORM FOR GOVERNMENT WAGE EARNERS

NOTE: 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.

REPORT for the YEAR: _____

SECTION I (to be completed by the officer reported on in his own handwriting).

FULL NAME:		FNPF No:
Date of Birth:	Date of joining Government Service:	Confirmed? YES/ NO
Department:		Date appointed:
Substantive Post:		Present Wage Rate:

1. (a) List any higher responsibilities performed during period under review – Record the post held and period.
(If space is not enough, write on an extra sheet of paper and attach to form).

(b) Are you paid higher responsibility allowance. YES/ NO

2. List the duties you performed during the year (If space is not enough, write on an extra sheet of paper and attach to form).

3. Do you consider that you might be more usefully employed in some part of the Public Service? If so where
(Give reasons)

4. Are you taking any course of instruction in your spare time? YES/ NO. If YES give details of the course.

5. Give details of qualifications held and date diplomas, technical qualifications and service examinations were obtained.

Date: _____

Signature: _____

SECTION II

REPORT ON QUALITIES AND PERFORMANCE OF DUTIES

Listed below are fifteen 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. These reports are not to be shown to the officers on whom they are written but the subject of an adverse report should be conveyed to him/ her in writing by the reporting officer or any other officer if instructed to do so.

COMPETENCY		Rating		REMARKS
1	QUALITY OF WORK <ul style="list-style-type: none"> • His/ her work frequently contains an unacceptable percentage of errors or shows evidence of poor judgment. • Doesn't seem to have enough concern about the quality of his/ her work. • Quality of work is about the same as that of most employees of this grade and type of work. • Nearly always turns out a good job. Rarely makes mistakes. • Anything he/ she does, he/ she does almost to perfection. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	
2	QUANTITY <ul style="list-style-type: none"> • Excessively slow; output consistently below standard. • Works slowly, rather low production. • Completes average amount of work; works at a steady pace. • Better than average producer; volume more than satisfactory. • Works rapidly; consistently completes exceptional amount of work. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	
3	KNOWLEDGE REQUIRED BY THE JOB <ul style="list-style-type: none"> • Handicapped quite often in his/ her work because of lack of knowledge, understanding or information. • Isn't quite up to par with respect to the knowledge and information required by the job. • Has adequate knowledge to do a satisfactory job. • Has more job-related information at his/ her finger tips than most in this line of work. • Complete knowledge of this and related jobs and the inter-relationships of the jobs. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	
4	INITIATIVE AND RESOURCEFULNESS <ul style="list-style-type: none"> • Definitely not imaginative; waits for others to furnish the ideas. • Something of a routine worker, who only infrequently contributes something new. • Comes up with a new idea now and then. • Has more imagination than most in this job classification and type of work; frequently thinks of new ways of doing things. • Has many ideas; can always be counted on to provide a new approach. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	

5	<p>JUDGEMENT</p> <ul style="list-style-type: none"> • Very erratic in his/ her ability to reach logical conclusions. • Finds it quite difficult to analyze a variety of facts to reach sound conclusions. Often makes poor decisions. • Makes an average number of errors of judgment. • Can discriminate between relevant and irrelevant details to reach generally sound conclusions. • Almost invariably reaches correct conclusions even in the most difficult problems. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6	<p>DEGREE OF SUPERVISION REQUIRED</p> <ul style="list-style-type: none"> • Requires constant supervision or direction. • Goes to his/ her supervisor or superior for help more often than seems necessary. • Act on his/ her own in activities that are usual to the work. • Requires less direction or supervision than most employees of this classification. • Able to proceed on his/ her own with little or no supervision. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7	<p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Seems to aspire to nothing higher; frequently refuses to accept responsibility. • Somewhat lacking in drive; seems reluctant to accept delegated responsibility. • Accepts and discharges delegated duties willingly. • Is more willing and able than most to assume additional duties even beyond his/ her job assignment. • A “self starter” who accomplishes work assigned and takes on greater responsibility. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8	<p>ABILITY TO COMMUNICATE (ORAL)</p> <ul style="list-style-type: none"> • Vague and ambiguous in expression of ideas. • Ability to express himself/ herself without difficulty. • Expresses himself/ herself without difficulty. • Shows organization and consistency in expression of ideas. • Unusual clarity and facility of expression. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

9	ABILITY TO COMMUNICATE (WRITTEN) <i>if applicable</i> <ul style="list-style-type: none"> • Vague and ambiguous in expression of ideas. • Ability to express himself/ herself without difficulty. • Expresses himself/ herself without difficulty. • Shows organization and consistency in expression of ideas. • Unusual clarity and facility of expression. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10	ORGANISATION OF WORK <ul style="list-style-type: none"> • Cannot organize. • An indifferent organizer. • Plans and controls work satisfactorily. • Shows considerable organizing skill. • An exceptionally effective organizer. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11	FIGUREWORK <i>(if applicable)</i> <ul style="list-style-type: none"> • Poor at figures. • Handling of figures leaves something to be desired. • Competent at figure work. • Handles and interprets figures very well. • Exceptionally good at all kinds of figure work. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12	ATTITUDE <ul style="list-style-type: none"> • No interest in job; cooperates only when forced; resents criticism or authority; sometimes hostile or rude. • Little interest in job; frequently uncooperative or unpleasant; resents instruction. • Satisfactory interest; cooperates; occasionally becomes indifferent or careless. • Highly satisfactory, cooperative; accepts policy and criticism without resentment. • Outstanding interest; welcomes constructive criticism; always cooperative. 	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

13	ATTENDANCE AND PUNCTUALITY <ul style="list-style-type: none"> • Takes longer or more frequent breaks than most; tends to take advantage of leave privileges. • 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. • Usually makes sure that his/her breaks or leave do not inconvenience the rest of the staff. • Makes a point of always trying to be on the job and on time. • Extremely conscientious about his/her attendance and punctuality. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	
14	CONTACT WITH OTHERS <ul style="list-style-type: none"> • Creates bad impression, almost always unfriendly. Unwilling to co-operate with co-workers or supervisor. • Impersonal, stays aloof from others. • Usually friendly and courteous. • Co-operative and able to work well with others so as to accomplish a joint effort; creates a favourable impression. • Does an outstanding job of human interaction in the work group as well as with the public. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	
15	SUPERVISORY ABILITY (if applicable) <ul style="list-style-type: none"> • Unlikely to become a leader. • A poor leader, needs training. • Acceptable, but need development. • Above average leader. • Gets optimum performance from staff. 	1	<input type="checkbox"/>	
		2	<input type="checkbox"/>	
		3	<input type="checkbox"/>	
		4	<input type="checkbox"/>	
		5	<input type="checkbox"/>	
	TOTAL OF COMPETENCY RATINGS			(To be transferred to SECTION VII)
	TOTAL NUMBER OF COMPETENCIES ASSESSED ON. (This is arrived at by calculating the number of competencies assessed on and multiplying by 5).			(To be transferred to SECTION VII)

SECTION III OVERALL GRADING FOR QUALITIES AND PERFORMANCE OF DUTIES DURING PERIOD COVERED BY THIS REPORT

Note: The overall grading should reflect the markings given in Section II.

- (5) OBJECTIVES MET BEYOND EXPECTATION Exceptional alike in capacity and performance
- (4) OBJECTIVES MET ABOVE EXPECTATION A very able and effective officer
- (3) OBJECTIVES MET YTO EXPECTATION An efficient officer
- (2) OBJECTIVES PARTIALLY COMPLETED Performs dutie s only moderately well
- (1) OBJECTIVES NOT ACHIEVED Definitely not up to the grade

SECTION IV TRAINING NEEDS

Specify deficiencies identified in present performance or in readiness for promotion that could be remedied by in-service or on the job training – indicate specific requirements.

SECTION V REPORTING OFFICERS REMARKS

Reporting Officer's General Remarks (to include general conduct, appearance and personal characteristics not covered by previous sections)

I have known this officer for _____ years/ months.

Signature _____ Rank _____ Date _____

NAME (in block capitals) _____

SECTION VI REMARKS BY THE COUNTERSIGNING OFFICER

I hereby certify that in my opinion the gradings awarded by the reporting officer are correct, subject to any amending entries or remarks, which I have made and initialed.

I have known this officer for _____ years/ months.

Signature _____ Rank _____ Date _____

NAME (in block capitals) _____

SECTION VII COMPETENCY RATING

TOTAL POINTS 75 = 100%

Benchmark (75%) for Total Competency Rating of 75	=	0.75%	X	75	=	56.25
Benchmark (75%) for Total Competency Rating of 70	=	0.75%	X	70	=	52.5
Benchmark (75%) for Total Competency Rating of 65	=	0.75%	X	76	=	48.75
Benchmark (75%) for Total Competency Rating of 60	=	0.75%	X	60	=	45.0

FORMULA: -

$$\text{TOTAL COMPETENCY} = \frac{\text{TOTAL OF COMPETENCY RATING (From Section II)}}{\text{TOTAL NUMBER OF COMPETENCIES ASSESSED ON (From Section II)}} \times \frac{100\%}{1}$$

$$\text{TOTAL COMPETENCY} = \underline{\text{ANS \%}}$$

SECTION VIII RECOMMENDATION FOR PROMOTION

Rating 86- 100	Highly fitted for promotion	
Rating 75 - 85	Well fitted for promotion	
Rating 50 - 74	Fitted for promotion	
Rating Below 50	Not fitted for promotion	

SIGNATURE: _____
(REPORTING OFFICER)

SIGNATURE: _____
(COUNTERSIGNING OFFICER)

Note: The score of 75 is achieved by virtue of the 15 competencies have 5 levels or degrees of ratings (i.e. 1-5). Not all the competencies may be applicable to employees and for those competencies that are not applicable, the maximum total of 75 may be reduced in a multiple of 5 (e.g. 70, 65, 60 etc). **Employees should be assessed on applicable competencies only.** This would mean that in some cases, the maximum assessment point could be reduced to either 65, 60 or what multiple of 5 is applicable.

It must be noted, however, that the benchmark of 75% will remain.