



**ENVIRONMENTAL PROTECTION AGENCY (EPA)**

# **PERFORMANCE APPRAISAL MANUAL**

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**FOREWORD**

Dear EPA Team:

As we navigate the dynamic and ever-evolving landscape of public service, it is crucial that we embrace effective performance evaluation as a powerful tool to empower our workforce, uphold accountability, and enhance the quality of our service delivery. This Performance Evaluation Manual is a vital resource designed specifically for us, the dedicated employees of the Environmental Protection Agency. Within these pages, you will find comprehensive insights into assessment processes that prioritize integrity and professionalism.



The significance of a structured performance evaluation process cannot be emphasized. It is a gateway to valuable feedback, helping us understand our strengths and identify areas for growth. More importantly, it aligns our individual contributions with the strategic goals of our Agency. Through these systematic evaluations, we aspire to ignite motivation, create pathways for professional development, and clarify expectations for everyone at the EPA.

This manual outlines the essential elements of performance management—from planning and monitoring to evaluating and improving performance. We delve into the roles and responsibilities of every team member, reinforcing our commitment to collaboration and continuous improvement. As supervisors and employees work hand-in-hand through this process, we can collectively elevate our performance.

Furthermore, the principles of fairness, transparency, and open communication are at the forefront of this manual. By adhering to these values, we aim to cultivate a trusting and collaborative work environment that empowers each of you to reach your fullest potential. I urge you to engage with this manual wholeheartedly, recognizing that our collective success is tied to our ability to support and uplift one another along this journey.

Together, let us forge ahead to create a stronger, more resilient EPA—one that proudly champions excellence and innovation in the noble pursuit of environmental protection.

A handwritten signature in black ink, appearing to read "Emmanuel K. Urey Yarkpawolo". The signature is written in a cursive, stylized font.

Emmanuel K. Urey Yarkpawolo, PhD.  
**Executive Director/CEO**  
Environmental Protection Agency of Liberia



## Definitions

Term	Definition
<b>Performance Plans</b>	A set of established work goals and objectives within a specific time frame. Performance objectives A specific result that an employee aims to achieve within a time frame and with available resources. As much as possible, performance objectives should be expressed in 'SMART' terms: specific, measurable, achievable, relevant, and time-bound
<b>Performance Indicators</b>	This is how an employee's objectives can be judged to have been achieved or not achieved. Indicators are tied to objectives and serve as 'yardsticks' for measuring the extent to which the employee achieves the objectives
<b>Performance Evaluation</b>	This is a formal process of providing feedback to an employee on how well they worked to achieve set work expectations during the performance cycle. It is conducted at the end of the performance cycle and is intended to be a tool for assessing performance and identifying persisting employee developing needs.
<b>Upward Evaluation</b>	This occurs when an employee provides anonymous constructive feedback regarding direct supervisors or senior management's job performance. Such insight can provide vital leadership information to facilitate improved performance for senior staff.
<b>Employee Development Plan</b>	A plan containing a set of actions and procedures that provide a structured approach to building an employee's professional capacity by outlining specific goals, targets and an associated timeline to enhance work performance, further develop one's skills and career, while further providing a means for 9 A Civil Service Agency Document 2016 TERM DEFINITION professional and personal growth in the workplace.
<b>Substandard Performance</b>	Work performance that has been deemed as unsatisfactory as a result of a formal performance evaluation process.
<b>Critical Incident</b>	Any significant performance occurrence in the workplace; it may be a negative or positive incident. It can either generate an opportunity for the employee to improve performance or produce commendation and recognition for the employee by a supervisor or senior management.
<b>Performance Improvement Plan</b>	This is a great way to give struggling employees the opportunity to succeed while still holding them accountable for past performance.

## 1.0 Introduction

The Environmental Protection Agency (EPA) provides equal employment opportunities to all individuals seeking employment with the Agency. Employment and promotion decisions are based on merit. Merit includes applicant's educational and training qualifications such as knowledge and skills, as well as on-the-job performance. Equal employment opportunities also apply to all aspects of human resource management, including performance evaluation which is the focus of this manual.

### 1.1 Background

The EPA is committed to providing quality driven environmental protection administration services through the retention of a qualified workforce. This can be achieved through institutionalized periodic performance appraisal of employees, within an environment of mutual trust, to determine whether the twin-expectations expectations of the Agency and employees are being met.

The EPA believes that the process of performance management is consistent with the Standing Orders of the Civil Service and enables its employees to achieve and maintain performance standards that engenders quality output of services towards enhancing the discharge of the Agency's mandate for the benefit of the people of Liberia.

### 1.2 Purpose of Manual

The purpose of this manual is to provide a clear understanding of performance evaluation, the key processes involved, and the evaluation instruments to be applied. The focus is on EPA's work expectations, employee performance outputs, and what employees can expect from the EPA regarding personnel decisions after their evaluations. The overall goal is to improve performance and build mutual confidence between the Agency and its employees.

### 1.3 Benefits of Performance Evaluation

Performance Evaluation is a continuous process and should be undertake periodically, advisably, once a year. Performance evaluation has many benefits. Prominent among these are the following:

- It provides a means for employees to understand what they should be doing on the job based on their job descriptions, and how they should be doing it to achieve desired results.
- It provides critical feedback which both the Agency and employees can use to improve performance.
- It assists supervisors and managers assess the training needs of employees through the identification of capacity gaps.



- It provides the basis to develop post-evaluation capacity development programs for employees, including additional education, training, mentoring, and coaching.
- It provides opportunities for the Agency to communicate its institutional mandate and priorities to employees, ensuring that they know and understand the mission, vision, and core values of the Agency.
- It encourages good job performances, strengthens job-related skills and competencies through post-evaluation benefits and/or rewards.
- It helps employees keep up with changes in the workplace, such as the introduction of new technologies.

#### **1.4 Intended Users**

This Performance Evaluation Manual applies to all employees, supervisors, and managers. The targeted users are the immediate supervisors of employees, department directors, program managers, the human resources division, and executive management.

Concomitantly, all employees are also responsible to understand its contents within context of their job performances. Any issues arising out of the interpretation or application of this Manual should first be referred to the employee's supervisor, then onward to HR manager, then to the Director of Administration, then finally to executive management.

## 2.0 Conceptual Framework

### 2.1 Performance Management

Generically, performance management is a process of directing and guiding the work of employees in a manner that produces desired results. These results are productivity and efficiency and should be consistent with their job descriptions. Thus, an essential element in performance management is to ensure that every employee knows the objectives of his/her job and understands its requirements as informed by his or her job description.

Performance Evaluation is one of the many tools in the domain of performance management to ensure that employees are working as prescribed by their job descriptions, and are producing desired outputs, and contributing to the achievement of the mandate of the institution/organization, the overall performances of employees should be periodically monitored and evaluated. This is the essence of performance management. Effective monitoring yields many benefits to institutions and organizations.

### 2.2 Legal Framework

The legal and regulatory framework that governs performance management in all ministries and agencies of the Government of Liberia are the Standing Orders for the Civil Service (2012), and the Civil Service Human Resources Policy Manual (2013). Chapter 8 Section 1 of the Standing Orders for the Civil Service also mandates that “*All classified Civil Servants shall have their work performance appraised at the end of the calendar year*”.

Correspondingly, Chapter 6 Section 36 of the Civil Service Human Resources Policy Manual established the Performance Management System as a “*framework for assessing, maintaining, and improving employee job performance through the use of various performance tools while providing continuous feedback . . .*”.

### 2.3 Performance Management Process

The Performance Management Process includes the following steps:

**Planning:** The first step is to identify the objectives that will benefit the organization and the employee, and then to clarify individual job duties and management expectations for each employee. Each employee must know upfront what is expected of him or her. It is also important for employees to understand how their work is essential to the bigger picture in relations to the mandate of the EPA.

**Monitoring:** The second step is to monitor employees’ performance periodically. This is called performance evaluation or appraisal. The *Civil Service Standing Orders* mandate that employees

be evaluated once a year. It also permits mid-term evaluations. This is important because employee evaluations provide the opportunity to improve employee performance by identifying areas in which employees are not working as expected, that is according to standards laid down by the Agency.

**Improving Performance:** A good performance evaluation points out the job areas where employees need to improve their performance. At this stage, the information obtained from the evaluation can now be used by supervisors and managers to design and plan programs to improve the performance of employees in the identified areas. This will include training programs, as well as on-the-job mentoring and coaching activities that can help employees improve their knowledge and skills to performance better on the job.

## 2.4 Performance Management Cycle

Employee performance management is an ongoing process that revolves around a cycle of events throughout each year. The process starts with developing performance plans for each employee based on job descriptions and the expectations of the EPA on what the employee needs to accomplish in his or her job performance. This is done by the supervisor of the employee, with participation of the employee and a representative of the Human Resource Management division. This exercise is followed by regular communications and feedback, mentoring, and coaching throughout the year. Regular ongoing communication between the employee and his/her supervisor is needed to clarify job duties and responsibilities, performance expectations, and building employee confidence with positive reinforcement. This engagement ends with performance appraisal or evaluation and continues again with development of another performance plan for the succeeding year.

The Standing Orders of the Civil Service and the Civil Service Human Resource Manual both mandate that employees' performance management cycle begins from January 1 through December 31 of each year. The EPA and all ministries, agencies, and autonomous commissions are required to conduct employee performance appraisals annually at the end of each calendar year.

## 2.5 Responsible Parties: Who, What

Many units within the EPA have roles to play in Performance management. Employees themselves have a shared responsibility in the process. The following is a summary of roles of the responsible parties in the performance management process at the Agency:

**EPA Executive Management:** The Executive Management Team plays the lead role in performance management by establishing guidelines and processes for effective management performance. The Team communicates the Agency's mission, vision, and core values to employees, support and keep employees informed about institutional progress, emphasizing the need for continuous improvement.

The CSA Standing Orders recommends setting up a Performance Review Committee (PRC) or a related body comprising of senior directors, supervisors, and managers to oversee the performance management. Executive Management shall duly consider creating and establishing this committee.

**Managers and Supervisors:** Directors, managers, and supervisors must possess the right attitude in performance management processes. Their roles are to provide leadership, clearly communicate job expectations, evaluate performance fairly avoiding rating errors and biases, and give timely and clear job performance feedbacks. Employees can make improvements only if they receive clear and timely feedbacks and are allowed to make required corrections.

Directors, managers, and supervisors are responsible to provide encouragement to help employees perform better. Providing leadership also includes recognizing achievements of employees who perform successfully, while mentoring, coaching, and guiding other employees to help them improve their job performances and contribute to achievement of the overall mandate of the Agency.

**EPA Employees:** The performance management process revolves around employees of the Agency. Each employee's involvement is required to make the process responsive and effective. This will ensure that each employee understands what the Agency expects from him or her and why. Employees participate in formulating performance agreements along with their supervisors, reviewing their roles and the competencies that are required. How employees see their future at the Agency and how they could grow with the institution is also important.

Other key responsibilities of employees include the following:

- They work towards achieving individual performance goals.
- They take responsibility for their own professional and career development.
- They communicate regularly with supervisors and are open to feedback.
- They undertake performance improvement plans assigned to them and apply knowledge and skills they acquire to improve their performances.

## 3.0 Guiding Principles

Effective Personnel Evaluation contributes to building a motivated and empowered workforce. It also enhances understanding and builds a trusting institution: one in which there is an atmosphere of mutual trust between management and employees. To achieve this, however, personnel evaluation, as a derivative of Performance Management, must be undertaken based on the following guiding principles:

### 3.1 Validity of Standards:

Performance standards are what raters use to differentiate between acceptable and unacceptable performance. The standards of performance evaluation must be valid. Validity means that performance standards must be clear and measure what they purport to measure relative to job tasks. Management expectations must also match performance standards that have been set. These standards should be communicated to and known by all employees. This means that employees must know in advance that they will be evaluated against. Performance evaluation forms reflecting performance categories and rating levels must, therefore, be available to all employees long in advance of the scheduled one-year evaluation date.

### 3.2 Clarity of Process:

There must be clarity in the entire process of the performance evaluation. This means how the process will commence, what it will entail, who will be conduct it, what will be expected from each employee, when will be carried out, among many other things should be clearly spelt out. Also important to capture is post-evaluation reviews, protest, and protest hearings and resolutions.

### 3.3 Fair and Just Ratings:

All employees must be evaluated in a manner that is fair and just. Fairness and justice also mean that raters' evaluation decisions must reflect the quality of the employee's work and output. Ratings must be objective and unbiased. Rater bias refers to errors in judgment that result from personal feelings and opinions on the part of the rater. The following reflect some specific examples of rater biases:

- **Performance:** Performance bias results from stereotype perceptions when raters assume that some employees are better at performing certain tasks than others. This can lead to unfair rating in favor of “popular” employees based merely on perceptions, while others “less popular” employees are judged poor irrespective of their accomplishments.

- **Recency:** Recency bias means some raters tend to focus rating on performance activities of the most recent period, instead of considering performance over the entire one-year period as mandated by the Civil Service Standing Orders. For example, a rater may give more weight to an incident that happened recently (such as within the last quarter), and disregard the employee's other performance during the entire appraisal period.
- **Gender:** Gender bias occurs when raters focus more on personality and attitudes of employees based on their gender. This is often occasioned by stereotype beliefs and perceptions about men and women roles and capabilities by a given society. Gender biases tend to block promotional and other opportunities for mostly female employees since our Liberian society has often seen men as more productive than men.
- **Leniency:** Leniency occurs when a rater gives all the employees higher scores than they deserve because he or she does not want to offend any of them. He, therefore, chooses to please all of them.

### 3.4 Communication and Feedback:

Employees thrive on feedback especially following completion of the performance appraisal session. Expectation and feedback are essential aspects of employee satisfaction. Employees need to know the results from their evaluations. Providing feedback from performance appraisal offers employees with critical advice which they can use to improve their performances going forward.

Communication ensures employee's professional growth. It is important for supervisors and managers to be specific and use language that leaves no room for misinterpretations when communicating or discussing results of performance evaluation with individual employees. Employees feel valued when vital information related to job performance is clearly communicated. For example, using tact and courtesy, yet clearly communicating poor performance reviews, can assist employees value suggestions for improving performance in the future.

### 3.5 Confidentiality of Records:

The personnel records include documentation such as information regarding employees' education level and copies of certificates, resume or curriculum vitae, and records of training, promotions, transfers, disciplinary actions, performance evaluation ratings, et cetera. Personnel records and files of all employees are confidential property of the Environmental Protection Agency.

Access to an employee evaluation information is restricted and confidential. Every employee's personnel record is protected as a confidential document under the Standing Orders for the Civil Service. Access to any information contained in each employee's file is restricted. Generally, only supervisors, managers of the human resources division or department who have a legitimate reason to review information in a file are allowed to do so. Employees who wish to review their own files can also do so. However, they must give the Human Resources Management Division advance notice. Further, employees must review their files in the presence of the employee who is appointed to maintain the files.

## 4.0 Performance Appraisal Procedures

Performance appraisal is the process of review and assessment of an employee's task performance. The assessment process is based on performance standards and targets related to the employee's job. These standards and targets must be consistent with job expectations. It is against these benchmarks that an employee's performance is measured.

### 4.1 Objectives of Performance Appraisal

The key objectives of performance appraisal are to highlight employees' strengths and weaknesses, and to help improve their future performances. Although performance appraisal is an annual periodic review, the actual process is continuous throughout the year with regular communication between employees and their supervisors. Performance appraisal leads to capacity building measures of employees that translate into improvement in the overall performance of the organization.

The specific objectives of performance appraisal are to:

- Provide feedback to the organization, through managers and supervisors, on the performance levels and quality of employees. It helps identify the strengths and weaknesses of employees. When discussing each employee's weaknesses, the supervisor must make specific suggestions for improvement.
- Provide feedback to employees regarding their performances which assists them address their weaknesses and enhance their strengths, personally as well as through institutional capacity building programs.
- Serve as a basis for modifying or changing behavior toward more productive work habits. Here the goal is to identify areas in which employees need behavior modification such as in their attitudes to improve their work habits and performance levels.
- Provide information which managers and supervisors can use to assess future job assignments, identify, resolve grievances, and improve overall morale, motivation, and job satisfaction.

### 4.2 Performance Appraisal Process

Performance evaluation process begins with an *evaluation form* which specifies performance indicators. Generally, some factors that are assessed include the following, the employee's: communication with customers, teamwork, or collaboration with co-workers, problem-solving, quality of work, attendance and reliability, and ability to accomplish tasks and meet deadlines.



#### **4.2.1 Evaluation Forms:**

Performance evaluation is undertaken using a standard evaluation form. The Human Resources Management Department provides the forms and informs employees regarding location, time, and date of appraisals.

#### **4.2.2 Performance Rating Forms:**

The Human Resources Management Department also provides the appraisal rating forms which are used alongside the evaluation forms to conduct the evaluation.

#### **4.2.3 Evaluation by the Supervisor:**

In some cases, the evaluation may be undertaken by the employee's supervisor singly.

#### **4.2.4 Evaluation by a Panel:**

In other instances, such as in the case of senior level executives, the evaluation may be conducted by a panel.

#### **4.2.5 Participation of Employees:**

Employees participate in their evaluation processes. Because performance evaluations measure employees' performance, allowing them to participate empowers them to, in collaboration with their supervisors, identify their strengths and weaknesses, and enables them to share in decision-making regarding their job tasks and training needs. Employees participation in performance reviews enables them to better understand the process and motivates them to improve their performances.

## 5.0 Performance Evaluation Forms and Ratings

The organization can evaluate performance by first citing performance indicators and then describing how the employee has done the job based on each of the indicators. For example, if Attendance is used as an appraisal indicator to evaluate employee performance, the form will describe how well or poorly the employee has performed during the period on the Attendance Indicator.

### 5.1 Civil Service Performance Evaluation Form

The Performance Appraisal Form currently in use under Chapter 8 of the Civil Service Standing Orders utilizes a more generic assessment that combines ten (10) assorted work behaviors or competencies on a scale of Zero (0) to Five (5) where 5 represents highest score and 0 represents lowest score.

Employees are appraised based on ten (10) indicators that include: motivation, administrative ability, supervising skill (if applicable), working with others, analytical ability, quantity of work, ability to learn, attendance, and appearance. (Note: One indicator missing)

The enabling legislation of the Agency requires the organization to focus on performance outputs that emphasizes professional/technical competencies to achieve the organization's core mandates. Informed by the legislation, three (3) performance appraisal categories have been developed. These are general/administrative, professional/technical, and supervisory/managerial.

These three (3) categories are consistent with the Civil Service Standing Orders. Thus, the design of the Agency's Performance Appraisal Form shall be the same, except that the competencies will vary, as indicated below.

### 5.2 Performance Evaluation Categories and Competencies

#### 5.2.1 General/Administrative

Positions that fall in this category will be evaluated using a revised version of the competencies ascribed in the CSA performance evaluation form. The competencies for this general category of employees are indicated below. Specifically, the competencies are:

- 1) **Attendance:** The extent to which the employee can be depended upon to be available for work and to fulfill position responsibilities.
  - Reports to work on time
  - Communicates schedule changes promptly to supervisor
  - Maintains regular attendance
  - No unexcused absences

- 2) **Appearance:** Extent to which employee maintains good appearance
  - Appropriately attired
  - Has good deportment
  - Maintains good hygiene
  
- 3) **Motivation:** The extent to which employee is motivated, has drive and determination to perform
  - Accepts feedback
  - Utilizes feedbacks in future performance
  - Is encouraged by compliments and recognition.
  - Does well carrying out tasks.
  
- 4) **Truthful:** Extent to which employee is honest and has demonstrated ability to speak the truth
  - Presents facts in correct form without prejudice to any party
  - Tells the truth regardless of personal relations
  - Speaks truth and presents facts even if it puts any party at a disadvantage
  
- 5) **Cooperative:** Extent to which employee works well with others and maintains good working relationship with co-workers.
  - Nurtures mutual respect.
  - Open to suggestions of others
  - Shares ideas
  - Receptive to co-workers
  - Team player
  
- 6) **Dependable:** Extent to which employee can be relied on in meeting work commitments.
  - Follows instructions
  - Can be trusted to stay on assigned task
  - Maintains focus on job
  - Does not need reminders to complete task
  
- 7) **Productive:** Extent to which employee is noted for getting through or completing a lot of work.
  - Takes initiative
  - Assists others in completing assigned tasks
  - Performs beyond expectation
  - Performs other tasks outside scope of work

- 8) **Quality of Work:** The extent to which employees job performances meets the standards established.
- Responsiveness to expected work standards
  - Effectiveness (achieving good results)
  - Efficiency (achieving good results at minimum costs)
  - Meeting deadlines
- 9) **Adept:** The extent to which employee is quick to learn and apply skills; open to new ideas and accepts change
- Appreciates instructions
  - Works independently
  - Accepts change
  - Eager to learn new ideas
  - Works well with team
- 10) **Communication:** Employee's ability to listen effectively, expresses, and receives ideas, information, and direction.
- Seeks to clarify instructions
  - Confirms accuracy of his or her understanding
  - Conveys thoughts and ideas clearly

### 5.2.2 Professional/Technical

This category represents evaluation of professional and technical performance skills as indicated below. Positions in this category will be evaluated using a combination of core competencies related to professional and technical knowledge and skills which include the following:

- 1) **Attendance:** The extent to which the employee can be depended upon to be available for work and to fulfill position responsibilities.
- Reports to work on time
  - Communicates schedule changes promptly to supervisor
  - Maintains regular attendance
  - No unexcused absences
- 2) **Productivity:** The extent to which the employee produces expected results in both quantity and quality.
- Attains desired results
  - Achieves established targets
  - Achieves outputs within given timelines
  - Completes assignments on time and to specifications

- 3) **Supervision:** The extent to which the employee shows the ability to effectively authorize work and supervise subordinates, including delegation of responsibilities.
  - Clearly defines responsibilities of subordinates
  - Makes assignments to subordinates based on job positions
  - Motivates, directs, and guides employees to do their work
  - Delegate responsibilities to subordinates
  - Discipline subordinates with intent to promote productivity and good work behaviors
  
- 4) **Teamwork:** The extent to which employee works well with co-workers to achieve work output.
  - Nurtures mutual respect.
  - Open to suggestions of others
  - Shares ideas
  - Team player
  - Receptive to co-workers
  
- 5) **Analytical Ability:** Extent to which employee demonstrates ability for critical and logical evaluation to make informed decision; use of skills to arrive at informed judgement.
  - Ability to make decision
  - Ability to evaluate/monitor
  - Ability to identify problems
  - Thinks clearly
  
- 6) **Judgment:** Extent to which employee demonstrates ability to analyze problems, evaluate alternatives and select best course of action.
  - Ability to correctly define problems
  - Ability to determine clear alternatives
  - Ability to determine clear decision criteria
  - Ability to gather relevant facts and information
  - Ability to analyze various options
  - Ability to select the most responsive alternative
  
- 7) **Truthful:** Extent to which employee can be relied on to tell truth.
  - Speaks the truth always; trustworthy
  - Presents facts in correct form without prejudice to any party
  - Speaks truth and presents facts even if it puts any party at a disadvantage
  
- 8) **Job Knowledge:** Extent to which employee demonstrates professional, and technical knowledge and skills required to perform the job; applies specialized skills, abilities and experiences acquired while on the job.

- Understand the technical dimensions of the job
  - Have required professional/technical skills for the job
  - Is up to date with new developments and trends in the domain of the profession
  - Maintains up-to-date job-related information
  - Acquainted with and applies current technology in profession
- 9) **Planning & Organizing:** Extent to which the employee plans, organizes, and implements tasks or programs.
- Ability to set SMART objectives
  - Ability to prioritize objectives and task orders
  - Ability to develop actions that are linked to meeting objectives
  - Ability to place tasks into appropriate work groups
  - Ability to assign people to appropriate work units
- 10) **Communication:** Extent to which employee demonstrate ability to listen effectively, expresses, and receives ideas, information, and direction.
- Seeks to clarify instructions
  - Conveys thoughts and ideas clearly
  - Confirms accuracy of his or her understanding

### 5.2.3 Supervisory/Managerial

This category represents evaluation of middle-level managers and supervisors (lower-level managers). Performance evaluations for those in management positions should be on more than just the essential job performance areas. Employees should also be evaluated on other competencies as follow:

- 1) **Punctuality:** Extent to which supervisor or manager demonstrates ability to observe work hours, official scheduled engagements and completes tasks on scheduled target dates.
- Observes standard regular office time and work hours
  - Strictly adheres to scheduled business appointments
  - Fulfills obligation to complete tasks on designated time
- 2) **Supervisory Skills:** The extent to which the employee shows the ability to effectively authorize work and supervise subordinates, including delegation of responsibilities.
- Clearly defines responsibilities of subordinates
  - Makes assignments to subordinates based on job positions
  - Motivates, directs, and guides employees to do their work
  - Delegate responsibilities to subordinates
  - Discipline subordinates with intent to promote productivity and good work behaviors
- 3) **Job Knowledge:** The extent to which employee demonstrates technical and other specialized knowledge required to perform the job. The degree of job knowledge relative to time in current position.

- Able to answer difficult technical questions
  - Effectively learns new skills
  - Maintains up-to-date job-related information
- 4) **Planning & Organizing:** The extent to which the employee demonstrates ability plans, organizes, and implements tasks or programs.
- Ability to set SMART objectives
  - Ability to prioritize objectives and task orders
  - Ability to develop actions that are linked to meeting objectives
  - Ability to place tasks into appropriate work groups
  - Ability to assign people to appropriate work units
- 5) **Development of Subordinates:** The extent to which the employee demonstrate ability to build the skills of subordinates through various capacity development means, including mentoring and coaching.
- Develops and implements training plans and programs
  - Promotes gender mainstreaming
  - Undertake on-the-job mentoring and coaching
  - Encourage subordinates to utilize skills acquired from training
  - Shows interest in career advancement of employees
- 6) **Leadership:** The extent to which the employee demonstrate ability to motivate, direct, and guide the work activities of employees.
- Provide subordinates clear directions and instructions on the job
  - Motivate subordinates to work to their fullest potentials
  - Create an enabling environment that encourages productivity
  - Resolve on-the-job conflicts with transparency, fairness, and justice
  - Assist and guide employees to accomplish organizational and individual goals
- 7) **Judgment:** The extent to which employee demonstrate ability to analyze problems, evaluate alternatives and select best course of action.
- Ability to correctly define problems
  - Ability to determine clear alternatives
  - Ability to determine clear decision criteria
  - Ability to gather relevant facts and information
  - Ability to analyzed various options
  - Ability to select the most responsive alternative
- 8) **Financial Integrity:** Extent to which employee demonstrates honesty and integrity; adheres to the Code of Conduct and remains free of corruption in the workplace.
- Avoids conflict of interest and abuse of financial power
  - Ensures proper utilization of organizational resources
  - Promotes gender mainstreaming and avoids sexual harassments

- Avoids misuse and misappropriation of funds
  - Avoids acceptance of bribes and other favors
- 9) **Loyalty:** The extent to which employee professionally prioritizes interest in the work and success of the organization.
- Safeguards interest of organization
  - Demonstrates commitment to mandate of organization
  - Regularly advocates organization's mission and vision
  - Accepts responsibility of others' actions and guides process of achieving targets
- 10) **Communication:** Extent to which employee demonstrates ability to listen effectively, expresses, and receives ideas, information, and direction. Shares information or exchanges thought clearly by oral, written, or nonverbal means.
- Seeks to clarify instructions
  - Conveys thoughts and ideas clearly
  - Confirms accuracy of his or her understanding
  - Applies strategic communication skills to achieve managerial tasks



## 6.0 Post-Appraisal Performance Planning

Employee performance improvement planning is the process through which supervisors and their employees work together to discuss work goals and objectives, and employee performance expectations during the year.

The specific objectives of this collaborative process are as two (2) folds: First, to ensure there is a direct relationship between job descriptions and the competencies required to better perform the jobs. This is achieved by ensuring that performance requirements or standards are specific to job descriptions and, are realistic and achievable.

Second, to clearly identify and inform employees about future performance expectations. This provides a basis for regular feedback to employee about their progress.

### 6.1 Steps in Post Evaluation Performance Improvement

Post-performance improvement of employees is a continuous process. It should be handled with thoughtfulness and diligence. Accordingly, the below identified steps should be followed:

**Identify underlying issues:** The first step is to identify all issues that may be the causes of poor performances. Poor performances may not always be the result of lack of the training that employees need to do their jobs correctly. There could be other job-related issues such as lack of cooperation from co-workers, or other issues related to management. The supervisor should review the records for information on possible absences, warnings, or missed training opportunities.

Further, other causes could be personal, family or health issues. The point to note is for the supervisor to ascertain what the real problem is and, informed by this, to work with individual employees to plan solutions that help improve their performances.

**Set Clear Performance Improvement Objectives:** Employees need to know what exactly supervisors want them to do differently on the job and how this will be evaluated. Thus, supervisors should make sure that the objectives or performance targets set are realistic, outlined into small steps, and can be performed within the appropriate time frames. These should then be followed by regular reviews. Employees like to see themselves making progress. Accordingly, supervisors should give them opportunities to discuss any issues along the way.

**Agree on Training and Development:** Lack of appropriate knowledge and skills can be at the root of poor performance. Some employees are given jobs for which they have insufficient training. The supervisor must work with each employee to identify knowledge and skills gaps that compromise the effective and efficient discharge of their duties. Then, the supervisor along with the employee can identify training opportunities to assist in filling the needed gaps. A domestic

institution that can readily be sought for assistance is the Liberia Institute of Public Administration (LIPA).

**Review Progress:** Periodic review of employees' progress is critical to ascertain improvements in their performances. Setting clear goals and providing support can result in improved performance because employees want to do a good job and get satisfactory performance reviews. However, it is important for the supervisor to continuously review employees' job performances, keep a record trail of progress made and actions agreed. These records will inform future decision-making on the status of and other disciplinary actions on employees.

## 6.2 Performance Appraisal Report

Periodic performance evaluation result is employee's report card from his or her supervisor. This report card acknowledges and grades the work he or she has done during the period being evaluated. The evaluation report is used to discuss the results of the evaluation with the employee. The following are key aspects of the report and its review process:

- It presents the findings of the evaluation. If the employee determines that his or her evaluation is fair and objective, he or she will sign the evaluation form indicating that he or she agrees with the findings.
- However, the employee may disagree with the results of the evaluation. In that case, he or she may indicate the points of his or her disagreement on the form and sign the form.
- The evaluator(s) and the employee will discuss the evaluation with the Director for Administration and Human Resources Management. Following this meeting the final decision on the evaluation of the employee will be transmitted to the Executive Director and a copy placed in the employee's file.

## 6.3 Confidentiality of Records

All employee records are strictly confidential. Employee records include documentations such as information regarding employees' education level and copies of degrees, diplomas, certificates, resume or curriculum vitae, and records of training, promotions, demotions, transfers, disciplinary actions, performance appraisal records, et cetera. Personnel records and files of all employees are confidential property of the Environmental Protection Agency.

## 6.4 Procedure for Access to files

The Human Resource Management division and its authorized employee is responsible for maintaining the confidentiality of employees' records and for preventing unauthorized access to information they contain, or improper disclosure of information to unauthorized third parties. Employees who wish to review their own files can do so. However, they must give advance notice

to the Human Resources Management division which will authorize access. Employees must review their files in the presence of the employee who has responsibility to maintain the files. Besides employees themselves, employees' records should only be accessed by those who have responsibility over them such as supervisors, performance appraisers and reviewers, and Executive Management. All other personnel are strictly prohibited from access to employee performance records.

## APPENDICES

### EPA PERFORMANCE EVALUATION FORMS:

#### 1. Performance Evaluation Form for **General/Administrative** positions:

##### ENVIRONMENTAL PROTECTION AGENCY EMPLOYEE PERFORMANCE EVALUATION FORM

#### Assessment of Work-related Behaviors **General/Administrative** for Positions.

Please assess the following aspects of performance by placing a check in the most appropriate box; five (5) being the highest and zero (0) the lowest.

Good Work Behaviors/Competencies	5	4	3	2	1	0	Poor Work Behaviors/Competencies
<p><b>Attendance:</b> The extent to which the employee can be depended upon to be available for work and to fulfill position responsibilities.</p> <ul style="list-style-type: none"> <li>• Reports to work on time</li> <li>• Communicates schedule changes promptly to supervisor</li> <li>• Maintains regular attendance</li> <li>• No unexcused absences</li> </ul>							Has Poor attendance record
<p><b>Appearance:</b> Extent to which employee maintains good appearance</p> <ul style="list-style-type: none"> <li>• Appropriately attired</li> <li>• Has good deportment</li> <li>• Maintains good hygiene</li> </ul>							Poorly attired with poor hygiene and deportment
<p><b>Motivation:</b> Is highly motivated, has drive and determination. i.e.</p> <ul style="list-style-type: none"> <li>• Accepts feedback</li> <li>• Utilizes feedbacks in future performance</li> <li>• Is encouraged by compliments and recognition.</li> <li>• Does well carrying out tasks.</li> </ul>							Is poorly motivated and has no drive
<p><b>Cooperation:</b> Is highly cooperative and works well with others.</p> <ul style="list-style-type: none"> <li>• Nurtures mutual respect.</li> <li>• Open to suggestions of others</li> <li>• Shares ideas</li> <li>• Receptive to co-workers</li> <li>• Team player</li> </ul>							Is difficult to work with

<p><b>5. Truthful:</b> Speaks the truth always; trustworthy</p> <ul style="list-style-type: none"> <li>• Presents facts in correct form without prejudice to any party</li> <li>• Speaks truth and presents facts even if it puts any party at a disadvantage</li> </ul>								<p>Is unreliable about utterances</p> <p>Is dishonest</p>
<p><b>6. Dependable:</b> Is reliable in meeting work commitments.</p> <ul style="list-style-type: none"> <li>• Follows instructions</li> <li>• Can be trusted to stay on assigned task</li> <li>• Maintains focus on job</li> <li>• Does not need reminders to complete task</li> </ul>								<p>Is unreliable in meeting work commitments</p>
<p><b>7. Productive:</b> Gets through a lot of work.</p> <ul style="list-style-type: none"> <li>• Takes initiative</li> <li>• Assists others in completing assigned tasks</li> <li>• Performs beyond expectation</li> <li>• Does other tasks outside of scope</li> </ul>								<p>Is slow and has a low work output</p>
<p><b>8. Adept:</b> Employee is quick to learn and apply skills; open to new ideas and accepts change</p> <ul style="list-style-type: none"> <li>• Appreciates instructions</li> <li>• Works independently</li> <li>• Accepts change</li> <li>• Eager to learn new ideas</li> <li>• Works well with team</li> </ul>								<p>Is a slow learner</p>
<p><b>9. Quality of Work:</b></p> <ul style="list-style-type: none"> <li>• Responsiveness to expected work standards</li> <li>• Effectiveness (achieving good results)</li> <li>• Efficiency (achieving good results at minimum costs)</li> <li>• Meeting deadlines</li> </ul>								<p>Poor work quality; output frequently late</p>
<p><b>10. Communication:</b> Ability to listen effectively, express, and receive ideas, information, and direction.</p> <ul style="list-style-type: none"> <li>• Seeks to clarify instructions</li> <li>• Confirms accuracy of his or her understanding</li> <li>• Conveys thoughts and ideas clearly</li> </ul>								<p>Communicates poorly with difficulty conveying thoughts and ideas</p>

TOTAL SCORE \_\_\_\_\_ OF POSSIBLE TOTAL OF 50 POINTS

## 2. Performance Evaluation Form for **Professional/Technical** positions:

### ENVIRONMENTAL PROTECTION AGENCY EMPLOYEE PERFORMANCE EVALUATION FORM

#### Assessment of Work-related Behaviors for PROFESSIONAL/TECHNICAL Positions.

Please assess the following aspects of performance by placing a check in the most appropriate box; five (5) being the highest and zero (0) the lowest.

Good Work Behaviors/Competencies	5	4	3	2	1	0	Poor Work Behaviors/Competencies
<b>1. Attendance:</b> Employee has good attendance record and is punctual and prompt. <ul style="list-style-type: none"> <li>• Always present</li> <li>• Comes to work on time</li> <li>• No unexcused absences</li> </ul>							poor attendance record
<b>2. Productivity</b> Employee produces the expected quality and quantity of work assignments. <ul style="list-style-type: none"> <li>• Attains conclusive measurable results</li> <li>• Maintains control and work pace</li> <li>• Completes assignments on time and to specifications</li> </ul>							Work output below expectations
<b>3. Supervision:</b> <b>Employee is good at supervising others.</b> i.e. <ul style="list-style-type: none"> <li>• Contributes to establishing comfortable work environment.</li> <li>• Cooperates with subordinates.</li> <li>• Assists subordinates in completing their task</li> <li>• Provides guidance</li> </ul>							Very poor at supervising others; not a good supervisor.
<b>4. Teamwork</b> Employee works well with others. <ul style="list-style-type: none"> <li>• Nurtures mutual respect.</li> <li>• Open to suggestions of others</li> <li>• Shares ideas</li> <li>• Receptive to co-workers</li> <li>• Team player</li> </ul>							Is difficult to work with
<b>5. Analytical Ability</b> Employee has good analytical ability and judgment <ul style="list-style-type: none"> <li>• Ability to make decision</li> <li>• Ability to evaluate/monitor</li> <li>• Ability to identify problems</li> <li>• Thinks clearly</li> </ul>							Has poor analytical ability and judgment

<p><b>6. Judgment</b></p> <p>Employee has ability to analyze problems or procedures, evaluate alternatives and select best course of action.</p> <ul style="list-style-type: none"> <li>• Use of logic and common sense in decision-making</li> <li>• Makes appropriate and consistent decisions</li> <li>• Obtains and evaluates pertinent information to determine alternative solutions to problems</li> </ul>							<p>Has poor judgement and lacks logic in decision-making</p>
<p><b>7. Truthfulness</b></p> <p>Employee has demonstrated ability to speak the truth</p> <ul style="list-style-type: none"> <li>• Presents facts in correct form without prejudice to any party</li> <li>• Speaks truth and presents facts even if it puts any party at a disadvantage</li> </ul>							<p>Is unreliable about utterances; dishonest</p>
<p><b>8. Job Knowledge</b></p> <p>Employee demonstrates professional, technical, and specialized knowledge in performing work.</p> <ul style="list-style-type: none"> <li>• Able to answer difficult technical questions</li> <li>• Effectively learns and applies new skills</li> <li>• Maintains up-to-date job-related information</li> </ul>							<p>Poor work outputs demonstrate lack of technical knowledge</p>
<p><b>9. Planning &amp; Organizing</b></p> <p>Employee plans, organizes, and implements tasks or programs.</p> <ul style="list-style-type: none"> <li>• Meets deadlines</li> <li>• Demonstrates effective use of time and facilities</li> <li>• Prioritizes duties consistent with organizational objectives</li> <li>• Effectively manages tasks or program assignments including delegation.</li> </ul>							<p>Poor at planning and organizing work; does not meet deadlines</p>
<p><b>10. Communication</b></p> <p>Employee shares knowledge and expresses thought clearly, orally and in writing.</p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly</li> <li>• Presents ideas clearly in writing</li> <li>• Makes effective oral presentation</li> <li>• Prepares written reports and presents ideas efficiently</li> </ul>							<p>Poor oral and written communication skills</p>

TOTAL SCORE \_\_\_\_\_ OF POSSIBLE TOTAL OF 50 POINTS

#### 4. Performance Evaluation Form for *Supervisory/Managerial* positions:

### ENVIRONMENTAL PROTECTION AGENCY EMPLOYEE PERFORMANCE EVALUATION FORM

#### Assessment of Work-related Behaviors for *Supervisory/Managerial* Positions.

Please assess the following aspects of performance by placing a check in the most appropriate box; five (5) being the highest and zero (0) the lowest.

Good Work Behaviors/Competencies	5	4	3	2	1	0	Poor Work Behaviors/Competencies
<p><b>1. Punctuality:</b> Extent to which supervisor or manager demonstrates ability to observe work hours, official scheduled engagements and completes tasks on scheduled target dates.</p> <ul style="list-style-type: none"> <li>• Observes standard regular office time and work hours</li> <li>• Strictly adheres to scheduled business appointments</li> <li>• Fulfills obligation to complete tasks on designated time</li> </ul>							has poor attendance record at management levels
<p><b>2. Supervisory Skills:</b> The extent to which the employee shows the ability to effectively authorize work and supervise subordinates, including delegation of responsibilities.</p> <ul style="list-style-type: none"> <li>• Clearly defines responsibilities of subordinates</li> <li>• Makes assignments to subordinates based on job positions</li> <li>• Motivates, directs, and guides employees to do their work</li> <li>• Delegate responsibilities to subordinates</li> <li>• Discipline subordinates with intent to promote productivity and good work behaviors</li> </ul>							Very poor at supervising others. not a good supervisor.
<p><b>3. Job Knowledge:</b> The extent to which employee demonstrates technical and other specialized knowledge required to perform the job. The degree of job knowledge relative to time in current position.</p> <ul style="list-style-type: none"> <li>• Able to answer difficult technical questions</li> <li>• Effectively learns new skills</li> <li>• Maintains up-to-date job-related information</li> </ul>							Poor work outputs demonstrate lack of technical knowledge
<p><b>4. Planning &amp; Organizing:</b> The extent to which the employee demonstrates ability plans, organizes, and implements tasks or programs.</p> <ul style="list-style-type: none"> <li>• Ability to set SMART objectives</li> <li>• Ability to prioritize objectives and task orders</li> <li>• Ability to develop actions that are linked to meeting objectives</li> <li>• Ability to place tasks into appropriate work groups</li> <li>• Ability to assign people to appropriate work units</li> </ul>							Is difficult to work with
<p><b>5. Development of Subordinates:</b> The extent to which the employee demonstrate ability to build the skills of subordinates through various capacity development means, including mentoring and coaching.</p> <ul style="list-style-type: none"> <li>• Develops and implements training plans and programs</li> <li>• Promotes gender mainstreaming</li> <li>• Undertake on-the-job mentoring and coaching</li> <li>• Encourage subordinates to utilize skills acquired from training</li> <li>• Shows interest in career advancement of employees</li> </ul>							Lacks ability to build capacity



<p><b>6. Leadership:</b> The extent to which the employee demonstrate ability to motivate, direct, and guide the work activities of employees.</p> <ul style="list-style-type: none"> <li>• Provide subordinates clear directions and instructions on the job</li> <li>• Motivate subordinates to work to their fullest potentials</li> <li>• Create an enabling environment that encourages productivity</li> <li>• Resolve on-the-job conflicts with transparency, fairness, and justice</li> <li>• Assist and guide employees to accomplish organizational and individual goal</li> </ul>							<p>Has poor judgement and lacks logic in decision-making</p>
<p><b>7. Judgment:</b> The extent to which employee demonstrate ability to analyze problems, evaluate alternatives and select best course of action.</p> <ul style="list-style-type: none"> <li>• Ability to correctly define problems</li> <li>• Ability to determine clear alternatives</li> <li>• Ability to determine clear decision criteria</li> <li>• Ability to gather relevant facts and information</li> <li>• Ability to analyzed various options</li> <li>• Ability to select the most responsive alternative</li> </ul>							
<p><b>8. Financial Integrity:</b> Extent to which employee demonstrates honesty and integrity; adheres to the Code of Conduct and remains free of corruption in the workplace.</p> <ul style="list-style-type: none"> <li>• Avoids conflict of interest and abuse of financial power</li> <li>• Ensures proper utilization of organizational resources</li> <li>• Promotes gender mainstreaming and avoids sexual harassments</li> <li>• Avoids misuse and misappropriation of funds</li> <li>• Avoids acceptance of bribes and other favors</li> </ul>							<p>Lacks honesty; and unreliable about utterances; dishonest</p>
<p><b>9. Loyalty:</b> The extent to which employee professionally prioritizes interest in the work and success of the organization.</p> <ul style="list-style-type: none"> <li>• Safeguards interest of organization</li> <li>• Demonstrates commitment to mandate of organization</li> <li>• Regularly advocates organization's mission and vision</li> <li>• Accepts responsibility of others' actions and guides process of achieving targets</li> </ul>							<p>No loyal to organization's interests</p>
<p><b>9. Communication:</b> Extent to which employee demonstrates ability to listen effectively, expresses, and receives ideas, information, and direction. Shares information or exchanges thought clearly by oral, written, or nonverbal means.</p> <ul style="list-style-type: none"> <li>• Seeks to clarify instructions</li> <li>• Conveys thoughts and ideas clearly</li> <li>• Confirms accuracy of his or her understanding</li> <li>• Applies strategic communication skills to achieve managerial tasks</li> </ul>							<p>Poor oral and written communication skills</p>

TOTAL SCORE \_\_\_\_\_ OF POSSIBLE TOTAL OF 50 POINTS

**5. Performance Appraisal Form for *Supervisory/Managerial* positions:**

**ENVIRONMENTAL PROTECTION AGENCY  
EMPLOYEE PERFORMANCE EVALUATION FORM**

**PERFORMANCE APPRAISAL FORM**

Name of Person Being Appraised \_\_\_\_\_

Position \_\_\_\_\_

Ministry or Agency \_\_\_\_\_

Please assess the following aspects of performance by providing feedback and placing a figure in the rating column; five (5) being the highest and one (1) being the lowest.

**Section 1: Assessment of Agreed Performance Objectives**

<i>Copy this section from performance planning form</i>		<b>Employee</b>	<b>Supervisor</b>	
<b>Key Objectives</b> What will be achieved during the appraisal period? List in priority order.	<b>Performance Indicators</b> How is achievement to be measured? What outputs or deliverables are expected?	<b>Achievement Report</b> To what extent were these objectives met or not met?	<b>Achievement Assessment</b> To what extent were these objectives met or not met?	<b>Rating (1-5)</b> Rate the degree to which expected results were achieved based on agreed time.
1.				
2.				
3.				
4.				
5.				

TOTAL SCORE \_\_\_\_\_ OF POSSIBLE TOTAL OF 25 POINTS

## Section 2: Assessment of Work-related Behaviors

Please assess the following aspects of performance by placing a check in the most appropriate box; five (5) being the highest and zero (0) the lowest.

Good Work Behaviors/Competencies	5	4	3	2	1	0	Poor Work Behaviors/Competencies
<b>1. Is highly motivated, has driven and determination.</b> i.e. <ul style="list-style-type: none"> <li>• Accepts feedback</li> <li>• Utilizes feedbacks in future performance • Is encouraged by compliments and recognition.</li> <li>• Does well carrying out tasks.</li> </ul>							Is poorly motivated and has no drive
<b>2. Has good administrative ability</b> i.e. <ul style="list-style-type: none"> <li>• Makes suggestions for improvement.</li> <li>• Works towards achieving improvement</li> <li>• Identifies areas needing development</li> <li>• Provides guidance to co-workers</li> </ul>							Has poor administrative ability
<b>3. (If applicable) is good at supervising others</b> i.e. <ul style="list-style-type: none"> <li>• Contributes to establishing comfortable work environment.</li> <li>• Cooperates with subordinates.</li> <li>• Assists subordinates in completing their task</li> <li>• Provides guidance</li> </ul>							(If applicable) is not a good supervisor.
<b>4. Works well with others.</b> i.e. <ul style="list-style-type: none"> <li>• Nurtures mutual respect.</li> <li>• Open to suggestions of others</li> <li>• Shares ideas</li> <li>• Receptive to co-workers</li> <li>• Team player</li> </ul>							Is difficult to work with
<b>5. Has good analytical ability and judgment</b> i.e. <ul style="list-style-type: none"> <li>• Ability to create</li> <li>• Ability to make decision</li> <li>• Ability to evaluate/monitor</li> <li>• Identifies problems</li> <li>• Thinks clearly</li> </ul>							Has poor analytical ability and judgment
<b>6. Is dependable in meeting work commitments.</b> i.e. <ul style="list-style-type: none"> <li>• Follows instructions</li> <li>• Can be trusted to stay on assigned task</li> <li>• Maintains focus on job</li> <li>• Does not need reminders to complete task</li> </ul>							Is unreliable in meeting work commitments
<b>7. Gets through a lot of work.</b> i.e. <ul style="list-style-type: none"> <li>• Takes initiative</li> <li>• Assists others in completing assigned tasks</li> <li>• Performs beyond expectation</li> <li>• Does other tasks outside of scope</li> </ul>							Is slow and has a low work output

<b>8. Is quick to learn</b> i.e. <ul style="list-style-type: none"> <li>• Appreciates instructions</li> <li>• Works independently</li> <li>• Accepts change</li> <li>• Eager to learn new ideas</li> <li>• Works well with team</li> </ul>							Is a slow learner
<b>9. Has good attendance record and is punctual and prompt</b> i.e. <ul style="list-style-type: none"> <li>• Always present</li> <li>• Comes to work on time</li> <li>• No unexcused absences</li> </ul>							Has a poor attendance record and is often late
<b>10. Has good appearance</b> i.e. <ul style="list-style-type: none"> <li>• Appropriately attired</li> <li>• Has good deportment</li> <li>• Maintains good hygiene</li> </ul>							Has poor appearance

TOTAL SCORE \_\_\_\_\_ OF POSSIBLE TOTAL OF 50 POINTS

**Performance Summary for Both Sections:**

Please indicate the employee’s overall performance based on the above evaluation:

**Section 1 Total:**     x 2.8 (70% of total score)     =

**Section 2 Total:**     x 0.6 (30% of total score)     =

**Total Score** (Add the totals for the two sections)     =

**Section 3: Assessment of Employee Development**

Please outline how much of the employee development plan(s) were achieved:

<b>Development Needs</b> <i>What are the skills the employee needed to enhance at the beginning of the performance period?</i>	<b>Capacity Building Activities Identified</b> <i>What were the capacity building activities identified at the beginning of the performance period?</i>	<b>Capacity Building Activities Completed</b> <i>What capacity building activities did you support the employee to complete?</i>	<b>Outstanding Capacity Building Activities</b> <i>What activities are outstanding and why?</i>
1.			
2.			
3.			

**GENERAL REMARKS**

- 1) Please give additional relevant information in summary pointing out the main strengths and weaknesses of the person being appraised.

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- 2) APPRAISER'S ACKNOWLEDGEMENT:

\_\_\_\_\_

Appraiser's Name and Signature	Position	Date
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- 3) NOTE FOR THE PERSON BEING APPRAISED: After you have read this report and your supervisor has discussed it with you, you must sign below. If you do not agree with the assessments, you should check the appropriate box. You will then be able to discuss the assessment with your next level supervisor.

- I agree with the assessments.
- I do not agree with these assessments, and I wish to discuss them with my next level supervisor.

\_\_\_\_\_

Signature of Person Being Appraised	Date
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- 4) REVIEWER'S REMARKS: This is the supervisor of the Appraiser:

- I declare that I agree with the above assessment.
- I do not agree with the above assessment.

Comments \_\_\_\_\_ (optional):

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REVIEWER'S ACKNOWLEDGEMENT:

\_\_\_\_\_

Reviewer's Name and Signature	Position	Date
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## CRITICAL INCIDENT FORM

Name of Employee \_\_\_\_\_ Job Title \_\_\_\_\_

Name of Supervisor \_\_\_\_\_ Title \_\_\_\_\_

Department: \_\_\_\_\_ Performance Period \_\_\_\_\_

### This Critical Incident form documents:

Extraordinary Performance       Substandard Performance

**Instructions:** Please provide example(s) of good and poor job behaviors exhibited by the employee at specific dates during the performance management period.

S/N	Critical Incidents (Good/ poor job behaviors)	Impact of behaviors on Work	Dates of performance
1.			
2.			
3.			
4.			

### Issued by:

\_\_\_\_\_  
Name of Supervisor      Signature

\_\_\_\_\_  
Date Issued

### Received by:

\_\_\_\_\_  
Name of Employee      Signature

\_\_\_\_\_  
Date Received

**PERFORMANCE APPEALS FORM**

Name of Employee \_\_\_\_\_ Job Title \_\_\_\_\_

Name of Supervisor \_\_\_\_\_ Title \_\_\_\_\_

Department: \_\_\_\_\_ Performance Period \_\_\_\_\_

**Employee Declaration:**

I have received a copy of my performance evaluation. It has been discussed with me, and I have been advised to take time to consider it before signing it. I have freely chosen to agree to it and take responsibility for all my actions. However, I disagree with the following elements:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Name of Employee Signature Date Discussed

\_\_\_\_\_  
Name of Supervisor Signature Date Discussed

**Distribution of Copies:**

1) Employee. 2) Supervisor. 3) Department Head/Reviewer. 4) Director, Human Resources.

## EMPLOYEE PEER REVIEW FORM

Employee to be Rated: \_\_\_\_\_

Name of Rating Employee: \_\_\_\_\_

**Purpose:** The primary goals of the Employee Peer Review are to measure skills that help productivity and to provide constructive feedback for improved performance. Your input is valuable since results of this review will be integrated into each person's overall performance evaluation. We make every effort to maintain the confidentiality of this information. However, it is possible that the person being evaluated will be able to identify the source from the nature of specific examples.

**Please respond to those questions that you feel qualified to answer. Feel free to add comment**

Yes definitely  Somewhat  No, not much

Will he/she volunteer to help you or others when a need is identified? Will he/she help to train new people when the opportunity arises?

Give specific examples: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yes definitely  Somewhat  No, not much

Does he/she share ideas and suggestions with you and /or others?

Give specific examples: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yes definitely  Somewhat  No, not much

Does he/she contribute to solving problems in your and/or other areas?  
If a problem develops in another area that affects him/her, will this person assist in solving it (rather than complaining or feeling frustrated)?

Give specific examples: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To a Somewhat beyond About enough great extent the norm to get by  
Overall, to what degree do you believe this person contributes his/her skills, talents, energy, and ideas to help the company be as successful as possible in all areas?

Give specific examples: \_\_\_\_\_

\_\_\_\_\_



Signature of rating Employee: \_\_\_\_\_ Date: \_\_\_\_\_

## UPWARD EVALUATION REPORT

Name: \_\_\_\_\_ Date \_\_\_\_\_

Answer the following questions concerning the above individual.

Complete this evaluation on anyone who has served as your supervisor in any significant manner in the past year. When you complete this evaluation including comments, please run a copy and mail to [Staff Member], Director of Human Resources in Administration as soon as you can, no later than [Date]. All reports will be shared confidentially and privately with those evaluated.

**1. Does the supervisor set a good example in his/her work habits?**

Always Usually  Sometimes  Rarely  Never

**2. Is the supervisor approachable and available when needed?**

Always Usually  Sometimes  Rarely  Never

**3. When you are assigned new duties and responsibilities by the supervisor, how are they explained?**

Well explained  Adequately  Partially  Not satisfactorily

**4. When the supervisor makes changes in the work had done, are you told the reason for the change?**

Always Usually  Sometimes  Rarely  Never

**5. Does the supervisor make you feel that you were important to the success of the engagement?**

Always Usually  Sometimes  Rarely  Never

**6. Does the supervisor assign significant tasks to expand skills and experience?**

Always Usually  Sometimes  Rarely  Never

**7. What degree of on-the-job training do you receive from the supervisor?**

A great deal  A substantial amount  Some  Very little  None

**8. Does the supervisor publicly give credit for the success of a project to the employees who contributed to it?**

Always Usually  Sometimes  Rarely  Never

**9. Do you feel that favoritism is shown by the supervisor?**

None  Very little  Some  Much

**10. Does the supervisor on the engagement or project keep you informed on plans and progress?**

Always Usually  Sometimes  Rarely  Never

**11. When you are assigned to work on the engagement or the project with the supervisor, do you find him/her to be receptive to ideas and suggestions for new or better ways of doing things?**

Always Usually  Sometimes  Rarely  Never

**12. Does the supervisor build trust by openly sharing information?**

Always Usually  Sometimes  Rarely  Never

**13. Does the supervisor invite you to participate in the planning of engagement or projects?**

Always Usually  Sometimes  Rarely  Never

**14. Are you allowed a sufficient degree of self-management?**

Always Usually  Sometimes  Rarely  Never

**15. Is criticism expressed constructively and in a professional manner?**

Always Usually  Sometimes  Rarely  Never

16. Does the supervisor cope well with frustrations, pressures, and setbacks?

Always Usually  Sometimes  Rarely  Never

17. Does the supervisor set reasonable goals?

Always Usually  Sometimes  Rarely  Never

18. Does the supervisor respond non-defensively to criticism and challenges to his/his viewpoint?

Always Usually  Sometimes  Rarely  Never

19. Does the supervisor emphasize cooperation instead of competitiveness within the work group?

Always Usually  Sometimes  Rarely  Never

20. Does the supervisor give due consideration to your input, ideas, and suggestions?

Always Usually  Sometimes  Rarely  Never

Use the space below to make comments that will be useful to the person you are upwardly evaluating. If you are able, provide specific examples of indications of strength, areas of concern, and any suggestions for improvement.

Comments: \_\_\_\_\_  
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## PERFORMANCE IMPROVEMENT PLAN

Name of Employee \_\_\_\_\_ Job Title \_\_\_\_\_

Name of Supervisor \_\_\_\_\_ Title \_\_\_\_\_

Department: \_\_\_\_\_ Performance Period \_\_\_\_\_

**Section 1: Performance in need of improvement** *(List the goals the employee will initiate to improve work performance, as well as an action plan for how the employee will achieve each goal. Include skill development and changes needed to meet work performance expectations):*

Goals	Expected results <i>(List measurements, where possible)</i>	Action Plan
1.		
2.		
3.		
4.		

Targeted Date for Improvement: \_\_\_\_\_

Dates to review progress by the employee and supervisor: \_\_\_\_\_

### Section 2: Employee Development Support

In order to help you make improvement in your job performance the below listed remedies with checked boxes are proposed:

- Shadowing another employee in the Unit (Specify):
- Coaching from the Supervisor
- Counselling by the Supervisor or other arrangement (Specify):
- Workshop (Specify):
- Training Program (Specify):

Targeted Date(s) for Intervention: \_\_\_\_\_

\_\_\_\_\_  
Name of Employee                      Signature

\_\_\_\_\_  
PIP Discussion Date

\_\_\_\_\_  
Name of Supervisor                      Signature

\_\_\_\_\_  
PIP Discussion Date

**Section 3: Progress at Review Dates** *(Use additional sheets as necessary):*

Goals	Progress
1.	
2.	
3.	
4.	

Employee has achieved the required improvement(s) described above.

Employee has not achieved the required improvement(s) described above.

_____ Name of Employee	_____ Signature	_____ PIP Review Date
_____ Name of Supervisor	_____ Signature	_____ PIP Review Date

## PROBATION PERIOD PERFORMANCE APPRAISAL FORM

Appraisal Period: \_\_\_\_\_ to \_\_\_\_\_

Associate Name: \_\_\_\_\_ Position: \_\_\_\_\_

Department/Team: \_\_\_\_\_ Location: \_\_\_\_\_

Appraising supervisor: \_\_\_\_\_

30 Days Review

60 Days Review

90 Days Review

**Instruction:** Please rate the employee on the following work competencies. This form should be coupled with the employee's performance planning form.

### Ratings:

5- Exceptional – Performance exceeds all expectations.

4- Excellent – Performance exceeds most of work expectations.

3- Satisfactory – Performance consistently meets most work expectations.

2- Needs Improvement – Performance does not consistently meet expectations. 1-

Substandard – Performance does not meet job requirements.

S/N	Performance	Comments	Rating
1.	<b>Attendance/Punctuality:</b> Consistently meets standards for attendance and punctuality		
2.	<b>Job Knowledge/Productivity:</b> Associate demonstrates knowledge of job duties and meets standards for time in the position. Volume of work regularly produced meets standards for time in position.		
3.	<b>Communication:</b> Associate demonstrates ability to interact in a clear and logical manner verbally and in written correspondence. Demonstrates ability to communicate with internal and external clients.		
4.	<b>Cooperation &amp; Teamwork:</b> Associate demonstrates willingness to work with and assist others.		

**Associate Comments:**

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Associate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervisor's Recommendation:**

Recommended for Confirmation

Not Recommended for Confirmation

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## NOTIFICATION OF AWARD FOR EXTRAORDINARY PERFORMANCE

**Employee Name:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Date Presented:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

Your performance appraisal results have been rated as excellent or exceptional. This qualifies you to receive a reward in the chosen category of the below listed possibilities:

- Recognition (Verbal, Written, Certificate – Non-Monetary Rewards)
- Eligible for Employee of the Year candidacy
- Eligible for Training Seminars
- Eligible to become a Trainer
- Bonus
- Promotion
- Other \_\_\_\_\_

The institution would appreciate your offer of suggestions or input to further improve the work of other employees and institutional performance.

\_\_\_\_\_  
\_\_\_\_\_

_____ Supervisor's Name and Signature	_____ Position	_____ Date
_____ Reviewer's Name and Signature	_____ Position	_____ Date
_____ Head of Institution's Name and Signature	_____ Position	_____ Date

### Access to Employment Records

(This form is to be used when hard copies of employee records are requested internally within Government of Liberia institutions or by an employee and/or their authorized representative).

#### **Person Making Request**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Institution: \_\_\_\_\_

Position \_\_\_\_\_

Request a copy of:  Employment Records  Vital Statistics

Other information (specify): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Belonging to:

\_\_\_\_\_  
Name of employee whose file is being requested

I, \_\_\_\_\_  
Your Name and Title

Of \_\_\_\_\_  
Your Address

Is authorized to request access to:  Have received authorization to request access to :( with Certified letter attached to request)

Employment records of the above-mentioned employee.

NOTE: Photocopy fees will apply.



## REFERENCES

(To be included later)