



KWAZULU-NATAL PROVINCIAL ADMINISTRATION

## REVIEWED EMPLOYEE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

[EPMDS]

This Provincial Policy Framework was approved by the Committee of Heads of Department of the Province of KwaZulu-Natal on 16 MARCH 2012.

Signed:

Mr. N V E Ngidi  
Director-General

TABLE OF CONTENTS	PAGE
<b>ACRONYMS</b>	<b>4</b>
<b>DEFINITIONS</b>	<b>5</b>
<b>1. INTRODUCTION</b>	<b>9</b>
<b>2. SCOPE AND APPLICATION</b>	<b>10</b>
<b>3. SOURCES OF AUTHORITY</b>	<b>10</b>
<b>4. AIMS OF PERFORMANCE MANAGEMENT</b>	<b>11</b>
4.1 Goal	11
4.2 Objectives	11
4.3 Principles	12
<b>5. THE PERFORMANCE CYCLE</b>	<b>12</b>
<b>6. PERFORMANCE PLANNING AND AGREEMENT</b>	<b>12</b>
6.1 The performance agreement	12
6.2 The workplan	13
6.3 The personal development plan	15
6.4 Prolonged absence and staff movement	15
6.5 Amendments to the performance agreement	17
<b>7. PERFORMANCE MONITORING, REVIEW AND ASSESSMENT</b>	<b>17</b>
7.1 performance monitoring	17
7.2 categories of performance and rating scale	17
7.3 five point rating scale	18
7.4 performance review and assessment	18
7.5 annual performance assessment	19
<b>8. PERFORMANCE MODERATION</b>	<b>22</b>
8.1 Normal distribution curve of performance categories	22
8.2 The intermediate review committee	23

TABLE OF CONTENTS	PAGE
8.3 Departmental Moderating Committee	24
8.4 Assessment Appeal Panel	25
8.5 Disagreements over rating and assessments	25
<b>9. OUTCOMES OF PERFORMANCE ASSESSMENT</b>	<b>26</b>
9.1 Probation	26
9.2 Managing performance that is not fully effective	27
9.3 Pay progression	27
9.4 Departmental performance incentive scheme	28
9.5 Performance bonus	29
9.6 Budget for incentives	31
9.7 Non-financial incentives	32
<b>10. SYSTEM EVALUATION AND REVIEW</b>	<b>32</b>
<b>11. INSTITUTIONAL FRAMEWORK</b>	<b>33</b>
<b>ANNEXURES.</b>	
Annexure A Template for the performance agreement	
Annexure B Guide to the performance workplan	
Annexure C Guide to generic assessment factors	
Annexure D Illustrative format for Personal Development Plan	
Annexure E Half-yearly review form	
Annexure F Performance assessment instrument	
Annexure G Probation assessment form	
Annexure H Procedures for non-agreements on assessment	
Annexure I Work plan for Elementary Occupations	
Annexure J Personal Development Plan for Elementary Occupations	
Annexure K Quarterly/Annual Performance Assessment Instrument for	

TABLE OF CONTENTS	PAGE
Elementary Occupations	

## ACRONYMS

<b>AAP</b>	Assessment Appeal Panel
<b>CAR</b>	Confirmed assessment rating (by DMC)
<b>CMC</b>	Core management criteria
<b>DG</b>	Director-General
<b>DMC</b>	Departmental Moderating Committee
<b>DPSA</b>	Department of Public Service and Administration
<b>EA</b>	Executive Authority
<b>GAF</b>	Generic assessment factor
<b>HOD</b>	Head of Department
<b>HRD</b>	Human resource development
<b>HRM</b>	Human resource management
<b>IRC</b>	Intermediate Review Committee
<b>KRA</b>	Key result area
<b>MEC</b>	Member of the Executive Council
<b>MMS</b>	Middle Management Service (as from 1 July 2005)
<b>MPSA</b>	Minister for the Public Service and Administration
<b>MTEF</b>	Medium Term Expenditure Framework
<b>PA</b>	Performance agreement
<b>PAR</b>	Provisional assessment rating
<b>PDP</b>	Personal development plan
<b>PFMA</b>	Public Finance Management Act, 1999
<b>PMDS</b>	Performance Management and Development System
<b>PSA</b>	Public Service Act, 1994
<b>PSC</b>	Public Service Commission
<b>PSCBC</b>	Public Service Co-ordinating Bargaining Council
<b>PSR</b>	Public Service Regulations, 2001
<b>SMS</b>	Senior Management Service
<b>SMS PMDS</b>	Performance Management and Development System for the SMS
<b>VAR</b>	Validated assessment rating (by intermediate assessment committee)

## DEFINITIONS

**“Annual performance rating”** means the annual performance rating as part of an employee’s assessment that takes place at the end of the performance cycle. The result of this rating is the overall annual performance score for the employee during the entire performance cycle.

**“Assessment instrument”** means an assessment tool used to assess the performance of an individual employee in relation to the achievement of key result areas and core management criteria or generic assessment factors as contained in the workplan of the performance agreement.

**“Attribute”** means an attribute (as part of a competency) is generally defined to consist of motives, traits and self-concept.

**“Absence for a continuous prolonged period”** means absence for a period of four (4) calendar months due to, inter alia, vacation, sick, special, maternity leave or suspension.

**“Competence”** means an employee’s capacity to meet the job requirements (job competence).

**“Competency”** means a particular mix of knowledge, skills and attributes required to effectively perform a job/task/role.

**“Confirmed assessment rating”** means the assessment score for an employee that has been confirmed by the departmental Moderating Committee (see also validated and provisional assessment rating).

**“Core Management Criteria (CMC)”** means an element of knowledge, skill, or attribute in the SMS PMDS that is directly related to effective performance in a job, applicable to SMS members.

**“Customers”** mean people who are internal or external to the department with whom employees interact to provide a service.

**“Department”** means a department as defined in section 1 of the Public Service Act, 1994.

**“Development”** means training and development activities to enhance the employee’s competencies and to improve performance.

**“Executive Authority”** means in relation to a department, government agency or institution, the President, a Minister, Premier or Member of the Executive Council.

**“Elementary Occupations”** means, inter alia, General Workers, Food Services Aid, Cleaner, Grounds man, Security Guard, Telecom Operator, Messenger and Driver

**“Feedback”** means objective and timely information by the Director/supervisor on the employee’s performance against set expectations and standards, understood by the staff member, and aimed at improving performance.

**“Generic Assessment Factor”** means an element used to describe and assess aspects of performance, taking into consideration knowledge, skills and attributes.

**“Grievance rules”** means the rules for dealing with the grievances of employees in the Public Service, published by the Public Service Commission in Government Notice R 1012 of 25 July 2003, Government Gazette No. 25209.

**“Incentive Policy Framework”** means salary Level 1 to 12: DPSA circular 1/7/1/4/1, dated 27 January 2003: “Implementation of an incentive policy framework linked to departmental performance management systems for employees on salary levels 1 to 12.”

**“Integrated Performance Management and Development System (IPMDS)”** means a performance management system developed by the DPSA in 2003 for voluntary use in the Public Service.

**“Key Result Area (KRA)”** means an area of a job in which performance is critical for making an effective contribution to the achievement of departmental strategies, goals and objectives

**“Moderation”** means the review of employee assessment scores by a committee to ensure consistency and fairness across the department through a common understanding of performance standards required at each level of the rating scale and to assist in complying with the requirement that expenditure on bonuses should not exceed 1.5% of the remuneration budget

**“Operational plan(s) (or business plan)”** means a one-year plan derived from and giving life to the strategic plan by translating the strategic objectives identified in the strategic plan into key result areas and activities with measurable standards, for a particular year for the Department, Branches, Chief Directorates and Directorates.

**“Outcome”** means a broad statement about a specific objective, aim or intent, the achievement of which will require one or more specific outputs to be achieved.

**“Output”** means a concrete result or achievement (i.e. a product, action or service) that contributes to the achievement of a key result area.

**“Performance”** means human performance involves (1) employee actions, and (2) the outcomes or effects of those actions. Performance is a process in which resources are used in an effective, efficient and productive way to produce results that satisfy requirements of time, quality and quantity, and which are the effect or outcome of the actions or behaviour of a performer in the work process.

**“Performance agreement”** means a document agreed upon and signed by an employee and her or his supervisor, which includes a description of the job, selected KRAs and GAFs, a workplan and the employee’s personal development plan.

**“Performance appraisal/assessment”** means the measurement, assessment, rating or appraisal of employee performance. The formal annual process is usually referred to as performance appraisal or assessment, while more informal processes are referred to as performance review.

**“Performance cycle”** means a 12-month period for which performance is planned, managed and assessed. It must be aligned to the same period as the Department’s annual business plan i.e. 1st April to 31st March of the following year.

**“Performance incentives”** means a set of (a) financial rewards linked to the results of performance appraisal, including pay progression, performance bonus, and (b) a variety of non-financial rewards that may be contained in the departmental performance incentive scheme.

**“Performance incentive scheme”** means a departmental performance related incentive scheme aligned with its performance management system, established in terms of PSR 1/VIII F and G.

**“Performance indicator”** means a measure used to gauge the extent to which an output has been achieved (policy developed, presentation delivered, service rendered).

**“Performance management”** means a purposeful, continuous process aimed at managing and developing employee behaviour for the achievement of the organisation’s strategic goals; the determination of the correct activities as well as the evaluation and recognition of the execution of tasks/duties with the aim of enhancing their efficiency and effectiveness; and a means of improving results from the Department, teams and individuals by managing performance within an agreed framework of planned goals, objectives, standards and incentives.

**“Performance management system”** means an authoritative framework for managing employee performance, which includes the policy framework as well as the framework relating to all aspects and elements in the performance cycle, including performance planning and agreement; performance monitoring, review and control; performance appraisal and moderating; and managing the outcomes of appraisal.

**“Performance standard”** means mutually agreed criteria to describe work in terms of time-lines, cost and quantity and/or quality to clarify the outputs and related activities of a job by describing what the required result should be. In this framework, performance standards are divided into indicators and the time factor.

**“Performance review”** means a structured and formal, at least half-yearly, discussion between supervisor and employee to monitor progress, resolve problems and adjust work plans during the performance cycle, thereby providing an opportunity for improvement before the annual review takes place. If the employee’s performance is not fully effective or unsatisfactory, the half-yearly review must be in writing.

**“Personal development plan (PDP)”** means a requirement of the performance agreement whereby the important competency and other developmental needs of the employee are documented, together with the means by which these needs are to be satisfied and which includes time lines and accountabilities.

**“Provisional assessment rating (PAR)”** means an employee’s total assessment rating score that has been agreed upon between the employee and her/his supervisor.

**“Rating”** means the allocation of a score to a KRA, a GAF and/or to overall performance in accordance with the five-point rating scale of the PMDS.

**“Senior Management Service (SMS)”** means employees on salary levels 13 to 16, including managers and professionals.

**“Strategic plan”** means the end product of strategic planning, setting out the mission and vision statements and the medium and long-term strategic objectives of the Department. The contents of the strategic plan must be in compliance with the requirements of Chapter 5 of the Treasury Regulations, 2001, and Chapter 1 Part III.B of the Public Service Regulations, 2001.

**“Strategic planning”** means the process by which top management determines the overall strategic direction and priorities, as well as the organisational purpose and objectives and how they are to be achieved.

**“Supervisor”** means an employee responsible for the allocation of work, monitoring of activities, discussing performance and development, and the half-yearly performance review and annual performance rating of an employee.

**“Validated assessment rating (VAR)”** means the performance rating for an employee that has been validated by an assessment higher than the employee’s supervisor for submission to the Departmental Moderating Committee.

# **REVIEWED EMPLOYEE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM (EPMDS)**

## **1 INTRODUCTION**

The Employee Performance Management and Development System (EPMDS)<sup>1</sup> has been designed as a system to assist with performance management on salary levels 1 to 12, which is inclusive of employees covered by an occupational specific dispensation and elementary occupations in Provincial Departments in the KwaZulu-Natal Provincial Administration. This system becomes effective on 1 April 2012.

Key role-players in the performance management process are identified. Should these “roles” not be present in a department or if they have other titles, the applicable role and/or title should be substituted. The term “component” is used as a generic title for any sub-division of a department. The substitution of own department sub-division titles may be required. Where the statement “the Department of (ABC)” appears in the policy framework or annexures the name of the specific department must be substituted.

The EPMDS provides a standardised framework for employee performance on salary levels 1 to 12, which is inclusive of employees covered by an occupational specific dispensation and employees in elementary occupations in a department. Departments must however take into consideration the measures contained in the occupational specific dispensation for the affected occupations during the performance management and assessment of employees. Three main levels are involved in performance management: At the organisational level the Executive Authority and the HoD determine the strategic priorities and overall key result areas of the department, while objectives are identified for the priorities and assigned to components within the department. At the component level components undertake the execution of projects and activities that lead to the achievement of the integrated business plans. At the employee level each employee develops a performance agreement jointly with her or his supervisor.

Key requirements for the successful implementation of the EPMDS are the following:

The institutional framework determines responsibilities for specific aspects of the EPMDS. With the Strategic Plan as basis, the department is able to identify high-level priorities and specific objectives to be achieved by business units. However, all the work done in a department is not captured in a strategic plan, which means that performance agreements for employees whose key responsibility areas and activities are not covered in the strategic or operational plan, must reflect their own KRAs and priorities. Performance Agreements enable the department to assign specific performance objectives and targets to employees. This also enables employees in the department to participate meaningfully in the management of their own performance.

---

<sup>1</sup> This EPMDS is an amended and simplified version of the Integrated Performance Management and Development System (IPMDS) developed and distributed by the DPSA in May 2003

Another key requirement for the successful implementation of the EPMDS is training on the system. Managers, supervisors and employees must be trained in the mechanics of the system and areas such as communication, problem-solving and conflict resolution in order to manage the system more effectively. The training of supervisors in particular is of the utmost importance, and this should result in supervisors knowing how to implement the system, ensuring that employees receive adequate training and possess sufficient information to be able to fully participate in the processes. This must be done with the support and co-operation of the HRD unit in the Department. All relevant role-players must be trained on the implementation of the employee performance management and development system. It is the responsibility of each Provincial Department to ensure that its employees are properly trained on the use of the employee performance management system.

## 2 SCOPE AND APPLICATION

The EPMDS is a framework for performance management that applies to all employees in the Provincial Administration on salary levels 1 to 12, which is inclusive of employees covered by an occupational specific dispensation and employees in elementary occupations appointed in terms of the Public Service Act, 1994. While it shares similarities and must be linked with the SMS PMDS it is a distinct policy framework and system. As an employee performance management system, the EPMDS is not applicable to departmental, component or team performance management or assessment. The date of application of this amended EPMDS is 1 April 2012 for the 2012/2013 cycle.

## 3 SOURCES OF AUTHORITY

- 3.1. The EPMDS framework is compliant with the regulatory framework that governs performance management at all levels in the public service, which is as follows:

Performance management for	By means of	Statutory provisions , circulars and guidelines	Monitor
Departments/Institutions/Public Entities	Performance auditing and standards for organisational effectiveness & efficiency	Public Finance Management Act, 1999 [s. 27(4), 38(1)(b) & 40(3)(a) Treasury Regulations, 2001]	Treasuries & Auditor-General
Heads of Department	Performance agreements & PSC guidelines on evaluation of HODs	Public Service Act, 1994 [s. 12(4)] Public Service Regulations, 2001, Chapter 4 Part III. Public Service Regulations, 2001, Part 1 of Annex 2, paragraph 7 PSC Guidelines on HOD evaluation	PSC plays a monitoring and administrative/ facilitating role
Senior managers (SMS)	Performance agreements; and from 1/4/2002 the SMS PMDS	PSCBC Resolution 13 of 1998 & Resolution 9 of 2000 Public Service Regulations, 2001, Part III of Chapter 4 DPSA circular 1/2/1/P "SMS PMDS", issued on 28/03/2002	MPSA plays a monitoring and administrative/ facilitating role

Performance management for	By means of	Statutory provisions , circulars and guidelines	Monitor
All other staff (levels 1 – 12 appointed to the Public Service Act)	Departmental PM system (from 1/4/2001)	Public Service Act, 1994 - subsection 3(5)(c). Public Service Regulations, 2001, Part VIII of Chapter 1. DPSA circular 1/71/4/1/ "Incentive Policy Framework for levels 1 to 12"	Executive Authority

3.2 Specific sources of authority for various elements of performance management are:

The Constitution of the Republic of South Africa, 1996  
 The Public Service Act, 1994, as amended  
 The Public Service Regulations, 2001  
 The Skills Development Act 97 of 1998  
 The Labour Relations Act 66 of 1995  
 Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000  
 Promotion of Access to Information Act 2 of 2000  
 Employment Equity Act 55 of 1998  
 Public Finance Management Act 1 of 1999  
 Promotion of Administrative Justice Act 2 of 2000  
 White Paper on Transformation of the Public Service, 1995  
 White Paper on Human Resource Management, 1997  
 White Paper on Affirmative Action, 1998  
 White Paper on Transforming Public Service Delivery (Batho Pele), 1997  
 White Paper on Public Service Training and Education, 1998  
 Treasury Regulations, 2001  
 Relevant collective agreements  
 Relevant directives issued by the MPSA and, departmental policies

## 4 AIMS OF PERFORMANCE MANAGEMENT

### 4.1 Goal

For the purpose of this EPMDS, performance management is aimed at planning, managing and improving employee performance. The aim of performance management is to optimise every employee's output in terms of quality and quantity, thereby improving the Department's overall performance and service delivery.

### 4.2 Objectives

In order to achieve individual excellence and achievement, the objectives for performance management are to -

- (a) establish a performance and learning culture in the Public Service;
- (b) improve service delivery;
- (c) ensure that all jobholders know and understand what is expected of them;
- (d) promote interaction on performance between jobholders and their supervisors;

- (e) identify, manage and promote jobholders' development needs;
- (f) evaluate performance fairly and objectively;
- (g) recognise categories of performance that are fully effective and better; and
- (h) manage categories of performance that are not fully effective and lower.

### **4.3 Principles**

The key principles underpinning effective performance management are outlined in the PSR Chapter 1 Part VIII. These principles are the following –

- (a) Departments shall manage performance in a consultative, supportive and non-discriminatory manner to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results
- (b) Performance management processes shall link to broad and consistent staff development plans and align with the department's strategic goals
- (c) Performance management processes shall be developmental, and shall allow for recognising fully effective performance, and for an effective response to performance that is consistently not fully effective and lower
- (d) Performance management procedures should minimise the administrative burden on supervisors while maintaining transparency and administrative justice

## **5 THE PERFORMANCE CYCLE**

5.1 Performance management at the employee level is an on-going interactive process between an employee and her/his supervisor about the employee's performance. Face-to-face on-going communication is an essential requirement of the process and covers the full performance cycle. For effectiveness of operation the cycle is divided into integrated phases or elements of –

- (a) Performance planning and agreement;
- (b) Performance monitoring, developing and control;
- (c) Performance assessment or appraisal; and
- (d) Managing the outcomes of assessment

5.2 The performance cycle is a 12 month period for which performance is planned, executed and assessed. It must be aligned to the same period as the Department's annual business plan i.e. 1st April to 31st March of the following year. The 12-month cycle is also linked to the financial year for the purpose of planning, pay progression and other performance related incentives such as performance awards or cash bonuses. The probation cycle, however, is linked to the appointment date of a jobholder.

## **6 PERFORMANCE PLANNING AND AGREEMENT**

### **6.1 The performance agreement (PA)**

The performance agreement is the cornerstone of performance management at the individual level. All employees must enter into and sign performance agreements and

work plans before 31 May of a year. Failure to comply with this deadline means an employee is not eligible/does not qualify for performance bonus or pay progression for the performance cycle in question and may result in the employee and/or his/her supervisor being subjected to disciplinary action. Departmental and component performance measures should inform the development of the individual employee's PA. The PA format applies to all levels in the department and the contents must reflect the department's strategic and annual operational plan, component business plans and the employee's job description, job role and actual activities and responsibilities.

- (a) The content of a PA must include the following (refer to **Annexure A**) –
  - (i) **Employee data** such as the Persal number, job title and level, as well as a description of the employee's **job role**, with emphasis on the main objectives, job purpose, key result areas (KRAs) and generic assessment factors (GAFs).
  - (ii) **A workplan** containing the KRAs, outputs, activities and resource requirements.
  - (iii) **A personal development plan** (PDP) that assists in identifying developmental areas and needs of the employee, as well as methods to improve these.
- (b) If an employee changes jobs during the performance cycle, but remains at the same salary level, a new PA must be entered into for the new role and the performance assessment should take both periods into consideration. If a post, against which an employee is held, is upgraded due to job evaluation during an assessment cycle, has no change to the job description outputs and workplan targets, the employee will be eligible for assessment and qualify for a performance bonus **but not for a pay progression** if he/she scores in the applicable range. Only supervisors are authorised to enter into a performance agreement with another employee on behalf of the department. The PA, especially the workplan, should be re-negotiated if the employee has not been performing the functions of the job due to absence, for a period of four (4) calendar months due to, *inter alia*, any of the following:- maternity, ill health, study, secondment, travel or vacation leave, suspension unless this absence was accommodated for in the original agreement. A PA without a completed and attached workplan should be regarded as invalid and of little use in the performance management process.

## 6.2 The workplan

While the performance agreement is the cornerstone of performance management at the individual level, the workplan contains the essence of the performance agreement (see the Guide to the Workplan and template in **Annexure B and Annexure I for Elementary Occupations**).

The criteria, upon which the performance of an employee is assessed, consist of **Key Result Areas (KRAs)** and the **Generic Assessment Factors (GAFs)** which are contained in the PA. Each employee must be assessed against both areas. KRAs

covering the main areas of work will account for 80% of the final assessment, while the GAFs make up the other 20% of the assessment score.

**KRAs** describe what is expected from an employee in his/her role and focus attention on actions and activities that will assist units and ultimately the department in performing effectively. In the workplan the KRAs should be broken down into outputs and activities with the resource requirements. These are used to indicate how the performance/achievement of the outputs and activities will be measured. KRAs can cover many different aspects of the work such as –

- (a) Specific tasks or events which the employee should ensure are achieved;
- (b) Levels of performance which the employee should maintain and promote;
- (c) Actions or situations for which the employee is personally responsible for delivering his/her “unique contribution”; and
- (d) Duties and responsibilities related to advice and support given, for example, by specialists to clients.

Although there is no limit to the number of KRAs to be included in a PA, they should preferably not exceed five. Each KRA should be broken down into measurable outputs and/or duties/responsibilities and activities. Each KRA should be weighted (in %) according to the importance it has in the employee's/member's job. The weighting of all the KRAs should add up to 100.

**Generic Assessment Factors (GAFs)** are elements and standards used to describe and assess performance, taking into consideration knowledge, skills and attributes. The following GAFs are used to calculate 20% of the employee's assessment score. The supervisor and employee must agree on at least **five out of the fifteen** GAFs that are deemed to be most important for effective performance in that particular job (refer to **Annexure C** for a Guide to Generic Assessment Factors). The service delivery (Batho Pele) imperative must as far as possible be applied in assessing these GAFs.

Job knowledge  
Technical skills  
Acceptance of responsibility  
Quality of work  
Reliability  
Initiative  
Communication  
Interpersonal relationships  
Flexibility  
Team work  
Planning and execution  
Leadership  
Delegation and empowerment  
Management of financial resources  
Management of human resources

Employees should be assessed against the selected GAFs applicable to their jobs. A professional may for example have no employees under his/her control or may have no

financial responsibilities. To adapt the GAFs to specific jobs and job contexts, the employee and supervisor will need to –

- (i) Decide which of the GAFs apply to the employee's job.
- (ii) Weigh each relevant GAF to show the extent to which it relates to the specific job. One way of jointly arriving at decisions on how important any specific GAF is to a specific job is to use the factors of impact and frequency. The greater the impact and frequency, the greater the importance that criterion is likely to have on the achievement of effective performance results. The weighting of all the GAFs should add up to 100.

Each selected GAF is rated using the **guide to generic factors for assessing performance** (in Annexure C).

### **6.3 Personal Development Plan (PDP)**

The PA must include a Personal Development Plan (refer to **Annexure D** and **Annexure J** for Elementary Occupations). The purpose of the development plan is to identify any performance output shortfall in the work of the employee, either historical or anticipated, to relate this to a supporting GAF shortfall and then to plan and implement a specific set of actions to reduce the gap. The competence gap may relate to any of the GAFs included in this EPMDS or any other area of the employee's knowledge, skill and attribute requirement. The PDP should include interventions relating to the technical or occupational "hard skills" of the job, through e.g. appropriate training interventions, on-the-job training, expanded job exposure, and job rotation. The employee and the supervisor are required to take joint responsibility for the achievement of the PDP with allocated accountabilities clearly recorded on the PDP agreement document.

### **6.4 Prolonged absence and staff movement**

#### **6.4.1 Absence during the cycle**

In the case of absence for a continuous prolonged period of four (4) calendar months, supervisors and employees must have a discussion to reach mutual agreement on the ability to execute a meaningful rating for that period or for an annual assessment. If it is not possible to make a meaningful review or annual rating, it must be indicated in writing. New work plans must be developed on return from a prolonged absence. While an employee is not penalised for any form of formally approved leave, it is also true that an employee who has been absent for a prolonged period, has not rendered the same extent of service as an employee who did not have such prolonged leave.

This usually becomes an issue when bonuses are considered. In this regard the principle is that "doing all the work" translates to a 3-rating ("effective performance") for which an employee receives a full salary, a cheque and pay progression. Should the employee exceed the targets set in the newly negotiated work plan, then he/she can qualify for a performance bonus. However, supervisors must carefully consider balancing the rights, and the rating and assessment, of an employee who had been on prolonged leave of absence, to the contribution of those employees who had to do more work because of the prolonged absence of such employees.

#### 6.4.2 Acting in higher positions

When an employee is appointed to act in a higher position for shorter than six weeks, the workplan should be based on the post that the employee is permanently appointed to. Depending on the employee's performance during the periods of acting, recognition for performance of the duties of the higher position should be given during the performance assessment, on the workplan of the permanent post.

When acting in a higher position for longer than six weeks, where an acting allowance is being paid, a workplan must be compiled for the higher position that the employee would be expected to perform against. The performance of the employee, acting in the higher position, will be assessed in terms of the amended workplan, against the standards applicable to the level of the employee's permanent position. Performance incentives must be calculated at the salary level of the post, to which the employee is permanently appointed, based on the employee's salary notch on 31 March of the cycle.

#### 6.4.3 Staff movement

When employees are transferred at the same level, it is the responsibility of both employee and supervisor to provide their most recent performance assessment to the new department. Where staff members change jobs within the department during the PMDS cycle, performance reviews related to the employee vacating the post have to be completed prior to moving to the new position. If the employee changing jobs is a supervisor or manager, performance reviews for each employee under her/his control must be completed prior to her/his movement. When an employee is transferred to another department, a progress review discussion will be conducted for the current PMDS cycle prior to the employee leaving the department. In the case of supervisors, regardless of the reason for their departure, they will be required to assess their staff prior to departure.

#### 6.4.4 Misconduct and suspension

Decisions pertaining to performance rating should be based on an employee's actual performance. In the event of alleged misconduct, some questions need to be posed.

- (i) What was the nature of the misconduct (e.g. financial, management)?
- (ii) Was the person found guilty or not?
- (iii) If found guilty, what was the nature of the sanction (e.g. discharge, suspension)?
- (iv) Did the misconduct and/or the sanction impact on performance?
- (v) Was the employee suspended for a prolonged period?

It is difficult to lay down a general rule and each case must be judged on its own merit. If a misconduct charge, and/or the hearing, and/or any sanctions have a serious negative impact on an employee's performance, it would be difficult to motivate for awarding a 3-rating or higher and therefore for the granting of a performance bonus.

## 6.5 Amendments to the performance agreement

Performance in the Public Service takes place in a dynamic environment. A performance agreement can therefore never be cast in stone. Even though the initial PA is signed at the start of the performance cycle, significant changes and additions must on an on-going basis be reflected in the PA and Workplan.

The PA and Workplan against which an employee is assessed at the end of the cycle must accurately reflect the employee's actual activities and outputs during the entire performance cycle. Amendments must be made to the PA and Workplan and these must be signed and dated by both the employee and her/his supervisor.

## 7 PERFORMANCE MONITORING, REVIEW AND ASSESSMENT

### 7.1 Performance monitoring

Performance at the individual level must be continuously monitored to enable the identification of performance barriers and changes and to address development and improvement needs as they arise, as well as to –

- (i) determine progress and/or identify obstacles in achieving objectives and targets;
- (ii) enable supervisors and jobholders to deal with performance-related problems;
- (iii) identify and provide the support needed;
- (iv) modify objectives and targets; and
- (v) ensure continuous learning and development.

### 7.2 Categories of performance and rating scale

The following five **categories of performance** are used for the purpose of performance rating, review and the annual assessment of employees:

RATING	CATEGORY	DESCRIPTION
1	UNACCEPTABLE PERFORMANCE	Performance does not meet the standard expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against almost all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.
2	PERFORMANCE NOT FULLY EFFECTIVE	Performance meets some of the standards expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.
3	PERFORMANCE FULLY EFFECTIVE	Performance fully meets the standard expected in all areas of the job. The review / assessment indicates that the jobholder has achieved as a minimum <u>effective results against all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.
4	PERFORMANCE SIGNIFICANTLY ABOVE EXPECTATIONS	Performance is significantly higher than the standard expected in the job. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan and fully achieved all others throughout the performance cycle.
5	OUTSTANDING PERFORMANCE	Performance far exceeds the standard expected of a jobholder at this level. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against all</u> of the performance criteria and indicators as specified in the PA and Workplan and maintained this in all areas of responsibility throughout the performance cycle.

### 7.3 The five-point rating scale

As illustrated above, the EPMDS utilises a five-point rating scale. A “3” on the scale – “Fully Effective” – means that the employee’s performance fully meets the standard required, and has achieved effective results against all performance criteria. In terms of the new approach to performance rating, an employee who is rated as “fully effective” has fully complied with the requirements of the job. On the rating scale this translates to a score of 100% (previously a 3 translated to 60%).

### 7.4 Performance review and assessment

(Half-yearly review form at **Annexure E**; refer to 8.1 for probationers)

Performance review meetings are an integral part of the monitoring process. These reviews must take place as often as is practical and/or required by circumstances. The reviews are necessary to motivate and to reveal to the employee areas that need improvement and if required, to modify the PA. The supervisor should use all opportunities to discuss the employee’s performance, including component meetings, report backs, and informal discussions. In terms of PSR 1/VIII B.4(b) an employee’s supervisor shall monitor the employee’s performance on a continuous basis and give him/her feedback on his/her performance: at least four times a year - orally, if the employee’s performance is satisfactory (fully effective and above); and in writing if unsatisfactory (not fully effective and below); at least twice (in writing or orally) during the six months preceding the employee’s annual formal performance assessment; and in writing, for the annual formal performance assessment covering the whole cycle.

Should the supervisor, as a result of this review, or at any time during the performance cycle, be of the opinion that the employee’s performance is markedly below what is required, the supervisor must complete a full and formal assessment, assign ratings to KRAs and GAFs, complete all documentation and have the document signed by the employee. This ensures that the employee is left in no doubt that what she or he has been producing as work outputs is not acceptable and that continuation in this poor standard of performance will affect service delivery and is sure to result in a low performance assessment at the end of the cycle, with its resultant consequences.

#### 7.4.1 The supervisor should prepare by –

- (i) reviewing the previous period and objectives and targets for the next period;
- (ii) reviewing support needed and drafting training and development needs;
- (iii) seeking appropriate feedback from relevant role-players to support the process;
- (iv) reviewing and updating all relevant documentation; and
- (v) identifying internal/external factors affecting the jobholder’s performance.

#### 7.4.2 The jobholder should prepare by –

- (i) reviewing previous objectives and identifying possible new objectives;
- (ii) collecting supporting facts on performance delivered;
- (iii) identifying factors that affected his/her performance;

- (iv) identifying support that will be needed as well as possible training and development needs; and
- (v) reflecting on the feedback to be given to the supervisor.

The review is a one to one discussion between the supervisor and the employee. The content and outcomes of the half-yearly feedback session and the end of year assessment should be signed by both parties. The September review is the mid-term review for the April to September period and must be conducted before 30 October of that year. Failure to comply with this deadline means an employee is not eligible/does not qualify for performance bonus or pay progression for the performance cycle in question and may result in the employee and/or his/her supervisor being subjected to disciplinary action. At all levels the periodic reviews must also include a discussion on the employee's development plan requirements. The final assessment and discussion must take place at the end of the performance cycle and coincides with the end of the financial year, i.e. March of each year. The result of the assessment discussion and evaluation is an assessment score for the employee's performance that is the total of the individual KRA and /GAF assessment scores.

#### 7.4.3 The assessment discussion should enable –

- (i) An opportunity for the employee to assess his/her own performance and its contribution to organisational goals and to identify areas of improvement;
- (ii) An opportunity for the supervisor to provide formal feedback on performance over the year and to identify ways of improving what was achieved;
- (iii) An opportunity for the employee to contribute to, and respond to comments regarding his/her performance and identify issues beyond his/her control that limit the achievement of results;
- (iv) An open discussion between the employee and his/her supervisor in which achievements can be fully recognised and ideas for problem solving agreed;
- (v) Agreement on an overall assessment score reflecting judgement on the level of achievement attained in terms of the performance agreement; and
- (vi) An opportunity for the supervisor and the employee to agree on areas of personal development.

### 7.5 Annual performance assessment

#### (a) Performance assessment instrument

The assessment instrument for **non-SMS employees (salary levels 1 to 12)** which is inclusive of employees covered by an occupational specific dispensation and Elementary Occupations is contained in **Annexure F and Annexure K respectively**.

The same assessment instrument<sup>2</sup> is used to conduct the performance reviews, as well as the overall annual performance of the employee. It is this overall annual performance assessment score that is to be used as the basis of deciding career incidents for the employee. The same assessment instrument must also be used for deciding on probation, rewards and skills development. Apart from the review discussion and the

---

<sup>2</sup> Take note of the provisions of PSR 1/VIII C.1 that "when assessing an individual employee, a single assessment instrument shall be used in order to assist in deciding on probation, rewards, promotion, and skills development of the employee."

supervisor's knowledge of the employee's actual performance, managers must bear in mind that assessment should be based "only on the information contained in the designated performance assessment instrument."<sup>3</sup> Supervisors must complete and submit performance assessments and motivation to the relevant authority within two (2) months into the new performance cycle, ie. 31 May. Failure to comply with this deadline means an employee is not eligible/does not qualify for performance bonus or pay progression for the performance cycle in question and may result in the employee and/or his/her supervisor being subjected to disciplinary action. Motivation must be provided for any score that is above and below a marking of three (3). Motivation must be provided by the employee, discussed with his/her supervisor and limited to one (1) page per key result area.

### **(b) Steps in the assessment process**

The EPMDS relies on agreement between the direct supervisor and employee on, first, the expected performance during the cycle (the performance agreement), and second, on the required results achieved during the cycle.

The supervisor will have the most complete knowledge of the employee's performance and plays a critical role in the assessment process. The annual assessment takes place after the end of the performance cycle on 31 March of each year. The annual assessment provides the final rating score on which decisions pertaining to career incidents such as pay progression and the possible granting of performance awards are based. The process commences with a self-assessment by the employee. The supervisor then assesses the employee and reviews the self-assessment.

### **(c) Self-assessment**

The role of the employee whose performance is being assessed is the following -

- (i) assess his/her own progress according to his/her performance agreement and workplan, during the period under review and allocate performance ratings;
- (ii) bring to his/her manager's attention, significant other outputs that were delivered during this period which are not contained in the performance plan and/or performance which he/she regards as being meritorious;
- (iii) provide inputs on areas of performance, which the manager has identified as not being fully effective;
- (iv) review his/her performance agreement for validity; and
- (v) discuss and initiate possible amendments to the performance agreement.

### **7.5.4 Supervisory assessment**

The role of the employee's supervisor in the assessment is the following -

- (i) facilitate the assessment session;
- (ii) assess the employee's performance according to his/her performance agreement and workplan during the period under review and allocate performance ratings;

---

<sup>3</sup> PSR 1/VIII C.2.

- (iii) give recognition to the employee for good performance during the review period;
- (iv) recognise other significant outputs that were delivered during this period which are not contained in the performance plan and/or performance which he/she regards as being meritorious;
- (v) identify performance areas which have been identified as being not fully effective;
- (vi) allow the employee opportunity to give his/her input during the session;
- (vii) identify remedial steps which will be taken to eliminate factors which have hampered the employee's performance;
- (viii) review the employee's performance agreement and workplan, for validity;
- (ix) discuss and initiate possible amendments to the employee's performance plan;
- (x) record his/her comment about the performance of the employee.

#### **7.5.5 Assessment of the achievement of results (KRAs) outlined in the work plan**

- (i) Each KRA must be assessed on the extent to which the specified standards have been met and outputs achieved.
- (ii) An indicative rating on the five-point scale must be provided for each KRA.
- (iii) This rating must be multiplied by the weighting given to the KRA during the contracting process, to provide a score.
- (iv) The rating calculator can be used to add the scores and calculate a final KRA score, based on the 80% weighting allocated to the KRAs.

#### **7.5.6 Assessment of the GAFs**

- (i) Each GAF must be assessed according to the extent to which the specified standards have been met.
- (ii) An indicative rating on the five-point scale must be provided for each GAF.
- (iii) This rating must be multiplied by the weighting given to each GAF during the contracting process, to provide a score.
- (iv) The rating calculator may then be used to add the scores and calculate a final GAF score, based on the 20% weighting allocated to the GAFs.

#### **7.5.7 Provisional assessment rating (PAR)**

An overall score, in accordance with the assessment rating is provided as a summary of the outcome of the annual performance review for KRAs and GAFs. The assessment rating calculator may be used to provide a score based on adding the scores achieved for the KRAs and the GAFs. During this face-to-face session the supervisor and employee must endeavour to reach consensus on the employee's rating (self assessment and supervisor assessment).

If there is consensus between the supervisor and employee on the rating, this becomes the **provisional assessment rating (PAR)**. The employee's supervisor then submits this provisional rating to the Director (if the supervisor is not the Director). At this point the Director may interrogate the PAR and if she/he is of the view that the PAR is not a fair reflection of the employee's performance (too low or too high) she/he may request the supervisor to review the rating score with the employee. The Director submits all

employee PARs to a higher assessment body for first level moderation (moderating arrangements are discussed in paragraph 8 below).

If there is disagreement that cannot be resolved between themselves on the scores given, the employee and supervisor must each note their reasons, and these must be submitted to a mutually agreed mediator for mediation before moderation. If this mediation does not result in a resolution **within five days**, the notes may later be used if a grievance is submitted after the finalisation of the whole process.

## **8 PERFORMANCE MODERATION**

Reasons for the moderation of employee ratings include the following —

- (a) The purpose of performance assessment review by higher levels of management above the supervisor (moderation) is to ensure, as far as possible, that the performance of all employees is evaluated fairly and consistently across the Department.
- (b) The MPSA has determined that only 1.5% of the departmental remuneration budget can be allocated for the granting of performance bonuses.
- (c) The MPSA has also determined that only 2% of the departmental wage bill can be allocated for the purpose of pay progression.

The importance of a realistic self-rating coupled with a realistic rating agreed upon between the supervisor and employee is nowhere illustrated as clearly as when the process of moderation commences.

There should be a common understanding of the standards required at each level of the rating scale as well as the unit of measurement and standards that should be linked to posts where similar outputs are required. Moderating of performance takes place at different levels in the organisation to contribute to consistent and fair performance management and assessment processes. The problem with moderation arises when individual ratings agreed upon between the employee and her/his supervisor may have to be amended, especially if the implication of moderation is that a rating score has to be lowered.

As noted above, the employee's provisional assessment rating (PAR) is that which is agreed upon between the employee and her/his supervisor. At this point the employee is aware of the rating. Any change, especially if the intention is that the rating score should be lowered, must be dealt with in a consultative, just and transparent manner.

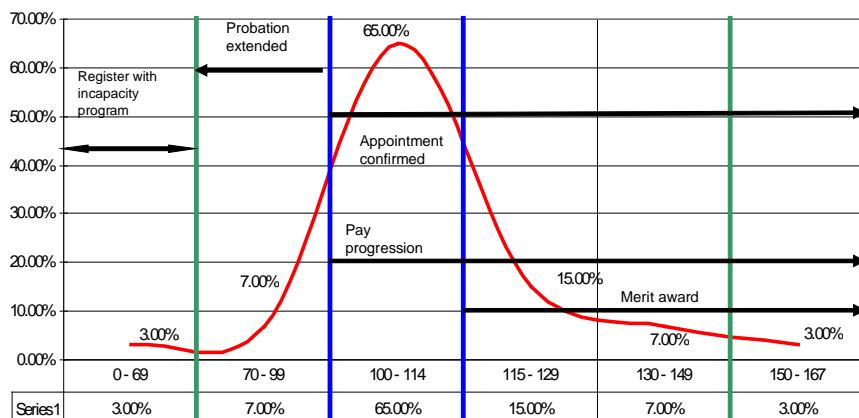
### **8.1 Normal distribution curve of performance categories**

Performance that is fully effective (average, satisfactory) is generally rewarded by means of the annual salary, a thirteenth cheque, the annual salary adjustment and pay progression. Only performance that is significantly above expectations and outstanding should qualify for performance awards. The following guideline, based on the statistical normal distribution curve principles, may assist the Moderating Committee to evaluate the summarised analysis of the outcome of performance ratings. In terms of this normal distribution, about 25 percent of staff may generally qualify for one of the three

categories of performance bonus. This guideline may be taken into account in identifying trends and making recommendations for bonuses within the 1.5% of the remuneration budget –

Performance Category	Total Score	The following % of staff should normally fall in this category
Unacceptable performance	69% and lower	3%
Performance not fully effective	70% - 99%	7%
Performance fully effective (and slightly above expectations)	100% - 114%	65%
Performance significantly above expectations	115% - 129%	15%
	130% - 149%	7%
Outstanding Performance	150% - 167%	3%

**NORMAL DISTRIBUTION OF EMPLOYEE PERFORMANCE**



This can be illustrated as follows –

## 8.2 The intermediate review committee (IRC)

Apart from a Departmental Moderating Committee that must be established, departments must also establish an intermediate review committee (between the supervisor and the Moderating Committee) for reviewing/moderating the provisional assessment rating of employees, by 30 June of a year. The nature of such committees will depend on the size and structure of the department. Any recommended changes in ratings by such a body must be communicated to the supervisors of the employees concerned. The IRC may recommend changes to rating score (PAR) including the lowering of such ratings.

The intermediate review committee receives the Provisional Assessment Ratings of all employees reporting to it, to review and compare these, and to validate the ratings. If the intermediate assessment committee agrees with the PAR, it then becomes the Validated Assessment Rating (VAR). Any recommendation on the lowering of rating scores must be referred back to the employee's supervisor to try and reach consensus on the change. If the supervisor or a mediator cannot convince the employee of a change in the rating, the rating is forwarded to the Moderating Committee. The Moderating Committee may confirm the rating, which then becomes the Confirmed Assessment Rating (CAR), which is the final rating score for an employee.

After receiving written confirmation of a final Confirmed Assessment Rating from the department, an aggrieved employee may then submit her/his grievance to the Assessment Appeal Panel, and failing agreement and a solution, the employee may then submit a formal grievance in terms of the Public Service Grievance Procedure.

### **8.3 Departmental Moderating Committee (DMC)**

Each department must establish a Departmental Moderating Committee (DMC) for salary levels 1 to 12, by 31 July of a year, which is chaired by the Head of Department (or an appropriate committee appointed by the Head of Department which is Chaired by at least a General Manager), Corporate Manager or Chief Financial Officer of the department. The Committee furthermore consists of senior managers in the discretion of the HOD. Departments must decide if this DMC also moderates the SMS ratings. (Also refer to paragraph 11.)

#### **8.3.1 *Powers and functions of the DMC***

The process of moderation must not become a bottleneck that slows down the finalisation of performance assessment results.

The role of the Departmental Moderating Committee is to ensure that the annual performance assessment is done in a realistic, consistent and fair manner, to monitor the performance assessment process by obtaining an overall sense of whether norms and standards are being applied consistently and realistically to employees on the same level. The DMC should not assess each individual case for purposes of evaluating ratings, but should develop an overall view of the results of process. If the DMC identifies deviations or discrepancies, these should be referred back to Directors and supervisors who had agreed the ratings with their subordinates, together with reasons for the decision. This should be accompanied by a request for reconsideration of the rating. Unless it is an overall assessment score adjustment that alters the assessment scores of all employees (as a group) by the same quantum, the DMC is discouraged from changing an individual employee's assessment rating, without first referring the issue back to the IRC and the supervisor who made the initial assessment. The DMC must keep detailed minutes of decisions, in particular if it recommends lowering rating scores.

The role of the Departmental Moderating Committee must therefore –

- (i) Provide oversight of the application of the EPMDS, ensuring that the performance management process, including the setting of performance standards is valid, fair and objective;
- (ii) Advise the department on financial and non-financial rewards, including the specific percentage for performance bonuses, mindful of the maximum set by the MPSA;
- (iii) Detect potential problems in the system and advise the HOD accordingly;
- (iv) Review overall assessment scores across sections in the department;
- (v) Recommend reward levels and remedial action for performance and non-performance, respectively; and
- (vi) Make recommendations regarding actions to be considered where managers and supervisors do not properly and fairly execute their responsibilities with regard to assessment and rating in terms of the EPMDS.

#### **8.4 Assessment Appeal Panel (AAP)**

The role of the AAP becomes clear in the overall context of performance review and moderation (see Annexure H for a flow diagram of the process). This role is two-fold: (a) as a departmental recourse for an employee in a disagreement over a proposal by the IRC to amend an assessment rating, and after being informed of final rating (Confirmed Assessment Rating) before a formal grievance is lodged, and (b) as an arbiter in *ad hoc* disputes and disagreements.

The Assessment Appeal Panel is constituted by the HOD for specific cases and must include expertise of the line function, performance management, legal affairs and labour relations. The Panel will consider written representations from employees in the event of a disagreement and after submission in writing to Labour Relations. The AAP that is then constituted, has the following responsibilities —

- (i) To review a disagreement between an employee and the department over her/his Confirmed Assessment Rating, and to make change(s) to the assessment rating without referring the matter back to the Departmental Moderating Committee. The submission in this instance is made by the aggrieved employee to Labour Relations who then ensures that the AAP is activated and set up appropriately.
- (ii) To act as an arbiter and in the event of special cases of disputes and disagreements, for example in a specific section or with a specific manager or supervisor, or of a specific employee, especially in cases where the interpretation or application of the EPMDS is at issue.

#### **8.5 Disagreements over rating and assessment**

Agreement between an employee and her/his supervisor, and/or with review and moderation actions on an issue such as rating, is not always guaranteed. If the requirements of the system are met for regular consultation and discussion between the supervisor and the employee, there should normally be little cause for continued disagreement.

However, disagreement may occur (a) between the employee and her/his supervisor; (b) between an employee and her/his supervisor on the one hand, and the IRC on the other hand; (c) between the IRC and the Departmental Moderating Committee; and even between the Moderating Committee and the HOD or Executive Authority. Disagreements at the levels of the IRC and/or the Departmental Moderating Committees may be limited or minimised if the assessment of senior managers is done before the assessment of non-managers. This may assist in limiting possible contradictions or inequities between the assessments of, for example, particular cascading KRAs found on the different levels. This approach may set certain parameters of performance that may partially serve as benchmarks when assessing individuals below the management level in the department. If there are fundamental disagreements between the IRC and the Departmental Moderating Committee, or if the HOD does not wish to approve recommendations of the Departmental Moderating Committee, such issues should be resolved at management level after consultation with relevant managers.

If this process results in changes to individual assessment scores, and employees refuse to accept the changes, employees may follow the formal grievance rules of the Public Service. As is the case with other aspects of the EPMDS, employees must be informed of the route and processes to be followed in the event of disagreement over performance assessments. If the above processes ultimately fail to resolve the disagreement or grievance, the employee is entitled to seek redress through other means available in law.

## **9 OUTCOMES OF PERFORMANCE ASSESSMENT**

### **9.1 Probation**

Employees who are employed for a period not exceeding one year, do not serve a probationary period. The performance of employees on probation is managed in terms of the EPMDS process. The process is as follows:

- (a) A supervisor of a probationer must ensure that:-
  - (i) The probationer, at the commencement of the probationary period, knows the performance and other requirements for obtaining confirmation of probation;
  - (ii) The probationer, on a quarterly basis, receives written feedback on her/his performance and compliance with other requirements;
  - (iii) If necessary, the probationer receives training, counselling or other assistance to meet the requirements for confirmation;
  - (iv) The probationer receives written confirmation of appointment at the end of the probationary period if she/he has been found suitable for the relevant post; and
  - (v) When dismissal as a result of poor performance is considered, the probationer is afforded the opportunity to state her/his case, during which process the probationer may be assisted by a personal representative, including a colleague or trade union representative.
- (b) The EPMDS will serve as the system that is used to assess an employee during the period of her or his probation.
- (c) The performance assessment of employees on probation must be conducted quarterly and must link with the EPMDS.

- (d) The performance assessment form must be submitted to HR immediately following the assessment.
- (e) At expiry of the probationary period the supervisor of the probationer must make a recommendation on whether or not appointment should be confirmed. If the probationer is not deemed suitable for the relevant post, other options such as the extension of probation, formal registration on the incapacity programme or as a last resort, dismissal, should be considered. (Refer to **Annexure G** for probation assessment form.)

An employee's probationary period will not necessarily coincide with the 1 April to 31 March cycle, however the EPMDS assessment tool must be used for assessment, and the results captured in the quarterly probation assessment form.

## **9.2 Managing performance that is not fully effective**

Supervisors are required to first identify and then, in line with a developmental approach, deal with unacceptable performance of employees under their supervision. The supervisor must comply with the procedural requirements of PSCBC Resolution 10 of 1999 and Resolution 1 of 2003 – “Incapacity Code”. The EPMDS provides for the early identification and resolution of unacceptable performance. The employee's performance rating as “not fully effective” or lower during the annual performance assessment should not be the first indication of the employee's shortcomings. Performance monitoring, including the performance reviews, provide opportunities to ensure this does not happen. Interventions by the supervisor to overcome performance shortfalls on the part of the employee can include any or all of the following:

- (i) Personal counselling
- (ii) On-the-job mentoring and coaching
- (iii) Formal training/re-training
- (iv) Restating the workplan performance requirements
- (v) Work environment audits to establish other factors affecting performance.

Should the employee not respond to reasonable and continuous attempts to improve performance and an overall performance assessment score of less than 90% is consistently the result of the assessment process, the employee must be formally registered on an “Incapacity Programme” and advised of this in writing.

## **9.3 Pay progression<sup>4</sup>**

The pay progression system was introduced by and is managed in terms of DPSA Minute 1/7/1/4/1 (Incentive Policy Framework - IPF) dated 27 January 2003. Please consult this DPSA Minute for detail on the IPF.

Employees on salary levels 1 to 12 are eligible for pay progression to the maximum notch of the salary level attached to their posts. Progression to the next higher notch within the employee's salary level as of 1 July 2003 shall be based on a period of

---

<sup>4</sup> The Incentive Policy Framework issued by the DPSA is mandatory by nature. In respect of performance rewards, other than pay progression, the maximum of 18% for a bonus (levels 1 to 10), 14% of package (levels 11 and 12), and 1.5% of the remuneration budget for the payment of bonuses, are also prescribed by the MPSA.

continuous service and performance, and is not automatic. An employee must complete a continuous period of at least 12 months on her or his notch (1 April to 31 March) and must be performing at least at the level of fully effective (satisfactory), as assessed in terms of the EPMDS.

The pay progression cycle (and the assessment cycle) runs over a continuous period of 12 months, commencing on 1 April of a particular year. Progression takes place annually on 1 July of each year, in line with departments' performance management policies. The first progression took place on 1 July 2003. The Department should either ensure that existing performance management systems are aligned to support the pay progression system or use this EPMDS. Pay progression on 1 July 2004 and 1 July of subsequent years is based on –

- (i) actual service in a particular salary level for the period 1 April to 30 March prior to the pay progression date (one years' continuous service on a notch); and
- (ii) an assessment of at least satisfactory performance for the said period in line with departmental specific performance management systems.

Only valid notches on the salary level must be used in the process of progression. Employees on personal notches (therefore on a notch above the maximum of the salary level attached to his or her post), shall not qualify for pay progression, but shall receive any annual salary adjustments on the salary scale. The pay progression system does not impede the Executive Authority to award a higher salary to employees in terms of the PSR (Chapter 1 Part V/C3). Therefore –

- (i) employees, who are awarded a higher salary level by the Executive Authority, that does not correlate to the job weight attached to their job, shall not qualify for pay progression on the higher salary level; and
- (ii) employees, who are awarded a higher notch within the salary level, that correlates to the job weight attached to their job, shall qualify for pay progression, provided they comply with the set criteria.

Employees who benefit from pay progression during a financial year will receive the benefit in addition to possible annual cost-of-living adjustments. Employees may in the same financial year receive pay progression and other performance related incentives (e.g. bonuses) provided for in departmental performance related incentive schemes.

#### **9.4 Departmental performance incentive scheme**

As part of the Incentive Policy Framework (IPF) introduced by the MPSA in 2003, departments were informed that the Employer had, with effect from 1 April 2003, withdrawn from paragraph XXXV of PSCBC Resolution 3 of 1999. Every department must consequently establish a performance related financial incentive scheme in terms of PSR 1/VIII F and G.

This provides for the following —<sup>5</sup>

---

<sup>5</sup> Paragraphs F and G are contained in the Public Service Regulations 1/VIII, and each department must develop its own performance incentive scheme in line with these provisions.

### **(a) Incentives for good performance**

The department has a financial performance incentive scheme for employees on salary levels 1 to 12. This scheme includes the awarding of performance bonuses, subject to the measures as set out in paragraph 9.5 below.

### **(b) Suggestions, improvements and innovations**

If an employee makes a suggestion, improvement or invention of exceptional value to the department or the public service as a whole —

- (a) the State has the right to use any such suggestion, improvement or invention; and
- (b) the executive authority may reward the employee through —
  - (i) any non-financial reward;
  - (ii) a non-pensionable cash award not exceeding 20 per cent of the employee's pensionable annual salary or, with the MPSA's approval, a non-pensionable cash award in excess of 20 per cent of the employee's annual salary; or
  - (iii) such a non-financial reward as well as such a cash award.

The Incentive Policy Framework introduced flexibility in the awarding of performance incentives, but placed a ceiling of a **maximum of 18%** of basic salary for non-SMS performance bonuses (see below for the Middle Management Service). It also determined that a department should not spend more **than 1.5% of its annual remuneration budget** for employees on levels 1 to 12 on performance incentives. The Department must annually budget 2% of its wage bill for pay progression and 1.5% of the remuneration budget for the allocation of performance rewards. If this is insufficient to award deserving employees, the Departments should scale down the percentages or set tighter standards for the granting of awards. The 1.5% may, in exceptional cases, be exceeded with the approval of the Executive Authority.

In March 2005 the MPSA issued a determination for the implementation of an Inclusive Flexible Remuneration Package System, effective from 1 July 2005, for employees on salary levels 11 and 12 (Circular 2 of 2005). This also established the Middle Management Service (MMS). The determination applies to all MMS members on salary levels 11 and 12 who are appointed in terms of the Public Service Act, 1994 and the Correctional Services Act, 1998. In terms of the Incentive Policy Framework (IPF) —

- (i) MMS members qualify for pay progression in terms of the IPF.
- (ii) Performance awards/bonuses (merit awards), payable in terms of the departmental incentive scheme, are limited to a maximum of 14% of MMS members' package.

### **9.5 Performance bonus**

A performance bonus is a financial award granted to an employee in recognition of sustained performance that is significantly above expectations and is rated as such in terms of the rating scale. In order to qualify for the granting of a bonus, an employee must complete a continuous period of at least twelve months on her/his salary level on 31 March of a year. The cycle for the granting of a bonus runs over a continuous period

of 12 months from 1 April of one year to 31 March of the next year. The value of a bonus is calculated on the employee's actual notch (levels 1 – 10) or remuneration package (levels 11 and 12), but not exceeding the maximum notch of the scale attached to the post.

To understand the relationship between scoring an individual KRA or GAF on the 5 point rating scale, on the one hand, and total scores on the other hand, it must be kept in mind that a total score can be a variable mix of the five categories (1,2,3,4 and 5). A total score must therefore not be read mechanistically into the description of a specific performance category, because a total score might contain a mix of KRA and GAF ratings ranging from 1 to 5, depending on the weighting of the elements. For purposes of illustration the following three broad groups of total performance scores can be distinguished, with the corresponding categories, percentages and outcomes:

Performance groups	Percentages	Performance categories	Percentages	Outcomes
Below satisfactory performance	99% and below	Unacceptable performance	69% and below	No notch increase No cash bonus
		Performance not fully effective	70% - 99%	No notch increase No cash bonus
Satisfactory performance	100% - 114%	Performance fully effective (and above)	100% - 114%	Notch increase No cash bonus
Above satisfactory performance	115% and above	Performance significantly above expectations	115% - 149%	Notch increase Cash bonus in % range
		Outstanding performance	150% - 167%	Notch increase Cash bonus in % range

The following cash bonuses may be granted to employees who qualify in terms of their annual performance assessment, i.e. who have completed the assessment period of 12 months of the performance cycle from 1 April to 31 March on a specific salary level:

### Salary levels 1 to 10

PERFORMANCE CATEGORY	TOTAL SCORE FOR KRAs and GAFs	AWARD CATEGORY	CASH BONUS
Performance significantly above expectations	115% - 129%	C	5% to 8%
	130% - 149%	B	9% to 12%
Outstanding performance	150% - 167%	A	13% to 18%

### Salary levels 11 and 12 (MMS)

PERFORMANCE CATEGORY	TOTAL SCORE FOR KRAs and GAFs	AWARD CATEGORY	CASH ** BONUS
Performance significantly above expectations	115% - 129%	C	4% to 6%
	130% - 149%	B	7% to 9%
Outstanding performance	150% - 167%	A	10% to 14%

The following tables summarise the various measures.

### Salary levels 1 to 10

PERFORMANCE CATEGORY	TOTAL SCORE	PROBATION	DEVELOPMENT	PAY * PROGRESSION	CASH ** BONUS
Unacceptable	69% and	Extend probation or	Agree on develop-	-	-

performance	lower	terminate ito Incapacity Code	ment programme		
Performance not fully effective	70% - 99%	Extend probation	Agree on development programme	-	-
Performance fully effective (& above)	100% - 114%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	-
Performance significantly above expectations	115% - 129%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	5% to 8%
	130% - 149%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	9% to 12%
Outstanding performance	150% - 167%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	13% to 18%

### Salary levels 11 and 12 (MMS)

PERFORMANCE CATEGORY	TOTAL SCORE	PROBATION	DEVELOPMENT	PAY * PROGRESSION	CASH ** BONUS
Unacceptable performance	69% and lower	Extend probation or terminate ito Incapacity Code	Agree on development programme	-	-
Performance not fully effective	70% - 99%	Extend probation	Agree on development programme	-	-
Performance fully effective (& above)	100% - 114%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	-
Performance significantly above expectations	115% - 129%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	4% to 6%
	130% - 149%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	7% to 9%
Outstanding performance	150% - 167%	Confirm appointment	Agree on development opportunities	1 notch (1,5%)	10% to 14

\* Pay progression must be awarded in accordance with the prescripts as set out in paragraph 8.3.1

\*\* The percentage cash bonus for the MMS is calculated on the member's total package, and the percentage ranges have been created to accommodate possible departmental financial constraints.

The department may not exceed 1.5% of its remuneration budget for bonuses. Should this amount prove to be insufficient to award the maximum percentage cash bonuses, the Departmental Moderating Committee may scale down the applicable percentages by allocating a lower percentage in the range to qualifying employees to ensure that the Department stays within the 1.5% limit. The percentage decided upon by the DMC should be applicable to all employees in the specific categories. If it is not possible to stay within the 1.5% limit, even after lowering the percentage ranges, the DMC may in exceptional circumstances make a motivated recommendation to the HOD and EA to approve that this limit may be exceeded.

### 9.6 Budget for incentives

The performance cycle is a one-year period running from 1 April to 31 March of the following calendar year. In order to comply with the Incentive Policy Framework issued by the MPSA, the Department must budget —

- (i) 2% of the wage bill for effecting pay progression for salary levels 1 to 12; and
- (ii) 1.5% of the remuneration budget for the allocation of performance bonuses for salary levels 1 to 12 (see Incentive Policy Framework for definitions).

As the formal annual assessment covers the period up to 31 March, it means that the assessment process will start and end after 1 April with the result that the funds required for pay progression and performance bonuses for, e.g. the 2007/2008 performance cycle, should be available during the 2008/2009 budgetary cycle, and departments must ensure that all payments are effected before the end of this cycle.

## **9.7 Non-financial incentives**

Financial rewards on their own are not always sufficient to motivate staff towards performance excellence. Other more creative ways for recognising performance should be explored, i.e. where the award does not directly lead to "money in the pocket".

The department may, from time-to-time, at the discretion of the HOD introduce mechanisms for non-financial recognition to stimulate performance across the department. However, managers may also propose forms of non-financial recognition, provided these remain non-financial, fit into the budget and do not change any basic condition of employment. The following are examples of recognition that can be considered —

- 9.7.1 Acknowledgement and recognition of performance excellence i.e. in department publications; specially created awards and certificates; citations at conferences/meetings; attendance at conferences etc.
- 9.7.2 Increased autonomy to organise own work and/or increased resources with which to perform work.
- 9.7.3 Public awards of various kinds made by management in recognition of a specific achievement or innovation or for consistent achievement over a specific period.
- 9.7.4 Specific access to specialised training and development opportunities.
- 9.7.5 Participation on a prioritised rotation basis in study tours or overseas and other visits by the EA, HOD and/or senior management.

9.8 Departments must keep accurate records of all performance assessments and the outcomes related thereto, including all performance rewards.

## **10 SYSTEM EVALUATION AND REVIEW**

Evaluation of the EPMDS should help determine whether the system is functioning effectively. An evaluation schedule should be established in the early stages of the performance cycle. This will assist supervisors in targeting what the generally desired outcomes of the EPMDS as a system are. It is important to determine initially the types of data required throughout the performance management process. The department will obtain baseline data with which to compare future data. The data desired and the available timeframes for collecting the data will determine the types of data collection techniques and analyses used.

The evaluation strategy will be determined as the performance management programme is being rolled out and should change if it does not provide appropriate data on which to base future decisions. Some of the questions that should be asked and answered in an evaluation include —

- (i) Is the programme addressing the department's needs?

- (ii) Does the programme fit the department's values and culture?
- (iii) Do managers have the necessary skills to use the programme?
- (iv) Does it provide useful data for making personnel decisions?

The Head: HRM should conduct an audit of the implementation of EPMDS at the end of the performance cycle. The methodology applied shall be a survey questionnaire to a representative sample within the department. Following the development of performance agreements and workplans and during the course of the year, management should ascertain the following in respect of the system –

- (i) Whether the system meets the specifications.
- (ii) Whether the users understand it and are able to use it.
- (iii) Whether the department is achieving its initial objectives.

The system review process is based on the legal guidelines, best practice guidelines and monitoring and evaluation guidelines. The Moderating Committee, with technical support from HR will determine if the legal requirements in the PSR Chapter 1 Part VIII are being met –

- (i) All employees are being assessed at least on an annual basis.
- (ii) Employees know which supervisor will be responsible for their assessment.
- (iii) The details of the performance management system are communicated to employees before the process starts.
- (iv) Employees are given the right to refuse to sign a performance assessment form.
- (v) Identifying the disagreement and resolution route; and
- (vi) Permitting employee representatives to represent an employee in grievance processes.

In implementing amendments to this EPMDS the provisions of PSR Chapter1/VIII B1 and C.3, must be complied with, namely that each Executive Authority must determine a performance management system for employees on levels 1 to 12 in her/his Department, and that the system and proposed amendments must be consulted with employee organisations. The Executive Authority must approve the utilisation of the EPMDS in the performance cycle preceding implementation of the system.

## 11 THE INSTITUTIONAL FRAMEWORK

The EPMDS enables the department to translate overall strategic priorities as captured in the relevant policy statements and its strategic plan into performance measures for various levels of employees. In developing the departmental objectives, the HoD and senior management utilise the medium-term strategic and annual business plans to outline objectives for the key result areas (KRAs). The KRAs provide strategic focus and direction for the other activities in the department. The HOD and senior management will develop the organisational level objectives and indicators. This can be achieved by applying the following sequence –

- (i) Identify appropriate objectives and key result areas based on the strategic priorities in the relevant policy statements, strategic plan and business plan.
- (ii) Develop indicators for each of the KRAs to measure progress towards the achievement of objectives and priorities

- (iii) Develop processes and time frames for development of business plans for the business unit or senior management team members
- (iv) Develop process and time frames for incorporation into workplans of senior managers in the form of KRAs and CMCs.
- (v) Incorporate overall performance into the HoD's performance agreement

Performance management at the component level focuses on outputs as opposed to inputs that will lead to achievement of overall outcomes of the department. After component goals have been established, the sub-components negotiate responsibilities for each output to define the role of each sub-component. Cascading responsibilities to the component level involves the following –

- (i) Use priorities in the business plan as the basis for key performance indicators
- (ii) Provide overview of the constraints of some of the indicators
- (iii) Take each priority area and identify the responsible sub-component
- (iv) Identify other role players who may share responsibility for the priority
- (v) Ensure incorporation of responsibilities in workplans of sub-component managers
- (vi) Define the process for cascading the outputs and activities to individual employee performance agreement work plans at lower levels and ensure implementation

The following key role players will assume the responsibilities outlined to promote the implementation of the EPMDS in the department.

### **11.1 The Executive Authority (EA)**

The EA identifies the key government priority areas and the priorities the department should deliver on. The EA then assigns the responsibility for the achievement of departmental goals to the HoD through the latter's performance agreement. The EA authorises the use of the EPMDS as the departmental policy and system.

### **11.2 The Head of Department**

The HOD is responsible for the development of the medium term strategic priorities of the department by means of the medium-term strategic plan translated annually into operational or business plans. The HoD is also responsible for ensuring that components are assigned specific responsibilities drawn from the department's strategic and annual business plans. The HoD gives effect to the EPMDS by issuing it as a departmental policy and performance management system.

### **11.3 The Branch Manager**

The Branch Manager and other delegated senior managers are responsible for developing the branch or component's business plans that derive from the departmental strategic and business plans. She/he is also responsible for determining the KRAs for the component managers, based on those indicated in branch objectives, and also for supervising Component Managers' performance agreements.

## **11.4 The Component Manager**

The Component Manager is responsible for the component objectives and for ensuring that sub-components develop business plans based on the objectives. The Component Manager also ensures that sub-components have defined objectives, outputs, targets and staff to carry the responsibility and the budget to fund the activity.

## **11.5 The Sub-Component Manager**

The Sub-Component Manager is responsible for the specific objectives of the sub-component assigned by the Branch Manager and the Component Manager. The Sub-Component Manager defines the sub-component's objectives, outputs, targets and the responsible individual and budget. The Sub-Component Manager will also agree the KRAs and GAFs for middle and junior management staff in the unit.

## **11.6 Supervisors**

All supervisory staff with responsibility within a component will ensure that they explain the development of a PA to all employees under their supervision. They will then develop a PA jointly with each employee.

The supervisor will clarify for employees the objectives of the unit (component), the clients of the unit, the employee's job description, the employee's clients, the KRAs and GAFs, time frames, measures and the actual performance rating method. Supervisors will also assist employees to identify and incorporate training needs into their PAs. This will be captured in the Personal Development Plan.

## **11.7 The Employee**

All employees of the Department, from the HoD through senior and middle management to employees at the 'production level', are responsible for clarifying with their immediate supervisors the dates and process for developing and submitting their PAs. All employees are responsible for developing a draft PA, based on the required objectives, KRAs and GAFs and other aspects of their job that have been previously clarified by the immediate supervisor. The employee is responsible for presenting the draft PA to the supervisor for joint agreement on the final PA.

## **11.8 The Head: Human Resource Management**

This position is responsible for ensuring that –

- (i) the system is made available and revisions properly communicated;
- (ii) a plan is jointly developed with the HRD unit for the training of trainers as well as the training of supervisors in the implementation of the EPMDS;
- (iii) regulatory changes likely to affect the EPMDS are communicated timeously;
- (iv) PAs and employment contracts of relevant staff are reconciled where necessary;
- (v) dates for submission of PAs, review reports and assessment are set;
- (vi) the Moderating Committee is constituted by the HoD and senior management;
- (vii) organised labour is consulted in order to obtain their inputs and feedback on the implementation and review of the EPMDS; and
- (viii) on-going technical support is provided to components and employees.

Depending on the size of the department, the establishment of a dedicated performance or programme management unit with a designated manager is highly advisable.

### **11.9 The Head: Human Resource Development**

This position is responsible for the following support in respect of the EPMDS –

- (i) Incorporating identified training needs into the training and skills development planning and implementation processes of the department
- (ii) Jointly developing and implementing the workplace skills plan for the department in co-operation with the HR component.

### **11.10 The Moderating Committee (see also paragraph 8)**

- (i) The Moderating Committee will monitor the performance management process by obtaining an overall sense of whether norms and standards are being applied consistently and realistically to employees on the same level. The Committee should not assess each individual case for purposes of evaluating ratings, but should develop an overall view of the results of process. If deviations from norms and standards are identified, these must be referred back to the relevant supervisor for review.

Depending on the size and nature of the Department (number of employees, provincial, regional and district distribution) moderation sub-committees or quality assurance committees may be established. The roles of these sub-committees should be clearly determined and set out in the departmental policy before the commencement of the next performance cycle.

### **11.11 Assessment Appeal Panel (see also paragraph 8)**

The Assessment Appeal Panel is established by the Executive Authority or his/her designee to manage disagreements over ratings referred above. The Panel must be constituted in such a manner that expertise of the line function, performance management, legal affairs and labour relations is included, and the Panel will consider written representations of an employee.

Depending on the size and nature of the Department (number of employees, provincial, regional and district distribution) assessment appeal panels may be established in regions or large institutions, if required by practical circumstances.

In the event of any remaining disagreement over the performance assessment of an employee, the employee may follow the formal grievance rules of the Public Service. If all of these processes ultimately fail to resolve any disagreement or grievance, the employee is entitled to seek redress through other means available in law.

## **12 MONITORING AND EVALUATION**

The responsibility for monitoring and evaluating the compliance of the KwaZulu-Natal Provincial Administration Employee Performance Management and Development System resides with the Office of the Premier, viz., the Chief Directorate: Human Resources Management.

The progress on the implementation of the Employee Performance Management and Development System will be monitored and evaluated on an annual basis and corrective steps will take place, where necessary.

Data will be gathered from PERSAL, human resource surveys and feedback from organised labour on the effectiveness of this System.

## ANNEXURE A

### PERFORMANCE AGREEMENT PROFORMA

**Following completion of this form, a copy must be forwarded to the Section: Human Resource Management (applicable component/unit).**

**ENTERED INTO BY AND BETWEEN:**

The Department of (ABC) herein represented by

\_\_\_\_\_ (full name) in her/his capacity as

\_\_\_\_\_ (position) of the Department of (ABC)  
(herein referred to as the Employer)

and

\_\_\_\_\_ (full name) as the

\_\_\_\_\_ (position) of the Department of Public  
Service and Administration (herein referred to as the Employee)

**WHEREBY IT IS AGREED AS FOLLOWS:**

**1. PURPOSE**

- 1.1 The purpose of entering into this agreement is to communicate to the Employee the performance expectations of the Employer.
- 1.2 The performance agreement and accompanying work plan shall be used as the basis for assessing the suitability of the Employee for permanent employment (if on probation); and to assess whether the Employee has met the performance expectations applicable to his/her job. In the event that the Employee has significantly exceeded the performance expectations, he/she may qualify for appropriate rewards. Details are outlined in the Department's Performance Management and Development System.
- 1.3 Should any non-agreement arise between the Employer and the Employee member in respect of matters regulated by this agreement, the process outlined in paragraph 8.5 of the EPMDS should be followed. If this process fails, the employee may apply the formal grievance rules of the Public Service (published in *Government Notice R1012* of 25 July 2003).

**2. VALIDITY OF THE AGREEMENT**

- 2.1 The agreement will be valid for the period **1 April 2..... to 31 March 2.....**

**Signatures :**

Employee : ..... Date ..... Supervisor: ..... Date .....

2.2 The content of the agreement may be revised at any time during the above-mentioned period to determine the applicability of the matters agreed upon, especially where changes are significant.

2.3 If at any time during the validity of this agreement the work environment of the Department of (ABC) (whether as a result of Government or Management decisions or otherwise), to the extent that the contents of this agreement are no longer appropriate, the contents shall immediately be revised.

### 3. JOB DETAILS

Persal number :  
 Component :  
 Unit :  
 Salary level :  
 Notch (MMS package) :  
 Occupational classification :  
 Designation :

### 4. JOB PURPOSE

(Describe the purpose of the job (overall focus) as it relates to the Vision and Mission of the Department. Capture the overall accountability that the job holder has in relation to his/her position).

### 5. REPORTING REQUIREMENTS/LINES & ASSESSMENT LINES

5.1 The Employee member shall report to the ..... (job title in Department) as her/his supervisor on all parts of this agreement. The Employee shall:

- Timously alert the supervisor of any emerging factors that could preclude the achievement of any performance agreement undertakings, including the contingency measures that she/he proposes to take to ensure the impact of such deviation from the original agreement is minimised.
- Establish and maintain appropriate internal controls and reporting systems in order to meet performance expectations.
- Discuss and thereafter document for the record and future use any revision of targets as necessary as well as progress made towards the achievement of performance agreement measures.

5.2 In turn the supervisor shall:

- Meet to provide feedback on performance and to identify areas for development at least four times a year.
- Create an enabling environment to facilitate effective performance by the Employee member.
- Facilitate access to skills development and capacity building opportunities.

Signatures :  
 Employee : ..... Date ..... Supervisor: ..... Date .....

- Work collaboratively to solve problems and generate solutions to common problems within the department, that may be impacting on the performance of the Employee.

## 6. PERFORMANCE ASSESSMENT FRAMEWORK

Performance will be assessed according to the information contained in the WORKPLAN and the Generic Assessment Factors (GAFs) framework.

6.1 The KRAs and GAFs during the period of this agreement shall be as set out in the table below.

6.2 The Employee member undertakes to focus and to actively work towards the promotion and implementation of the KRAs within the framework of the laws and regulations governing the Public Service. The specific duties/outputs required under each of the KRAs are outlined in the attached work plan. KRAs should include all special projects the Employee is involved in. The WORKPLAN should outline the Employee's specific responsibilities in such projects.

KRAs	Weight
Total	100%

**NOTE: WEIGHTING OF KRAs MUST TOTAL 100%**

6.3 The Employee's assessment will be based on her/his performance in relation to the duties/outputs outlined in the attached WORKPLAN as well as the GAFs marked here-under. At least **five** GAFs, inclusive of any that may become prescribed from time to time, should be selected from the list that are deemed to be critical for the Employee's specific job.

GAFs	Weight
Total	100%

**NOTE: WEIGHTING OF GAFs MUST TOTAL 100%**

## 7. CONDITIONS OF PERFORMANCE

Signatures :  
 Employee : ..... Date ..... Supervisor: ..... Date .....

The Employer shall provide the Employee with the necessary resources and leadership to perform in terms of this agreement. Resource requirements should be outlined in the WORKPLANS of components and individual Employees.

## **8. PERFORMANCE ASSESSMENT**

The assessment of an Employee shall be based on her/his performance in relation to the KRAs and GAFs and performance indicators, as set out in this PERFORMANCE AGREEMENT and attached WORKPLAN.

The performance of the employee in respect of all individual KRAs and all individual GAFs will be assessed using a 5 point rating scale, i.e.:

- 5= OUTSTANDING PERFORMANCE**
- 4= PERFORMANCE SIGNIFICANTLY ABOVE EXPECTATIONS**
- 3= FULLY EFFECTIVE**
- 2= PERFORMANCE NOT FULLY EFFECTIVE**
- 1= UNACCEPTABLE PERFORMANCE**

The total KRAs and the total GAFs scores are combined to produce an overall performance percentage score with percentage ranges that coincide with the above 5 point assessment scale.

**Employees: KRAs shall contribute 80% and GAF's 20% of the final assessment; and**

## **9. FEEDBACK**

Performance feedback shall be in writing on the September Review Form and Annual Review Form, based on the supervisor's assessment of the employee's performance in relation to the KRAs and GAFs and standards outlined in this performance agreement and taking into account the Employee's self-assessment.

## **10. DEVELOPMENTAL REQUIREMENTS**

10.1 The Employer and Employee agree that the following are the Employee's key development needs in relation to his/her current job and envisaged career path in the Public Service. **Please forward the completed FORM PDP to the Skills Development Facilitator** (as it would be a requirement for the approval of training).

**\*ONLY ITEMISE DEVELOPMENT AREAS BELOW**

.....

.....

.....

.....

10.2 In so far as the above training needs coincide with the Employer's requirements and taking into account financial realities, the Employer undertakes to expose the Employee to development in these areas. The developmental needs of the Employee shall be reviewed as part of the September Review and the annual assessment of performance. Details of courses, conferences, etc. to be attended shall as far as possible be included in the Employee's PDP.

**11. TIMETABLE AND RECORDS OF REVIEW DISCUSSIONS AND ANNUAL ASSESSMENT**

11.1 Half-yearly Review: week of October  
11.2 Annual Review: during April of every year.

**12 MANAGEMENT OF POOR PERFORMANCE OUTCOMES**

Manager and employee will identify and develop interventions together, to address poor and non performance at feedback sessions, or any time during the performance cycle.

**13 DISPUTE RESOLUTION**

13.1 Any dispute about the nature of the employee's PA, whether it relates to key responsibilities, priorities, methods of assessment and/or salary increment in this agreement, shall be mediated by: \_\_\_\_\_ (next person in hierarchy).

13.2 If this mediation fails, the normal grievance rules will apply.

**14. AMENDMENT OF AGREEMENT**

Amendments to the agreement shall be in writing and can only be effected after discussion and agreement by both parties.

## 15. SIGNATURES OF PARTIES TO THE AGREEMENT

The contents of this document have been discussed and agreed with the Employee concerned.

Name of Employee:

Signature: ..... Date: .....

AND

Name of supervisor:

Signature: ..... Date: .....

## ANNEXURE B: GUIDE TO THE PERFORMANCE WORK PLAN

### GUIDE TO THE WORKPLAN

One of the most challenging aspects of performance management is agreeing on the nature, content and detail of the actual performance agreement. In the performance agreement this is captured largely in the workplan. A major problem in performance management is the wide diversity words and terms used to describe aspects related to performance management and assessment. This EPMDS attempts to standardise terminology to promote a common understanding of those issues that should be included in the workplan and to unpack key result areas and outputs. A further complication is the wide diversity of jobs. Most workplans are therefore unique, while there may be similarities within job categories with a more routine content. The drafting of a workplan and agreement thereon between the supervisor and employee is therefore of prime importance in the performance process.

The definition of the terms is critical as they are also used as basis for the assessment at the end of the cycle. Performance assessment or measurement is hard and complex. An effective system of performance assessment will require years of consistent, incremental work to achieve. Acceptance of the performance management and assessment process is essential to the success of the legitimacy of the performance management system.

The following terms are used with the meaning as indicated:

**WORKPLAN:** In the EPMDS a workplan is described as a document which is part of the performance agreement and which contains key result areas (KRAs), associated outputs and their performance standards and resource requirements. An example of the template is attached.

**OUTPUT:** An output is a concrete achievement (i.e. a product such as a passport, an action such as a presentation or immunization, or a service such as processing an application) that contributes to the achievement of a Key Result Area.

**PERFORMANCE STANDARD:** Performance standards are mutually agreed criteria to describe how well work must be done in terms of quantity and/or quality and timeliness, to clarify the outputs and related activities of a job by describing what the required result should be. In this EPMDS performance standards are divided into indicators and the time factor.

**PERFORMANCE INDICATOR:** An indicator is a type of information used to gauge the extent to which an output has been achieved (policy developed, presentation delivered, service rendered)

**TIME:** The time factor is used to determine whether the activities were completed or progress made, as agreed in the pursuit of the output (e.g. policy to be completed by 31 October 2004)

**RESOURCE REQUIREMENTS:** The resource requirements in this format refer to human resources (who will be specifically involved in delivering the output) and financial resources (the budget set aside for delivering the output).

Attached are two examples of a workplan template, reflecting the above meaning of the terminology in a user friendly format.

## **EXAMPLE 1: Workplan**

<b>KEY RESULT AREA 1:</b> Assistance and advice to departments on employee performance management						
<b>OUTPUT:</b> Render timely, correct and authoritative assistance and advice to departments on employee performance management						
<b>KEY ACTIVITIES</b>	<b>PERFORMANCE STANDARDS</b>				<b>RESOURCE REQUIREMENTS</b>	
	<b>Indicators</b>	<b>Time (completed by)</b>				<b>Human resources</b>
		<b>Q 1</b>	<b>Q 2</b>	<b>Q 3</b>	<b>Q 4</b>	<b>Financial resources</b>

## EXAMPLE 2: Workplan

<b>Directorate Performance Management</b> <b>KEY RESULT AREA 1: Policy development and research</b>		<b>Strategic objective:</b> To develop at a national level policies, systems and guidelines pertaining to employee performance management for employees on salary levels 1 to 12 and to facilitate and ensure implementation in national and provincial departments in the Public Service through research, interventions, assistance and advice, and monitoring and evaluation.						
<b>Measurable objective</b>	<b>Outputs</b>	<b>Indicator</b>	<b>Activities per quarter</b>				<b>Resource requirements</b>	
			<b>Qrtr 1</b>	<b>Qrtr 2</b>	<b>Qrtr 3</b>	<b>Qrtr 4</b>	<b>Budget</b>	<b>HR resources</b>
To conduct and provide research and inputs for policy development, projects and assignments relating to employee performance management.	Research for policy development in employee performance management - <ul style="list-style-type: none"><li>Conduct research on systems &amp; practices and consult with clients</li><li>Provide inputs for policy &amp; system development and implementation</li></ul>	<ul style="list-style-type: none"><li>Relevant and applicable research results on policy development for PM provided for public service stakeholders.</li><li>Regular consultation with clients.</li></ul>	Ongoing research	Ongoing research	Ongoing research	Ongoing research	Normal MTEF budget	D: PM & subdirectorate. 1
Develop/amend policies on PM	Review and redraft EPMDS, and obtain approval for Circular.	EPMDS reviewed and amended, and distributed for use in departments.	Review complete	Draft changes	Changes approved	EPMDS sent out	Normal MTEF budget	D: PM & subdirectorate. 1
	Review and redraft PSR 1/VIII on non-SMS employee performance management, and obtain MPSA approval for publication.	PSR 1/VIII reviewed, redrafted and approved in line with amendments to PS Act.	Start review	Consult legal services	Consult clients	Complete draft	Normal MTEF budget	D: PM & subdirectorate. 1

## ANNEXURE C: GENERIC ASSESSMENT FACTORS

### GUIDE TO THE 15 GENERIC ASSESSMENT FACTORS FOR ASSESSING PERFORMANCE OF EMPLOYEES

#### 1            **JOB KNOWLEDGE**

##### **Rating 1      Unsatisfactory Performance**

Demonstrates a lack knowledge of relevant policies and practices. Experiences great difficulty in learning. Little value placed on keeping abreast of new work related developments.

##### **Rating 2      Performance needs to improve**

Demonstrates little knowledge of aspects of work-related policies and practices. Experiences some difficulty in acquiring/learning. Places little value in keeping abreast of new work related developments.

##### **Rating 3      Competent**

Demonstrates knowledge of policies and practices well. Experiences very little difficulty in acquiring/learning knowledge/information. Keeps abreast of work related developments.

##### **Rating 4      Good Performance**

Demonstrates sound knowledge of all facets of work-related policies and practices. Eagerly keeps abreast of work related and public service wide developments.

##### **Rating 5      Excellent Performance**

Demonstrates outstanding breath of knowledge on a wide spectrum of related work areas and public service issues.

---

#### 2            **TECHNICAL SKILLS**

##### **Rating 1      Unsatisfactory Performance**

Fails to show willingness or ability to apply technical/professional knowledge and skills. Abnormal amount of supervision is required. Performance of workgroup/component is being adversely affected.

##### **Rating 2      Performance needs to improve**

Requires close supervision and constant guidance in order to properly apply technical/professional knowledge and skills to task in hand.

##### **Rating 3      Competent**

Demonstrates ability to apply technical/professional knowledge and skills to immediate work situation. Normal level of supervision and guidance necessary.

##### **Rating 4      Good Performance**

Shows above average technical/professional knowledge and skills in immediate work area and wider work environment. Little guidance/ counseling required.

##### **Rating 5      Excellent Performance**

Consistently demonstrates exceptional technical/professional knowledge and skills in connection with immediate work areas and those of wider work environment. Normally no counselling or guidance necessary.

---

3

### ACCEPTANCE OF RESPONSIBILITY

**Rating 1**

#### **Unsatisfactory Performance**

Declines all responsibility for own areas of work and that of subordinates, seriously impairing the work of workgroup/ component. Requires abnormal amount of supervision/instruction.

**Rating 2**

#### **Performance needs to improve**

Either needs assistance in the form of training/counseling, or cannot cope with the full range of responsibilities involved in the job, even though some training and/or counseling has been provided. Still room for improvement.

**Rating 3**

#### **Competent**

Constantly accepts responsibility in a competent manner for own areas of work and those of subordinates. Can be relied upon to accept responsibility in respect of other employees in their absence when requested to do so. Normal level of supervision and counselling required.

**Rating 4**

#### **Good Performance**

Occasionally exceeds normal expectations, accepts responsibility very competently for own areas of work, those of subordinates and of other employees in their absence. Only minimal guidance or counseling required.

**Rating 5**

#### **Excellent Performance**

Often exceeds all normal expectations and accepts responsibility very competently for own areas of work, those of subordinates and other employees in their absence. Conduct may only be described as exceptional, the employee displaying outstanding qualities far exceeding the requirements of the job. Normally no guidance or counseling required.

---

4

### QUALITY OF WORK

**Rating 1**

#### **Unsatisfactory Performance**

Unwilling or unable to accomplish routine tasks. Requires abnormal level of supervision and instruction. Work of workgroup/component is being adversely affected.

**Rating 2**

#### **Performance needs to improve**

Needs assistance to fulfil important or key tasks. Work not completed on time or at required level of competency. Individual targets not always met.

**Rating 3**

#### **Competent**

Accomplished most of key tasks most of the time in a competent and acceptable way. Requires normal level of supervision and guidance.

**Rating 4**

#### **Good Performance**

Work attests to high level of commitment and technical competence. Minimal supervision or guidance required.

**Rating 5**

#### **Excellent Performance**

Constantly produces exceptional work, accomplishing all key tasks with high level of accuracy. Normally no guidance/counselling required.

---

5 RELIABILITY

**Rating 1**

#### **Unsatisfactory Performance**

Fails to execute functions as instructed and within agreed upon time frames.

**Rating 2**

#### **Performance needs to improve**

Needs to be reminded of responsibilities continually. Usually make excuses.

<b>Rating 3</b>	<b>Competent</b> Seldom needs to enquire about progress of a task. Shows commitment to work.
<b>Rating 4</b>	<b>Good Performance</b> Takes on additional work eagerly and can be trusted to deliver.
<b>Rating 5</b>	<b>Excellent Performance</b> Far exceed normal expectations. Handles greater responsibility independently
<hr/>	
<b>6</b>	<b>INITIATIVE</b>
<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Demonstrates little or no creativity at work, seeking out repetitive or routine work. Consequently requires abnormal amount of supervision and instruction. Lack of creativity is detrimental to the workgroup/component.
<b>Rating 2</b>	<b>Performance needs to improve</b> Performance of routine work satisfactory. Occasionally shows creativity, but not at expected level.
<b>Rating 3</b>	<b>Competent</b> Works out own programmes/approaches to overcome problems and competently performs to expectations where general principles are not adequate to determine procedure or decisions to be taken. Requires normal level of supervision and counselling.
<b>Rating 4</b>	<b>Good Performance</b> Produces high level creative work, even in absence of guiding principles and precedents. Only limited guidance or counseling required.
<b>Rating 5</b>	<b>Excellent Performance</b> Constantly shows a high level of creativity. Always volunteers for additional responsibilities. Normally no guidance or counseling necessary.
<hr/>	
<b>7</b>	<b>COMMUNICATION</b>
<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Demonstrates a lack of being able to express facts and ideas clearly and logically both orally and in writing. Considerable time spent on guidance and editing of work.
<b>Rating 2</b>	<b>Performance needs to improve</b> Demonstrates some ability to express facts and ideas orally or in writing in a clear and logical manner. Often requires guidance and editing.
<b>Rating 3</b>	<b>Competent</b> Expresses facts and ideas orally or in writing in a clear and logical manner. Needs normal guidance and editing.
<b>Rating 4</b>	<b>Good Performance</b> Above average ability in expressing facts and ideas clearly and logically both orally and in writing. Needs minimal guidance and editing.
<b>Rating 5</b>	<b>Excellent Performance</b> Demonstrates an exceptional ability to express facts and ideas clearly and logically both orally and in writing. Requires virtually no guidance and editing.

<b>8</b>	<b>INTERPERSONAL RELATIONSHIPS</b>
<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Demonstrates the need for persistent mediation and intervention when interacting with others. Shows lack of co-operation, consideration and respect to other employees/clients. Is impolite and inconsiderate.
<b>Rating 2</b>	<b>Performance needs to improve</b> Demonstrates the need for more than normal mediation and intervention when interacting with others. Gives little co-operation to others and consideration for ideas when not self-initiated.
<b>Rating 3</b>	<b>Competent</b> Co-operates well with supervisors, colleagues and those supervised. Is polite and respectful of others. Demonstrates a sound and healthy attitude when interacting with others.
<b>Rating 4</b>	<b>Good Performance</b> Is a sought after team member. Listens well and is able to mobilise others to achieve organisational goals. Demonstrates a sound and healthy attitude when interacting with others.
<b>Rating 5</b>	<b>Excellent Performance</b> Demonstrates an exceptionally sound and healthy attitude when interacting with others. Able to get the co-operation of others under difficult circumstances.
<b>9</b>	<b>FLEXIBILITY</b>
<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Refuses to undertake new work or accept changes in work practices. Work of workgroup/ component seriously impaired as a result. Requires abnormal amount of supervision and instruction.
<b>Rating 2</b>	<b>Performance needs to improve</b> Ability to adapt to change is tolerable but not up to standard.
<b>Rating 3</b>	<b>Competent</b> Will readily accept changes in work, work patterns or procedures, work location etc. in order to help achieve objectives.
<b>Rating 4</b>	<b>Good Performance</b> Not only adapts to change him-/herself, but also encourages others to adopt more flexible approaches to work
<b>Rating 5</b>	<b>Excellent Performance</b> Often exceed all normal expectations, encouraging and promoting flexibility at every opportunity
<b>10</b>	<b>TEAM WORK</b>
<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Unwilling or unable to co-operate with others. Demonstrates lack of commitment and negates teamwork. Work of team adversely affected.
<b>Rating 2</b>	<b>Performance needs to improve</b> Able to demonstrate a level of co-operation with immediate colleagues but needs assistance in communicating and influencing others.

<b>Rating 3</b>	<b>Competent</b> Acceptable and gets on well with colleagues. Able to influence and communicate well as part of a team. Works to achieve team objectives. Requires normal level of supervision and guidance.
<b>Rating 4</b>	<b>Good Performance</b> Good influencing and communication skills, is able to produce better than expected results for team. Requires minimal guidance or counseling.
<b>Rating 5</b>	<b>Excellent Performance</b> Demonstrates exceptional abilities working as member of a team. High level of co-operation communication skills and ability to influence and motivate others to achieve targets. Coaches other team members to better results. Little or no guidance ever required.

---

## **11 PLANNING AND EXECUTION**

<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Generally inadequate which results in fruitless expenditure in terms of energy, time, human resources, equipment and finances. Lacks ability to scope length and difficulty of project. No clear breakdown of the process steps. Development of work-plans weak.
<b>Rating 2</b>	<b>Performance needs to improve</b> Some aspects of work result in fruitless expenditure. Very little contingency arrangements. Shows little ability to scope length and difficulty of project. No clear breakdown of the process steps. Development of work-plans weak.
<b>Rating 3</b>	<b>Competent</b> Demonstrates ability effectively and efficiently. Demonstrates the ability to scope length and difficulty of project. Clear breakdown of the process steps. Well thought out work-plans.
<b>Rating 4</b>	<b>Good Performance</b> Demonstrates ability to consistently be effective and efficient, and considers relevant information critically and thoroughly. Demonstrates the ability to scope length and difficulty of project well. Well thought out process steps. Well thought out work plans.
<b>Rating 5</b>	<b>Excellent Performance</b> Demonstrates an exceptional ability to scope length and difficulty of projects. Clear sequencing of events/activities/process steps. Work-plans exceptionally well thought through and expressed. Achieves results on time and with required quality.

---

## **12 LEADERSHIP**

<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Makes no attempt to motivate or control subordinates. Lack of leadership is having detrimental effects on the workgroup/component.
<b>Rating 2</b>	<b>Performance needs to improve</b> Motivation and control of subordinates is deficient and there is room for improvement and personal development
<b>Rating 3</b>	<b>Competent</b> Demonstrates leadership qualities through motivation and control of subordinates. Workgroup/component produces good standard of work in terms of quality and quantity.
<b>Rating 4</b>	<b>Good Performance</b> Demonstrates leadership qualities of above normal acceptable level. Workgroup produces good to superior standard of work in terms of quality, quantity and timeliness.

<b>Rating 5</b>	<b>Excellent Performance</b> Constantly maintains very high standards and manages to overcome problems of motivation and control with minimum guidance or counseling from above. Quality, quantity and timeliness of workgroup/ component of excellent order.
-----------------	--

---

## 13 DELEGATION AND EMPOWERMENT

<b>Rating 1</b>	<b>Unsatisfactory performance</b> Demonstrates an inability to assign tasks/functions to develop employees. Fails to make instructions clear. Fails to communicate expectations. Impedes applicable and appropriate initiatives and the creativity of employees without valid reason.
<b>Rating 2</b>	<b>Performance needs to improve</b> Seldom assigns tasks/functions to develop employees. Seldom takes time to make instructions/tasks clear. Fails to communicate expectations. Often impedes applicable and appropriate initiatives and the creativity of employees without valid reason.
<b>Rating 3</b>	<b>Competent</b> Experiences very few problems in assigning tasks/function responsibly. Shows the ability to trust the ability of others and to develop their potential.
<b>Rating 4</b>	<b>Good Performance</b> Provides clear understanding of responsibility and authority when delegating. Intelligently assigns tasks/functions to develop employees and provides the necessary guidance and support.
<b>Rating 5</b>	<b>Excellent Performance</b> Provides clear understanding of responsibility and authority when delegating. Assigns appropriate tasks/functions to employees and provides the necessary guidance and support. Fully utilises and develops human capital by providing adequate training and development opportunities.

---

## 14 MANAGEMENT OF FINANCIAL RESOURCES

<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Unable to demonstrate any significant organising and control abilities, delegating skills or time management ability. Ignores or bypasses and is insensitive to subordinate staff. Activities result in fruitless and wasteful expenditure.
<b>Rating 2</b>	<b>Performance needs to improve</b> Demonstrates some organising ability, may define objectives but then loses sight of them. Points the way forward but then allows slackness and ill discipline. Shows some delegating skills but overlooks the need to develop staff. Has some time management ability but requires assistance in this area. Shows some ability to budget and to control expenditure, but not in full control of either.
<b>Rating 3</b>	<b>Competent</b> Demonstrates acceptable organising ability with little guidance being necessary. Able to define objectives, organise staff and demonstrate good budget control with normal supervision and guidance. Delegates to staff, encourages initiative and helps develop abilities and talents of subordinates.
<b>Rating 4</b>	<b>Good Performance</b> Shows good organising abilities and can cope well with occasional large increases in staff or other resources, defines objectives, anticipates problems and has good budget control with little or no supervision or counseling. Effective time management skills in all familiar work areas and most unusual ones. Usually achieves objectives by encouraging and demonstrating enthusiasm to subordinate staff. Delegates using staff potential and coaches and trusts staff.

<b>Rating 5</b>	<b>Excellent Performance</b> Demonstrates ability and experience in organising and controlling large volumes of resources, specialised work and staff. Plans well for contingencies even in pressure situations. Consistently defines objectives, anticipates problems, checks results and demonstrates excellent budget control. Excellent delegation ability with either significant numbers of staff or specialists. Coaches and trusts staff using their potential, holding meetings and formulating plans and objectives with them.
<b>15</b>	<b>MANAGEMENT OF HUMAN RESOURCES</b>
<b>Rating 1</b>	<b>Unsatisfactory Performance</b> Unable to demonstrate any significant organising and control abilities, delegating skills or time management ability. Ignores or bypasses and is insensitive to subordinate staff. Activities result in fruitless and wasteful expenditure.
<b>Rating 2</b>	<b>Performance needs to improve</b> Demonstrates some organising ability, may define objectives but then loses sight of them. Points the way forward but then allows slackness and ill discipline. Shows some delegating skills but overlooks the need to develop staff. Has some time management ability but requires assistance in this area.
<b>Rating 3</b>	<b>Competent</b> Demonstrates acceptable organising ability with little guidance being necessary. Able to define objectives, organise staff and demonstrate good control with normal supervision and guidance. Delegates to staff, encourages initiative and helps develop abilities and talents of subordinates.
<b>Rating 4</b>	<b>Good Performance</b> Shows good organising abilities and can cope well with occasional large increases in staff or other resources, defines objectives, anticipates problems and has good budget control with little or no supervision or counseling. Effective time management skills in all familiar work areas and most unusual ones. Usually achieves objectives by encouraging and demonstrating enthusiasm to subordinate staff. Delegates using staff potential and coaches and trusts staff.
<b>Rating 5</b>	<b>Excellent Performance</b> Demonstrates ability and experience in organising and controlling large volumes of resources, specialised work and staff. Plans well for contingencies even in pressure situations. Consistently defines objectives, anticipates problems, checks results and demonstrates excellent control. Excellent delegation ability with either significant numbers of staff or specialists. Coaches and trusts staff using their potential, holding meetings and formulating plans and objectives with them.

## PERSONAL DEVELOPMENT PLAN (PDP)

DEPARTMENT:

JOB TITLE:

INCUMBENT:

**PURPOSE:** To enable the manager and the employee to identify skills development requirements and as a result agree on the steps taken to address those developmental gaps

AREA IDENTIFIED FOR DEVELOPMENT		OBJECTIVE OF DEVELOPMENT	TYPE OF INTERVENTION (SHORT COURSE, BURSARY)	QUARTER TARGETED
GENERIC TRAINING REQUIRED	WORK RELATED TRAINING REQUIRED			
e.g. Computer Training		To develop research capability for high level information gathering)	Short course at Tech/University	Third quarter

You may attend a conference within the year that would be a substitute for any of the areas of development.

CONFERENCES ATTENDED	TYPE OF CONFERENCE
e.g Labour Law	e. g .Dealt with current application of employment legislation

Signatures : Employee : ..... Date ..... Supervisor: ..... Date.....

## IMPACT ASSESSMENT

<b>IMPACT OF DEVELOPMENT ON WORK (AFTER SIX MONTHS)</b>	
<b>EMPLOYEE</b>	<b>SUPERVISOR/MANAGER</b>
e.g Did not have the opportunity to use all skills developed due to the need to focus on other priority areas of my work	e.g Employee completed first draft of questionnaire for a survey to be implemented in Aug 03

We, (Employee) and (Supervisor) agree that the above-mentioned areas for development and the type of intervention suggested would be engaged in to achieve the required objective for development. We also understand that due to the operational requirements and budget constraints of the Department (component/unit), it may not be possible to undertake the training and development stated with the type of invention stated and/or within the quarter of the year as stated. There is also an understanding between ourselves that areas for development could be identified throughout the year and that this may change the order of priority and type of invention as stated in the plan.

Signatures : Employee : ..... Date ..... Supervisor: ..... Date.....

## ANNEXURE E: HALF-YEARLY REVIEW FORM

### SEPTEMBER REVIEW FORM

**Purpose:** To review, summarise and develop the work performance off all employees.

**(Following completion of this form, a copy must be forwarded to the Section: People Management.)**

NAME:	SUPERVISOR/PROJECT LEADER:
JOB TITLE:	COMPONENT:
DATE OF REVIEW:	SALARY LEVEL:

#### **A. KEY RESULT AREAS (KRAs)**

(Rate all the KRAs included in the performance agreement)

KRAs	Weighting	Own Assessment (1-5)	Supervisor's assessment (1-5)
1.			
2.			
3.			
4.			
5.			
<b>TOTAL</b>	<b>100 %</b>		

**NOTE: WEIGHTING OF KRAs MUST TOTAL 100%**

This rating is based on my personal knowledge and observation  
of the employee's performance.

Supervisor/Project Leader ..... Date:.....

This rating has been discussed with me.  
Employee ..... Date:.....

**B. GENERIC ASSESSMENT FACTORS (GAFs):**

(Rate the GAFs/CMCs agreed upon in the performance agreement)

GAF	Weighting	Own rating (1-5)	Supervisor's rating (1-5)
1.			
2.			
3.			
4.			
5.			
<b>TOTAL</b>	<b>100%</b>		

**NOTE: WEIGHTING OF GAF'S MUST TOTAL 100%**

(The Excel calculator can be used to calculate a total score, and the ration between KRAs and GAFs is 80%/20%)

**C. DEVELOPMENTAL AREAS**

Specify areas in which the employee was developed as indicated in the Performance Agreement and Personal Development Plan, if not developed, state reasons why and specify dates when will this take place.

---



---



---



---

**This rating is based on my personal knowledge and observation  
of the employee performance.**

Supervisor/Project Leader.....

Date: .....

**This rating has been discussed with me.**

Employee ..... Date .....

#### **D. MANAGING UNSATISFACTORY PERFORMANCE**

Identify unsatisfactory performance and state actions taken or to be taken by when and by whom.

---

---

---

#### **E. EMPLOYEE'S COMMENTS (CAN INCLUDE OBSTACLES ENCOUNTERED AND OVERCOME) if applicable**

Signature: DATE:

#### **F**

##### **F.1 SUPERVISOR'S COMMENTS**

Signature: DATE:

**ANNEXURE F**

**PERFORMANCE ASSESSMENT INSTRUMENT**

## **Annual Performance Assessment Instrument**

*The manager must forward the completed form to the Section: People Management for filing immediately after completion.*

**CONFIDENTIAL**

Period under review .....

Surname and initials .....

**Job title** \_\_\_\_\_

## Remuneration level

Persal no. \_\_\_\_\_

## Component

**Date of appointment to current remuneration level**

(Tick the appropriate box)

1

1

1

1

## PART 1 – COMMENTS BY RATED EMPLOYEE

(To be completed by the Employee prior to assessment. If the space provided is insufficient, the comments can be included in an attachment)

1. During the past year my major accomplishments as they related to my performance agreement were:

2. During the past year I was less successful in the following areas for the reasons stated:

**Signatures :**

**Employee :** ..... **Date:** ..... **Supervisor:** ..... **Date..**

## PART 2 – PERFORMANCE ASSESSMENT

### Standard Rating Schedule for KRAs and GAFs

Rating	Category	%	Description
1	UNACCEPTABLE PERFORMANCE	69% and below	Performance does not meet the standard expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against almost all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.
2	PERFORMANCE NOT FULLY EFFECTIVE	70% - 99%	Performance meets some of the standards expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.
3	FULLY EFFECTIVE (and slightly above expectations)	100% - 114%	Performance fully meets the standard expected in all areas of the job. The review / assessment indicates that the jobholder has achieved as a minimum <u>effective results against all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.
4	PERFORMANCE SIGNIFICANTLY ABOVE EXPECTATIONS	115% - 129%	Performance is significantly higher than the standard expected in the job. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan and fully achieved all others throughout the performance cycle.
		130% - 149%	
5	OUTSTANDING PERFORMANCE	150% - 167%	Performance far exceeds the standard expected of a jobholder at this level. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan and maintained this in all areas of responsibility throughout the performance cycle.

### Rating of KRAs by Supervisor and Employee:

KEY RESULT AREAS	Weight (%)	Own rating (1- 5)	Supervisor Rating (1- 5)	IRC Rating (1-5)	Mod. Com. Rating (1- 5)
1.					
2.					
3.					
4.					
5.					
<b>Total</b> (NOTE : Weighting of KRAs must total 100%)	<b>100%</b>				
<b>Score according to calculator:</b> Employees on level 1-12:	80%				

Signatures :

Employee : ..... Date: ..... Supervisor: ..... Date.....

**Rating of GAFs by Supervisor and Employee:**

GENERIC ASSESSMENT FACTORS - GAFs)	Weight (%)	Own rating (1-5)	Supervisor rating (1- 5)	IRC Rating (1-5)	Mod. Com. rating (1-5)
1.					
2.					
3.					
4.					
5.					
<b>Total</b> (NOTE : Weighting of GAFs must total 100%)	<b>100%</b>				
<b>Score according to calculator</b> GAFs employees on level 1 – 12:	20%				

**FINAL SCORE**

GRAND TOTAL	OWN RATING	SUPERVISOR'S RATING	MODERATING COM'S RATING	
KRA + GAF (80% + 20%) for levels 1-12				

**PART 3 - DEVELOPMENT, TRAINING, COACHING, GUIDANCE AND EXPOSURE NEEDED**

(To be completed by Supervisor in consultation with Employee)

**Signatures :**  
Employee : ..... Date:..... Supervisor: ..... Date.....

**PART 4****1. Supervisor's recommendation**

----- Signature	----- Name	----- Date
--------------------	---------------	---------------

**2. Employee's comments:**

----- Signature	----- Name	----- Date
--------------------	---------------	---------------

**3. Comments of Chairperson of Moderating Committee:**

----- Signature	----- Name	----- Date
--------------------	---------------	---------------

**4. Decision by Executing Authority or her/his delegate:**

----- Signature	----- Name	----- Date
--------------------	---------------	---------------

**Signatures :****Employee : ..... Date:..... Supervisor: ..... Date.....**

**ANNEXURE G**  
**EPMDS**

**PROBATION: QUARTERLY PERFORMANCE ASSESSMENT**

*Employees on probation must be assessed on a quarterly basis using this form as the point of departure.*

*The manager must forward the completed form to the Section: People Management immediately after completion.*

**CONFIDENTIAL**

<b>Quarter</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Name:</b>				
<b>Rank:</b>				
<b>Component:</b>				
<b>Date of appointment:</b>				
<b>Period of assessment:</b>				
<b>Persal No.:</b>				

**PART 1:**  
**COMMENTS BY EMPLOYEE**

(To be completed by Employee, prior to assessment. If the space provided is insufficient, the comments can be included in an attachment)

1. During the past quarter my major accomplishments as they related to my job description/Performance Agreement were:

---

---

---

---

2. During the past quarter I was less successful in the following areas for the reasons stated:

---

---

---

---

**Signatures :**

**Employee : ..... Date:..... Supervisor: ..... Date.....**

**PART 2:**

**QUARTERLY PERFORMANCE ASSESSMENT**

**2.1 Supervisor's assessment of Key Result Areas (KRA's):**  
(Use the Performance Assessment Instrument in Annexure F)

**2.2 Supervisor's assessment of Generic Assessment Factors (GAFs):**  
(Use the Performance Assessment Instrument in Annexure F)

**FINAL SCORE**

GRAND TOTAL	OWN RATING	SUPERVISOR'S RATING	MODERATING COM'S RATING
KRA + GAF (80% + 20% for levels 1-12)			If applicable
FINAL SCORE			If applicable

**PART 3:**  
**TO BE COMPLETED BY THE SUPERVISOR**

3.1 Employee to receive training for the following reasons:

3.2 Is the Employee correctly placed,

YES ..... NO .....

3.3 Upon expiry of his/her probationary period do you anticipate that he/she will be suitable for a permanent appointment?

YES ..... NO ..... If the employee is not correctly placed, please consult the Manager: People Management and Development.

**Signatures :**

**Employee : ..... Date:..... Supervisor: ..... Date.....**

**3. 4 Supervisor's recommendation/s at the end of the probationary period:**  
**(Please complete either 3.4.1 or 3.4.2)**

**3.4.1** I recommend the confirmation of \_\_\_\_\_'s probation, in view of the employee's diligence and because his/her conduct has been uniformly satisfactory.

**3.4.2** I recommend that \_\_\_\_\_'s probation be extended for a period of three/six/nine/twelve months for the following reasons:

4. Employee's comments:

-----  
**Signature**

-----  
**Name**

-----  
**Date**

**5. Recommendation/s in 3.4 approved in accordance with delegated authority.**

-----  
**Signature**

-----  
**Name**

-----  
**Date**

**SCENARIOS IN THE EVENT OF NON-AGREEMENT ON ASSESSMENT RATING SCORES**

Agreement between an employee and her/his supervisor, and/or with the Moderating Committee, on employee performance issues such as rating, is not always guaranteed. If the requirements of the system are met for regular consultation and discussion between the supervisor and the employee, there should normally be little cause for continued non-agreement. However, non-agreement may occur (a) between the employee and her/his supervisor; (b) between an employee and her/his supervisor on the one hand, and the Component Moderating Committee on the other hand; (c) between the Component Moderating Committee and the departmental Moderating Committee; and even between the Moderating Committee and the Head of Department or Executing Authority.

A policy framework such as this cannot in detail provide for each possible scenario. However, each department must, depending on size and macro-organisation, practically provide for the structures and processes to deal with different scenarios in which continued disagreement may occur. Disagreements at the levels of the Component and/or the departmental Moderating Committee may be limited or minimised if the assessment of senior managers is done before the assessment of non-managers. This may assist in limiting possible contradictions or inequities between the assessment of, for example, particular cascading KPAs found on the different levels. This approach may set certain parameters of performance that may partially serve as benchmarks when assessing individuals below the management level in the organisation.

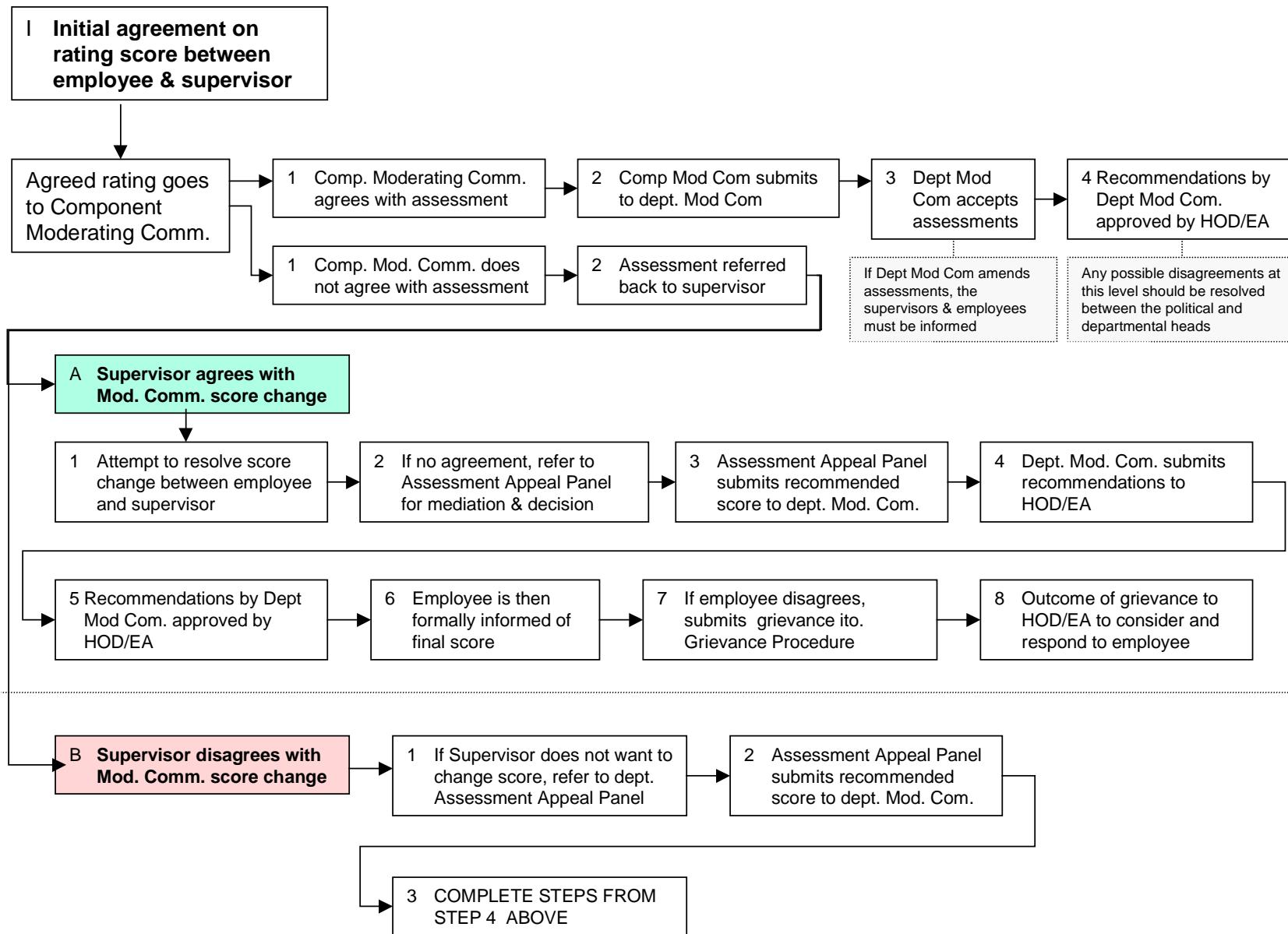
This Annexure addresses two broad scenarios with different types of possible interventions and/or recommendations or decisions, by the supervisor, the Component Moderating Committee, the Assessment Appeal Panel, the departmental Moderating Committee and even the Head of Department or the Executing Authority. The two scenarios are based on the assumption that self-assessment by the employee is followed by an assessment by the supervisor, followed by an attempt to reach agreement between them on a score. The two scenarios are —

- Initial agreement on an assessment score between the employee and supervisor
- Initial disagreement on an assessment score between the employee and supervisor

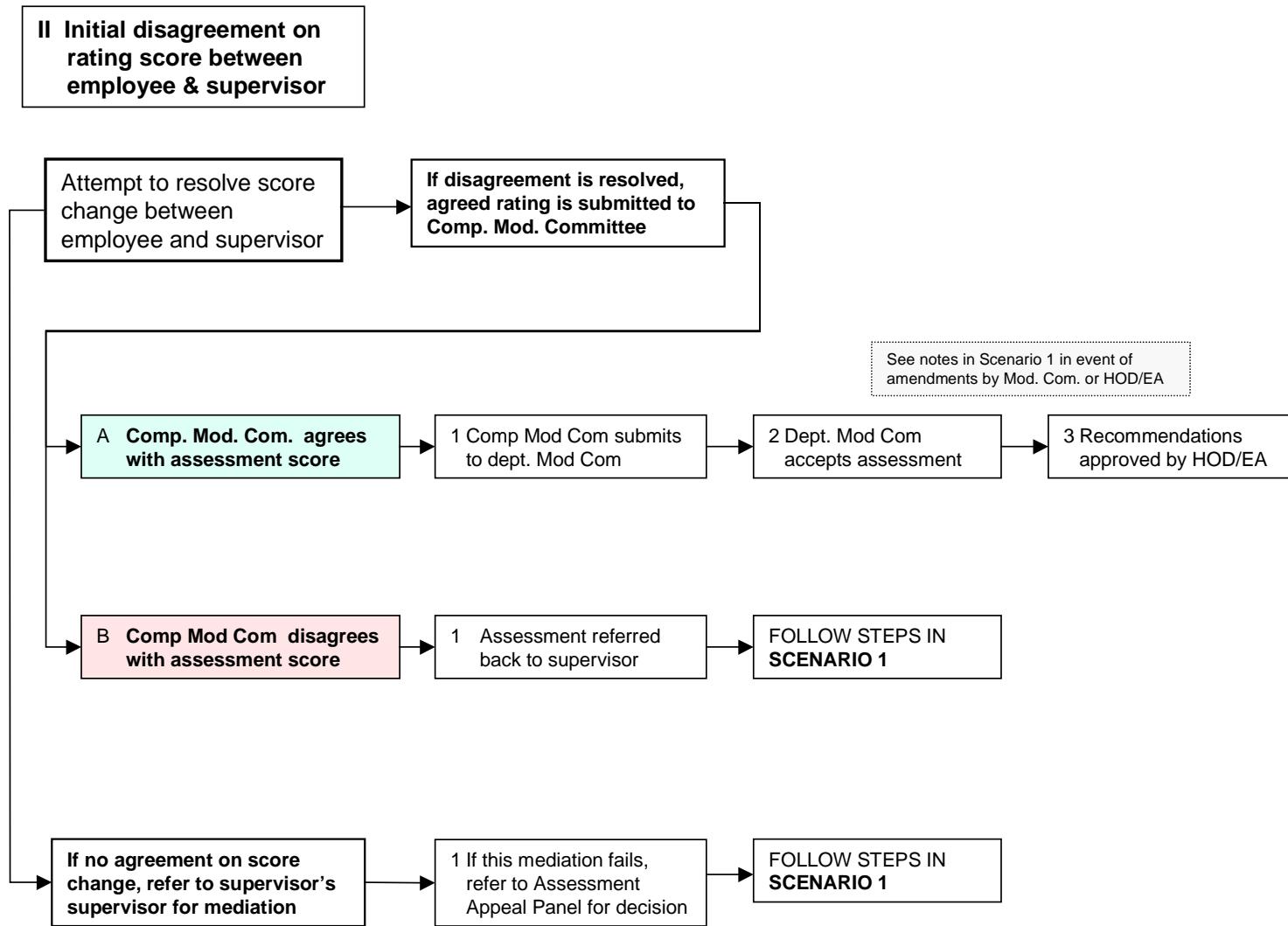
The steps contained in the two scenarios, relating to the moderation or review of performance and/or possible amendments by higher levels of management of lower level assessments, should in most cases result in a conclusive outcome. Non-agreement on a rating between a supervisor and employee must be resolved within 5 days. If it cannot be resolved and is referred to the Assessment Appeal Panel, the AAP must within 5 days take a decision on the disagreement and make a recommendation to the departmental Moderating Committee.

If there are fundamental disagreements between component moderating committees and the departmental Moderating Committee, or if the departmental Moderating Committee wishes to amend ratings by component moderating committees, or if the Head of Department or Executing Authority does not wish to approve recommendations of the Moderating Committee, such issues should be resolved at management level. If this leads to a change in any individual assessment score, and the employee refuses to accept the change, the employee may follow the formal grievance rules of the Public Service. If the above processes ultimately fail to resolve the disagreement or grievance, the employee is entitled to seek redress through other means available in law.

SCENARIO 1: PROCESS IN THE EVENT OF INITIAL AGREEMENT BETWEEN EMPLOYEE AND SUPERVISOR, FOLLOWED BY PROPOSED AMENDMENTS BY THE COMPONENT MODERATING COMMITTEE



SCENARIO 2: PROCESS IN THE EVENT OF INITIAL DISAGREEMENT BETWEEN EMPLOYEE AND SUPERVISOR, FOLLOWED BY PROPOSED AMENDMENTS BY THE COMPONENT MODERATING COMMITTEE



## **ANNEXURE I**

## **WORKPLAN FOR ELEMENTARY OCCUPATIONS**

**Signatures :**  
**Employee :** ..... **Date:** .....

Supervisor: ..... Date.....

## PERSONAL DEVELOPMENT PLAN FOR ELEMENTARY OCCUPATIONS (PDP)

COMPONENT/INSTITUTION : \_\_\_\_\_ SERVICE CENTRE : \_\_\_\_\_ DISTRICT : \_\_\_\_\_

NAME OF EMPLOYEE \_\_\_\_\_ PERSAL No. : \_\_\_\_\_ JOB TITLE: \_\_\_\_\_

**PURPOSE:** To enable the supervisor and the employee to identify skills development requirements that are relevant to the core job content and as a result agree on the steps to be taken to address those developmental gaps

AREA IDENTIFIED FOR DEVELOPMENT	OBJECTIVE OF DEVELOPMENT	TYPE OF INTERVENTION (SHORT COURSE, BURSARY)	QUARTER TARGETED
e.g. Computer Literacy	To develop technical skills for the effective delivery of core functions	Short course	Third quarter

You may be nominated to attend workshops/conference/seminars and other training interventions to address the developmental areas as identified above.

We, (Employee and Supervisor) agree that the above-mentioned areas for development and the type of intervention suggested would be engaged in to achieve the required objective for development. We also understand that due to the operational requirements and budget constraints of the Department/office/institution, it may not be possible to undertake the training and development stated with the type of intervention stated and/or within the quarter of the year as stated. There is also an understanding between ourselves that areas for development could be identified throughout the year and that this may change the order of priority and type of invention as stated in the plan.

Signatures : Employee : ..... Date ..... Supervisor: ..... Date.....

## ANNEXURE K

### ELEMENTARY OCCUPATIONS PERFORMANCE ASSESSMENT INSTRUMENT

#### Quarterly/Annual Performance Assessment Instrument

#### *CONFIDENTIAL*

Period under review \_\_\_\_\_ TO \_\_\_\_\_ Surname and initials \_\_\_\_\_

Job title \_\_\_\_\_ Salary level \_\_\_\_\_

Persal No. \_\_\_\_\_ Component \_\_\_\_\_

Date of appointment to current salary level : \_\_\_\_\_

---

(Tick the appropriate box)

Race                    African     Coloured     Indian     White

Gender                Male     Female

Disability            (Specify, if applicable) \_\_\_\_\_

---

Probation            Extended probation            Permanent

---

**Signatures :**

**Employee :** ..... **Date:** ..... **Supervisor:** ..... **Date** .....

## A ASSESSMENT FACTOR 1: JOB PERFORMANCE

The manner in which the employee by his/her behaviour as well as his/her application of skills successfully executes tasks

<b>1. ASSESSMENT CRITERIA : RESOURCES UTILISATION (CLEANING MATERIAL/ PRINTING PAPER/ MACHINERY, etc)</b>				
Utilises resources in a wasteful manner	To some extent utilises resources in wasteful manner.	Does not waste resources and employee perform well.	Consistent in being resourceful and ensures savings to the Department during the execution of duties and in many cases exceeds resourcefulness	Exceptional ability in utilizing resources in non-wasteful manner and exceptional in resourcefulness.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2 ASSESSMENT CRITERIA : PLANNING AND PRIORITIZING OF WORK</b>				
Does not plan and prioritise work. Always behind schedule.- Efficiency is low. Needs constant checking & correction.	Some extent of planning but work not always completed on time or at required level of competency. Targets not always met.	Always plan and prioritise work to the benefit of the component. Steady and willing producer. Work needs very little checking.	Work attests to high level of commitment and the employee consistently plans and prioritises work and produces work that exceeds expectations.	Outstanding ability to plan and prioritise work and always does exceptionally more than what is expected.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3 ASSESSMENT CRITERIA : SUPERVISION</b>				
Always needs constant checking & correction. Adversely affects work output of component.	Assistance required in fulfilling important key tasks in the job. Work not always completed on time or at required level of competency.	Works adequately without constant supervision. Accuracy & quality of work acceptable.	Consistently produces work with minimal supervision and in many cases exceeds expectations. Work attests to high level of competence.	Always does far more than is expected without supervision. Maintains highest level of quality & exceeds quantity in all key tasks.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Signatures :

Employee : ..... Date:..... Supervisor: ..... Date.....

<b>4 ASSESSMENT CRITERIA : DEDICATION AND PRIDE IN WORK PERFORMANCE</b>				
Official lacks dedication and pride as work is always disorderly. Needs significant prompting and guidance. Never meets commitments.	Work is sometimes disorderly and not always completed at required level of competence. Targets not always met.	Work is neat and accuracy & quality of work acceptable. Meets all expectations and performs well.	Work attests to high level of dedication, neatness and accuracy. Consistently produces work of high quality and in many cases exceeds expectations.	Always maintains highest level of quality & neatness in all key tasks. Produces excellent work indicating dedication and pride. Consistently exceeds expectations.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5 ASSESSMENT CRITERIA : ACCEPTANCE OF ADDED RESPONSIBILITY</b>				
Refuses to undertake new work or accept changes in work practices. Frequently fails to execute functions as instructed. Declines all responsibility for own areas of work.	To some extent undertakes new work or accept changes in work practices. Training and counseling still required to cope with the full range of responsibilities.	Constantly accepts responsibility in a competent manner Can be relied upon to accept added responsibility in respect of own areas of work, and in respect of other employees in their absence when requested to do so.	Can be relied upon to cope with added responsibility. Will in many cases, out of own initiative, accept added responsibility of own areas of work and of other employees in their absence.	Exceptional ability to accept added responsibility for own areas of work and of other employees in their absence.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6 ASSESSMENT CRITERIA : PROBLEM SOLVING</b>				
Unable to solve problems relating to his/her the work.	Is sometimes able to solve problems relating to his/her work but still have shortcomings.	Succeeds in identifying and solving problems in the work satisfactorily.	Demonstrates ability to consistently be effective and efficient in solving problems in the work timeously and sometimes exceeds this ability.	Demonstrates an exceptional ability to quickly solve complex work problems independently.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Signatures :**

**Employee : ..... Date:..... Supervisor: ..... Date.....**

## **ASSESSMENT FACTOR 2: INTERPERSONAL RELATIONS**

Maintaining sound interpersonal relations with all colleagues, clients and stakeholders to ensure a harmonious and productive working environment

<b>7 ASSESSMENT CRITERIA : ACCEPTANCE BY/OF OTHERS (SENIORS, JUNIORS, PEERS &amp; OTHERS)</b>				
Frequently creates unfavorable atmosphere in Component. Lack of cooperation, and consideration to other employees/ clients.	Gives little co-operation to others and consideration for ideas when not self-initiated. Willingness to assist others is only given when requested.	Co-operates well with supervisors, colleagues and others. Is polite and respectful of others. Demonstrates a sound and healthy attitude when interacting with others.	Consistently helpful and co-operative. Often moves from own position or point of view in order to achieve co-operation.	Highly regarded as a co-operative colleague, even in situations of differing opinions and interests. Has excellent disposition and is always sought for opinions.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8 ASSESSMENT CRITERIA : DEALING WITH CONFLICT</b>				
Unable to deal with difficult situations / conflicts successfully.	Deals with difficult situations / conflicts occasionally, but not at an acceptable level.	Deals with difficult situations / conflict most of the time, within norm. Works out own approaches to overcome conflict and competently performs to expectations.	Always deals with difficult situations / conflicts independently and in a manner exceeding expectations.	Has exceptional ability in dealing with difficult situations / conflict.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Signatures :**

**Employee : ..... Date:..... Supervisor: ..... Date.....**

### **ASSESSMENT FACTOR 3: CLIENT SERVICES**

The ability to render client services in a manner that ensures quality and promotes client satisfaction.

<b>9 ASSESSMENT CRITERIA : DEALING WITH COMPLAINTS AND ENQUIRIES</b>				
Unwilling to respond to client complaints and enquiries.	Needs prompting to address client complaints or to report enquiries.	Will always address and/ or report client complaints or enquiries. Is concerned about response time to clients.	Demonstrates high responsiveness to client needs at all levels. Is prepared in many instances to assist clients with extra service delivery in times of need. Will only report complex issues for the supervisor to deal with.	Excellent ability to address client complaints promptly and timeously. Demonstrates exceptional client services. Will occasionally report complex issues for the supervisor to deal with.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10 ASSESSMENT CRITERIA : COURTESY TO CLIENTS (INTERNAL AND EXTERNAL)</b>				
Fails to treat clients courteously.	Does not always treat clients courteously.	Treats all clients courteously.	Consistently treats all clients courteously and will in many cases exceed expectations.	Performance in treating clients is exceptional, which ultimately promotes client satisfaction.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Signatures :**  
**Employee :** ..... **Date:** ..... **Supervisor:** ..... **Date**.....

## PERFORMANCE RATING

Assessment Category	%	Description	Rating
UNACCEPTABLE PERFORMANCE	69% and below	Performance does not meet the standard expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against almost all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.	
PERFORMANCE NOT FULLY EFFECTIVE	70% - 99%	Performance meets some of the standards expected for the job. The review/assessment indicates that the jobholder has achieved <u>less than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.	
FULLY EFFECTIVE (and slightly above expectations)	100% - 114%	Performance fully meets the standard expected in all areas of the job. The review / assessment indicates that the jobholder has achieved as a minimum <u>effective results against all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan.	
PERFORMANCE SIGNIFICANTLY ABOVE EXPECTATIONS	115% - 129%	Performance is significantly higher than the standard expected in the job. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against more than half</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan and fully achieved all others throughout the performance cycle.	
	130% - 149%		
OUTSTANDING PERFORMANCE	150% - 167%	Performance far exceeds the standard expected of a jobholder at this level. The review/assessment indicates that the jobholder has achieved <u>better than fully effective results against all</u> of the performance criteria and indicators as specified in the Performance Agreement and Workplan and maintained this in all areas of responsibility throughout the performance cycle.	

Signatures :  
 Employee : ..... Date: ..... Supervisor: ..... Date.....

KEY RESULT AREAS	Weight (%)	Supervisor Rating (1- 5)	IRC RATING	DEPARTMENTAL MODERATING COMMITTEE RATING
<b>JOB PERFORMANCE</b>				
1. RESOURCE UTILIZATION				
2. PLANS AND PRIORITISES WORK				
3. SUPERVISION				
4. DEDICATION AND PRIDE IN WORK PERFORMANCE				
5. ACCEPTANCE OF ADDED RESPONSIBILITY				
6. PROBLEM SOLVING				
<b>INTERPERSONAL RELATIONS</b>				
7. ACCEPTANCE BY/OF OTHERS (SENIORS, JUNIORS, PEERS & OTHERS)				
8. DEALING WITH CONFLICT				
<b>CLIENT SERVICES</b>				
9. DEALING WITH COMPLAINTS AND ENQUIRIES				
10. COURTESY TO CLIENTS (INTERNAL AND EXTERNAL)				
<b>Total (NOTE : Weighting of KRAs must total 100%)</b>	<b>100%</b>			
<b>Score according to calculator:</b> KRA's for Elementary Employees	80%			

Signatures :

Employee : ..... Date: ..... Supervisor: ..... Date.....

GENERIC ASSESSMENT FACTORS - GAFs)	Weight (%)	Supervisor Rating (1- 5) Annual	IRC RATING	DEPARTMENTAL MODERATING COMMITTEE RATING
1.				
2.				
3.				
4.				
5.				
<b>Total</b> (NOTE : Weighting of GAFs must total 100%)	<b>100%</b>			
<b>Score according to calculator</b> GAFs for Elementary Employees	20%			

Signatures :  
 Employee : ..... Date: ..... Supervisor: ..... Date.....

**FINAL SCORE**

GRAND TOTAL	SUPERVISOR'S RATING	DEPT MODERATING COM'S RATING	
<b>KRA + GAF (80% + 20%) for levels 1-12 (As per calculator)</b>			

**PART 3 : DEVELOPMENT, TRAINING, COACHING, GUIDANCE AND GUIDANCE NEEDED (To be completed by Supervisor in consultation with Employee)**

---

---

---

**PART 4 : SUPERVISOR'S COMMENTS AND RECOMMENDATION**

---

---

---

FULL NAME

SIGNATURE

DATE

Signatures :  
Employee : ..... Date: ..... Supervisor: ..... Date.....

**PART 5 : EMPLOYEE'S COMMENTS**

---

---

FULL NAME

SIGNATURE

DATE

**PART 6 : INTERMEDIATE REVIEW COMMITTEE**

Validated / not validated

---

---

FULL NAME

SIGNATURE

DATE

Signatures :  
Employee : ..... Date: ..... Supervisor: ..... Date.....

**PART 7 : DEPARTMENTAL MODERATING COMMITTEE COMMENTS**

---

---

---

FULL NAME

---

SIGNATURE

---

DATE

**PART 8 : DECISION BY THE EXECUTIVE AUTHORITY OR HIS/HER DELEGATE**

---

---

---

FULL NAME

---

SIGNATURE

---

DATE

Signatures :  
Employee : ..... Date: ..... Supervisor: ..... Date.....