

Human Resources for Health Management Toolkit

Developed to assist managers in day-to-day HR management

Module 4: Human Resource Performance Management



Partnership for Reviving Routine
Immunisation in Northern Nigeria;
Maternal Newborn and Child Health Initiative

www.prrinn-mnch.org

Acknowledgement

Human resource management is key to providing quality health care services. The understanding of the dynamics and management of human resources is the bedrock around which service delivery revolves.

The PRRINN-MNCH programme has over the last 7 years been actively involved in several ways to solve the challenges of managing human resources in the 4 states of its operations (Jigawa, Katsina, Yobe and Zamfara). This manual is one of the modest efforts by the programme to support states to address the challenges of human resource management.

In the course of its work, the programme realised that human resource management, as a distinct work stream, has been lumped together with personnel management. This has led to the neglect of key human resources activities and its attendant effect of overall performance and management of human resources. This manual therefore provides key managers with the basic step-by-step process of managing human resources.

During the development of this manual, several individuals have contributed to this final document. I would like to acknowledge the contribution of the Consultants led by Michael Siebert; State Teams under the leadership of the STMs; State Stakeholders led by Permanent Secretaries and Office of the Head of Service in Jigawa, Katsina, Yobe and Zamfara States. The Directors of Personnel Management and members of the respective states Human Resources for Health Coordinating Committees have all played significant role in refining this document and its adoption by the states. Also worthy of mention is the Programme's HR LECs who have been responsible for the day-to-day follow up in the development of the manual.

It is my hope and prayers that Human Resources Units of the respective states SMOH and other agencies will utilise this document to improve the quality of their work.

I would also like to acknowledge the funding for this document by UK and Norwegian Government through DFID.

Dr Ahmad Abdulwahab

National Programme Manager

PRRINN-MNCH

Human Resources for Health Management Toolkit

Foreword

This *Human Resources for Health* Management Toolkit is a step-by-step guide for health planners and managers to improve planning and management of human resources (HR), for the health system as a whole and within health facilities. It aims to help address some of the acute problems from shortages of skilled, experienced health workers.

The HRH toolkit is partly the output of PRRINN-MNCH in northern Nigeria, the Partnership for Reviving Routine Immunisation in Northern Nigeria /Maternal Newborn and Child Health programme funded by the UK Government and State Department of the Norwegian Government for the benefit of the Nigerian people. Many staff and officials in the states where PRRINN-MNCH works and team members of PRRINN-MNCH have helped to develop and test this toolkit – their contributions are gratefully acknowledged. The output is also the result of ongoing collaboration in a number of countries between health professionals of Health Partners International and Health Partners Southern Africa.

PRRINN-MNCH works with federal, state and local governments and local communities to improve the quality and availability of maternal, newborn and child health care.

This management toolkit does not necessarily reflect the views or policies of the UK Government, the Nigerian Government or any of the state governments with which we work. However we hope it will provide useful, practical assistance and guidance for human resources managers in their work.

Bryan Haddon

Chair, Health Partners International, UK

February 2014

Preface

In any developing public health sector HR forms the foundation of health care service delivery. The key however is making sure that Ministries of Health have the right people with the right skills in the right positions in the right number at the right places. In Northern Nigeria the scenario is no different. In an effort to achieve this, PRRINN-MNCH embarked on a process of strengthening the HR function within the ministries through initiatives such as establishing HR Units with clearly defined objectives and responsibilities. These HR Units however needed basic step-by-step guidance as to not only to administrate HR but to comprehensively and effectively do HR Planning, HR Management and HR Development. Facing the shortage of qualified HR practitioners, the Human Resources for Health (HRH) Toolkit was developed from a wide range of sources to provide a reference document to assist HR officers and managers with HR related functions.

This toolkit is not all-inclusive and covers the key aspects around HR within the Northern Nigerian context and is aimed at addressing the basic elements of HR. Although Northern Nigeria is unique with specific challenges around HR management, planning and development, the basic principles of HR remains the same. The Toolkit therefore applies academic/theoretical HR methodologies and approaches into day-to-day actions.

The HRM Toolkit consists of 10 Modules as listed below.

Module 1: HR Planning

Strategic HR planning predicts the future HR management needs of the health services after analyzing the current human resources, the external labour market and the future HR environment that the MoH will be operating in. The analysis of HR management issues external to the organization and developing scenarios about the future are what distinguishes strategic planning from operational planning. The basic questions to be answered for strategic planning are: Where are we going with health services and how does that impact HR? How will we develop HR strategies to successfully get there, given the circumstances? What skill sets do we need?

Module 2: HR Management & Risk Management

Ministries with good governance practices clearly establish the division of authority and accountability among the senior management, HR director and line managers. The role of the senior management is governance and the role of the HR director is management. Sometimes the roles can get hazy. In clarifying whose job it is, the senior management and the HR director must always keep in mind the legal responsibilities and liabilities as the employer.

Module 3: Recruitment & Retention

Making sure you recruit well is so important. Committed, motivated, qualified employees help your ministry achieve its purpose. Health service providers cannot afford to be short-staffed. Limited financial resources mean that hiring mistakes can be a huge financial burden. Hiring the wrong person is a poor use of resources for recruiting and orienting a new staff member. Having clearly defined recruitment process and procedures prevents costly recruiting mistakes. Repairing the damage can take a lot of time and effort.

Module 4: HR Performance Management

Performance management is a process by which managers, supervisors and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the ministry. More than just an annual performance review, performance management is the continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals.

Module 5: HR Discipline

Clear expectation, appropriate supervision and feedback on a day-to-day basis are the best ways to avoid the necessity of implementing a discipline process as outlined below. However, when problems with behaviour or performance occur, discipline is necessary. By implementing a discipline process, you provide employees with an opportunity to become a productive part of your Ministry and you make any termination more defensible.

Module 6: Employment Termination

Termination is an action taken by the Ministry to end the employer/employee relationship. Ministries have a basic right to terminate the employment of an employee, but along with that right comes responsibilities. Employers must comply with the employment/labour standards and human rights legislation for their jurisdiction and beyond that, employers must treat employees fairly and in good faith.

Module 7: Diversity in the workplace

Building and sustaining diversity in Ministries can only be achieved by planning and design. It is therefore increasingly important to address how to support diverse, inclusive workplaces. What does a diverse inclusive work environment look like? How do we tangibly encourage and support diversity so that all people feel welcome within our workplaces irrespective of their gender, disability or race? When people feel welcome and safe from discrimination and harassment they are more motivated and their performance will improve. Absenteeism and performance problems decrease while productivity, morale and employee retention increase.

Module 8: Effective HR Teams

Despite the daily onslaughts of e-mails, phone calls and memos, meetings are still one of the most effective ways that people share and exchange information, get feedback, plan, collaborate and make important decisions for their ministries. So why do meetings have such a negative impact? Meetings seem to be getting longer, more frequent and generating fewer results. This can result in employees becoming frustrated as they feel that meetings are taking them away from, rather than adding value to their work. Ministries can increase the effectiveness of their team through effective communication, management of conflict and setting-up work teams.

Module 9: HR Training & Development

The changes in the public sector has had an impact on workplace learning. Think of the current positions in your ministry and the need for increased competence in change management, financial management, service delivery management, and so forth. Change also puts the spotlight on training and education as a means of equipping health workers with the tools they need to adapt to changing health skill requirements, organizational change and increasing complexity in the external public health environment.

Module 10: HR Information System

Computers have simplified the task of analysing vast amounts of data, and they can be invaluable aids in HR management, planning and development, from payroll processing to record retention. With computer hardware, software, and databases, Ministries can keep records and information better, as well as retrieve them easier and quicker. HRIS (Human Resources Information System) is an integrated system designed to provide information used in HR decision making. The HRAdmin software was developed and implemented in the four PRINN-MNCH states. This module provides end-users with the know-how of utilising the system to its full potential.

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1. Performance Management

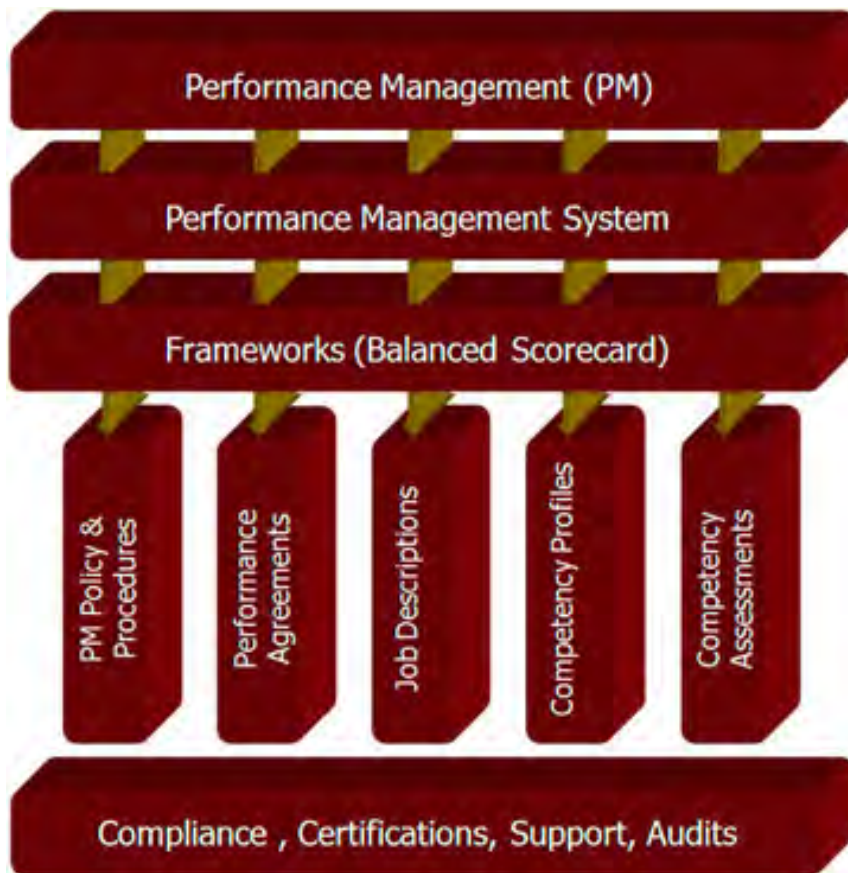
Performance management is a process by which managers, supervisors and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the ministry. More than just an annual performance review, performance management is the continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals.

1.1 An introduction to performance management

The fundamental goal of performance management is to promote and improve employee effectiveness. It is a continuous process where managers and employees work together to plan, monitor and review an employee's work objectives or goals and his or her overall contribution to the organization.

Before you embark on the development of an effective performance management system, you should take a moment to consider whether or not your ministry has HR management practices in place to support the performance management process. These include:

- ✓ Well designed jobs and written job descriptions
- ✓ Effective supervision
- ✓ Comprehensive employee orientation and training
- ✓ A positive and supportive work environment



1.2 Guideline for an effective performance management system

- ✓ Be job specific, covering a broad range of jobs in the ministry
- ✓ Align with your ministry's strategic direction and culture
- ✓ Be practical and easy to understand and use
- ✓ Provide an accurate picture of each employee's performance
- ✓ Include a collaborative process for setting goals and reviewing performance based on two-way communication between the employee and manager
- ✓ Monitor and measure results (what) and behaviors (how)
- ✓ Include both positive feedback for a job well done and constructive feedback when improvement is needed
- ✓ Provide training and development opportunities for improving performance
- ✓ Ensure that employee work plans support the strategic direction of the organization
- ✓ Establish clear communication between managers and employees about what they are expected to accomplish
- ✓ Provide constructive and continuous feedback on performance
- ✓ Identify and recognize employee accomplishments

- ✓ Identify areas of poor performance and establish plans for improving performance
- ✓ Support staff in achieving their work and career goals by identifying training needs and development opportunities
- ✓ Support administrative decision-making about promotions, terminations, compensation and rewards
- ✓ Provide legal documentation to demonstrate due diligence for legal challenges related to dismissal or vicarious liability (an employer can be held liable for the acts or omissions by its employees during the course of employment)

The establishment of an effective performance management system requires time and resources and therefore, the support of the senior managers. When developing a new performance management process, setting up a committee made up of employees, supervisors and senior managers to increase buy-in, understanding and support for the process.

Management support to act upon the outcomes of the performance management process is also necessary to ensure that good performance is recognized, inadequate performance results in the necessary support and/or training to improve performance and consistently poor performance results in a change of responsibilities or termination, as appropriate.

Key HR Principal

The performance of each employee must be fairly assessed, at least annually, at the end of the work plan or performance period.

Whether you are introducing a new performance management system or if you are modifying an existing process, it is critical that you communicate the purpose and the steps in the performance management process to employees before it is implemented. Also remember to review your new performance management system after the first year and make adjustments as necessary.

1.3 The performance management cycle

There is much more to performance management than the annual performance review meeting. As mentioned in the introduction, performance management is a continuous process of planning, monitoring and reviewing employee performance.

1.3.1 Phase 1 — Plan

The planning phase is a collaborative effort involving both managers and employees during which they will:

- ✓ Review the employee's job description to determine if it reflects the work that the employee is currently doing. If the employee has taken on new responsibilities or the job has changed significantly, the job description should be updated.
- ✓ Identify and review the links between the employee's job description, his or her work plan and the organization's goals, objectives and strategic plan.
- ✓ Develop a work plan that outlines the tasks or deliverables to be completed, expected results and measures or standards that will be used to evaluate performance.
- ✓ Identify three to five areas that will be key performance objectives for the year. The choice of areas may be determined by the Ministry's strategic plan, by the employee's desire to improve outcomes in a certain part of their job, or by a need to emphasize a particular aspect of the job at this time. These are objectives that are critical to the overall success of the position. If the employee does not meet his/her critical objectives then overall performance will be evaluated as unsatisfactory.
- ✓ Identify training objectives that will help the employee grow his or her skills, knowledge, and competencies related to their work.
- ✓ Identify career development objectives that can be part of longer-term career planning.
- ✓ Ensure that you have baseline data to measure targets against.

Both the employee and manager/supervisor need to sign off on the proposed work assessment plan. A copy of the plan should be given to the employee and another should be kept in his or her confidential personnel folder.

a. Setting objectives and measurements

Often the most difficult part of the planning phase is finding appropriate and clear language to describe the performance objectives and measures or indicators of success. Managers need to ensure that the objectives are a good representation of the full range of duties carried out by the employee, especially those everyday tasks that can take time but are often overlooked as significant accomplishments.

b. SMART Objectives and indicators

Specific - Specify clearly what is to be done, when it is to be done, who is to accomplish it and how much is to be accomplished.

Measurable - Ask questions such as: How much? How many? How will I know when it is accomplished? Multiple measures should be used if possible, for example, quantity, quality, time frame and cost.

Attainable - Assure there is reasonable path to achievement and feasible odds that you will get there.

Realistic - The objective needs should match the level of complexity with the employee's experience and capability and no insurmountable forces outside the control of the employee should hinder its accomplishment.

Time-bound - Be clear about the time frame in which performance objectives are to be achieved. In most cases, objectives are to be completed by the end of the performance review period.

1.3.2 Phase 2 — Monitor

For a performance management system to be effective, employee progress and performance must be continuously monitored. Monitoring day-to-day performance does not mean watching over every aspect of how employees carry out assigned activities and tasks. Managers/supervisors should not micro-manage employees, but rather focus their attention on results achieved, as well as individual behaviors and team dynamics affecting the work environment. During this phase, the employee and manager should meet regularly to:

Key HR Principal

The ministry's performance management process must include the potential for coaching employees in order to address performance issues/concerns.

- ✓ Assess progress towards meeting performance objectives
- ✓ Identify any barriers that may prevent the employee from accomplishing performance objectives and what needs to be done to overcome them
- ✓ Share feedback on progress relative to the goals
- ✓ Identify any changes that may be required to the work plan as a result of a shift in organization priorities or if the employee is required to take on new responsibilities
- ✓ Determine if any extra support is required from the manager or others to assist the employee in achieving his or her objectives

c. Continuous coaching

Performance management includes coaching employees to address concerns and issues related to performance so that there is a positive contribution to the ministry. Coaching means providing direction, guidance, and support as required on assigned activities and tasks. As a coach, managers/supervisors need to recognize strengths and weaknesses of employees and work with employees to identify opportunities

and methods to maximize strengths and improve weak areas. The role of the coach is to demonstrate skills and to give the employee feedback, and reassurance while he or she practices new skills. Good listening skills on the part of the coach, together with the ability to deliver honest feedback, are crucial. In a coaching role, you are not expected to have all the answers. The strategic power of any coaching dialogue lies primarily in the coach's ability to ask the right questions.

d. Providing feedback

Positive feedback involves telling someone about good performance. Make this feedback timely, specific and frequent. Recognition for effective performance is a powerful motivator.

Constructive feedback alerts an individual to an area in which performance could improve. It is descriptive and should always be directed to the action, not the person. The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job and workplace behavior.

Often, it is the positive and supportive feedback that is most readily and easily shared, while finding the right way to provide constructive feedback to address a particular performance issue can be more daunting. If an employee is not meeting performance expectations, managers need to provide constructive and honest feedback. It's important to do this when an issue first arises - before it escalates into a significant problem. Here are a few steps to consider when giving constructive feedback.

Step	Points to remember
Step 1: Prepare	<ul style="list-style-type: none"> ✓ Think through what you want to address in the meeting, confirm the facts of the performance issue and make sure you know and can describe what happened or is happening ✓ Be clear about what the issue is and about the consequences if the employee's performance does not improve ✓ Plan to meet in a location where there will be privacy and minimal interruptions (note that in a unionized environment, you may have to invite a union representative to be with the employee during the discussion) ✓ Be calm, so that you can approach the discussion objectively and with clarity

<p>Step 2: State the facts</p>	<ul style="list-style-type: none"> ✓ Using a non-threatening tone, describe the performance issue in an objective, factual, nonjudgmental way, providing specific examples ✓ Identify the negative impact on people in the workplace or on the ministry
<p>Step 3: Listen</p>	<ul style="list-style-type: none"> ✓ Have the employee describe the situation from their perspective and provide an explanation. Be open to any new insights that may arise. ✓ Respond to denial, blaming of others, etc. by restating factual information and reviewing the negative impacts of the performance issue. <p>Although we may sympathize with an employee's unique personal circumstances and their reasons for why they are not performing, it is important to remain focused on the performance issue. If you alter what is required of one employee (i.e. "bend the rules") you will have to be prepared to do so for all employees. As a performance manager, try to avoid putting yourself in the position to have to judge which circumstances warrant "special treatment" and those that do not.</p>
<p>Step 4: Agree on an action plan</p>	<ul style="list-style-type: none"> ✓ Ask the employee for their suggestions for addressing the issue and offer your suggestions if necessary ✓ Agree on a specific plan of action: including what the employee will do, how they plan to do it and within what time period ✓ Document the action plan and attach to employees performance management file ✓ Specify the consequences for the employee if the performance issue is not resolved ✓ Follow up ✓ Monitor results and meet periodically to discuss progress ✓ Provide positive reinforcement for improvement and continue to offer support ✓ If the issue has not improved or been resolved over the specified time period, enact the consequences as discussed in the action plan

1.3.3 Phase 3 — Review

The performance assessment or appraisal meeting is an opportunity to review, summarize and highlight the employee's performance over the course of the review period.

Self-assessment is a standard part of most performance appraisals. By using the performance plan and assessment form as a guide, employees can assess their performance in preparation for the appraisal meeting. This process can identify gaps between the employees self-perceptions and the views of the manager/supervisor and can allow for more in depth discussion of these performance points during the meeting.

Managers/supervisors should review their performance management notes and documentation generated throughout the year in order to more effectively assess the employee's performance. Only issues that have already been discussed with the employee should be part of the assessment documentation and meeting. This will ensure that managers deal with performance problems when they arise and that there are no surprises during the performance assessment meeting.

In the performance assessment meeting, employees and managers/supervisors will:

- ✓ Summarize the work accomplished during the previous year relative to the goals that were set at the beginning of the performance period. This includes capturing the key results, accomplishments and shortfalls for each of the objectives
- ✓ Document challenges encountered during the year and identify areas for training and/or development
- ✓ Identify and discuss any unforeseen barriers to the achievement of the objectives

The employee and the supervisor should sign off on the form. This acknowledges involvement in the process, but not necessarily agreement by employee with the content of the evaluation. If an employee disagrees with any part of the performance assessment, provide them with the opportunity to attach their comments and file with their performance assessment form.

Managers must ensure that the employee receives a copy of the assessment form and the signed document is put in the employee's file.

1.4 Appeals process

Even with a well-designed and implemented performance management process, there may be situations when an employee has a serious difference of opinion with the manager about his or her performance assessment. A procedure for the employee to discuss disagreement with the process should be established.

Some options for dealing with disagreements about performance appraisals are:

Step review system - The disagreement is heard by higher levels of management such as the supervisor's manager, followed by the Executive Director as necessary. In small nonprofit organizations, there may not be higher levels of management to appeal to.

Peer review system - A small group made up of equal numbers of employees and management staff review disagreements. (Note that this system may not be sanctioned in a unionized workplace)

Ombudsman - Employees can seek assistance from an individual within the organization who is designated as an impartial ombudsman.

1.5 Developing a performance assessment form

A performance assessment form is a tool that helps guide and document a discussion between a manager and an employee about the employee's performance over the past year. A template of a Performance Management Form is attached as Annex 1.

A poorly designed assessment form can undermine a good performance management system. Below are some guidelines on what to include on a performance assessment form.

1.5.1 General information

Typically the first section of a performance assessment form includes standard information about the employee, the manager and the organization. This includes the:

- ✓ Employee's full name and job title
- ✓ Manager's/supervisor's full name and job title
- ✓ Assessment period
- ✓ Date that the assessment meeting took place

1.5.2 Assessment form instructions

Include some brief instructions on how to complete the assessment form, the type of information to include on the form and the reason that the information should be included.

1.5.3 Performance objectives and measures

Document the performance objectives identified in the employee's work plan and the measures to be used to assess achievement. List the objectives in their order of importance, with the most important listed first.

1.5.4 Competency profile

If your organization has a performance assessment process that is based on a competency framework, be sure to include the list of relevant competencies on the assessment form. Examples of competencies include teamwork, effective communication and problem solving.

1.5.5 Clear rating scales

Performance assessment forms often include rating scales to help guide and simplify the assessment process. Poorly constructed rating scales can be a source of confusion, subjectivity, ambiguity and conflict - all of which undermine the performance assessment process. A reliable assessment has consistent ratings given for the same performance over time and with different raters.

To increase the reliability of rating scales:

- ✓ Avoid language that may be inflammatory and, when possible, use words that are not open to interpretation
- ✓ For words that are open to interpretation, provide definitions and examples to clarify what is meant
- ✓ Use simple rating scales
- ✓ The reliability of frequency scales can be improved by defining the percentage of time for each point on the scale. For example: "Almost always" could mean 95% - 100% of the time.

For key work objectives a rating scale like this is simple and can guide the discussion between the manager and the employee:

- ✓ Exceeded objective
- ✓ Met objective
- ✓ Did not meet objective

For key competencies or other behavioral measures consider a frequency scale like this one:

- ✓ Almost always
- ✓ Frequently
- ✓ Sometimes
- ✓ Seldom
- ✓ Almost never

1.5.6 Employee training and development plan

As part of the performance assessment process, the manager/supervisor and employee may have identified areas for further training and/or development, as well as the types of activities that the employee could undertake. Document the expectations for training and development in the performance assessment form. At the end of the year, document the results of the learning activities.

Example: Volunteer Coordinator:

Training objectives	<p>Improve group/meeting facilitation skills</p> <p>Become more comfortable & effective in facilitating group process</p> <p>Understand how to plan a meeting and build a better agenda</p>
Relationship responsibilities	<p>to Responsible for recruiting new volunteers, facilitating information and orientation sessions as well as various other small group meetings</p>
Activities	<p>Attend workshops at local LGA</p> <p>Will work with supervisor to plan and facilitate staff meetings once per month</p>
Resources required	<p>Fees for two day workshop</p> <p>Minimal time to coordinate with supervisor each month prior to staff meeting</p>

Time line	By end of year
Results	

Example: Office/Administration/Facility Manager:

Development objectives	To improve networking skills Gain a better understanding of the HR profession Increase practical knowledge of HR management
Relationship organizational goals and career plan	to Currently responsible for some HR management (payroll, personnel files, etc.) No one on staff has formal HR training or background Interested in exploring field and possibly pursuing continuing education
Activities	Join state HR profession association/committees Attend meetings, networking events and workshops
Resources required	
Time line	By end of year
Results	

1.5.7 Sign-off section

The signatures should come after a statement that indicates that 'by signing, both parties are acknowledging that they have read and discussed the contents of the performance assessment form. End your form with an area for the manager/supervisor and employees signatures. This allows the performance

management cycle for one year to come to a close and the cycle for the next year to begin.

Make sure the employee understands that, by signing, he or she does not have to agree with all the comments made in the assessment. If an employee disagrees with any part of the performance assessment, provide them with the opportunity to attach their comments.

1.6 Final checklist for your performance management system

As stated previously, performance management has a variety of purposes, one of which is documentation should there be a legal challenge related to performance. To ensure that your performance management process is defensible:

- ✓ Base the process on well written job descriptions and job-related activities
- ✓ Have the manager/supervisor and employee collaborate on setting performance objectives and target
- ✓ Establish results (objectives) and behaviors for which you can develop observable measures; avoid traits such as 'initiative' which require subjective assessments
- ✓ Ensure that the employee keeps a copy of the performance plan (work plan) and expectations set at the beginning of the performance management cycle
- ✓ Provide ongoing monitoring and feedback on performance to the employee
- ✓ When problems are identified with performance, provide support (training, coaching, etc.) and adequate time for the performance to improve
- ✓ Train managers on all aspects of the process and on how to reduce bias and error in assessments
- ✓ Ensure that the performance assessment form accurately documents performance - if overall performance is poor say so
- ✓ Do not make any notes that you would not want the employee to see because the documentation may be admissible in court (or at arbitration in a unionized workplace)
- ✓ Periodically review the performance management process to ensure that it is being applied consistently and fairly
- ✓ Establish an appeals process

Performance Management Form

Employee's name:	
Job title:	
Review period:	
Supervisor's name:	
Date of review:	
<i>'How To Section' – provide instructions on how to complete the forms</i>	

Key work objectives	Performance measures (or Indicators)
To be completed at the beginning of the performance management cycle.	
1)	
2)	
3)	
4)	
5)	

Key work objectives assessment		
To be completed at the end of the performance management cycle.		
Rating scale: 1. Exceeded objective, 2. Met objective, 3. Did not meet objective		
Objective	Results achieved	Assessment 1,2,3 (see scale above)
1) <i>Same objective as listed above.</i>	<i>What was achieved: overall results plus quantity, quality, cost, time frame and so forth.</i>	<i>How well did the results compare to the measures established at the beginning of the cycle.</i>
2)		
3)		
4)		

5)		
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Training objectives	Relationship to responsibilities	Activities	Results
To be completed at the beginning of the performance management cycle.			To be completed at the end of the performance management cycle
Development objectives	Relationship to career plan	Activities	Results
To be completed at the beginning of the performance management cycle.			To be completed at the end of the performance management cycle

Summary		
The employee's overall performance is described.		
Overall rating		
<input type="checkbox"/> Exceeded expectations	<input type="checkbox"/> Met expectations	<input type="checkbox"/> Did not meet expectations

By signing this performance management form, both parties acknowledge that they have read and discussed the contents of the form.

Employee's signature: _____

Supervisor's signature: _____

Date: _____

Human Resources for Health Toolkit

This toolkit helps you to get the most out of your investment in human resources for health. You need to plan and manage your human resources actively, ensuring optimal efficiency.

This toolkit shows you how.

People form the foundation of health care service delivery. Thus it makes financial sense to manage these valuable resources to ensure that:

- The right people with the right skills need to be available in the right number at the right place to do the right job
- Timely and accurate data on availability and distribution of health workers is accessible for informed decision making

The Modules

1. **HR Planning**
2. **HR Management & Risk Management**
3. **Recruitment & Retention**
4. **HR Performance Management**
5. **HR Discipline**
6. **Employment Termination**
7. **Diversity in the workplace**
8. **Effective HR Teams**
9. **HR Training & Development**
10. **HR Information System**

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