



# RISEBA

UNIVERSITY OF APPLIED SCIENCES  
Business | Arts | Technology

# PERFORMANCE MANAGEMENT SYSTEM

Planning, appraisal and management  
of the review process

## Introduction

In order to successfully achieve RISEBA's challenging strategic objectives and ensure its continued growth, a decision was taken to develop and begin implementing a results-oriented *performance management system (Performance Management System)*, which will enable the systematic planning, assessment and improvement of both RISEBA's overall performance and individual work performance, and the corresponding remuneration of staff, taking into account the university's interests and strategic objectives.

A high level of goal achievement within the organisation can only be ensured by clearly defining objectives that are cascaded down to each employee. Everyone must understand what the organisation aims to achieve and what their individual contribution is towards achieving the common goals. Equally important is an understanding of the organisation's culture and values, which each of us can demonstrate through our actions.

To motivate all RISEBA staff to plan and carry out tasks in their action plans that significantly contribute to the achievement of RISEBA's strategic objectives, the implementation of action plans is closely integrated into the RISEBA DIV system.

Performance management is a human resources management process in which the work of an employee, a department and RISEBA is systematically planned, managed and assessed over a specific period of time.

The aim of DIV is to systematically plan, manage, evaluate and develop the performance of staff and organisational units in order to promote improvements in the quality of work, thereby ensuring an increase in the efficiency of RISEBA's operations.

Performance management at RISEBA is carried out by the organisation's senior management – the Rector, Vice-Rectors, Heads of Faculties and Heads of organisational units (hereinafter referred to as 'managers'), who are responsible for planning and assessing the work performance of subordinates one or two levels below them in the hierarchy.

### Benefits of implementing the DIV system at RISEBA

- The ability to translate RISEBA's strategy into measurable departmental and individual objectives
- Promotes employees' effective performance and motivation in achieving RISEBA's overall results
- The ability to regularly communicate the organisation's and departmental objectives, and any changes to them, to staff
- Ensures both a focus on results and the application of RISEBA's key competencies in work performance, which supports the strategy and values
- Result-oriented thinking and behaviour are promoted within the organisation
- Fuller utilisation of professional potential

### Performance appraisal period

- Performance appraisal period: September – August
- Staff performance appraisals align with RISEBA's operational assessment period
- Performance appraisals for administrative staff take place once a year: in August
- Performance appraisals for academic staff take place once a year: in May/June

## **Performance Management System – DIV**

A systematic process for improving the organisation's performance, achieved by developing the performance of staff and organisational units.

### **The significance of DIV**

To help staff do the right things by setting clear objectives and establishing clear requirements for them.

To align individual goals with the organisation's goals, as well as to maximise employees' potential for their own benefit and that of the organisation.

Armstrong, 2006

The essence of a results-oriented performance management system

- Individual, team and departmental performance objectives are aligned with the organisation's overall objectives
- Performance is planned, managed and then assessed – a process that takes place throughout the year
- Managers bear full responsibility – supporting staff in work planning, monitoring performance, engaging in dialogue, and providing regular feedback to staff
- Both the results to be achieved and the relevant competencies and skills are key to the management and assessment of work performance
- Performance- and results-based pay
- Performance appraisal – a regular, constructive, development-oriented process

### **Why do we need a performance management system and regular performance appraisals?**

Performance management and appraisals play a CRUCIAL role within the organisation and for all its employees, as they address the most important questions for each employee:

- How am I doing (at work)?
- What does the future hold for me here?
- What can I do to perform better?
- What is my contribution to achieving the goals of my team, department and organisation?

### **The aim of DIV**

To improve work efficiency and the contribution made by employees

- An opportunity to enhance staff competence
- Making better use of professional potential
- Establishment of a training and skills development system
- Organisation of staff reserves
- Improving the incentive system

### **Benefits for managers**

- Improved performance of the department
- Improved communication and relationships with staff
- Personal strengths and weaknesses are identified
- Increased potential for changing staff behaviour
- Opportunity to demonstrate leadership skills

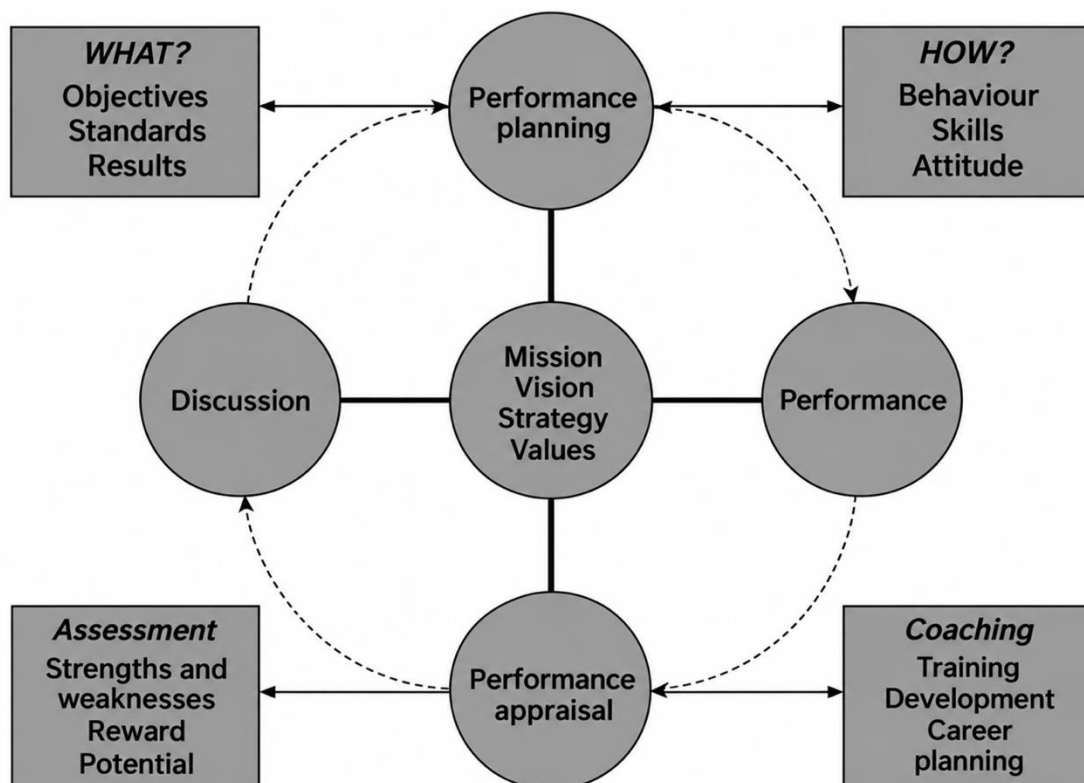
### Benefits for the employee

- An opportunity to discuss their development and career
- An opportunity to express their views
- The level of competence development is assessed: strengths and weaknesses
- Managerial requirements are identified
- Opportunity to discuss the organisation's, sector's and department's objectives
- Criteria for monitoring one's own performance

### Benefits for the organisation

- Opportunities for more effective work planning
- Clarity regarding 'staff reserves'
- Support in the career planning process
- The ability to monitor staff competence, qualifications and their development
- The ability to systematically identify training needs within the organisation and plan the training process
- Clarity regarding the main issues to be addressed within the organisation
- Employees' views on the company's strengths and weaknesses have been identified

### The DIV process



## Stages of the DIV system

### Planning:

- defining individual objectives, tasks and expected outcomes (linked to the organisation's and departmental objectives)
- the timetable for drawing up individual plans aligns with the organisation's planning cycle
- agreement on objectives, expected outcomes and qualitative and quantitative performance indicators – from the highest to the lowest level of management – cascading
- agreement on the competencies to be assessed agreement on standards for the performance of duties

### Performance:

- updating of objectives and expected outcomes
- the manager is open to regular discussions with the employee regarding current work-related issues and problems, and provides support during the work process
- a regular, formal half-yearly performance review in line with the organisation's overall appraisal cycle
- Communication and information flow
- Anticipating and preventing errors

### Assessment:

- To promote results-oriented thinking and behaviour, it is recommended to assess not the process of task completion, but the results achieved!
- Both the result achieved and the manner in which the work was carried out are assessed – quality standards, competencies, and adherence to the organisation's values!
  - Assessment process, techniques and methods
  - Objective assessment of performance criteria – 'marking'
  - assessment errors
  - Assessment of assessors (normal distribution of ratings, 'quotas', moderation)
  - Assessment of senior managers (360-degree method)

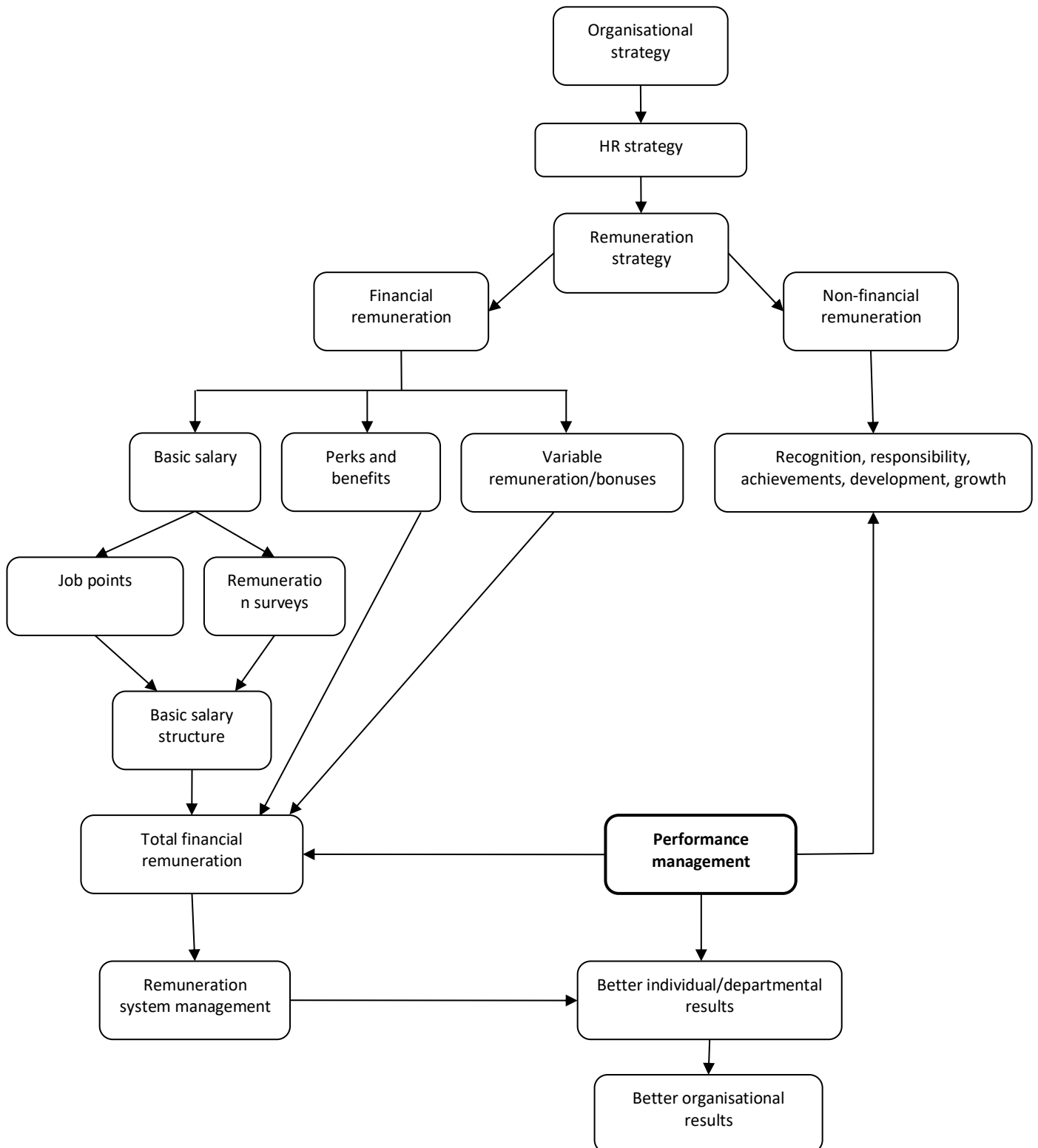
### Annual appraisals

- timeline, appropriate setting, approach
- guidelines for appraisals – key topics to discuss, types of questions and examples
- Conflict resolution
- Agreement on development measures

### Conclusion of the DIV process

- Summary of discussions
  - Information on the unit's performance
  - evaluation statistics
  - Decision on changes to remuneration, bonuses
  - Calibration
- Conclusion of the DIV process – information for company staff on their performance in the previous year
- Decision on remuneration

## Link between remuneration and the organisation's strategy



## Managers' and employees' responsibilities in the performance process

### Planning work performance

#### Manager's responsibilities

##### *Before the meeting:*

- Review the company's mission and vision, values and objectives
- Consider what the employee should achieve in the coming period
- Identify the most important competencies
- Define what constitutes successful performance in each area of work

##### *During the meeting:*

- Discuss and agree with the employee on the key competencies, key responsibilities and objectives
- Discuss and agree on a development plan

#### The employee's responsibilities

##### *Before the discussion:*

- Review the company's mission and vision, values and objectives
- Think about what the most important responsibilities are in this role
- Think about your work and identify the most important goals you could achieve in the coming period
- Think about what it takes to perform successfully in each area of your work

##### *During the meeting:*

- Discuss and agree with your manager on the most important competencies, key responsibilities and objectives
- Discuss and agree on a development plan

### Performance

#### Manager's responsibilities:

- Create a motivating working environment
- Remove obstacles to work performance
- Update objectives
- Offer opportunities for development
- Support effective action

#### Employee responsibilities:

- Achieve objectives
- Ask for feedback
- Be open
- Gather and share information
- Prepare for meetings

Performance appraisal

**Manager's responsibilities**

- Review the initial list of competencies, responsibilities and objectives
- Prepare a performance appraisal for the previous year
- Identify any necessary changes to responsibilities, competencies, objectives and the development plan
- Prepare for the development review

**Employee's responsibilities**

- Reflect on their personal performance over the past year
- Complete the appraisal questionnaire
- Reflect on the necessary changes to responsibilities, competencies, objectives and the development plan
- Prepare for the development review

Development discussions

**Manager's responsibilities**

- Review the meeting agenda and timetable
- Review and discuss the performance appraisal
- Listen to and respond appropriately to the employee's assessment and feedback
- Discuss your own assessment of the employee's progress towards achieving their objectives, in particular:
  - ☐ strengths/achievements
  - ☐ weaknesses/shortcomings
  - ☐ areas for development
- Ensure a full understanding of your key message to the employee regarding their work performance

**The employee's responsibilities**

- To discuss their achievements over the past year
- Compare your own assessment with your manager's assessment
- Ask for clarification on any ambiguities in the appraisal
- Consider how your manager's feedback will influence your work performance plan for the coming year
- Listen to and respond appropriately to your manager's assessment and the feedback provided

## Work planning and defining individual objectives and updating

To ensure the effective implementation of RISEBA's strategic objectives and to help managers and teams successfully plan their activities in line with the organisation's action programme, the following approach is being implemented:

- Staff job descriptions, including the duties and performance standards they contain, must be regularly reviewed and updated
- Managers must promote the implementation of effective work planning within the organisation by regularly communicating strategic objectives and helping their teams to draw up plans and set individual targets
- The individual targets set must support higher-level (team, department) targets
- The individual goals set are recorded in the DIV planning and assessment questionnaire
- Provision must be made for feedback at the time of goal-setting in order to gain as objective a picture as possible of the achievement of the goal. This is particularly important in cases where an employee is working towards a specific goal that is not supervised by their line manager.

### Key job responsibilities, job description and performance standards

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>How should key job responsibilities be defined?</i> | <p>The 'cornerstones' of the role must be defined:</p> <ul style="list-style-type: none"> <li>• the role's main responsibilities</li> <li>• the reason why the post exists and why all the individual tasks are carried out</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>Basic principles for defining key duties</i>        | <ul style="list-style-type: none"> <li>• The list of key responsibilities is short, typically comprising five, six or, at most, seven key responsibilities.</li> <li>• Each key responsibility is defined briefly and concisely, without analysing it in minute detail.</li> <li>• Key responsibilities do not overlap with one another.</li> <li>• Key responsibilities are not the same as competencies – the emphasis in defining responsibilities is on the outcome, not the process of carrying them out.</li> <li>• Once the key job responsibilities have been defined, the standards for their fulfilment must be defined.</li> </ul> |

### Defining individual objectives

- Based on the organisation's and department's strategy, objectives, work plans and other sources of information: objectives and strategy
- The **SMART** principle – helps to assess whether a goal is correctly formulated, but does not indicate whether it is aligned with the strategy or not
  - S**→ **specific** and understandable
  - M**→ **measurable**, either quantitatively and/or qualitatively
  - A**→ **relevant** and achievable
  - R**→ result-oriented
  - T**→ with **an appropriate timeframe**
- Emphasis on **the outcome** of an action, rather than the action itself
- Outcome indicators:
  - Quality
  - Quantity
  - Cost

## *Performance Management System*

- Time

Indicators may include:

- *Quantitative* – number, deadline, volume, compliance with indicators, etc.
- *Descriptive* – compliance with a standard, example, model or agreement concluded between a manager and an employee

E.g.,

*Training (task) delivered to 20 managers (quantity) on how to conduct performance appraisal discussions, by 30 November 2025 (deadline)*

*Improved quality of reports, reducing the number of errors by 50 per cent by 1 March 2025.*

## Performance monitoring and appraisal

The process of monitoring and assessing work performance is regular and takes place throughout the year. Managers may choose and implement the approach to monitoring work performance that is most familiar to them and best suited to their team (weekly departmental meetings, individual discussions, etc.)

However, managers must also ensure that a regular (annual) formal process for monitoring and assessing work performance is in place.

Managers' performance appraisals will depend significantly on how promptly they have carried out regular monitoring and assessment of their employees' performance.

A standard DIV questionnaire is used for performance planning, monitoring the achievement of individual targets and performance appraisal. It is planned that, in future, an automated tool for performance planning and assessment will be introduced, which will integrate the data fields and information entered in this questionnaire.

### Assessment criteria

The overall performance rating will consist of three separate ratings:

- Achievement of individual targets
- Fulfilment of the quality standards for the duties set out in the job description
- Competency assessment

*Criteria for assessing work performance:*

| No. | Criterion                       | Assessment indicators                                                                                      |
|-----|---------------------------------|------------------------------------------------------------------------------------------------------------|
| 1.  | Achievement of objectives       | Results achieved, compared with those planned                                                              |
| 2.  | Performance of job duties       | Performance of job duties in accordance with the requirements and standards set out in the job description |
| 3.  | Level of competence development | The employee's behaviour in work situations, compared with the role's competency model                     |

### *Assessment scale for the achievement of individual objectives*

1. The employee regularly fails to meet deadlines and does not complete planned tasks
2. The employee partially completes planned tasks, but occasionally fails to meet deadlines or the quality is insufficient
3. Good performance (full compliance with planned deadlines and quality standards)
4. The employee frequently goes above and beyond what is required (150%), takes on additional responsibilities and provides support to colleagues
5. The employee consistently demonstrates outstanding performance throughout the review period, significantly exceeding (~200%) the set targets

### *Work performance quality assessment scale*

1. The employee frequently makes mistakes whilst working and carrying out tasks, and regularly misses deadlines
2. The employee tends to make the occasional mistake or inaccuracy whilst working and carrying out tasks, and sometimes misses deadlines
3. The quality of work meets the specified requirements
4. The employee makes no mistakes in their work; the quality of their work is consistently maintained throughout the review period. They plan their time and deadlines

effectively. They assist others to ensure high-quality work is carried out across the department as a whole.

5. The employee ensures not only the high-quality performance of their own work and tasks, but also that of others. They propose and implement improvements.

#### Competency assessment scale

1. During the review period, the employee has demonstrated some positive behaviours characteristic of the competency, but instances of undesirable behaviour have been observed consistently
2. During the review period, the employee has demonstrated most of the positive behaviours characteristic of the competency, but instances of undesirable behaviour have also been observed regularly
3. During the review period, the employee has demonstrated all positive behaviours indicative of competence, but instances of undesirable behaviour have been observed very rarely
4. During the review period, the employee has frequently demonstrated all the positive behaviours and attitudes characteristic of the competency, whilst no instances of undesirable behaviour have been observed
5. During the review period, the employee consistently demonstrated all the positive behaviours and attitudes characteristic of the competency and served as a role model for others

#### Proportion of the assessment's significance:

| No.                   | Criterion                                                 | Relative weight of the criterion in the overall assessment of that criterion type (% of 100) |                |
|-----------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------|
|                       |                                                           | Managers and administration                                                                  | Academic staff |
| Outcome criteria      |                                                           |                                                                                              |                |
| 1.                    | Achievement of objectives                                 | 70                                                                                           | 40             |
| 2.                    | Performance of duties in accordance with requirements     | 30                                                                                           | 60             |
| Total                 |                                                           | 100                                                                                          | 100            |
| Investment indicators |                                                           |                                                                                              |                |
| 1.                    | Professional qualifications matching the job requirements | 30                                                                                           | 60             |
| 2.                    | Level of competence development                           | 70                                                                                           | 40             |
| Total                 |                                                           | 100                                                                                          | 100            |

## Annual review

### Manager's objective

- To provide an assessment and feedback
- To help the employee improve their effectiveness and make better use of their professional potential
- To motivate and encourage the employee to receive feedback

### The employee's objective

- To understand how well they are performing their duties
- To be aware of the extent to which their manager is satisfied with their knowledge and skills
- To receive timely feedback on their performance and suggestions for improvement
- To express their thoughts and suggestions to their manager

## Structure of the DIV discussion

### 1. Introduction (approx. 5 mins):

State the purpose of the meeting.

How did you find completing the questionnaire?

Which question was the most difficult to answer?

Which questions would you like us to focus on more during the discussion?

What other issues would you like to discuss in addition to those mentioned in the questionnaire?

The manager's priorities for this meeting.

Agreeing on the duration of the meeting.

Use of information and follow-up action.

What gave you the greatest sense of satisfaction at work last year?

### 2. Discussions (approx. 40–60 mins):

A general discussion of the previous year's achievements and unfinished business.

Discussion of the overall assessment and agreement on the final rating

Discussion of performance criteria and assessment of growth potential.

Feedback on the work of the manager, the department and RISEBA as a whole, as well as recommendations for improving work efficiency.

Agreement on the employee's main objectives and tasks for the coming period.

Agreement on the necessary training and development activities, and planning these.

Agreement on potential career development and professional growth in the coming review period.

Agreement on any necessary changes to the job description or duties.

Other work-related matters.

### 3. Conclusion (approx. 20 mins):

Summary (mutual)

Check question: is there any issue arising from the discussion that you would still like to discuss?

Key next steps and how to use the information gained during the discussion.

The manager ensures that the meeting ends on a positive note.

Thanks for the discussion.

## The RISEBA Competency Model

The competency-based approach will help to foster a modern and socially responsible organisational culture within our organisation, instilling in staff and managers an understanding of desirable and undesirable behaviour, as well as shared values and attitudes. We believe that implementing this approach will help RISEBA's managers lead more effectively, as tools will be put in place to attract, retain and develop staff.

### Definition of competencies

Competencies are behavioural tendencies of employees expressed in behavioural descriptions. They characterise the behaviour of specific individuals in specific situations. These tendencies depend on an individual's education, practical skills, experience, personality traits, values and attitudes, and characteristics of their thinking and memory. Competencies are not directly dependent on the position held; they are more stable than job tasks and duties, which may change over a shorter period of time.

Competencies are designed as criteria that enable the comparison of different employees and the prediction of work outcomes. The aim of the competency-based approach is to identify and cultivate employee behaviours that ensure outstanding performance and contribute to the achievement of specific organisational goals. It is an understandable and user-friendly 'language' for various professional groups – rather than dealing with complex psychological constructs such as personality, motivation and abilities, the use of competencies allows one to focus on precisely described desirable or undesirable behaviours.

For a competency framework to work, it must be described in language that employees and managers can understand. The framework must be flexible – a mechanism must be established that allows competencies to be amended and expanded in line with changes within the organisation.

### Explaining Competencies

Explaining the competency approach is of critical importance in putting it into practice. Managers at various levels must take the greatest responsibility in this process. It is crucial to identify and demonstrate to employees how a specific employee's behaviour contributes to the achievement of the organisation's objectives. To demonstrate the link between the organisation's (institution's) objectives and competencies, a manager must understand what actions best facilitate a specific employee's performance of their tasks. This desired behaviour must be explained to the employee, and the employee must be made to understand and agree that they are prepared to change their behaviour.

The key risks involved in implementing a competency framework are:

- Isolation and detachment from the organisation's strategic objectives;
- Managers' lack of interest and a perfunctory approach;
- Employees' lack of understanding, fear and resistance to change.

It is important to remember that:

- Higher-level positions do not always require more complex competencies;
- High competence ratings in a current role do not always indicate readiness for the next level of seniority;
- The skills most frequently required for a particular role are not always the most important ones.

## Competency assessment

Competency assessment is based on comparing an employee's actual behaviour with the described indicators of desirable and undesirable behaviour. In order to assess competencies, they must be explained and employees must be committed to behaving in accordance with the desired standards.

Competency assessment is based on a manager's observations, as well as feedback from colleagues and clients.

**NB!** In the context of staff development, it is also possible to assess an employee's potential. In such cases, competencies are assessed using simulated tasks that demonstrate the employee's behaviour in situations they might encounter in a role they could take on in the future.

### Competency assessment

The competencies of RISEBA staff will be assessed using a relative assessment scale. This means that the manager's task will be to compare the extent to which a particular employee's behaviour meets the described requirements:

- 1 During the assessment period, the employee has demonstrated some positive behaviours characteristic of the competency, but instances of undesirable behaviour have been observed consistently
- 2 During the review period, the employee has demonstrated the majority of positive behaviours indicative of competence, but instances of undesirable behaviour have also been observed regularly
- 3 During the review period, the employee has demonstrated all positive behaviours indicative of competence, but instances of undesirable behaviour have been observed very rarely
- 4 During the review period, the employee has frequently demonstrated all the positive behaviours and attitudes characteristic of the competency, whilst no instances of undesirable behaviour have been observed
- 5 During the review period, the employee has consistently demonstrated all the positive behaviours and attitudes characteristic of the competency and serves as a role model for others

Only those behavioural indicators that ensure the achievement of outstanding results in the specific role, and which have been agreed with the employee, may be assessed. When determining a specific employee's competence rating, it is very important to use specific examples based on observations or feedback.

| Assessment                             | Level | Description of work performance                                                                                                                                    |
|----------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outstanding (outstanding)              | A (5) | Outstanding performance throughout the year. Targets exceeded. High-level assessment of competencies                                                               |
| Excellent (exceeds expectations)       | B (4) | Some of the set targets have been exceeded. At the same time, work has been carried out in accordance with requirements, demonstrating a high level of competence. |
| Good (good performer)                  | C (3) | Meets requirements and expectations                                                                                                                                |
| Needs improvement (development needed) | D (2) | There are minor shortcomings                                                                                                                                       |

|                          |       |                            |
|--------------------------|-------|----------------------------|
| Poor<br>(unsatisfactory) | E (1) | Does not meet requirements |
|--------------------------|-------|----------------------------|

## Competency Framework at RISEBA

Competencies for RISEBA staff are described at two levels:

- 1) Corporate level. At this level, requirements are set that apply to all employees of the organisation;
- 2) Functional level. This level describes the competences required of staff depending on the nature of their role. At the functional level, staff can be divided into three groups: (a) managers; (b) academic and research staff; (c) administrative staff
- 3) Professional competences – whether practical work experience is required and, if so, what kind.

## Integration of competencies across various areas of human resource management

Competencies can be integrated and utilised across all areas of human resource management. Three core processes can be identified in human resource management:

- Recruitment,
- Employee retention,
- Employee development.

The use of competencies in each of these processes is described below.

### *Recruitment*

To attract new employees to work in the public sector, it is essential to promote the development of the public sector's employer brand.

The employer brand is shaped by:

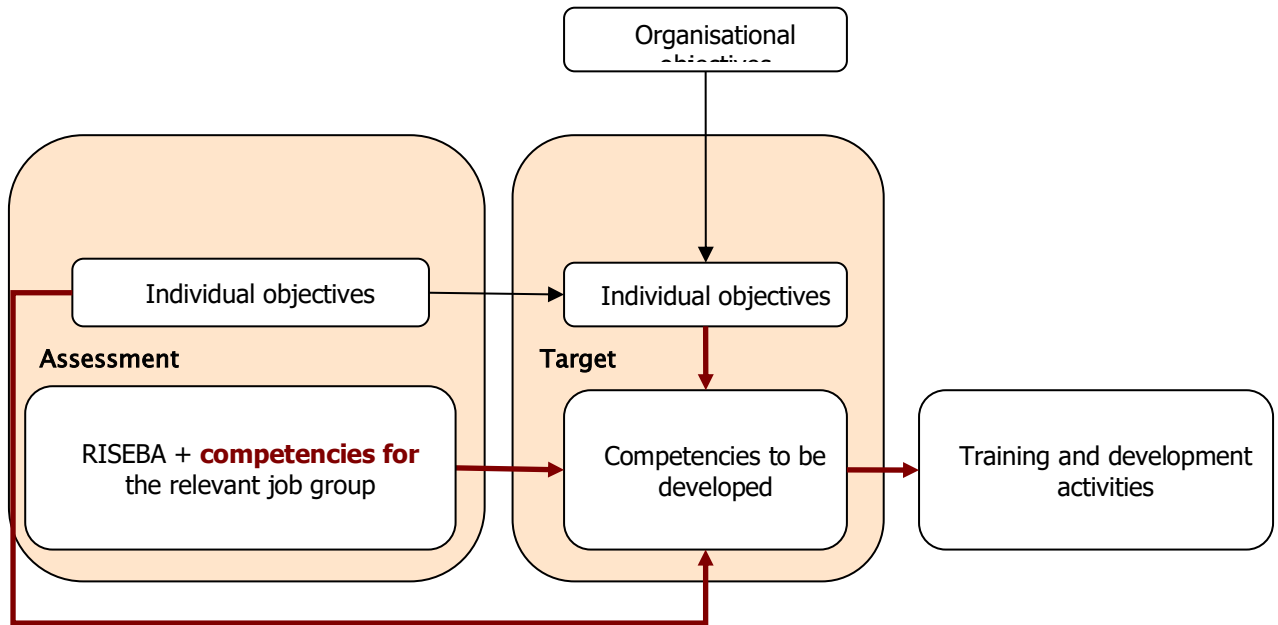
- The organisation's reputation,
- Career opportunities,
- Corporate culture.

Competencies reflect the organisation's values and its culture. Consequently, competencies can be used, for example, in job advertisements to communicate the values that are important in the civil service to potential employees.

Competencies can be used at various stages of the recruitment process. When analysing a vacancy, competencies serve as criteria for the successful performance of duties. Competencies can be used as job descriptions and included in job advertisements, thereby providing candidates with a clear understanding of the requirements as well as the corporate values of the public administration. The assessment of candidates can also be based on competencies, making it easier to compare candidates and select the most suitable ones. When recruiting new staff, competencies will help managers explain what behaviour is expected, as well as define the employee's induction plan more precisely, based on the existing competency assessment.

Various motivational tools linked to performance appraisal and remuneration systems are used to retain staff.

The use of competencies in the performance appraisal system is illustrated in the following diagram:



Competencies must be linked to the set objectives. There should be no situation where competencies are rated highly, but the achievement of objectives is rated low. In such a case, the assessments should be reviewed, or alternative competencies should be selected that contribute to the successful achievement of the objectives.

The assessment of objectives and competencies from the previous period, as well as the setting of objectives for the next period, must be taken into account when determining which competencies should be developed. The selection of training and other development activities must be linked to the competencies whose development is critical to improving the employee's individual performance, as well as the organisational outcomes of the relevant institution.

To facilitate the assessment of competencies, these can be included in specialised forms or questionnaires used in the performance appraisal process. An example of an extract from such a questionnaire is provided below.

### **Staff Development**

Competency descriptions define expected behaviour, whilst the differences between an employee's current and expected behaviour determine their training needs.

A wide variety of training methods, or development activities, can be used to develop competencies. Practical experience enables the most effective development methods to be identified for each competency, which facilitates training planning.

Competencies can also be utilised in career planning. This helps to assess an employee's potential and thus determine the desired direction of professional growth. A career can be planned along a traditional vertical path, in which case particular attention should be paid to the development of leadership competencies. If a career is planned along more horizontal lines, then development activities can focus on professional competences.

Competencies help to take a structured approach to career planning across the organisation, as they provide a unified framework. By centralising the collection of data on employee competency assessments, it is possible to identify the strengths and development needs of various employee groups at RISEBA. This information is useful when filling vacancies and ensuring substitutability (in the short term), as well as when considering succession programmes (in the long term). A unified competency system will help to plan an employee's career not only within the context of an individual institution, but within the public administration system as a whole.