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COMPETENCY-BASED HUMAN RESOURCE MANAGEMENT HANDBOOK

Ulaanbaatar, Mongolia
2023

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Mongolia: Enhancing Resource Management through Institutional Transformation (MERIT) is an eight-year project (2016-2024) funded by the Government of Canada.

MERIT is a governance project that supports sustainable management of the resource sector. It strengthens the capacity of government and encourages inclusive economic and social development.

OUR VISION
is a strengthened and empowered public sector that results in social and economic development that is sustainable and equitable, leading to a better quality of life for Mongolians.

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ACKNOWLEDGEMENT

The Human Resources Competency-based Framework was implemented through the hard work and dedication of a multinational team of Canadians and Mongolians over seven years.

Rebecca Chalmers is the Canadian Technical Advisor who designed the MERIT Human Resource Competency-based Framework. Michelle Karlzen has worked with the MERIT team and most of the project's partners since 2017 on the implementation of the framework, to build understanding, capacity and the tools to transform the content into practice, achieving a significant impact with core competencies that was scaled-up to a national level. Will Gow spent months at the local level developing job analysis and descriptions, providing training, mentoring, and tools, and working with local governments to form the Human Resource Clubs. Significant contributions and learning were developed by Chuck Conlon, Pam Petten, Benjamin Ziegler, Kevin Quinlan, Lorrie Lochrie and Thérèse Côté.

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The Human Resource Competency-based Framework was piloted with the collaboration of the public servants in the Tuv, Dundgovi, Sukhbaatar and Dornod provinces and various ministries and agencies at the central level. Special thanks to the Governors of these provinces, the Ministers and Chairman from the central level for their leadership, to the Civil Service Council and its sub-councils at the provincial level, and the National Academy of Governance for actively informing and strengthening the framework.

MERIT's Erdenesuvd Oyunbaatar, Sergelen Zorig and Altangerel Radnaabazar worked closely with the technical advisors and government partners to identify needs, deliver training and capture the lessons learned.

TABLE OF CONTENTS

ACRONYMS

Cabinet Secretariat	CS
Civil Service Council	CSC
Government of Mongolia	GoM
Job analysis	JA
Job description	JD
Human Resource Competencies	HRC
Human Resource Management	HRM

FOREWORD

This Human Resources Competency-based Framework Handbook is a practical reference for civil servants. It provides a systematic approach and tools to train staff and develop leaders. The aspiration of this handbook is to promote a common understanding and enhance capacity among practitioners and decision-makers in carrying out their assigned duties related to human resource management and organizational effectiveness.

The MERIT Project, funded by the Government of Canada and implemented by Catalyste+, supports initiatives and progress in governance. MERIT has implemented the Human Resources Competency-based Framework with partners for seven years (2017-2023) using a multi-phased approach. The framework provides an integrated management system for supporting public sector organizations to develop a competent and accountable workforce that inspires public trust. It represents a comprehensive way of establishing the foundation of human resources development in government organizations. The framework is aligned with the Civil Service Law (2019), the regulations established by the Civil Service Council and is informed by international best practice.

The use of this handbook will guide officials towards compliance and consistency in processes used to define the knowledge, skills, attributes, and behaviours required for employees to be successful within an organization, and for the organization to achieve its objectives. The provincial Human Resource Clubs discuss processes, adapt the tools and contribute to the discussion on the professionalization of the human resource designation within the civil service.

A wealth of practical experience has been gained through capacity-building efforts with motivated officials at the central, provincial and district levels. The relationships and collaboration established promote a consolidated effort to improve performance and achieve the government's desired results in human resource reform.

JENNIFER ADAMS
Country Director

CHAPTER 1: BACKGROUND INFORMATION AND RATIONALE

1.1 OVERVIEW OF LAWS, POLICIES, REGULATIONS, AND RESOLUTIONS

The new Civil Service Law, approved in December 2017 and entered into force from January 2019, provides an opportunity for strengthening the legal framework for a merit-based (career-based) civil service. The law amendment requires the development of 47 new regulations and procedures that offer significant potential for improving civil service productivity and human resource management. The Civil service law amendment makes it a legal obligation for civil servant recruitment, appointment, termination, performance management, promotion and rewards to be based on competencies-based HRM and merit principles.

It is set out respectively in the Article 3.3.2.6 of "The national security concept", Annex Resolution # 48 (2010) by the State Great Khural, that "Ethics knowledge and competencies criteria for civil servants shall be updated in accordance with the international standards, compensation and benefits shall be raised, and an enabling environment shall shall be created for civil service productivity and stability", the Objective 5.4 of Action plan for 2021-2030 of the "Vision 2050: Long-term Development Policy of Mongolia", Annex 2 of the State Great Khural Resolution #52 (2020) that "Build a professional, competent, transparent, efficient, smart, and citizen-centered civil service", and the Objective 5.4.1 of the "Basic Guidelines for the Development of Mongolia for 5 years in 2021- 2025", Annex 1 of the State Great Khural Resolution #23 (2020) that "Strengthen merit-based and professional civil service."

The Vision 2050: Long-term Development Policy of Mongolia includes transparent, competent and ethical civil service, public policy continuity, inter-sectoral coordination and participatory decision-making. A competency-based, professional, stable, transparent and accountable civil service is essential for this vision and civil service reform to be achieved and sustained through the contribution of the MERIT project and this handbook.

1.2 HISTORY OF HUMAN RESOURCE COMPETENCIES

The study of Competencies began in the early 1970s when governments and organizations began to recognize that exemplary performance was not solely based on intelligence or education. An analysis of top performing organizations over many years and across many different organizations, both government and private, showed that the most successful performers demonstrated key behavioural indicators that contributed to their success and the success of their organizations. Extensive observation and interviews with high performers, their co-workers and their managers identified a series of behaviours that were seen to drive successful performance. These behaviours are labeled Competencies and form the basis for the development of Competency-based Human Resource Systems.

1.3 DEFINITION

Competencies are observable abilities, skills, knowledge, motivations or traits defined in terms of the behaviours needed for successful job performance.

<u>Core Competencies:</u> those behaviours that are expected from all members of an

organization. They reflect the Culture and Values of the Organization and support the Strategic Direction of the Organization. They are required for all employees to be successful within an organization, and for the organization to achieve its objectives.

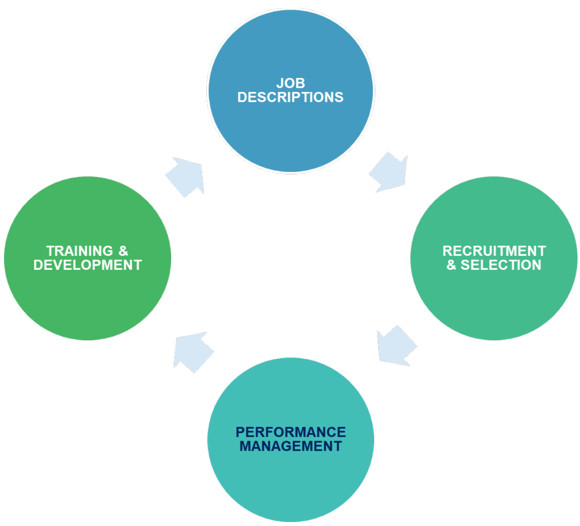
Functional /Technical Competencies: those competencies required for successful job performance in a specific role or position in addition to the core competencies.

A Competency-based framework begins with the core competencies which reflect the values of the organization and those behaviours which are critical for achieving strategic objectives, achieving high performance and fulfilling its mandates.

Competencies provide a systematic method to define and understand the behaviours used to attain outcomes and results. These competencies guide decisions when hiring people into roles, focus limited development resources where it will have the most significant impact, inform succession planning, assess employee performance and provide employees with the best feedback to improve their performance and understand expectations regarding their performance.

Workplaces in a global economy change quickly. Behaviours needed to be successful in terms of knowledge and technical skills change as quickly as technology and markets change. Working within a Competency Framework provides much more flexibility as Competencies are transferable. Communication and Decision Making are good examples of Competencies that are transferable to different situations and positions.

Competencies provide an objective basis for decision making within Human Resource processes. Competency Based HR Systems integrate Competencies into all aspects of Human Resources, beginning with the inclusion of Competencies into Job Descriptions.



Core Competencies are included in all job descriptions so that all employees know what is expected of them in terms of behaviours. A 'job' describes the work to be completed by one or more individuals. ‘Positions’ are specific to the individual and a job may have one or more positions assigned to accomplish the work. For example, the ‘job’ may be that of ‘Inspector’ and an organization may have a number of ‘Inspectors’ assigned to complete the work. Technical Competencies are often added at a later stage.

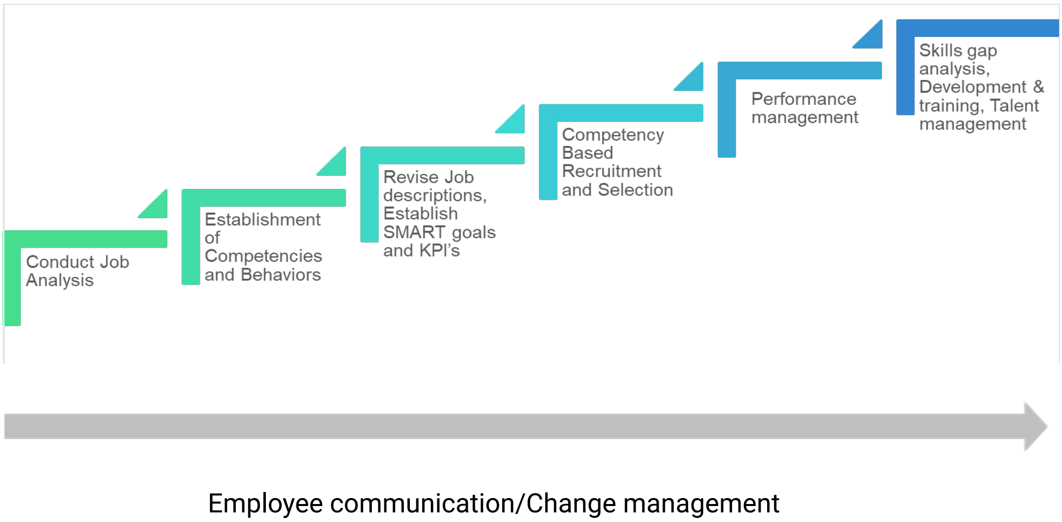
Job Descriptions including Competencies are then used to recruit individuals to positions within the organization. Behavioural style interviewing techniques are used to determine the competency of candidates in addition to their education and experience qualifications. By recruiting new employees with the required Competencies, organizations create the basis for successful individual performance and increase their likelihood of achieving their goals.

Competencies serve to communicate employee expectations and assess performance within the performance management system. Examples of expected behaviour are clearly outlined in the Competency Framework, providing a supervisor and the employee shared expectations including behaviours that represent appropriate performance. Employees are assessed based on these behaviours and the achievement of results.

Training and Development priorities are determined by conducting a Gap Analysis based on performance results and demonstrated behaviours. This allows the organization to focus resources on those areas where the impact on organizational success is likely to be the greatest with the enhancement of individual performance.

1.4 OBJECTIVE

MERIT has been implementing a human resource competency-based framework which is a comprehensive and systematic way of establishing the foundation of human resources development of partner organizations since 2018. It is closely aligned with the Civil Service Law amendment (2019) and the supporting resolutions established by the Civil Service Council (CSC) and Cabinet Secretariat (CS). The MERIT HR Competency-based framework has been implemented over a specific period of time and using a multi-phased approach at both local and central level partners.



1.5 USES AND IMPLEMENTATION

This comprehensive framework can be leveraged by partner organizations to undertake important human resource processes; such as, recruitment, performance management and training and development gap analysis. The successful implementation of these processes will enable organizations to improve their hiring decisions and manage employee performance well. The result is a higher level of employee performance contributing to enhanced organization performance and increased organization capacity ensuring the organization achieves its objectives. Implementation follows a logical progression as indicated in the steps above. The Core Competencies framework provides opportunities for continuous professional development.

CHAPTER 2: JOB ANALYSIS

2.1 OBJECTIVE

Job analysis (JA) is a systematic process for obtaining important and relevant information about each distinct position held by one or more employees. It ensures all roles and responsibilities are clearly understood and documented. It is used to determine what technical competencies are required in addition to the Core Competencies.

The objective is to accurately reflect the manner in which work is performed, the skills and competencies required ,ensure all roles and responsibilities are clearly understood and documented, and provide the basis for Supervisors/Managers to assess the organization of work including duplication of work or other workflow issues . JA is focused on the job and the work being performed, not the individual person holding the job. It forms the basis of the following HR functions:

- Job descriptions
- Recruitment
- Training and professional development programs
- Performance management
- Onboarding /Orientation
- Workforce planning
- Compensation

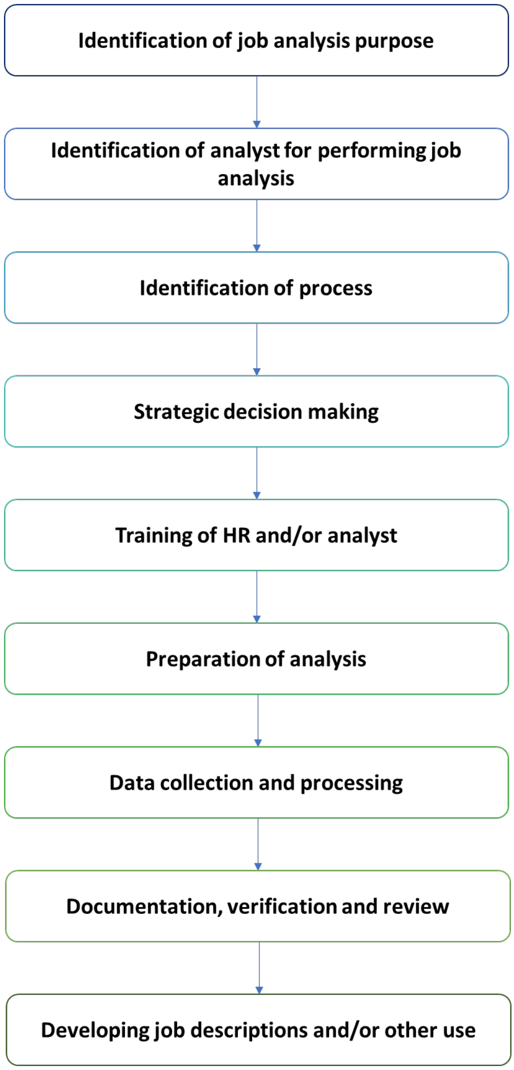
The JA creates an opportunity to update job descriptions, identify organizational changes and determine if changes to work are required to improve productivity or meet new legal requirements. Article 58.1.1 of the Civil service law amendment (2019) mandates government organizations to perform a JA to define a scope of activities of an organization and duties and responsibilities of job positions.

There are various methods to perform a JA. However a combination of the following steps describes the most common and cost effective one:

- Document analysis, department/divisional review;
- Structured questionnaire, open-ended questionnaire; and
- Individual interview.

2.2 PROCESS

The following diagram outlines the standard process for completing a Job Analysis.



2.3 TOOLS

Document analysis helps to collect information on organizational mandates, duties and responsibilities, working conditions and standards and qualifications and competencies requirements of a position. A list of documents to be analyzed varies an organization to organization depending on government organizations mandates and sectors they are working in including but not limited to:

- Laws, Parliamentary resolutions, Government resolutions;
- Sectoral programs and projects;
- Decision of Minister, State Secretary, Head of Agency, Governor, and other managerial officer of a government organization;
- Rules, regulations and standards applicable to organization's activities;
- Strategic plan, organizational and core civil servant`s performance plans and reports;
- Procedures;
- Job descriptions;
- Organizational chart, and others…
- A detailed analysis of documents to identify the following:
- Core duties and responsibilities of a position;
- The most important duties regarding a role;
- Those duties that represent the most significant time commitment;
- Any duplications, overlaps and gaps in duties and responsibilities of a position and units;
- Workload allocation;
- Any other duties performed but not included in the job description;
- Qualifications, experience and competencies requirements;
- Performance standards;
- Training and development;
- Working conditions; and
- Reporting structure, and others.

A questionnaire form followed by a structured interview will identify key information about a position, key accountabilities and responsibilities, working relationships, decision making, tools and technology, position qualifications and other relevant information.

The RACI chart serves as an additional tool that portrays all the activities or decision making authorities undertaken in an organization/unit set against all the roles. Please see JA tools in the Annex I.

CHAPTER 3: CORE COMPETENCIES FRAMEWORK

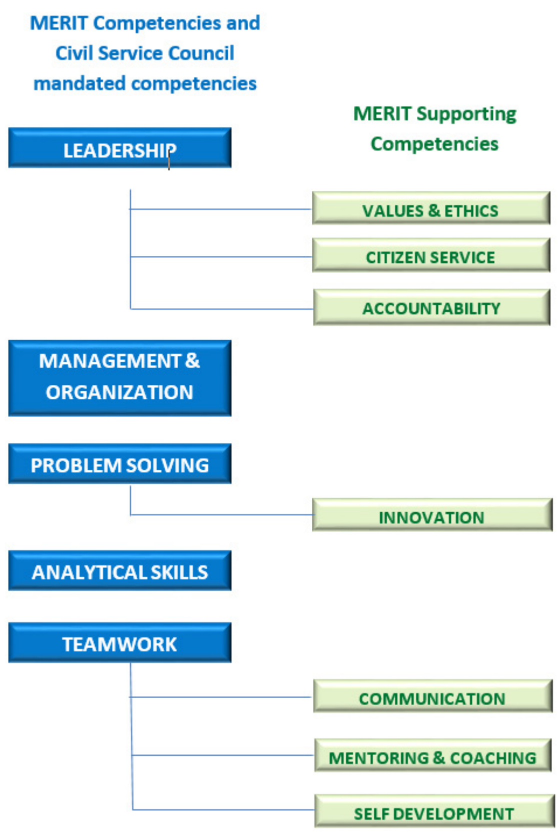
3.1 CORE COMPETENCIES ALIGNMENT

Core Competencies apply to all individuals within the organization at varying levels.

MERIT, working closely with Mineral Resources and Petroleum Authority (MRPAM) and Dornod Governor's Office, developed the Core competencies framework in 2017/2018, with 12 Competencies focusing only on positive examples of behaviors. CSC passed a resolution on January 11, 2019 to regulate the recruitment and management of civil service employees based on Competencies. The MERIT Human Resource Competency-based framework is aligned with the implementation of the new CSC resolutions. There are 5 competencies , mandated by the CSC Resolution #2 (2019) on Special requirements for managerial and professional level positions of core civil servants and an additional 7 competencies recommended by Merit.The additional competencies support and provide insights to the primary competencies.

Most recently, CSC approved the Resolution on 30 January 2023 on "The Competency Framework of a Civil Servant in Public Administration which includes 6 core competencies in five levels of civil servant positions from assistant level to supervisor level. Both positive and negative behaviors of each position level are listed.

ALIGNMENT OF MERIT CORE COMPETENCIES AND CSC COMPETENCIES



(CSC Resolution 2, 2019)

On Jan 16, 2020, the Cabinet Secretariat passed the Government resolution #218 on Core civil servant`s performance planning and reporting, in which 9 of these competencies became mandated. The Core Competencies Framework provides the definition of each Competency and provides examples of the behaviours that are expected by employees at each level of the organization.

3.2 CORE COMPETENCIES FRAMEWORK

Level 1: Support	Level 2: Professional	Level 3: Managerial
pa: xx Depending on organization	pa: xx Depending on organization	pa: xx Depending on organization

LEADERSHIP: Fosters trust and leads others to work towards a common vision, or goal.		
Level 1	Level 2	Level 3
Understands and supports the goals and vision of the organization. Speaks positively about the direction in which the organization is moving. Shares information that may impact goals.	Focuses the team on what is important to achieve the goals and visions of the organization. Understands how the goals and objectives support the vision of the organization and explain it to others. Provides feedback and support regularly Creates a warm, friendly work environment.	Establishes goals in support of the vision of the organization and motivates others to work towards them. Ensures people have the right resources and training to meet their goals. Creates a culture that recognizes and rewards contributions. Backs up their team. Supports the team in difficult situations.

VALUES & ETHICS: Behaves in an ethical manner, demonstrating integrity and sincerity in open, fair and impartial treatment of all persons. Avoids unnecessary bureaucracy while accepting and following the rules and regulations. Acts in ways to avoid conflict of interest and is guided in all things by the values of the organization.		
Level 1	Level 2	Level 3
Demonstrates ethical behaviors that are consistent with the guiding principles of the Public Service. Treats people with integrity, sincerity, equality, impartiality and fairness. Is accountable for their own work and for meeting deadlines. Accepts and follows the rules and regulations. Acts in ways to avoid conflicts of interest. Keeps confidential information secure.	Works with the team to ensure ethical behaviour and makes recommendations for decisions based on ethical values. Encourages others to follow Public Service ethics. Provides guidance to the team on how to deal with situations in an ethical manner. Considers ethical implications and competing values when making recommendations. Provides honest and frank advice. Works to develop systems and processes that reduce bureaucracy. Speaks out when necessary.	Makes ethical decisions and directs others on appropriate actions. Manages the ethical behaviour of the department Ensures others follow public service values. Makes decisions that take ethical implications into account. Takes responsibility for own actions and holds others accountable for theirs. Stands firm when dealing with unethical demands or requests Creates a culture that ensures people are encouraged to behave ethically.

CITIZEN SERVICE: Understands what is required to develop, maintain and manage citizen relations. Maintains a strong citizen focus, identifies and responds to current and future citizens' needs, strives to exceed citizen expectations and provides service excellence.		
Level 1	Level 2	Level 3
Takes personal responsibility for responding to citizens' needs, following up when required. Provides citizens with sufficient information to enable them to meet Government requirements. Demonstrates patience and a sincere desire to work with the citizens. Willingly assists clients with problems Guides citizens through complex requirements and clearly outlines expectations for them. Creates a mutual understanding of legal requirements.	Recommends options for more complex citizen concerns, ensuring an understanding of the citizen's needs. Provides citizen feedback on quality and expectations. Monitors citizen service issues and makes recommendations. Looks at problems and issues from a client's perspective as well as an organizational perspective. Provides timely responses to citizens' issues and works with others to resolve problems quickly. Reviews processes to streamline when possible and makes recommendations to make things easier for citizens.	Anticipates needs of citizens and sets structures and systems in place to address those needs. Resolves client service issues and problems for both internal and external clients. Intervenes in service issues when they are not being resolved in a timely manner or are likely to damage the reputation of the department Backs up employees in contentious service situations with citizens.

ACCOUNTABILITY: Takes ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly.		
Level 1	Level 2	Level 3
Can be depended upon to deliver results within specified timeframes Demonstrates commitment. Takes pride in delivering quality work. Keeps key stakeholders informed of progress.	Manages performance Takes accountability for team performance, especially failures. Establishes priorities for self and team and reviews on a regular basis. Sets standards and expectations for the team and communicates them clearly. Promotes a culture of accountability.	Takes ownership of others' performance. Holds others accountable for delivering high standards and effective performance. Recognizes and is accountable for own role in removing barriers interfering with achievement of goals for self and others.

MANAGEMENT & ORGANIZATION (PLANNING, ORGANIZING AND TIME MANAGEMENT) Defines priorities, develops plans, and organizes resources efficiently in order to accomplish goals within a defined timetable. Adjusts plans as necessary in order to accommodate changing situations.		
Level 1	Level 2	Level 3
Plans and organizes own work in order to complete tasks in a professional and timely manner. Keeps track of own progress and keeps stakeholders informed of progress. Anticipates problems and schedules work appropriately. Respects the time of others and is punctual for meetings.	Oversees the team and provides guidance in setting priorities to accomplish targets, organizes resources, tracks deadlines and helps to balance workloads. Monitors progress of the team and intervenes to remove roadblocks when necessary. Responsive to unplanned activities and events. Streamlines processes to make effective use of time and resources. Prioritizes tasks and provides guidance to others in establishing priorities.	Establishes Annual Plans within the framework of the long term Strategic Plan for a number of teams, establishes the objectives, priorities and deadlines, provides the resources and monitors overall progress of the teams. Foresees barriers and changes plans to accommodate them. Holds people accountable for inefficient or ineffective use of time or resources and offers constructive alternatives. Supports efforts to reduce bureaucracy and improve processes.

PROBLEM SOLVING (DECISION MAKING/PROBLEM SOLVING): Makes sound decisions and solves problems of varying levels of complexity, ambiguity and risk using an objective, unbiased and structured process of gathering information, weighing the potential impacts, and evaluating alternatives.		
Level 1	Level 2	Level 3
Follows policy, regulations and guidelines to determine an appropriate course of action during day to day work.	Interprets policy, regulations and guidelines, uses precedents and exercises sound judgment to solve problems and make recommendations.	Makes decisions based on factual information after evaluating alternative courses of action.
		Makes appropriate decisions when needed, even if unpopular.
Gathers information pertinent to the situation.	Sifts through information quickly and effectively and recognizes when further information is needed.	Recognizes and considers potential impacts of decisions, both short and long term.
Recognizes when there is a need to consult with others.	Anticipates problems and takes action to prevent the problem from occurring.	
	Weighs pros and cons of different options.	Recognizes the input and recommendations of others when making decisions.
		Sets precedents.

INNOVATION: Exhibits a willingness to go beyond easy, conventional solutions to problems or issues and take a creative approach. Demonstrates the ability to adopt new approaches and ideas.		
Level 1	Level 2	Level 3
Questions conventional approaches and is open to new ideas.	Suggests new and innovative ideas and applies innovative solutions.	Motivates others to think creatively and develop innovative solutions
Is open minded when presented with new opinions or ways of doing things.	Considers ideas from outside of the public services sector Seeks out and uses new ideas and suggestions.	Fosters creativity by recognizing and rewarding innovative solutions.
Is prepared to try out different solutions.	Encourages brainstorming with diverse teams to develop creative solutions.	Leads by demonstrating innovations.
Brainstorms with the team to discover new approaches and solutions.	Modifies approaches from elsewhere to fit the current situation.	Uses outside influences to stimulate ideas.

ANALYTICAL SKILLS: Collects, evaluates and interprets information in order to gain a more complete understanding.		
Level 1	Level 2	Level 3
Collects and verifies information and reports results.	Analyses more complex information and clarifies information necessary for decision making.	Analyses complex relationships.
Collects and analyzes information from a variety of proper sources.	Sees connections, patterns or trends in the information.	Recognizes and evaluates causes, and ways of interpreting the information.
Checks and ensures accuracy and realistic information.	Evaluates direct and indirect consequences of decisions.	Thinks more than one step ahead in deciding on possible courses of action, anticipating likely outcomes.
Detects missing information and mismatches in information and data.	Draws logical conclusions, providing options and recommendations.	Identifies and detects operational risks that may arise.
Identifies links between information and situations.		

TEAMWORK (TEAMWORK AND COLLABORATION): Works collaboratively and effectively with people in order to achieve a common objective. Builds strong teams through open communication, mutual trust, respect and cooperation.		
Level 1	Level 2	Level 3
Builds trust in relationships by open, honest communication, sharing pertinent information and meeting commitments. Understands the need for collaboration. Actively listens to understand others' point of view. Contributes opinions and information willingly. Respects opinions and contributions of others. Makes and keeps commitments. Does their share of the work. Displays willingness to learn from others.	Brings people together to solve problems and generate solutions. Leads teams and working groups within their own area. Fosters a collaborative environment. Brings clarity to the team by clearly stating objectives and expectations. Works with peers and others to generate ideas and gather information. Willingly contributes ideas and experiences to help produce solutions. Acknowledges the contributions of others.	Works with multiple teams and collaborates beyond one functional group. Forms cross-functional teams to work on complex issues. Removes obstacles to collaboration between functional groups and levels. Creates a collaborative environment where people are recognized and rewarded for group contributions and solutions. Brings the appropriate people and expertise to the team.

COMMUNICATION: Listening to others and communicating in an effective manner that fosters open communication.		
Level 1	Level 2	Level 3
Listens & clearly presents information. Listens actively and objectively without interrupting. Checks own understanding of others' communication (e.g., repeats or paraphrases, asks additional questions). Presents appropriate information in a clear and concise manner, both orally and in writing.	Fosters two-way communication, Adapts Communication to others Elicits comments or feedback on what has been said. Maintains continuous open and consistent communication with others. Openly and constructively discusses diverse perspectives that could lead to misunderstandings. Communicates decisions or recommendations that could be perceived negatively, with sensitivity and tact. Supports messages with relevant data, information, examples and demonstrations.	Communicates complex messages, adapts Communication to others. Adapts content, style, tone and medium of communication to suit the target audience's language, cultural background and level of understanding. Takes others' perspectives into account when communicating, negotiating or presenting arguments. Responds to and discusses issues/questions in an understandable manner without being defensive and while maintaining the dignity of others. Anticipates reactions to messages and adapts communications accordingly. Communicates complex issues clearly and credibly with widely varied audiences Identifies and interprets departmental policies and procedures for superiors, subordinates and peers

COACHING AND MENTORING: Shares own knowledge and experience with others and supports others in sharing their own knowledge, experience and methodological support.		
Level 1	Level 2	Level 3
Shares own knowledge and experience with others and provides support. Demonstrates initiative in helping others learn. Constantly seeking opportunities to help others.	Gives methodological support and guidance to others. Shares knowledge with others to motivate team to learn from each other and share experience and new ideas. Coaches employees through new assignments.	Actively supports personal development of staff. Provides learning opportunities and stretch assignments. Holds frequent development discussions.

SELF DEVELOPMENT: Identifies and addresses strengths and weaknesses, development needs and changing circumstances to enhance growth and improve performance.		
Level 1	Level 2	Level 3
Assesses and monitors oneself to maximize personal effectiveness. Identifies own skills, knowledge and behaviour gaps and uses them to determine own development plan. Seeks out feedback and reacts constructively. Finds ways to learn and improve performance of day to day tasks. Discusses development plan with line manager. Finds time to achieve own learning and development objectives	Seeks learning opportunities beyond current requirements. Plans and carries out workplace learning opportunities. Continuously seeks and acts on feedback to evaluate and improve own and team performance. Actively pursues self-development on an ongoing basis. Uses organizational change as an opportunity to develop new skills and knowledge.	Role models workplace based learning and encourages development for all staff. Sets up opportunities for learning on a regular basis. Supports colleagues and team to take responsibility for their own development by providing feedback, varied assignments and direction. Arranges team discussions to learn from experience of others. Makes Train the Trainer part of the learning process.

3.3 TOOLS (COMPETENCY ASSESSMENT FORMS FOR 3 LEVELS)

Competencies ensure employees understand those behaviours that are critical for success and the basis upon which their performance will be evaluated. The framework provides clear definitions regarding behavioral expectations, which are to be leveraged, when using the forms. Competency-assessment forms a part of performance evaluation.

Please see the Annex II for Employee self-assessment template.

CHAPTER 4: JOB DESCRIPTION REVISION, SMART GOAL AND KPI DEVELOPMENT

4.1 OBJECTIVE

Although the main purpose of a job description (JD) is to describe a job, it also serves a much larger purpose. An updated and accurate job description is an essential reference tool for Supervisors/Managers to use as a guide for discussions with employees about performance excellence, competencies development, organizational changes, promotion, recruitment, legal compliance, compensation and benefits and HR planning to name a few.

Inaccurate or outdated JDs could have adverse effects on recruitment, performance and productivity, are detrimental to the employer-employee relationship and could create serious legal risks for the organization. The Civil service law amendment makes it a legal obligation for civil servant recruitment, appointment, termination, performance assessment, promotion and rewards to be based on competencies and merit principles. All civil service positions must have updated job descriptions that document the key duties and responsibilities to be undertaken and the qualifications, experience and competencies required.

The CSC resolution #3 (2019) on Procedure on Job Description Development is a governing document for development and revision of JDs for managerial and professional level positions of the civil service.

4.2 PROCESS

JDs must be written around the mandates of the organization, job analysis and specific requirements of a position. It must not be adjusted to the profile of a preferred candidate as this would be a breach of the competency-based HRM and the merit principles. When developing JDs, JA should be performed to clearly define all important and relevant information about the position related to job responsibilities, duties, the manner in which work is performed, the skills and competencies required, decision making rights etc.

Once enough information has been gathered, a detailed job description should be developed in accordance with but not limited to the following key documents :

- The Civil service law;
- The Law on Administrative and territorial units and their governance;
- The Labor law;
- The Law on archiving and record management;
- The CSC resolution #03 (2019) on Job description development, annexes 1-4;
- The CSC resolution #2 (2019) on Special requirements for managerial and professional level positions of core civil servants;
- The Government resolution 275-277 (2019) on position classification and grades of civil service positions and their equivalents and compensation and benefits scheme;
- National qualifications standards and index;
- RACI matrix and other applicable documents.

Core competencies are included as part of all JDs, with the appropriate level of expected behaviours for the position.They provide the basic information for recruitment and performance management. Common components of developed job description include:

- Succinct and accurate job title;
- Job summary including primary purpose;
- Goal and objectives;
- Duties and responsibilities;
- Experience required;
- Qualifications needed;
- Competencies required.
- Working conditions, physical and mental demands;
- Position relationships;
- Validation and approval; and
- Others.

Please use Annex I for JA templates and RACI matrix and Annex III for JD templates, and Template for SMART objectives and KPIs.

CHAPTER 5: COMPETENCY-BASED RECRUITMENT AND SELECTION

5.1 BEHAVIOURAL STYLE INTERVIEWING

Competency Based Recruiting expands our inquiries beyond education and experience. While these are still very important, a competency based approach seeks to determine the behaviours a candidate will demonstrate that will enhance performance beyond education and experience The most common method of doing this is through behavioural style interviewing, which probes more deeply into behaviours in the workplace. This is an interview technique that employers and recruiters use to assess job applicants based on their past behaviour. Individual qualifications will always play a part in Recruitment and Selection. However, competencies defined in the job description identify the behaviours which describe successful performance within the organization. Employers and recruiters understand the behaviours to select based on the competencies required by the position.

The idea behind behavioural interviewing is that the most accurate predictor of future performance is past performance in similar situations. It explores job related competencies that are needed for successful behavioural performance and provides insights into the manner in which a candidate uses their skills, knowledge, experience, education, attitudes and motives on the job. There aren't necessarily wrong answers. Behavioral questions are aimed at getting to know a candidate and categorized into: Open-ended questions and Why questions.

Open-ended questions -- these require more than a yes or no response. They often begin with "Tell me...", "Describe...", "When...".
Example: Describe a time you had to be flexible in planning a workload.

Why questions -- Used to reveal rationale for decisions you have made or to determine your level of motivation.

Example: Why did you decide to major in this program at National University of Mongolia rather than at a small private college or larger university?

Instead of asking hypothetical questions like, "How would you react if you were under a lot of pressure at work?" the interviewer would instead ask situational questions like, "Describe a time you were under a lot of pressure at work. How did you react?"

Behavioural style interviews and typical interviews have both advantages and disadvantages, which are shown below:

TYPICAL INTERVIEW

Advantages	Disadvantages
Require less expertise	Less accurate in predicting successful performance
Easier to compare candidates	Less accurate in predicting successful performance
Faster to conduct	Little accountability
Good for verifying basic facts	Difficult to judge competency of candidate
Easier to justify choice	

BEHAVIOURAL STYLE INTERVIEWING

Advantages	Disadvantages
More accurate in predicting successful performance	Requires more expertise
Difficult to fudge the truth	Take longer to conduct
More accountability from candidate	Can be more difficult to assess
More in-depth knowledge of candidate’s competency	More difficult to compare candidates
Better retention of employees	More difficult to justify choice of candidate
	Candidates unaware of the process
	Should use an interview panel

The behavioural interviewing is applied to the recruitment stage of core civil servants. The recruitment process of core civil servants is governed by the CSC resolution #14 (2019) on Procedure of special (positional) examination. Candidates are ranked and shortlisted according to their written examination scores and invited for interviews to be assessed for core competencies required for positions they applied for.

An interview panel is formed by a decision of the CSC and Sub-councils each time when positions are openly announced for recruitment. An interview panel consists of a line Manager of the position being recruited for and representatives from the CSC and Sub-councils, professional associations, scientists and researchers. The interview panel is trying to learn the manner in which the applicant behaved in a real-world situation, the behaviors they demonstrated which represent the desired performance and the behaviours they will demonstrate in a new job.

5.2 APPLICANT PREPARATION

Before the interview, it is recommended that applicants review the following documents and factors:

- Job description;
- Major projects worked and involved in;
- Previous job performance reviews;
- Core competencies framework;
- Professional accomplishments;
- he STAR method for structuring a response (described below);

Interview preparation and advice should also include the following:

- Practice interview responses aloud;
- Keep answers under two minutes;
- Be open and honest in responding;

During the interview, candidates are asked to answer behavioural questions that seek demonstrated examples of required core competencies from their past experience and concentrate on job related functions. Candidate assessments are based on how well they demonstrate required competencies in their answers.

Applicant success in a behavioural interview is based on preparation. The important thing for candidates is to be honest and to practice structuring responses in a way that communicates what can be offered. Applicants should review examples where they demonstrated competencies and be able to share these examples leveraging the STAR methodology described in the next section.

5.3 TOOLS

Behavioural style interview tips, conducting interview, interview rating form, rating scale, reference check tips, reference check form.

The method applied to answer behavioural questions is the S.T.A.R method. This is an interview technique that gives a candidate a straightforward format to use to tell a story by laying out:

S. Situation
T. Task
A. Action
R. Result

Following this structure would be easier for a candidate to give a focused answer by giving real-life examples of how well they performed and handled a certain kind of situation in the past. It also helps interviewers determine on how well a candidate might fit with a job being recruited for.

Please refer to the Annex IV for:

- Example behavioural questions for 6 mandated competencies by Resolution #2 (2019) of CSC.
- Conducting interview
- Rating scales for behavioural style interviewing
- Reference checks - Important points
- Reference check form

5.4 NEWLY HIRED EMPLOYEE ONBOARDING

This is the process referred to as Organization Socialization, whereby new employees begin their role in organization, learning how to carry out their work, become a team member, understand code of conduct, and acceptable behaviour.

The purpose of onboarding is how to best assist the employees to better perform and immerse themselves with organizational culture and operations and identify the challenges faced by new appointed employees in their new roles. Global research indicates that effective onboarding improves retention by 80 percent and productivity by 50 percent.

It is recommended that a "buddy" be assigned during the first three months of employment to help the new employee become familiar with operations and organization culture. A buddy should be an experienced employee but not a substitute for the supervisor or mentor. They are available to answer relatively straightforward questions. This is in contrast to a coach who seeks to increase the individual's job-specific performance, or a mentor who is focused on personal and professional development. New hires turnover is not uncommon which is around 20% globally if we strictly assess them in the initial periods. The onboarding program represents a tool to reduce this turnover, to identify the flaws in the work and provide any possible support to them.

THE PROCESS

The onboarding process can have a 90 to 120 day timeframe and has five (5) steps:

1	ORIENTATION/COMPLIANCE	Completing paperwork, introduction to policies and procedures, use of equipment and technology and the introduction to staff.
2	MANAGEMENT/CLARIFICATION	The creation of a 90 to 120 day workplan by supervisor or manager, support to fully engage with team members ,consistent followup on employees job responsibilities and clarity of role.
3	CULTURE/IMMERSION	The new employee needs to fully understand the values, behavior ,mission and objectives of the organization. The stronger the culture the more engaged the new employees become.
4	CONNECTIONS	The work and Social connection to Management and team members is necessary to have best outcome .It means inclusion in social events ,meetings and projects.
5	FOLLOW UP	Regular formal and informal follow up assists in helping the transition to a permanent employee.

Onboarding checklist

EMPLOYEE

	Employee
Preparation	• Employment agreement • Welcome letter, appointment of a first meeting • Information package (organigram, relevant policies and regulations, job description, code of conduct, ethics, dress code, office set-up, office tour etc...) • Email and telephone line set-up and name card etc... • Internal communications network and file management system set- up
First week	• Introduction to an organization and units • A buddy system • Review of relevant policies, regulations and other other documents • Receipt of work equipment and technologies
First 30 days	• Review of performance management expectations and goal setting • Ensure compliance of ISO 9001:2015 standards and other workplace standards • Setting of a regular meeting with a Supervisor or Manager
First 90 days	• A regular follow-up and feedback on performance • Specific project assignment

MANAGER /HUMAN RESOURCES SPECIALIST

Relevant staff to do	Organization to do
• Facilities • Progress • Direct staff • IT • Others	• Organization overview session • Meeting with a high-level management • Assignment of an easy and specific project

Other preparations

- Registration in the civil service integrated database
- Assignment of a buddy /experienced employee/
- A scheduled training list
- A scheduled meeting list
- Evaluation of the onboarding program

At the end of the onboarding process, effectiveness of the onboarding is evaluated. It aims to identify challenges faced by the newly appointed employees and identify the issues that the organization needs to address to provide necessary support and assistance to an employee. Please see the evaluation form of the onboarding process in Annex IV.

CHAPTER 6: PERFORMANCE MANAGEMENT

6.1 OBJECTIVE

Performance management is regulated under the Government resolution #218 approved on 16 December 2020, on “Regulation for developing and approving the performance plan and evaluating the core public servant’s performance and results”. The Resolution that the Cabinet Secretariat has mandated Includes 9 of the 12 MERIT Competencies:

Managers and supervisors have clear, observable behaviours upon which to base evaluations, rather than a simple list of tasks. Employees have a detailed list of behaviours which they are expected to demonstrate during the performance of their duties, so expectations are clear.

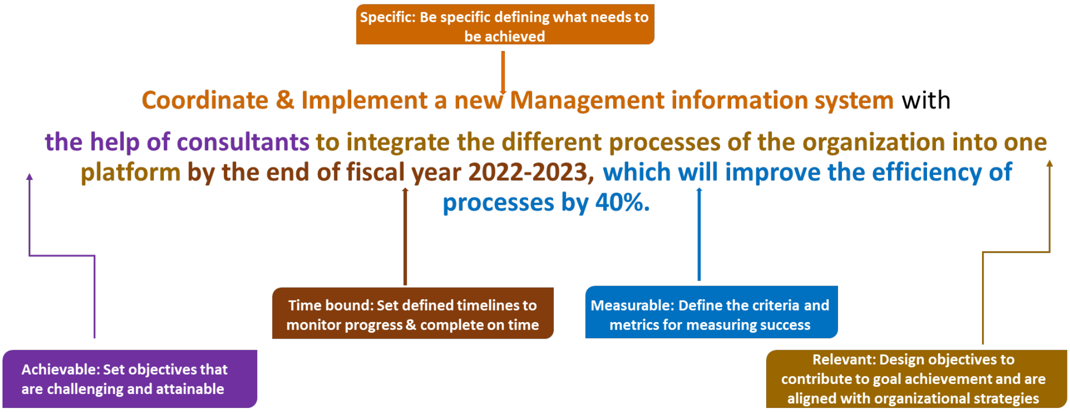
The Resolution #218 details performance management requirements and processes of core civil servants. Performance of core civil servants is evaluated based on performance goals, objectives and targets, knowledge and skills (technical competencies) and core competencies semi-annually by June 15 and December 15 each year.

SMART GOALS AND OBJECTIVES

SMART goals and objectives are the foundation for developing and assessing performance objectives. Ensure that any objectives set during the interview are SMART:

S	**Specific:** Be specific defining what needs to be achieved.
M	**Measurable:** Define the criteria and metrics for measuring success.
A	**Achievable:** Set objectives that are challenging and attainable.
R	**Relevant:** Design objectives to contribute to goal achievement and are aligned with WA strategies.
T	**Timebound:** Set defined timelines to monitor progress & complete on time.

SMART GOAL EXAMPLE:



6.2 PROCESS

Performance Management is the process through which:

- Employee behaviour becomes aligned with organization goals and objectives;
- Employee performance is evaluated; and
- Performance improvement is achieved and organizational improvement is achieved.

Performance Evaluation is the periodic review of employee performance in comparison with expectations designed to:

- Provide feedback to employees regarding their performance;
- Identify opportunities for improvement; and
- Create & commit to specific development plans.

Performance Evaluation cycle involves:

- Employee & Supervisor/Manager accountability;
- Establishing specific and measurable individual goals that contribute to department, program & organization goals;
- Developing shared expectations between employees and their supervisor;
- Employee/supervisor dialogue, regular feedback and coaching on performance;
- Supporting employees to achieve work goals, key competency areas and personal learning plans; and
- Promotion of results/outcomes linked to organizational Strategy.

Both Supervisor/Manager and employees roles are indispensable and should work in partnership with each other. First is the ongoing dialogue that should be taking place on a regular basis. Second is the formal evaluation process:

- evaluates performance and results for the prior reporting period;
- establishes training needs for the coming period; and
- establishes SMART goals for the upcoming period.

Supervisor/Manager`s accountabilities include but is not limited to:

- Initiate the formal performance evaluation process;
- Provide the necessary context and clarity
- Initiate regular reviews of the plans;
- Set work expectations and manage employee performance;
- Create an environment that is conducive to open discussion and communication;
- Maintain an ongoing performance file for each employee;
- Arrange and conduct the formal performance evaluation interview; and
- Provide final ratings after hearing & considering employee input.

RATER BIAS

A possible pitfall Supervisor/Manager may want to avoid is Rater biases. They are one of the key areas of discontent regarding performance evaluations.

- Interpretation of Standards

  This arises due to the perceptual differences in the meaning of the words used to evaluate employees. Some teachers are easy “As”, others never give excellent ratings.

- The “Cluster” Tendency

  The tendency to consider everyone in the work group as above average, average, or below average. Some raters are considered “tough” because they normally “cluster” their people at a low level. Others are too lenient. “Clustering” overall ratings usually indicates that the rater has not sufficiently discriminated between high and low levels of performance.

- The Isolated Incident

  A rating should not be based on a few isolated performance incidents. When this is done, the rating is unfairly influenced by non-typical instances of favorable or unfavorable performances.

- The “Halo” Effect

  The “Halo” effect occurs when one factor influences ratings on all factors. Examples: An employee’s work is of good quality, therefore, other ratings (such as those on promptness or work quantity) are higher than normal. Another employee is frequently absent, with the result that the ratings on other factors are usually low.

- The "Contrast" Effect

  At the individual evaluation techniques the performance of an employee is requested to be rated independently of the performance of other employees. However, this is in some cases only theory. For example, if the performance of an average colleague is evaluated after the evaluation of an outstanding employee, the average employee can get low ratings.

- The "Recency" Effect

  This effect occurs when an employee is rated only on most recent activities whether good or bad. The rater forgets to consider the overall performance for the reporting period.

- Rating the Job and Not the Individual

  Individuals in higher-rated jobs are often considered superior performers to those in lower-rated jobs. This normally means that confusion exists between the performance appraisal and how the job has been evaluated.

- Length of Service Bias

  There is a tendency to allow the period of an individual's employment to influence the rating. Normally, performance levels should be higher as an individual gains training and experience, but this is not always the case.

- Personality Conflicts or Personal Bias

  Avoid judgments made purely on the basis of personality traits or personal bias. There is a tendency to rate employees with whom we have more in common higher than those employees with whom we have little in common or who do not agree with us. Effective, efficient employees do not necessarily agree with everything a supervisor believes in or states.

Employees accountabilities include but are not limited to:

- Be clear on expectations, clarify when necessary;
- Monitor own progress on goals throughout the reporting period;
- Advise Supervisor/Manager of roadblocks or challenges interfering with progress;
- Request support from Supervisor/Manager when necessary;
- Actively participate in regular feedback and coaching opportunities on performance;
- Request feedback when it would assist in improving performance; and
- Keep notes on achievements and challenges throughout the reporting period.

THE PERFORMANCE INTERVIEW

Effective Performance evaluation requires setting the environment for success as well as a leader having the skills to conduct a productive evaluation. Preparing properly for the interview will make it easier to manage it effectively.

BEFORE THE INTERVIEW

Supervisor/Manager:

- Clarify expectations at beginning of the year;
- Clarify support required to meet expectations (Training, mentoring, coaching, development assignments, resources, etc.);
- Make notes of changing circumstances which impact achieving objectives;
- Keep accurate records on employee performance;
- Set a time and place for the interview when you will not be interrupted;
- Advise the employee well in advance of the time and purpose;
- If you choose to do so, have the employee prepare an evaluation of their own achievements and performance;
- Honestly assess your own contribution to the employee's success or failure in meeting standards;
- Plan the interview with adequate detail and allow plenty of time;
- Gather the necessary objective data and review it;
- Review employee self-evaluation;
- Plan the topics you are going to discuss;
- Consider the level and experience of the employee when planning;
- Review yourself for Rater Bias;
- Allow no interruptions during the interview. An employee deserves the full attention of the Supervisor/Manager.

DURING THE INTERVIEW

- Put the employee at ease and establish rapport;
- Explain the overall purpose of the performance evaluation, i.e., to review results, behaviour and development;
- Explain the factors used to assess performance,the objectives set at the start of the year, performance indicators & metrics measuring results, behaviour on the job (Competency assessment), progress related to development;
- Explain that together you will review important results, accomplishments, behaviours demonstrated, and opportunities for improvement;
- Do not rush the interview or do all the talking;
- Do not get sidetracked or bogged down in detail;
- Listen positively; pursue new information or suggestions the employee offers;
- Provide positive and negative feedback based on results; and
- Realize that some "facts" may reflect unconscious assumptions or attitudes toward the employee

Use Engagement and Constructive Feedback techniques during the interview.

- Encourage the employee to present his/her perspective on their performance;
- What do they think of their results?;
- What have been their most important accomplishments?;
- What examples can they provide for competencies that they demonstrated well?;
- Which competencies do they need to improve?;
- What did they accomplish regarding their development plan?;
- What do they suggest for the focus of their development plan for the coming year?;
- Refer to performance indicators and metrics to achieve alignment regarding the assessment of results;
- Provide specific examples of behaviours, both positive and unsatisfactory. Do not use generalities;
- Review development;
- Acknowledge accomplishments;
- Discuss problems encountered;
- Agreement about potential performance improvement opportunities;
- Discussion how current performance is in line with long term career goals;
- Specify action plans for the coming year;
- If the employee's performance was unsatisfactory or needs improvement, ask him/her the reason and how they can improve in the future?; and
- Record all the key points, goals, objectives and target dates mutually agreed upon (SMART).
- Thank the employee for their contribution and for their participation in this process.

AFTER THE INTERVIEW

- Provides clarity regarding accomplishments and the ratings achieved;
- Employee's overall performance;
- Review objectives and goals for the new performance evaluation period;
- Expectations regarding performance standards;
- Supports the supervisor will provide;
- Set a specific time to complete the actual document to the employee for signature; and
- Reassure the employee of your interest in his/her progress and indicate willingness to have continued communication.

CONSTRUCTIVE FEEDBACK

Constructive Feedback is a communication that gives employees information about their performance <u>with the aim of developing and/or enhancing that performance.</u>

Constructive Feedback is used to reinforce positive performance or to improve negative performance in a timely manner.

Constructive feedback:

- is at the heart of a coaching relationship.
- is more likely to be effective if provided in a friendly, supportive environment.
- should never be given in anger or be judgmental.
- should be presented as an opportunity for learning and development rather than something threatening or intimidating.
- is about learning and as such is an ongoing process.
- Constructive feedback provided skillfully opens the way to a relationship that is built on trust, honesty, and genuine concern, leading to personal learning and growth.
- is descriptive rather than evaluative
- is specific rather than general
- focuses on the facts and/or behaviour rather than on the person
- requires an awareness of the needs of both the receiver and the giver of feedback
- is directed toward an issue or behaviour which the receiver can do something about.

<u>**Descriptive rather than evaluative**</u>

Describe your own observations using 'I' statements rather than 'you' statements; "I observed…" rather than "You did…" Describing your observations in this way reduces the need for the staff member to respond defensively.

<u>**It is specific rather than general:**</u>
To be told one is 'dominating' will not be as useful as to be told that 'in the conversation that just took place, you did not seem to be listening to what others were saying, and the group felt forced to accept your arguments'.

<u>**It focuses on the facts and/or behaviour rather than on the person:**</u>
Refer to the facts as to what a person 'does' rather than on what you think or imagine the employee 'is'. You might say that a person 'talked more than anyone else in the meeting' rather than that they are a 'loud-mouth'. The former allows for the possibility of change, the latter implies a fixed personality trait.

It requires an awareness of the needs of both the receiver and the giver of feedback Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. Give helpful, not hurtful feedback. 'I would have liked to have heard about….in your presentation.' not 'That presentation you just gave was useless and was a waste of my time.'

It is directed toward an issue or behaviour which the receiver can do something about Frustration is increased when a staff member is reminded of a shortcoming over which they have no control. "You have a very quiet voice" vs "I've noticed that people in the back of the room sometimes have trouble hearing you.. Have you considered using a microphone?

<u>**It is well timed:**</u>
In general, feedback is most useful at the earliest opportunity after the given behaviour

(depending on the staff member's readiness to hear it, support available from others, and so forth). The receipt and use of feedback involves many possible emotional reactions.

<u>It involves sharing of information, rather than giving advice:</u>
Constructive feedback leaves a person free to decide for themselves whether or not to act on the information, based on their own goals and needs. Giving advice 'tells' the learner what to do.
'I understand that …..did not work out. Did you think of contacting…. and checking….?'
not 'You should have contacted….. and checked……'

<u>It involves the amount of information that the receiver can use rather than the amount we would like to give</u>
Overloading a staff member with feedback reduces the possibility that they may be able to use what is offered. When a supervisor gives more than can be used, they may really be satisfying a need of their own rather than helping the staff member.

<u>It is well thought out before being offered:</u>
Supervisors will find it useful to reflect on their own needs before deciding whether the staff member needs to hear the feedback. Getting clear about the motivations for giving the feedback is very useful.
Are you just letting off steam or providing constructive feedback?

Manner is the way in which you provide the feedback. How to say it can be just as important as what you say.

- Be direct;
- Avoid 'need to' phrases;
- Be sincere;
- Tone is important – can turn constructive feedback into criticism;
- Body Language is as important as the tone of voice. Be very aware; and
- Avoid mixed messages (No BUT statements).

Effectiveness of the SANDWICH approach – sandwiching negative feedback in between to positive statements. The message easily gets lost and has less impact. As soon as you say 'But', or 'However', anything that you said prior to that gets lost.

POSITIVE FEEDBACK

In positive feedback situations, express appreciation using the BIT Model:

<u>Behaviour:</u> Describe the behaviour for which you are providing feedback
<u>Impact:</u> Describe what impact the positive performance had
<u>Thank you:</u> Express your thanks and appreciation for the performance.

Example: A team member has just organized an information session for Senior Management. The meeting room was arranged in advance with water and copies of the report lined up in front of each chair. The presentation was on the screen when people walked into the room, and the remote for the presentation was ready to go. Coffee, tea and pastries were assembled on a table on the side. Everything looked very professional.

The presentation went smoothly, and the Senior Management Team was pleased.

As often as possible, provide Positive Feedback in Public.

The purpose of corrective feedback is to create awareness that can lead to correction or improvement in performance. In negative feedback situations, express concern:

- State observations, not interpretations
- Factual
- Nonjudgmental

There are some things to remember to help deliver corrective feedback in a sensitive manner.

- Understand that constructive feedback is not criticism;
- Before you give any feedback, revisit your own biases;
- What is it that you really need or want from this individual and why?;
- Check your attitude. Make sure you are in the correct frame of mind. This doesn't work if you are angry. "EXPLAIN yourself!!!" won't give you the same information as "Can you tell me about what happened here?"
- Check your information;
- Provide Corrective feedback in a timely manner; and
- Corrective feedback should be given in private.

Using the BEER Model to structure the content of the feedback can help keep the conversation on track:

B Be specific about the <u>behaviour</u> you are trying to correct.

E Describe the <u>effect</u> that behaviour is having.

E Clearly state your <u>expectations</u> regarding that behaviour.

R Describe the <u>results</u> that will occur when the behaviour is corrected, or the potential consequences if it is not.

If performance challenges continue, then look into root causes for behavioural issues. A difficult part of the performance evaluation process is analyzing the real causes of performance issues. A question to consider could be:

Are employees both capable and willing to improve their performance? Have they been provided the resources to achieve their objectives?

Root causes may be:

- The employee has not been aware of expectations;
- The employee has not been given the tools, resources and time to accomplish the objectives;
- The employee was assigned other work based on the urgent needs of the organization;

- An employee lacks purpose or a connection to the organizational culture or values;
- An employee has not been adaptable, and failures have led to lack of confidence in their ability;
- An employee attributes poor performance/behaviour to others – No sense of personal accountability; and
- An employee may have personal stresses, mental or health challenges.

Identifying and developing employee talent and providing the right training and development is a crucial element of performance management and development planning. Please refer to Annex V for:

- Root Cause Analysis Tool
- Performance evaluation interview checklist
- Nine box matrix;
- Performance tracking note; and
- Improvement plan.

CHAPTER 7: TRAINING AND DEVELOPMENT, TALENT MANAGEMENT

7.1 OBJECTIVE

Continuous improvement of employee skills and knowledge is essential for the sustainability of an organization. Training and development can help organizations identify and retain their most talented employees, attract new employees, improve overall productivity and morale, and increase job satisfaction.

MCGHEE & THAYER'S THREE LEVEL ANALYSIS

The following analysis has been around since 1961 and has become a mainstream process for analyzing Training Needs.

1. Organizational Needs – Strategic objectives and outcomes
2. Operational needs – Role and task capabilities
3. Individual needs – Personal workplace effectiveness

ORGANIZATIONAL ANALYSIS

Identifying Organizational Needs can be approached in several ways. Ultimately, the goal is to determine what knowledge and skills are required in order for the organization to:

- Meet current goals to the level required to ensure both the reputation and sustainability of the organization and;
- Meet anticipated goals of the organization regarding future changes, whether they involve program changes, product changes or technology changes; and
- Build resiliency within the workforce in order to meet unanticipated changes within the organization.

Analyzing Organizational needs usually involves gathering data in a number of different ways, which may include any or all of the following.

- Document Search - reviewing strategic planning documents to determine upcoming changes which will require additional training for existing staff;
- Reviewing upcoming changes to government regulations which may require training; awareness training for some employees and more in-depth training for others;
- Interviews with senior staff to get their views on potential training needs; and
- Surveys.

Training Needs at the Organizational level can be driven by changes in the mission of the Organization, changes in objectives or a change in direction prompted by changes in leadership. Sometimes this can be handled through a communication process, but this may not be sufficient.

OPERATIONAL ANALYSIS

Operational analysis is used to compare the actual performance of a task with ideal performance. Each step in the process of completing a task is analyzed to determine where training might be required to improve any gaps in performance. While most often used for manufacturing or similar repetitive tasks, this method is also applicable in administrative processes, where performance can be impacted by lack of skill or knowledge of the process. The analysis process is complex, requiring detailed descriptions of every step of the process and direct observation of the performance.

INDIVIDUAL NEEDS - PERSONAL WORKPLACE EFFECTIVENESS

The training needs of individual employees is often the easiest to identify. The initial training needs of a new employee are typically addressed through an on-boarding or orientation process, followed by on-the-job training.

Training needs of individuals fall into two categories: performance related needs and developmental needs.

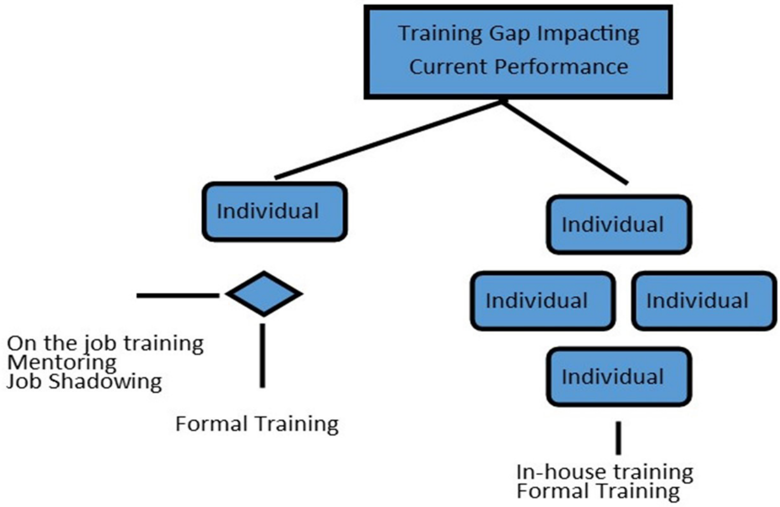
- Performance issues are identified and documented through the Performance Assessment process. A Root Cause Analysis is often conducted to determine if the reason for poor performance represents a training issue.
- Developmental Training Needs can be identified by the employee when discussing future goals with their supervisor during the Performance Assessment.
- Interviews and surveys of employees is another method of determining developmental training needs.

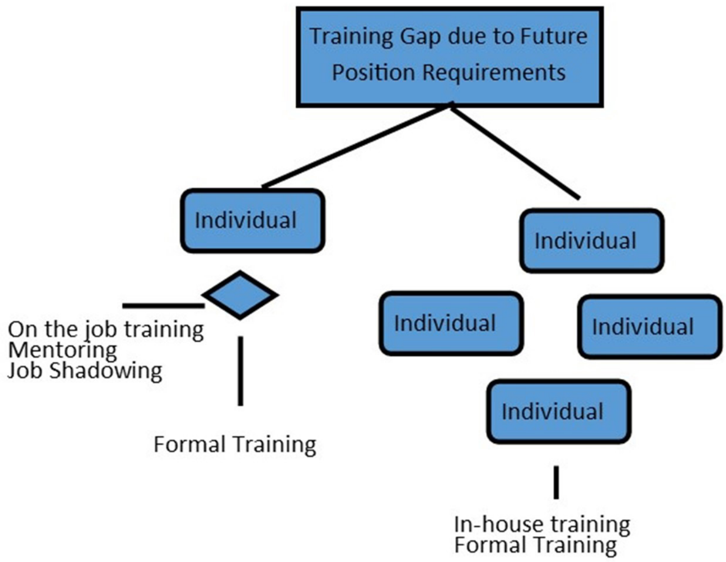
7.2 DEVELOPING A TRAINING PLAN

Gathering information of the training needs, Organizational, Operational, and Individual, is only the first step of this process. There are a number of factors to take into consideration:

- Does the Organization have a budget for training?
- What are the Organization's priorities when it comes to training?
- Are funds available for developmental training?
- Is the cost of mandated training included in the Organisation Training Budget?
- Who determines how the training budget is allocated?

Once the organization has determined the budget available for training and established the priorities as to the manner in which the budget will be allocated, it is possible to begin the actual development of the plan. This begins by analyzing the data gathered from the Organizational, Operational and Individual levels and organizing them in an easily accessible fashion, usually an Excel database or something similar. From there it is easy to determine if a performance gap is individual or experienced by larger groups of employees, and what type of training might be most cost effective.





7.3 TOOLS

Tools/Training needs analysis, content design, delivery method choice, training evaluation, nine box matrix, dashboard etc. are available in Annex V.

CHAPTER 8: CONCLUSION

The implementation of the competency-based HR framework has been very successful because of its alignment with the Civil Service Law (2019) and the value that the training and tools provide to government organizations. Public servants from partner organizations, especially in human resources, made significant contributions. They have played a large role in the development of the Competency Framework and throughout the implementation process. They contributed essential knowledge of the organizational culture and were vital in determining the best way to proceed in many situations. We are very grateful for their willingness to work hard, work through the necessary revisions as the regulations changed, and share their experiences and expertise with the MERIT Technical Advisors. A complete list of MERIT's partners is available in Annex VI.

ANNEXES

ANNEX I. CHAPTER 3. JOB ANALYSIS

Form 1. Position questionnaire

POSITION INFORMATION

Position Title:	
Position Classification/Rank-ing:	
Division:	
Employee(s):	
Reports to: (Manager Name and Title)	

POSITION PURPOSE

In the space below, briefly describe in one to three sentences the primary purpose of this position, explaining why it exists and how it contributes to the goals of the department/division.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

Order of Importance	Main objective	Main activities	Frequency (Daily, Weekly, Monthly, Quarterly, Annually)	How long does this take?
1				
2				
…				

KEY WORKING RELATIONSHIPS

Please identify the key working relationships inside or external to the organization that you interact with on a regular basis. Please include in the frequency column how often (daily, weekly, monthly, quarterly, annually)

Position	Purpose	Frequency

DECISION MAKING/AUTHORITY

Identify the key decisions, problem solving or recommendations required in your position for which you are accountable or responsible. Give examples which show the variety or complexity of these decisions. Also include any authority the position holds such as budget or signing authority. Please include in the frequency column how often (daily, weekly, monthly, quarterly, annually)

Key Decision/Authority	Frequency

In the space below, list any resources (formal guidelines or policies, technical manuals, regulations) that guide your actions with respect to decisions or problem solving or that you have to comply with.

In the space below, give examples of when you would consult with your manager or someone else for direction before you would make your decision.

TOOLS AND TECHNOLOGY

Please list below the key tools or technology that are necessary to perform your position

Tool/Technology	Purpose

POSITION QUALIFICATIONS

Please identify the minimum qualifications required in order to effectively perform the essential functions of this position. Please include: education level, relevant area of study, professional designation or certificates, job specific licensing, and amount of relevant work experience. This refers to the needs of the position, not the qualifications of the person holding the position.

Please identify other specialized knowledge, skills and abilities required to perform this position.

Technical Skill	Core competencies

Other skill:

ADDITIONAL COMMENTS

Please provide any additional information about this position that you feel will help us better understand your position.

NDIVIDUAL EMPLOYEE INPUT:

Name	
How long in this position	
Who provides your day to day work guidance	

What do you consider the main challenges in the position? Please describe below:

What are the main training priorities for you in this position?

The amount and volume of work in my position is: (please highlight the response that best describes the demands on your position):

- The workload is reasonable, I can complete the work within the given timeframes and could likely take on more accountabilities.
- The workload is reasonable and I am usually able to complete the work within the given timeframes.
- There are peak times when there is too much work, but overall I am able to complete the work within the given timeframes.
- The workload is unreasonable and I regularly am not able to complete within the expected timeframe.

Additional comments:

FORM 2. DEPARTMENTAL/DIVISIONAL PROFILE

DEPARTMENTAL/DIVISION INFORMATION:

Department/Division Name	
Work area	
Senior Officer (Title, Name)	
Number of Positions in work area	

Please confirm and attach your work area's organizational chart.

KEY DEPARTMENT/DIVISION PRODUCT/SERVICE & CUSTOMERS
Please list the KEY product, service or outputs for this division, who is the customer/user/stakeholder of the product/service

	Key Department/Division Services	Customer/stakeholder
1		
2		
…		

FORMAL MEETINGS, PROJECT TEAMS OR COMMITTEES
Please include regular formal meetings, Project teams or Committees that are managed, led or coordinated by this division. Include participants both within and external to the division

Meeting/Team	Participant Titles

KEY STRENGTHS & CHALLENGES
What are the key strengths of your division today (what is working really well)

What are the key challenges facing your division today?

FUTURE FOCUS

Are there any changes in the environment or what opportunities exist in the next 18 months that your division will need to respond to?

.

FORM 3. TEMPLATE FOR POSITION ANALYSIS

The Position analysis form is for each position in a work area, use this template as a guide

	Questions to consider	Information to review
LEADERSHIP	Does the work fit with the purpose of the department/division?	Position questionnaire - the position purpose against the Departmental/ Divisional profile, purpose & goals. Departmental/Divisional profile work area key services/products.
Vision, Direction, Strategy, Governance	Is the purpose of the position clear?	
DECISION MAKING & STRUCTURE	Is it clear who the position reports to and who they get direction from? Are these relationships logical and practical?	Position questionnaire - position information, employee input. Departmental/Divisional profile - organization chart.
Authority, reporting relationships, decision making, roles	Are there appropriate policies and procedures in place to guide the position?	Position questionnaire – resources (formal guidelines, policies etc.). Position questionnaire - employee major challenges.
	Do the individual responsibilities and tasks align with the purpose of the job?	Position questionnaire - each main objective against the position questionnaire purpose.
	Has the position been given the right level of authority to make the decisions necessary to perform the work	Position questionnaire - decisions assessed against accountability/ responsibility.

WORK PROCESS Teams, integrative roles, information flow	Is the role included in the right level and number of meetings?	Position questionnaire - key working relationships. Position questionnaire - major challenges.
	Does the workload seem reasonable?	Position questionnaire key accountabilities – too many accountabilities. Position questionnaire - employee input workload.
	The position is free of workflow issues and barriers to success	Position questionnaire - employee input major challenges. Position questionnaire - employee input workload.
MEASUREMENT Goals, metrics, values & behaviour	Does the required education and experience reflect the nature of the work and not the individual?	Position questionnaire position - qualifications – education & study reviewed against purpose and responsibilities & accountabilities.
	Are the stated knowledge and skills consistent with the nature of the work?	Position questionnaire - position qualifications – knowledge & skills.
	Do the skills include both technical and core competencies?	Position questionnaire - position qualifications – knowledge & skills.
	If the position has other positions reporting to it or gives work direction, do the skills include leadership skills?	Organizational chart Position questionnaire - Where do you get your work direction from? Position questionnaire - position qualifications - skills.
PEOPLE PRACTICES		
Final Review : do the major challenges or additional comments in the Position questionnaire raise any questions about the above areas? If yes, add to comments for that section.		

FORM 4. POSITION ANALYSIS FORM

<table>
<tr><td>DIVISION:</td><td colspan="2"></td><td>NAME OF PERSON COMPLETING FORM:</td><td colspan="2"></td></tr>
<tr><td>WORK AREA:</td><td colspan="2"></td><td>NUMBER OF POSITIONS:</td><td colspan="2"></td></tr>
<tr><td rowspan="2">Questions to consider</td><td>Position #1 Title</td><td>Position #2 Title</td><td>Position #3 Title</td><td>Position # 4 Title</td><td>Position #5 Title</td></tr>
<tr><td>Yes/ No</td><td>Yes / No</td><td>Yes / No</td><td>Yes / No</td><td>Yes / No</td></tr>
<tr><td colspan="6">LEADERSHIP</td></tr>
<tr><td>Does the work fit with the purpose of the department/ division?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Is the purpose of the position clear?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">DECISION MAKING</td></tr>
<tr><td>Is it clear who the position reports to and who they get direction from? Are these relationships logical and practical?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Are there appropriate policies and procedures in place to guide the position?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Do the individual responsibilities and tasks align with the purpose of the job?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Has the position been given the right level of authority to make the decisions necessary to perform the work</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">WORK PROCESSES</td></tr>
</table>

Is the role included in the right level and number of meetings?					
Does the workload seem reasonable?					
The position is free of workflow issues and barriers to success					
MEASUREMENT					
Does the required education and experience reflect the nature of the work and not the individual?					
Are the stated knowledge and skills consistent with the nature of the work?					
Do the skills include both technical and core competencies?					
If the position has other positions reporting to it or gives work direction, do the skills include leadership skills?					

Notes for completion:

1. If answer is NO, please add comments
2. If more than 5 positions, complete additional forms

FORM 5. DEPARTMENTAL/DIVISIONAL ANALYSIS FORM

DIVISION:		NAME OF PERSON COMPLETING FORM:		
WORK AREA:				
	Questions to consider	Information to review	Yes/No	Gaps/ Comments
LEADERSHIP Vision, Direction, Strategy, Governance	Overall, does the work fit with the purpose of the department/ division	Departmental/Divisional profile - divisional purpose Summary if individual position analysis		
	Are the key department services clear	Departmental/Divisional profile - key department product/services		
	Is it clear who the customer/ stakeholders are for each service	Departmental/Divisional profile - key department customers		
	Are there any future changes or opportunities identified	Departmental/Divisional profile - future focus		
DECISION MAKING & STRUCTURE Authority, reporting relationships, decision making, roles	Is the structure clear	Departmental/Divisional profile - Organization chart Gaps identified in reporting to and who provides work direction on PQs		
	Is there overlap in accountability between positions	Position questionnaire`s Purpose and key accountabilities across individual positions  Position questionnaire`s Decision making		
	Is work being delegated effectively or is there opportunity to delegate more responsibility	Gaps identified in Position questionnaire`s decision making  Position questionnaire`s challenges Senior Officer observation		

WORK PROCESS Teams, integrative roles, information flow	Is there duplication of work between the positions	Position questionnaire - purpose and key accountabilities for individual positions		
	Does the balance of work across roles seem reasonable and effective	Gaps identified in Position questionnaire`s workload Observation of Manager/ Senior Officer		
	Are there regular meetings to keep staff informed of organization plans or other relevant info to them	Departmental/Divisional profile - formal meetings Observation of Manager/ Senior Officer		
	Is there too many meetings that are preventing staff from achieving goals	Departmental/Divisional profile - formal meetings Observation of Manager/ Senior Officer		
	Are the processes and communications for coordination with other areas effective	Position questionnaire`s Challenges Senior Officer observation		
	Are reporting processes efficient and at right intervals	Position questionnaire- Is time on reporting appropriate Observation of Senior Officer		
MEASUREMENT	Is there consistency in education and experience, knowledge and skills across work area for similar roles	Position questionnaire - Qualifications		
PEOPLE PRACTICE				
Final Review: Do the major challenges or additional comments in the Position questionnaire raise any questions about the above areas? If yes, add to comments for that section				

FORM 6. POSITION/DEPARTMENTAL/DIVISIONAL ANALYSIS - ACTIONS TO CONSIDER

This document acts as a guide and provides actions for the work area to consider based on the outcome of the Position Analysis and Departmental/Divisional Analysis process:

POSITION ANALYSIS		
	Questions to consider	If NO -Actions to consider
LEADERSHIP	Does the work fit with the purpose of the department/division?	Can the work be moved to another area or eliminated?
	Is the purpose of the position clear?	Collaborate with the Head of Department/Division to determine and agree on the purpose of the position.
DECISION MAKING & STRUCTURE	Is it clear who the position reports to and who they get direction from? Are these relationships logical and practical?	Collaborate with the Head of Department/Division to review organizational structure and clarify reporting structure. Accountability Chart Tool may be useful in mapping out accountability and responsibility for people leadership.
	Are there appropriate policies and procedures in place to guide the position?	Identify where it would be effective to introduce policies or procedures and create a project to develop.
	Do the individual responsibilities and tasks align with the purpose of the job?	Can the work be moved to another position/area or eliminated.
	Has the position been given the right level of authority to make the decisions necessary to perform the work	Use the accountability chart tool to collaboratively determine if greater authority can be given to the role.
WORK PROCESS	Is the role included in the right level and number of meetings?	Collaborate with the Head of Department/Division to discuss an effective meeting schedule.
	Does the workload seem reasonable?	Set up a meeting with a Senior Officer to review work and receive coaching/mentoring on work prioritization or determine if training is needed. If still an issue, more detailed information is required. A detailed work task analysis can be useful
	The position is free of workflow issues and barriers to success	Work with employee to perform a "work flow chart"

MEASUREMENT	Do the qualifications reflect the nature of the work and not the individual?	The Position Qualifications and skills will be reviewed as part of the Updating Job Description phase of the HR Competency Framework project.
	Are the stated knowledge and skills consistent with the nature of the work?	
	Do the skills include both technical and behavioural skills?	
	If the position has other positions reporting to it or gives work direction, do the skills include leadership skills?	
PEOPLE PRACTICES		

DEPARTMENT/DIVISION ANALYSIS		
	Questions to consider	Actions to consider
LEADERSHIP	Overall, does the work fit with the purpose of the department/division?	If no, can the work be moved to another area or eliminated
	Are the key department/ division services clear?	If no, collaborate with the Head of Department/ Division to determine and agree on the purpose of the position.
	Is it clear who the customer/stakeholders are for each service?	Understanding who the customer or stakeholders are is important so you can ensure you understand what they require and that you are meeting their needs. If no, collaborate with the Head of Department/Division to determine who they are and what their needs are that you need to meet.
	Are there future changes or opportunities identified?	If there are future changes identified, create a project plan to identify what the impact of these changes will be to your work process and impact on individual positions.

DECISION MAKING & STRUCTURE	Is the structure clear?	If no, collaborate with Head of Department/ Division to review organizational structure and clarify reporting structure.
	Is there overlap in duties between positions?	If yes, the "Accountability Chart" may be useful to clarify.
	Is work being delegated effectively or is there opportunity to delegate more responsibility?	If no, the "Accountability Chart" may be useful to clarify.
WORK PROCESS	Is there duplication of work between the positions?	If yes, mapping the workflow may be useful.
	Does the balance of work across roles seem reasonable and effective?	If not, a Senior Officer to set up a meeting with a work team to review work prioritization and if efficiencies can be found. If the work has peaks and slow times, determine if employees in other positions can be 'cross-trained' to assist other team members when their work is at peak volume. If still an issue, more detailed information is required - complete a detailed work task analysis.
	Are there regular meetings to keep staff informed of organization plans or other relevant info to them?	If no, determine if a regular meeting schedule should be set, who needs to be part of the meeting.
	Are there too many meetings that are preventing staff from achieving goals?	If yes, apply some Best Practices Meetings.
	Are the processes and communications for coordination with other areas effective?	If no, meet with other areas to discuss and agree on common understanding of your work area's information needs.
	Are reporting processes efficient and at right intervals?	If no, review with the Head of Department/ Division to confirm what information is relevant and frequency; determine if the process can be streamlined.

MEASUREMENT	Is there consistency in education and experience, knowledge and skills across work area for similar roles	The Position Qualifications and skills will be reviewed as part of the Updating Job Description phase of the HR Competency Framework project.
PEOPLE PRACTICES		

FORM 7. WORK TASK LOG

When would you track your tasks/activities:

When there are questions if the workload is reasonable or to assist with prioritization of work or time management, it can be helpful to keep a detailed log of your work over a period of time. It may also be useful if you want to create a resource binder for your job if you are cross-training someone else for your job

How long to track your tasks/activities:

If your position is fairly routine and you do the same type of work every day, one or two weeks is enough to get a good picture of what you do. If there is a lot of variety in your job, and some tasks or responsibilities happen infrequently, you may want to track over a one month period

What to do with the information:

Review the completed task log with your Manager to see if any of the work can be streamlined, where tasks can be combined to same time, whether some tasks can re assigned, or if priorities should be changed

Date:	Task or activity performed you can note several activities in a time period	Notes:
8:30am - 9:00am		
9:00am - 9:30am		
9:30am - 10am		
10am - 10:30am		
10:30am - 11am		
11am - 11:30am		
11:30am - 12pm		
12:30pm - 1:00pm		
1:00pm - 1:30pm		
1:30pm - 2:00pm		
2:00pm - 2:30pm		
2:30pm - 3:00pm		

3:00pm - 3:30pm		
3:30pm - 4pm		
4pm- 4:30pm		
4:30pm - 5pm		
5pm - 5:30pm		
Notes:		

FORM 8. ACCOUNTABILITY CHART

Employee Name:	
Position Title:	
Employment Start Date:	
Reports to:	
Date:	
Employee signature:	
Manager signature:	

FOCUS STATEMENT

The accountability chart provides an opportunity to review the employee role and support needed

The employee brings .....years of experience in various positions as...... and.........

The employee brings value with that experience and to assist in future roles we agree to outline accountability and support needed.

ACCOUNTABILITY

List all the outcomes that you will personally deliver

SUPPORT

List all the people and resource support the employee needs to meet the accountability

GOALS

Outline three key goals to meet accountability that are measurable and specific and realistic

OUTCOMES

What do want from the organization for meeting outcomes (or not meeting outcomes)

FORM 9. RACI MATRIX

RACI

RESPONSIBLE

ACCOUNTABLE

CONSULTING

INFORMED

Mandates of Public Administration Department **/example/**

Core mandates	M&E Specialist	Social worker	Chief of Staff	Governor
Improve and promote the quality and efficiency of public services provided for citizens, government organizations, and enterprises while implementing activities of the Governor's Office by ensuring alignment with applicable laws, Government resolutions and policies.	R	R	R, A	C, I
Demonstrate leadership in public administration at the soum level and implement policies and planned mandated by Civil service council	R		R, A	C, I
Provide management and policy support and a direction to Soum Governor's Offices for streamlining their operations.	R		C, A	I
…				

ANNEX II.

COMPETENCY SELF ASSESSMENT - SUPPORT

EMPLOYEE INFORMATION

Employee Name:	
Position Title:	
Position Classification/Ranking:	
Reports to:	
Competency Assessment Date:	

COMPETENCY ASSESSMENT - I am prepared to provide examples of my behaviours in support of my assessment	OVERALL RATING
I believe I demonstrates these behaviours frequently and consistently………………………………………………………..........3 I believe I occasionally demonstrate these behaviours…………………2 I need further development to demonstrate these behaviours…………………………………………………………………...…..1	Requires Development Satisfactory Fully Satisfactory

LEADERSHIP: Fosters trust and leads others to work towards a common vision, or goal.			
	1	2	3
I understand and support the goals and vision of the organization			
I speak positively about the direction in which the organization is moving			
I share information that may impact goals			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

VALUES & ETHICS: Behaves in an ethical manner, demonstrating integrity and sincerity in open, fair and impartial treatment of all persons. Avoids unnecessary bureaucracy while accepting and following the rules and regulations. Acts in ways to avoid conflict of interest and is guided in all things by the values of the.			
	1	2	3
I demonstrate ethical behaviours that are consistent with the guiding principles of the Public Service			
I treat people with integrity, sincerity, equality, impartiality, and fairness			
I am accountable for my own work and for meeting deadlines			
I accept and follow the rules and regulations			
I act in ways to avoid conflicts of interest			
I keep confidential information secure			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

CITIZEN SERVICE: Understands what is required to develop, maintain and manage citizen relations. Maintains a strong citizen focus, identifies and responds to current and future citizens' needs, strives to exceed citizen expectations and provides service excellence.			
	1	2	3
I take personal responsibility for responding to citizens' needs, following up with required. I provide citizens with sufficient information to meet Government requirements			
I demonstrate patience and a sincere desire to work with the citizens			
I willingly assist clients with problems			
I guide citizens through complex requirements and clearly outline expectations for them			
I create a mutual understanding of legal requirements			

I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

ACCOUNTABILITY: Takes ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly.			
	1	2	3
I can be depended upon to deliver results within specified timeframes			
I demonstrate commitment			
I take pride in delivering quality work			
I keep key stakeholders informed of progress			
I demonstrate other behaviours which show my competence in this area			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

MANAGEMENT & ORGANIZATION (PLANNING, ORGANIZING AND TIME MANAGEMENT) Defines priorities, develops plans, ,and organizes resources efficiently in order to accomplish goals within a defined timetable. Adjusts plans as necessary in order to accommodate changing situations.			
	1	2	3
I plan and organize my own work in order to complete tasks in a professional and timely manner			
I keep track of my own progress and keep stakeholders informed of progress			
I anticipate problems and schedule work appropriately			
I respect the time of others and am punctual for meetings			
I demonstrate other behaviours which show my competence in this area.			

COMMENTS:	
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETEN-CY	

PROBLEM SOLVING (DECISION MAKING / PROBLEM SOLVING): Makes sound decisions and solves problems of varying levels of complexity, ambiguity and risk using an objective, unbiased and structured process of gathering information, weighing the potential impacts, and evaluating alternatives.			
	1	***2***	***3***
I follow policy, regulations and guidelines to determine an appropriate course of action during day to day work			
I gather information pertinent to the situation I am dealing with			
I recognize when there is a need to consult with others			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETEN-CY			

INNOVATION: Exhibits a willingness to go beyond easy, conventional solutions to problems or issues and take a creative approach. Demonstrates the ability to adopt new approaches and ideas.			
	1	2	3
I question conventional approaches and am open to new ideas			
I am open minded when presented with new opinions or ways of doing things			
I am prepared to try out different solutions			
I brainstorm with the team to discover new approaches and solutions			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETEN-CY			

ANALYTICAL SKILLS: Collects, evaluates and interprets information in order to gain a more complete understanding.			
	1	2	3
I collect and verify information and report results			
I collect and analyze information from a variety of proper sources			
I check and ensure accuracy and to see if information is realistic			
I detect missing information and mismatches in information and data			
I identify links between information and situations			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

TEAMWORK (TEAMWORK AND COLLABORATION): Works collaboratively and effectively with people in order to achieve a common objective. Builds strong teams through open communication, mutual trust, respect and cooperation.			
	1	2	3
I build trust in relationships by open, honest communication, sharing pertinent information and meeting commitments. I understand the need for collaboration			
I actively listen to others' points of view			
I contribute opinions and information willingly and respect the opinions and contributions of others			
I make and keep commitments and do my share of the work			
I display willingness to learn from others			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

COMMUNICATION: Listening to others and communicating in an effective manner that fosters open communication			
	1	2	3
I listen and clearly present information			
I listen actively and objectively without interrupting			
I check my own understanding of others' communication (e.g. repeat or paraphrase, ask additional questions.			
I present appropriate information in a clear and concise manner, both orally and in writing			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

COACHING AND MENTORING: Shares own knowledge and experience with others and supports others in sharing their own knowledge, experience and methodological support.			
	1	2	3
I share my own knowledge and experience with others and provide support			
I demonstrate initiative in helping others to learn			
I constantly seek opportunities to help others			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

SELF DEVELOPMENT: Identifies and addresses strengths and weaknesses, development needs and changing circumstances to enhance growth and improve performance.			
	1	2	3
I assess and monitor myself to maximize personal effectiveness			
I identify my own skills, knowledge and behaviour gaps and use them to determine my own development plan			
I seek out feedback and react constructively			
I find ways to learn and improve performance of day to day tasks			
I discuss my development plan with my line manager			
I find time to achieve my own learning and development objectives			
I demonstrate other behaviours which show my competence in this area.			
COMMENTS:			
OVERALL THIS IS HOW I RATE MYSELF FOR THIS COMPETENCY			

EMPLOYEE COMMENTS

ANNEX III. CHAPTER 5: JOB DESCRIPTION

Please refer to the Job analysis tools in the Chapter 3 and Annex I and Core competencies in Chapter 4 and Annex II.

FORM 1. JOB DESCRIPTION TEMPLATE APPROVED BY CSC RESOLUTION 3, ANNEX 2

Appendix #2 of the Resolution #3 of the Civil Service Council in 2019

JOB (POSITION) DESCRIPTION TEMPLATE

I. BACKGROUND

Reason to develop the job (position) description:

- ☐ Renewed due to the start implementing new civil service law
- ☐ Change in the mandate of the organization under the law

Name and date of the applicable law:

Effective date:

Date of approval of the job description:

Name of the organization:	Name of the unit:
Position title:	Classification and grade of the position:
Work hours:	Official location of the position:
Labour condition:	Extraordinary condition:

II. MAIN GOAL, OBJECTIVES AND RESPONSIBILITIES OF THE POSITION
Main goal:
Objectives: 1... 2... 3... etc.

Objective	Responsibilities of the position	KPIs	Form of the responsibility and participation Assisting - S, Responsible for- R Monitoring – M Decision-making – D
Within objective #1	1... 2... 3... etc	....	
Within objective #2	1... 2... 3... etc	....	
Within objective #3 etc.	1... 2... 3... etc	....	

III. SPECIAL REQUIREMENTS FOR THE POSITION

Education	
Profession	
Trade qualifications	
Experience	
Competencies	

IV. COMMUNICATIONS WITH OTHERS BASED ON JOB DUTIES

Position title of the direct supervisor:	
Position title and number of the direct supervisees: 1... 2... 3... etc. Total:	Other communications 1... 2... 3... etc.

V. APPROVAL OF THE JOB DESCRIPTION	
Developed by:	**Decision of the organization that reviews and permits to approve this position:**
Position: .... (Signature) (Surname and given name) Date: MM DD, YYYY	Name of the organization:............... Date of the decision: .... Number:
Job description approved by:	
Name of the organization:............... Date of the decision: .... Number: (stamp) .... (Signature) (Surname and given name) Date: MM DD, YYYY	

---oOo---

FORM 2. DEVELOPING KPIS - TEMPLATE

SMART OBJECTIVE and KEY INDICATORS:

SMART objective FINAL

Break the SMART OBJECTIVE into INDICATORS:

INDICATOR #	How do you phrase it? (SMART)

And for each indicator, choose how you are going to present it (list number, ratio, a number, an average, percentage, raw number)

INDICATOR #.	

ANNEX IV. CHAPTER 6: COMPETENCY-BASED RECRUITMENT AND SELECTION

EXAMPLE QUESTIONS FOR COMPETENCIES MANDATED BY THE CSC RESOLUTION #2 (2019)

Examples of behavioural questions are including but not limited to:

1. Tell us about a time you disagreed with an idea of another employee. What did you do to understand their idea? What was the result? (Communication)

2. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example of how you have done this. (Analytical thinking)

3. Tell us about a time when you had faced a complex work problem, the manner in which you dealt with it and the result. (Problem solving)

4. Tell us one of the ways that you had to change the manner in which you worked to overcome an obstacle and the result achieved. (Management and organization)

5. Staffing shortages mean that many offices are short handed but work still had to be completed. Tell us how you managed this situation in your current role. (Time management)

6. Tell us about a time when a member of your team was not providing the quality of work that was needed in order to help the team succeed, your action addressing the issue and the result. (Teambuilding)

7. Please tell us about a time your ideas made a positive difference in a work assignment or project? What was the idea? How did you persuade others that the idea was important? What was the result? (Leadership)

ONBOARDING PROCESS

EVALUATION FORM FOR ONBOARDING PROCESS

General information			
Full name	....	Position	....
Appointed date	....	Onboarding process duration	....

1. Evaluation

No.	Questions	Very poor	Poor	Satis-factory	Good	Excel-lent
		1	2	3	4	5
1	Did you get an accurate understanding of the mission, vision, values, and history of the organization?					
2	Did you get sufficient information from the onboarding information package?					
3	Did you get enough information and knowledge from the training and workshops?					
4	How much support and guidance were provided by an HR Specialist?					
5	How was the organization of the onboarding process?					
6	How supportive was your direct Supervisor throughout the onboarding process?					
7	How supportive was the Buddy in resolving any issues you encountered?					
8	How experienced are you now in working with internal networks, equipment and technologies?					

2. How long have you been adjusting to your new role?

- 1 month ☐
- 2 months ☐
- 3 months ☐
- Have not been adjusted to it yet ☐

3. What did you find most challenging to this day?

- Professional tasks/assignments ☐
- Adjusting to an organizational culture ☐
- Working condition ☐
- Management ☐
- Other (please specify) ☐

....
....
....

4. Why do you think it was difficult?

....
....
....

5. Has the problem been solved? If so, how was it resolved? If not, why?

....
....
....

6. How long did you get support from your colleagues/team to be able to do your work independently?

- A first month ☐
- First two months ☐
- First three months ☐
- Expecting to get a continued support ☐

7. Have you ever had a disagreement with someone?

No.	With whom	Occasionally	Rare	None
		1	2	3
1	Management			
2	Colleagues			
3	Client/partnering organizations			
4	Citizens/entities, businesses etc..			

8. Are you taking a step forward to further promotion and professional development opportunities in the organization?

- Yes ☐
- Unable to say now ☐
- Not exactly considering it ☐

9. How satisfied are you with the following factors of the organization?

No.	Factors	Unsatisfied at all	Unsatisfied	Unable to answer	Satisfied
		1	2	3	4
1	Is your current role matching your knowledge, skills and interests?				
2	Organizational culture				
3	Direct Supervisor/Manager communications				
4	Clarity in directions and support provided by Supervisor/ Manager				
5	Working conditions				
6	Professional development opportunities				
7	Compensation and benefits				

10. What support or information did you not get access to during the onboarding process?

....
....
....
....

11. Suggestions and recommendations for further improvement of the onboarding process?

....
....
....
....

Thank you for completing the form.

CONDUCTING INTERVIEW

Competency-based Behavioural Style Interviews

REVIEW THE JOB DESCRIPTION AND PREPARE THE INTERVIEW SHEET

A. Determine the Knowledge, Education and Experience required for the position.

- Screen applications based on how well they meet the requirements
- Develop questions to confirm that the candidate meets the basic requirements of the position.

B. Review the Level of the Position and determine the behaviours expected to demonstrate full competency for that Level

- Develop behavioural style questions for each Competency based on the level of the position and the expected behaviours. (S.T.A.R. Model)
- Complete the interview sheet by documenting the questions to be answered by each candidate, allowing room under each question to briefly record the responses provided
- Prepare copies of the Interview Sheets (one copy for each panel member for each candidate interviewed).

SELECT THE INTERVIEW PANEL

A. Select panel members who:

- Have a vested interest in choosing the best candidate, such as the manager or supervisor of the position, a key team member or a key stakeholder within the organization.
- Are familiar with the position and what is required to be successful
- Are comfortable asking questions and providing an unbiased assessment
- Can document their findings well.

B. Use the same interviewers for all Candidates whenever possible. This avoids challenges to the results. Make sure each panel member has time available to participate fully.

C. Select an odd number of panel members to avoid a tying result. Three is an optimal number of panel members, including the Recruiter.

PREPARE THE INTERVIEW PANEL

A. Have all panel members review the rating scale and the interview questions.

B. Meet as a group to ensure common understanding of the overall approach to the interview, interpretation of questions and answers, documentation of responses and a common understanding of how to apply the ratings.

C. Decide who will ask what questions. Usually, the person who is most invested in the response is NOT the one to ask the question, so that they can focus on the answer.

CONDUCTING THE INTERVIEW

Establishing Rapport

A. Welcome the Candidate

B. Offer bottled water, but it isn't a good idea to offer coffee, tea or anything that might spill. Accidents can happen when people are nervous.

C. Introduce the panel members and explain how the interview process will work. Explain that everyone will take turn asking questions and will be taking notes to make sure that nothing important is forgotten.

D. Ask the candidate an easy introductory question to set them at ease.

During the Interview

A. Be clear when asking behavioural questions that the candidate should provide actual examples and provide the Situation, the Task, the Action taken and the Result. Ask the candidate to be concise and to keep their response to around two minutes long.

B. Probing questions should be asked to follow up when the initial response is vague or doesn't fully answer the question. If the candidate seems evasive or has difficulty responding to the question, the interviewer should prove further. Examples:

- I am not certain what you meant by…..Could you give me some examples?
- Can you tell me a little bit about your reasons for doing……?
- I am not quite sure I understood. Can you tell me a little bit more about…?
- What were your reasons for …..?

TAKING NOTES:

Taking notes is critical for informing the rating for responses, for supporting the overall rating and for defending challenges to recruitment decisions.

A. Don't let your note taking interfere with the flow of the interview. Continue to make eye contact with the candidate.

B. Keep notes brief. Point form can work as long as notes are detailed enough to remember key points.

C. Note your responses, not judgements or assessment of the responses.

D. Don't rate the responses during the interview. Wait until the candidate is gone.

E. Ensure that your notes support or justify your rating.

AFTER THE INTERVIEW:

A. Offer the candidate an opportunity to ask any questions they may have.

B. Ask for a list of people who may be contacted for references. Be clear upon whether or not to contact a current employer.

C. Explain next steps in the process, time frames and when a decision is likely to be made

D. Explain how to get in touch with the interviewer and when to expect to hear from her or him.

E. Walk the candidate to the door and thank the person for the interview.

AFTER THE CANDIDATE HAS LEFT:

A. Have each panel member rate the individual responses to the questions based on the Rating Criteria agreed upon at the beginning of the process, and then arrive at an overall rating for the candidate.

B. Discuss the ratings for each question and arrive at a consensus on the overall rating.

C. Subsequent candidates will be rated by comparison to the first candidate.

D. Ensure that a consensus is reached on the ratings before moving to the next candidate. The rating process will be faster after the first interview as panel becomes more comfortable with the process.

INTERVIEW RATING FORM

- Provide information about the organization, the position, and team;
- Review candidates experience and ask questions to understand their work history;
- Ask questions based on their competencies requirement and technical skills to perform the role;
- Allow time for candidate's questions; and
- Advise next steps in the recruitment process
- It is unlawful to discriminate against a person because of their:
    - Sex;
    - disability/impairment;
    - marital status;
    - political and religious belief or activity;
    - Race;
    - status as a parent or carer;
    - Age;
    - physical features; and
    - pregnancy and potential pregnancy

Candidate:	Date:
Position:	
Panel member:	Overall Rating:
Required Competencies at Level XXX:	
Qualifications requirements:	
Experience requirements:	
POSITION & TEAM	
Interviewer to give a brief overview of the organization and team and specific information of the position.	
TECHNICAL QUESTIONS	
Technical skills:	
Questions:	Rating:
BEHAVIOURAL QUESTIONS	
Competencies – Level XXX	
Questions:	Rating:

EDUCATION AND EXPERIENCE QUESTIONS	
Questions:	Rating:

OFFER & NEXT STEPS	
Clearly explain the next part in the recruitment process and thank the candidate for their time. - Timeframes - Reference checks - Offer	
CANDIDATE QUESTIONS	
CLOSING QUESTIONS	
What notice period do you require?	
Are the Referee details on your applications correct and updated? Are you comfortable for us to contact them?	Yes ☐ No ☐
COMMENTS FOR FEEDBACK (Consider points for further probe in Reference Check)	
General Comments:	
PROGRESS TO OFFER	Yes ☐ No ☐
INTERVIEWER's SIGNATURE	

RATING SCALES FOR BEHAVIOURAL STYLE INTERVIEWING

Rating scales for behavioural Style Interviewing Questions are tied to the key behaviours that demonstrate competency in the area. The Competency Framework provides examples of behaviours for each level of position. It is important to remember that the key behaviours shown in the Competency Framework are not exclusive and indicate only examples of the kinds of behaviours that demonstrate competence at that level of position. Other behaviours which demonstrate competency at the desired level should also be considered.

The following is an example of a Rating Scale tied to behaviours listed in the Competency Framework.

A: Excellent – All answers provided were relevant and consistently demonstrated the behaviours listed in the Competency Framework OR similar behaviours which demonstrated competency in this area. All good examples.

B: Very Good – Answers demonstrated many of the behaviours listed in the Competency Framework OR similar behaviours which demonstrated competency in this area. Most examples were good and provided with little guidance.

C: Satisfactory – Answers demonstrated some of the behaviours listed in the Competency Framework OR similar behaviours which demonstrated some competence in this area. Provided some good examples with guidance.

D: Below Requirements – Answers were inconsistent, even with guidance. Provided few good examples of the behaviours listed in the Competency Framework OR similar behaviours which might have demonstrated competence in this area.

REFERENCE CHECKS - IMPORTANT POINTS

PREPARING FOR A REFERENCE CHECK

1. Develop the questions in advance. Ask only non-discriminatory questions.
2. Verification of basic data provided by candidate:
    a. Job Title and Responsibilities with that employer
    b. Number of people supervised
    c. Length of employment
    d. Reason for leaving
3. Verification of examples provided in the interview
4. Clarification of any concerns raised in panel discussions after the interview
5. Any follow up questions which weren't covered
6. Would they rehire this candidate?

THE PROCESS

1. Only check references for the top one or two candidates. Advise the candidate of the process when you ask them to provide references.

2. Treat the process seriously. Good reference checks can help you make the best choice and prevent you from making a bad one.

3. Do not check references on a current employer unless the candidate gives his/her permission. Doing so may jeopardize their current employment and alienate the potential candidate.

4. Treat the References with respect. They are taking time out of their day to speak with you, and there is no benefit to them for doing so. Contact the Reference in advance and arrange a convenient time to speak.

5. Provide the Reference with the basics of the position for which the candidate is applying. The information will help them provide more pertinent information.

   a. How the candidate handled similar roles in the past
   b. What strengths and weaknesses the candidate would bring to the new role

6. Document the responses to the questions accurately and immediately. Responses will provide additional backup for hiring decisions and add additional protection from hiring challenges.

   a. Reference document should include:
      i. Name and contact information for Reference
      ii. Name of individual conducting the reference check
      iii. Date reference check was completed

REFERENCE CHECK FORM

<table>
<tr><td>Reference Check for:

Name of Candidate</td><td colspan="2"></td><td colspan="2">Date:</td><td></td></tr>
<tr><td>Position being recruited for:</td><td colspan="2"></td><td colspan="2">Person Conducting Check:</td><td></td></tr>
<tr><td colspan="6">REFEREE DETAILS</td></tr>
<tr><td>Referee Name:</td><td></td><td>Title & Organization:</td><td></td><td>Phone/ Email:</td><td></td></tr>
<tr><td>Relationship to Candidate:</td><td></td><td>Length of Time Worked with Candidate:</td><td></td><td>Dates Worked with Organization:</td><td></td></tr>
</table>

VERIFICATION OF INFORMATION

Dates of Employment:	
Position Held:	
Key responsibilities:	
Number Supervised (if applicable):	
Reason for Leaving:	

How would you describe a candidate's work habits?	
How would you describe the quality of the work the candidate produced?	
Did a candidate work largely independently?	
How would you describe a candidate's ability to solve technical issues?	
What are his/her strengths?	
Can you suggest any areas where a candidate would benefit from further development?	
QUESTIONS ARISING FROM THE INTERVIEW AND PANEL DISCUSSION: (use reverse if necessary)	
OTHER PERTINENT INFORMATION REFERENCE WOULD LIKE TO ADD:	
Would they rehire this individual? Why or Why Not:	

ANNEX V. CHAPTER 7: PERFORMANCE MANAGEMENT

ROOT CAUSE ANALYSIS

KEY QUESTIONS TO ANSWER	PROBE QUESTIONS	UNDERLYING ISSUES
I.They are not doing what they should be doing. I think I`ve got a training need. What is the training needed?	What is the difference between what is being done and what is supposed to be done?	Are they capable of doing that?
Is it important?	What would happen if I left the discrepancy alone?	Consequence of doing nothing
Is it a skill deficiency?	Could employees do it if really required to do it? Are employees` present skills adequate for the desired performance? Are they capable of learning?	• Willingness • Capability
Is it a knowledge deficiency?	Is this information already available in the field offices / online, manual/?	• Willingness • Capability
Is it a managerial deficiency?		• Are there motivational problems? • Are there organizational culture issues preventing desired performance? • Are there equipment problems? • Are there policy problems?
IIA. Yes. It is a skill deficiency. Is the skill used often?	How often is the skill or performance used? Is there regular feedback on performance? Exactly how do employees find out how well they are doing?	Capability

Is there a simpler solution?	Can I change the job by providing some job aid? Can I store the needed information some way (in written instructions, checklists) other than in someone's head? Can I show rather than train? Would informal (such as on-the-job) training be sufficient? Can I assign a coach and/or mentor?	Capability
IIB. It is a knowledge deficiency. They don't know what they don`t know.	How can I help them? Retain access to the knowledge	
What can I do?	Can I change the job by providing some kind of job aid? Can I store needed information someway (in written instructions, checklists) other than in employee heads.	Improving capability
III. It is not a skill or knowledge deficiency. They could do it if they wanted to. Is nonperformance rewarding? (How are they rewarded from low performance?)	What is the result of doing it the present way instead of my way? What do employees get out of the present performance in the way of reward, prestige, and status? Am I inadvertently rewarding irrelevant behaviour while overlooking the crucial behaviours? Are employees "mentally inadequate"? Are employees "physically inadequate"?	
Does performance really matter to them?	Can employees take pride in this performance as individuals or as members of the group?	Willingness

Are there obstacles to performing?	What prevents employees from performing? Do employees know what is expected? Are there conflicting demands on employees` timeframe? Do employees lack … authority? … the times? … the tools? Are there restrictive policies, or a "right way of doing it", or a ``way we've always done it" that ought to be changed? Are there environmental barriers? Are there technological barriers?	Barrier to performing

KEY QUESTIONS TO ANSWER	PROBE QUESTIONS
Which solution is the best?	What is the cost of a potential solution?
	Have the intangible (unmeasurable) costs been assessed?
	Which solutions are most practical, feasible, and economical?
	Which solution will add most value (solve the largest part of the problem for the least effort)?
	Which solutions are the best equipped to solve?

FORM 1: PERFORMANCE EVALUATION INTERVIEW CHECKLIST

The core elements of the interview are reflecting and assessing performance of the employee while moving the interview to a conclusion that includes focusing on goals and strategies, a balance of past and future.

Preparation of the Employee for the Interview:

- Provide regular feedback to the employee on their job performance
- Provide information to the employee on how they well be assessed
- Provide specific time allotted (at least 1 to 1.30 hours)

- Provide an updated JD to the employee
- Provide a self assessment questionnaire

Preparation of Manager/Supervisor:

- Keep a regular written log on all employees of specific actions you have seen.
- Review all previous performance appraisals
- Update your information if employee has assumed new job duties
- Obtain a review from other staff and team members
- Prepare your behavioural interview questions
- Self regulate any bias that you may have
- Ensure the time is allocated and no disruptions

Conducting the Interview:

- Begin the interview by asking the employee to share what they have been doing in past 6 months
- Ask if they have been assigned additional duties
- Provide them feedback from your observable behaviour and peer evaluation
- Discuss obstacles of job performance including Management policies, technology issues and working environment

Follow up to the Interview:

- Analysis of the performance of the employee and direct your solution to coaching, training or development.
- Use your tools of the 9 box matrix, RACI matrix, peer evaluation to decide on the best approach

FORM 2: NINE BOX MATRIX

Determining who goes into each category is a key:

- Outcome of performance appraisals;
- Direct observation;
- Team member feedback; and
- Citizen and external client feedback.

High Potential	1C Under Performance/ High Potential	1B Effective Performance/ High Potential	1A Outstanding Performance/ High Potential
	· Very competent in many areas but has significant gaps · Seeks opportunities for improvement · Consideration should be given to taking action with this employee to provide an opportunity for potential to be realized (e.g. targeted coaching and/or interventions, transfer to new role, etc.)	· Satisfies performance objectives in terms of results and leadership competencies. · Individual demonstrates capacity for advancement and may be ready to take on greater responsibility in 12-24 months. · Targeted development to address gaps. · Assign special projects	· Individual is ready to broaden his/her skill set and take on significantly greater scope and responsibility. Future leaders. · Consistently performs well in a variety of assignments; superstar employee. Big picture thinker; problem solver; self-motivated.
Moderate Potential	2C Under Performance/ Moderate Potential	2B Effective Performance/ Moderate Potential	2A Outstanding Performance/ Moderate Potential
	· Individual may be new or may have lost pace with changes in the organization.	· Meets performance objectives in terms of results and leadership competencies; Solid, consistent technical performance · May not be willing or able to advance; may not be ready to absorb additional scope or complexity in the next 12-26 months. · May lack demonstrated strategic thinking or relationship skills · Expresses no interest in expanded opportunities.	· Outstanding performer in his/her current job, makes valuable contributions and consistently demonstrates competencies required. May be ready to take on greater responsibility. · Demonstrated capability to take on more work or additional projects · Seeks opportunities to improve both self and organization.

Limited Potential	3C Under Performance/ Limited Potential	3B Effective Performance/ Limited Potential	3A Outstanding Performance/ Limited Potential
	· Individual is not meeting performance expectations. Questions about his/her ability to succeed in the current role. · Consistently underperforms in his/her role. · Having trouble keeping up with the demands of the current role · Exit or transfer	· Meets performance objectives in terms of results and leadership competencies; steady and dependable · Individual is not prepared to absorb additional scope or complexity in the next 12-24 months. · Currently performing up to his/her potential; · Does not exhibit interest in additional responsibility or leadership role	· Individual consistently performs at a high level and is recognized technical expert · Individual has a history of significant accomplishments and possesses skills that add significant value to the organization · Although upward mobility may be limited, he/she would be successful with lateral moves or special project assignments. · Coach/ mentor / training roles.
	Under Performance	Effective Performance	Outstanding Performance

FORM 3: PERFORMANCE TRACKING NOTE

Reporting period:

Supervisor:

Staff name	Date	Observed performance (exemplary or problematic)	Observed performance type	Acceptability	Suggested course of action by Supervisor	Employee response	Target completion date for follow-up	Evidence of progress or accomplishment	Comment

FORM 4: EMPLOYEE DEVELOPMENT PLAN

Employee:
Position title: Reporting period:
Reports to: For the current role/career growth

1. Core competencies

No.	What competency is needed to develop?	Beginning competency level	Desired competency level	F: Formal Training O: On the Job Learning C: Coaching/ Mentoring U: Unstructured Learning S: Special task/assignment	What action is needed to achieve this?	What resources or support are needed?	What will observable success criteria be?	What/who are sources of feedback?	Target completion date	Evidence of progress or accomplishment	Comment

2. Professional skills

No.	What professional skill is needed to develop?	Beginning level	Desired level	F: Formal Training O: On the Job Learning C: Coaching/Mentoring U: Unstructured Learning S: Special task/assignment	What action is needed to achieve this?	What resources or support are needed?	What will observable success criteria be?	What/who are sources of feed-back?	Target completion date	Evidence of progress or accom-plishment	Comments

3. Signature

Employee's Signature Date

Supervisor's Signature Date

ANNEX VI. KEY PARTNERS

EDUCATIONAL INSTITUTIONS

- National Academy of Governance (NAOG)
- Mongolian University of Science and Technology (MUST)
- Dornod University

LOCAL GOVERNMENT

- Dundgovi Governor Office
- Dornod Governor Office
- Sukhbaatar Governor Office
- Tuv Governor Office

CENTRAL LEVEL

- Cabinet Secretariat of the Government of Mongolia (CabSec)
- Civil Service Council (CSC)
- Ministry of Finance (MoF)
- Ministry of Mining and Heavy Industry (MMHI)
- Ministry of Environment and Tourist (MET)
- National Committee on Gender Equality (NCGE)
- Mineral Resources and Petroleum Authority j(MRPAM)
- National Geology Survey (NGS)
- Water Agency (WA)
- State Agency Specialized Inspection (GASI)
- Fresh Water Resources and National Conservation Center (FWRNCC)
- Institute of Geography and Geology (IGG)

ANNEX VII. FREQUENTLY ASKED QUESTIONS

1. HOW DO WE MANAGE A STAFF MEMBER WHO IS CONSTANTLY LATE FOR WORK AND MEETINGS, AND LATE WITH HIS OR HER REPORTS?

Answer: The first action is to meet with him or her confidentially in a private location to discuss the issue. You should state what the behavior is and the result of that behavior on you and the team.Give the employee an opportunity to provide any information they have regarding their behavior, and take the opportunity to see if you can work together to arrive at a solution. You need to clearly state what your future expectations. are going forward. Make the employee aware and provide consequences if he or she does not improve their behavior. Make sure that you follow up with the resources you agreed to provide if applicable, and any consequences if the behavior does not change.

If that approach is not working, a supervisor or manager should look at the root cause of the behavior and determine if it is a management issue or something else such as: a lack of clear directions; a need for training and development; a lack of awareness of procedures; or a lack of skills? Training in Time Management may be required, or it may be that the job has grown to the point where it can no longer be managed by one person. Also consider if the staff member has the capability and the willingness to make the change?

2. WHEN SHOULD WE UPDATE OUR JOB DESCRIPTIONS?

Answer: For new positions, make sure the job description is still relevant especially if there is a delay in recruitment. For established positions, ensure the job descriptions are updated every two years. Check the policy under the Civil service legislation. Follow the guidelines for job analysis. There is a tendency for task-creep where managers keep adding responsibilities to the job. A review at least every two years will highlight this issue and help to prioritize responsibilities.

3. HOW CAN THE NINE BOX (9) MATRIX HUMAN RESOURCE TOOL ASSIST OUR ORGANIZATION?

Answer: The nine-box matrix tool can be a key to accessing employees' current and potential performance.

It is a simple, versatile tool to assist in leadership development, succession planning, and workforce planning. You can assess employees based on performance appraisals, staff surveys, and observable demonstrations of their competencies to determine their level of performance and their potential for growth. Conversations with employees during their performance assessment regarding future career plans will help provide further information. Do ensure that the assessment is based on actual performance rather than assumptions. It then follows that with this helpful matrix you can have a more targeted training and development plan for a group or individual

The matrix is a useful tool to identify potential rater bias. Are ratings consistent with organization performance? Is there a diversity of ratings evident for each manager?

4. MY TEAM DOES NOT WORK WELL TOGETHER. HOW CAN I IMPROVE MOTIVATION AND COLLABORATION?

Answer: As a team leader, look at yourself first to identify your strengths and weaknesses. Training in team leadership through NAOG or available training organizations may be helpful. An analysis of teams demonstrates that the reasons center on these 5 areas of failure: lack of trust, fear of conflict, lack of communication, lack of accountability, and lack of attention or focus on the correct results. Continue a process of team training for all your team members and allow this to be a long-term process lasting from six-months to a year. It can be helpful for your team to participate in team building activities where they are required to work together in order to achieve an objective.

5. WE ARE CONCERNED THAT OUR NEW EMPLOYEE MAY LEAVE US IN SIX MONTHS BASED ON PAST EXPERIENCE. WHAT CAN WE DO?

Answer: Hiring the individual best suited for the position and ensuring alignment between the individual and the organization reduces the risk of turnover. Additionally, in your handbook, you will find an outline of the employee Onboarding program which over 90 days will integrate and engage the new employees. Their work duties become clearer and there is an increase in socialization with the staff. This process is monitored by the Senior Manager and Human Resources. Onboarding programs can reduce turnover significantly and will increase employee productivity in the first six months. Making the employee feel as though they are a valued member of the team is important for retention.

6. AS A HUMAN RESOURCE PERSON FOR MY DEPARTMENT, I HAVE MORE EMPLOYEES COMING TO ME TO TALK ABOUT THE STRESS IN THEIR LIFE AND DISSATISFACTION WITH THEIR JOB. THE TERM "BURNOUT" IS USED TO DESCRIBE THIS ISSUE. HOW DO I ADDRESS THIS ISSUE?

Answer: At a basic level, you can of course listen to understand their situation and see if the employee has any suggestions to offer that may make things easier for them. Work with their supervisor or manager to implement some of their suggestions if possible. There are a few actions you may be able to take along with their supervisor or manager.

- help the employee identify the root causes of their stress. Determine if there are any short term or long term changes that can be made to manage their stress.

Short term possibilities may include; but not be limited to:

- redirect workload for a temporary period of time
- Identify any potential changes to the manner in which they establish priorities and perform their work;
- Provide time management training
- Redirect workload for a temporary period of time
- Consider flexible work hours.
- Review their workspace for changes to reduce interruptions
- If the situation is serious refer them to a medical health professional

7. MY DEPARTMENT HAS ONE EMPLOYEE WHO IS ANGRY ALL THE TIME AND UNCO-OPERATIVE WITH THE TEAM. NO-ONE WANTS TO WORK WITH THEM. WHAT CAN WE DO WITH THIS PERSON?

Answer: You are facing what is called a high-conflict personality in the workplace and they are difficult to manage. The situation has moved beyond a coaching solution and demands a direct approach with consequences for the employee. When you meet with this type of employee, take the following approach: Be brief in your communication and control the time, allowing for no reply or retort. This is not a discussion but a verbal directive delivered within a short time after the behaviour. Use the BEER method in your communication.

- Behaviour: Be very clear and specific regarding the behaviour that the employee has exhibited
- Effect: Describe the effect that the behaviour is having on you and the team
- Expectations: Be very clear that the behaviour must change immediately
- Results: The consequences must be clear if the behaviour does not change.

Be friendly. Do not act in anger but project a friendly controlled manner. If the behaviour has made you very angry, take some time to get your emotions under control before you speak with the employee. Be firm, clear and direct in your statements to the employee. This is not a negotiation or discussion.

Make sure you have this conversation in a private location away from your office.

8. I AND MY SUPERVISORS MAY NOT BE CONFIDENT IN CARRYING OUT PERFORMANCE APPRAISALS ON STAFF. WE HAVE HAD MANY NEW CONCEPTS IN THE PAST FEW YEARS IN PERFORMANCE AND HOW WE ARE MEASURED FOR SUCCESS. HOW CAN WE IMPROVE?

Answer: First, review the Civil service regulations and guidelines on Performance appraisals. Meet with your team to review these procedures as well as discuss competencies and the descriptions of each level that will be measured. It is always easier to evaluate performance if both parties are clear regarding the expectations at the beginning. Make sure that the Key Performance indicators in the job description are clear in indicating what good performance looks like, and review that with the employee at the beginning of the reporting period.

Establish SMART Goals for the reporting period in partnership with your employee, agreeing on the goals and any support that will be provided during the year. Enroll in the NAoG courses on Performance appraisals. Check in with your employee often to see how they are progressing and if they need any support. Set up a procedure where supervisors keep an actively written log of employee behavior to review during the performance appraisal process. By the time the actual evaluation comes around, both the supervisor and the employee will know where they stand and there should be no surprises. This improves the confidence level of both parties.

Explain to the employee that you wish to make this a valuable experience for them and would appreciate their help through their engagement and feedback regarding the process.

9. MY STAFF STRUGGLES WITH THE CONCEPTS OF COMPETENCIES AND HOW THEY ARE MEASURED FOR THEIR PERFORMANCE. HOW CAN I FIND AN EASY WAY TO EXPLAIN IT TO THEM?

Answer: The key competencies established in the Civil service regulations are a set of observable behaviors centered on Leadership, teamwork, communications, and problem-solving. Competencies are made up of Skills, Knowledge, and Attributes demonstrated through observable behaviours. There are examples of the expected behaviours provided for each level of position. Employees are evaluated according to how well they demonstrate the behaviours that apply to their level in the workplace. Companies have three or four levels of descriptive behavior.

In addition, the application and meaning of competencies becomes clearer as the manager/supervisor and employee gain experience.

10. MANY OF OUR STAFF COMPLAIN ABOUT UNEQUAL WORKLOADS AND THAT SOME TEAM MEMBERS HAVE MORE WORK THAN OTHERS. WHAT TOOL OR PROCESS CAN WE USE TO LOOK AT THIS ISSUE AND HOPEFULLY PROVIDE SOME BALANCE IN WORKLOAD;

Answer: We recommend the Responsibility assignment matrix or RACI as it is known. You and your team can map out every task, milestone, or decision made for each action area. You can determine which staff are responsible, accountable, and need to be consulted or informed for every task. At the end of this process, you will see how the workload and decisions are allocated and take action to balance the workload. Allow a half day with your team to review every task performed in the office. This process also helps in identifying overlaps and tasks that may be redundant. It is also helpful to review the job descriptions and update them as part of this process.

REFERENCES

Most of the materials included in this handbook are derived from Open Source material freely available on the internet or other sources which are no longer available. The following sources may be of interest to anyone wishing to research further.

https://www.tbs-sct.canada.ca/

Interviewing | Indeed.com Canada

Training Needs Analysis -or- Learning Needs Analysis (pocketbook.co.uk)

Training and Development in HRM its Meaning Definition, Needs & Importance (hrhelpboard.com)

The 9-Box Grid: How to Use it and its Limitations - SIGMA Assessment SystemsThe 9-Box Grid: How to Use it and its Limitations - SIGMA Assessment Systems

https://www.google.com/search?q=STAR+solution+task+action+result+methodology&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjDn731tfP9AhUrSWwGHd1VBfcQ_AUoAXoECAEQAw&biw=1920&bih=937&dpr=1#imgrc=bMzKLoDJ1kzxZM

https://legalinfo.mn/mn/detail?lawId=209081&showType=1

GLOSSARY

JOB ANALYSIS	
Job analysis	Ажлын байрны шинжилгээ
HR function	Хүний нөөцийн чиг үүрэг
Task	Ажил, үүрэг
Mandate	Чиг үүрэг
Questionnaire	Асуулга хуудас
Overlap, duplication	Давхардал
Gap	Хийдэл
9 box matrix	9 нүдний матриц
Compensation and benefits	Цалин хөлс, урамшуулал
Tool	Арга, хэрэгсэл
Skills gap analysis	Чадамжийн зөрүүгийн шинжилгээ
Expected outcome	Хүлээгдэж буй үр дүн
Responsibility	Хариуцлага
Accountability	Эгэх хариуцлага
Position	Албан тушаал
Position classification and grade	Албан тушаалын ангилал, зэрэглэл
Organigram	Бүтэц, зохион байгуулалтын схем
RACI table	Хариуцлага, оролцооны хэлбэрийн RACI хүснэгт
CORE COMPETENCIES	
Core competency	Үндсэн чадамж
Competency: Competencies are observable abilities, skills, knowledge, motivations or traits defined in terms of the behaviours needed for successful job performance.	Чадамж нь ажил үүргээ амжилттай хийж гүйцэтгэхэд шаардагдах бусдад ажиглагдахуйц ур чадвар, чадавх, мэдлэг, хувь хүний онцлог шинж чанар, мотивац, зан байдлын цогц бүрдэл юм.
Competent	Чадварлаг
Value, ethics	Үнэт зүйл, ёс зүй

Citizen service	Иргэдэд үйчлэх
Accountability	Хариуцлага
Management and Organization	Төлөвлөх, удирдан, зохион байгуулах
Problem solving	Шийдвэр гаргах болон асуудлыг тодорхойлох
Analytical	Дүн шинжилгээ хийх
Teamwork	Баг, хамтын ажиллагаа
Mentoring and coaching	Менторинг, коучинг
Self-development	Өөрийгөө хөгжүүлэх
Innovation	Шинийг санаачлах
Champion	Үлгэрлэн манлайлах
Role model	Үлгэр дуурайл болох
Behaviour	Зан төлөв, зан байдал, зан үйл
Capacity	Чадавх
Capability	Чадамж
Trait	Араншин
Competency framework	Чадамжийн хүрээ
Soft skill	Уян ур чадвар
Competency evaluation form	Чадамжг тодорхойлох хуудас
TECHNICAL COMPETENCIES	
Technical competency	Мэргэжлийн чадамж
JOB DESCRIPTION	
Job description	Албан тушаалын тодорхойлолт
Qualification	Боловсрол, зэрэг
Specialization	Мэргэшил
Duties and responsibilities	Чиг үүрэг

Direct supervisor	Шууд харьяалан удирдах албан хаагч
Manager	Удирдах албан хаагч
Subordinate	Шууд харьяалан удирдуулах албан хаагч
RACI table	Хариуцлага, оролцооны хэлбэрийн RACI хүснэгт
RECRUITMENT AND SELECTION	
Recruitment and selection	Хүний нөөц бүрдүүлэлт, сонгон шалгаруулалт
Application	Өргөдөл
Job assignment	Ажлын даалгавар
Screening	Баримт бичгийн хяналт
Shortlist	Эцсийн шатны шалгаруулалтад орох нэр дэвшигчдийн жагсаалт
Behavioural style interview	Зан төлөвт суурилсан ярилцлага
Reference letter	Өмнөх ажил, байдлын тодорхойлолт
Background check	Тодруулга
Appointment	Томилгоо
Hiring	Ажилд томилох
Lack of workforce	Ажиллах хүчний дутагдал
Health screening	Эрүүл мэндийн үзлэг
Offer letter	Албан тушаалд томилох санал
Employment contract	Хөдөлмөрийн гэрээ
Remuneration	Цалин хөлс
Labor hire	Гэрээгээр ажиллах хүч нийлүүлэх
Headhunting	Хэтхантин (өндөр ур чадвартай мэргэжилтнийг урин ажиллуулах)
Aptitude test	Чадамжийн тест
Psychometric test	Сэтгэл зүйн тест
Referral	Өмнө нь хамт ажиллаж байсан хүн санал болгох арга
Severance pay	Халагдах, цомхотголд орсны тэтгэмж

Resignation letter (notice)	Ажлаас чөлөөлөгдөх хүсэлт
Dismissal, termination	Чөлөөлөх
Exit questionnaire	Ажлаас гарах үед бөглүүлэх асуулга хуудас
TRAINING AND DEVELOPMENT	
Training and Development (Learning and Development)	Сургалт хөгжил
On-the-job training	Ажлын байран дахь сургалт
Preparatory training	Чиглүүлэх сургалт
On-boarding training/Orientation	Шинээр томилогдсон албан хаагчдад ажлын чиг баримжаа олгох,Байгууллагын соёл, үйл ажиллагаанд дадлагажуулах хөтөлбөр
A buddy system	Чиглүүлэх, мэдлэг хуваалцах арга (шинээр томилогдсон албан хаагчийг илүү туршлагатай албан хаагч дадлагажууулах)
Professional development training course	Мэргэжил дээшлүүлэх сургалт
Retention	Тогтвор суурьшил
Peer-to-peer learning	Харилцан суралцах
Engagement	Идэвх оролцоо
Train-the-trainer	Сургагч багш
Development assignment	Богино хугацааны зорилтот үүрэг даалгавар
Job shadowing	Дадлагажуулах
Job rotation	Сэлгэн ажиллуулах
Training outcome	Сургалтын үр нөлөө
Turnover rate	Шилжилт хөдөлгөөний хувь
Talent management	Талент менежмент
Career progression	Карьерын өсөлт хөгжил
Succession plan	Залгамж халааны төлөвлөгөө
Continuous improvement	Тасралтгүй сайжруулалт
Professionalization package training	Мэргэшүүлэх багц сургалт

PERFORMANCE MANAGEMENT	
Deliverable	Бүтээгдэхүүн, үйлчилгээ
Performance	Гүйцэтгэл
Performance plan	Гүйцэтгэлийн төлөвлөгөө
Planning coherence	Төлөвлөлтийн уялдаа
Performance management	Гүйцэтгэлийн удирдлага
Performance appraisal	Гүйцэтгэлийн үнэлгээ
KPI	Гүйцэтгэлийн шалгуур үзүүлэлт
Merit based promotion	Шатлан дэвших
Feedback	Санал зөвлөмж
Performance bias	Гүйцэтгэлтэй холбоотой өрөөсгөл үзэл
Hallo effect	Албан хаагчийн ганц сайн эсвэл муу зан чанарт нь тулгуурлан үнэлж дүгнэх
Recency effect	Танил байдлын ялгавартай хандалт буюу албан хаагчийн саяхан хийж гүйцэтгэсэн зүйлд нь үндэслэн үнэлж дүгнэх
Central tendency	Төвийг сахих хандлага буюу хэт төвийг сахисан байдлаар үнэлж дүгнэх
Leniency bias	Аливаа зөрчил, маргаанаас сэргийлж албан хаагчдад хэт зөөлөн энэрэнгүй хандах
Confirmation and affiliation bias	Олон талаас нь шүүн тунгаахгүйгээр өөрийн таамаглал, итгэл үнэмшилдээ хөтлөгдөн үнэлж дүгнэх
Performance gap	Гүйцэтгэлийн зөрүүтэй байдал
Quality and accessibility	Чанар, хүртээмж
Petition and complaint	Өргөдөл гомдол
Core public servant	Төрийн жинхэнэ албан хаагч
Urgent task	Шуурхай үүрэг даалгавар
Partnership approach	Оролцоонд суурилсан арга
Verbal warning	Аман сануулга
Written warning	Бичгэн сануулга
Incentive	Шагнал, урамшуулал
Disciplinary action	Сахилгын шийтгэл

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