GUIDELINES AND PROCEDURES FOR

IIUM ANNUAL PERFORMANCE APPRAISAL REPORT (APAR)

MANAGEMENT SERVICES DIVISION (MSD)
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

"GIVE VALUE WITH VALUES"

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TABLE OF CONTENTS

GUIDELINES AND PROCEDURES FOR IIUM ANNUAL PERFORMANCE APPRAISAL REPORT (APAR)

SECTION A: IIUM ANNUAL PERFORMANCE APPRAISAL REPORT (APAR)

1. ABOUT APAR

The IIUM APAR (Annual Performance Appraisal Report) is a structured evaluation tool used by the International Islamic University Malaysia (IIUM) to assess the performance of its staff across various aspects of their roles within the institution. This appraisal report aims to comprehensively evaluate an individual's performance, contributions, competencies, and adherence to Islamic values within the workplace. The APAR typically consists of several sections, including Personal Information, Job Output, Job Performance, Personal Quality, Self-Reflection, Competency and Ihsan Indicators and Overall Performance Rating.

2. THE IMPORTANCE OF APAR

The Annual Performance Appraisal Report (APAR) at IIUM serves as a pivotal instrument for various significant purposes, including:

a) **Annual Salary Increment (ASI):** It plays a crucial role in evaluating and determining salary increments based on the performance assessment of staff members.

b) **Contract Renewal:** APAR assists in decision-making for contract renewals by assessing staff performance and contributions.

c) **Performance Improvement Programs:** It identifies areas for improvement and supports initiatives aimed at assisting staff who may benefit from additional guidance and support.

d) **Staff Discipline:** In cases requiring intervention due to performance issues, APAR documentation can contribute to discussions regarding staff discipline or improvement plans.

e) **Awards, Promotions, and Recognition:** Exceptional performance recognized through APAR may lead to awards, promotions, and other forms of recognition for outstanding achievements.

f) **Training Needs and Career Development:** It informs decisions related to training requirements, career development initiatives, and succession planning by identifying skill gaps and development opportunities.

g) **Other HR Needs:** It can inform various HR-related decisions, including staff relocation, secondment and report to Government agencies.

3. COMPONENTS IN APAR

3.1. Job Output

3.1.1. The evaluation emphasizes measurable results and tangible contributions made by administrative staff and academic administrators, reflecting their impact on the department or institution. It involves evaluating the quality of their work in meeting predetermined benchmarks, ensuring that tasks are executed with accuracy, effectiveness, and adherence to established standards.

3.1.2. The format used to capture the job output is called Annual Work Target (AWT) or Minimum Performance Indicator (MPI) which consists of the following elements:

a) **Statemen**t: Clear and specific statements defining performance indicators. These must be quantifiable and directly linked to measurable outcomes or achievements, providing a concrete basis for assessment.
b) **Target:** Specific and measurable targets set to achieve within a defined timeframe, providing a benchmark for progress tracking.
c) **Achievement:** Documentation done by the supervisee at the end of assessment period regarding the actual accomplishment or completion status of the set targets. This self-assessment provides insight into the employee's perception of their performance against the predefined goals.
d) **Rating:** Evaluation done during the APAR session by the supervisor, rating (1 – 5) the supervisee's performance in meeting the set targets. This rating system offers a structured method to assess and quantify the level of achievement or performance against the established targets.
e) **Remarks/Comments:** A space for additional contextual information, feedback, or observations pertinent to the achievements or challenges encountered during the process made in the APAR.

3.1.3. At the outset of the year or the start of the staff's service, staff and supervisors discuss and establish expected outputs. At the year's end, these set objectives are evaluated against the actual accomplishments, serving as a basis for performance assessment.

3.1.4. This section carries significant weight, accounting for 30% of the overall APAR marks specifically for administrative staff and academic administrators. However, this section is not applicable to academic staff.

3.2. Job Performance

The Job Performance Section in the IIUM Annual Performance Appraisal Report (APAR) utilizes a 5-point Likert scale with individual descriptors to assess the performance of various staff groups within the university, tailoring questions specific to their roles. Here is a generalized overview of how this section might be structured for different staff groups:

a) Administrative Staff: The Likert scale assesses performance based on attributes like organizational skills, efficiency in administrative tasks, teamwork, communication, and adherence to policies. Questions may focus knowledge and skills in the field of work, implementation of policies and guidelines, communication effectiveness, resource management, time management, leadership, creativity & innovativeness, managing risk and difficult situations/crisis, linking to IIUM vision, mission and objectives, and proactiveness.

b) Academic Staff: For academic staff, the scale might gauge teaching effectiveness, research productivity, student engagement, and contributions to the academic community. Questions may include assessing teaching quality, involvement in curriculum development, research output, mentoring of students, and participation in academic activities.

c) Academic Administrators: Academic administrators may be evaluated on leadership, strategic planning, policy implementation, and their ability to foster an academic environment. Questions might focus on leadership effectiveness, management of academic programs, policy implementation, and contributions to institutional goals.

d) Clinical Nursing Instructors: This group might be assessed on clinical teaching abilities, mentorship of students, nursing practice expertise, and contributions to clinical education. Questions could revolve around clinical teaching effectiveness, guidance provided to students, nursing expertise, and involvement in improving clinical education standards.

e) Academic Fellows and Research Fellows: These roles might be evaluated based on research productivity, contributions to projects, collaborations, and their impact on research outcomes. Questions may relate to the quality and quantity of research conducted, publication

records, collaborations established, and the impact of research outputs.

3.3. Personal Quality

3.3.1. The Personal Quality section within the IIUM Annual Performance Appraisal Report (APAR) focuses on evaluating staff members' intrinsic characteristics, behaviours, and attributes that contribute to their effectiveness and performance within the university's setting.

3.3.2. This section typically assesses qualities derived from IIUM Ethics such as Politeness, Expression of Gratitude, Humane, Dealing With Genders, Self-Control, Cultural Adaptation, Discipline, Commitment To Excellence, Loyalty, Amanah, Responsibility, Justice, Personal Development. Evaluators use this section to gauge a staff member's overall conduct, work ethics, and their ability to collaborate, innovate, and positively impact the university's environment. Staff members are typically evaluated on how well they demonstrate these personal qualities in their daily tasks, interactions with colleagues, and their contributions to the overall objectives of the university.

3.4. Self-Reflection

3.4.1. The Self-Reflection Section in the IIUM APAR is designed exclusively for the self-evaluation of the individual being appraised and is not accessible or considered by the staff evaluator. These statements serve as a platform for self-assessment and personal reflection, focusing solely on the individual's perceptions, beliefs, and satisfaction within the workplace.

3.4.2. It's important to note that the responses provided in this section do not influence or contribute to the overall mark or evaluation outcome in the APAR. Instead, it serves as a confidential space for the individual to contemplate their alignment with Islamic values, personal contentment, and their spiritual connection to work, team, organization, and career development, allowing for a comprehensive self-evaluation separate from the official assessment by the evaluator.

3.5. Competency

3.5.1. The Competency Section in the IIUM Annual Performance Appraisal Report (APAR) assesses the professional skills, abilities, and knowledge of an individual within their specific role and responsibilities at the university. This section typically includes a set of predefined competencies relevant to the job position or department. These

competencies often cover areas such as technical skills, problem-solving, communication, teamwork, leadership, adaptability, innovation, time management, and any other essential skills required for effective job performance.

3.5.2. Evaluators use this section to measure how well the individual demonstrates and applies these competencies in their day-to-day tasks and responsibilities. Staff members are usually evaluated based on their proficiency and effectiveness in fulfilling these competency requirements, which directly contribute to their overall performance and success in their role within the university.

3.6. Additional Contribution (Ihsan Indicator)

3.6.1. The Additional Contribution (Ihsan Indicator) Section in the IIUM Annual Performance Appraisal Report (APAR) is a comprehensive report that encompasses various aspects of an individual's contributions and achievements across different domains within the university. This section is structured to report performance based on specific contribution and participation, each related to key areas such as Administrative Posts, Teaching & Supervision, Research, Publications, University Special Projects/Sustainable Development Goals/Community Engagement, Innovation, Networking, Services and Consultancy (Registered with University Authority), Awards & Recognitions, and Training.

3.6.2. Each of these categories contains activities or achievements that are assigned marks based on the level of contribution demonstrated by the staff member. These marks reflect the quantity or significance of the contributions made by the staff member in each respective domain. These also act as a quantitative measurement of the individual's performance and contributions across these diverse areas relevant to their role within the university.

3.6.3. The overall marks accumulated from these indicators provide a cumulative score, which is then transformed into a percentile ranking. This percentile ranking offers a comparative evaluation of the staff member's performance in relation to their peers or colleagues within the university setting, enabling a comprehensive assessment of their overall contributions and achievements across multiple domains.

4. WEIGHTAGE AND CALCULATION OF APAR MARKS

4.1. APAR Scoring Percentage calculation

IIUM ANNUAL PERFORMANCE APPRAISAL REPORT (APAR)

COMPONENTS	ADMINISTRATIVE & TECHNICAL	ACADEMIC (DS/DU/DUG/DUF-Non-Clinical)	ACADEMIC (DS/DU/DUG/DUF-Clinical)	ACADEMIC (Academic Fellow)	ACADEMIC (DG)	ACADEMIC (Academic Administrator)	Academic (Research Fellow)	Academic (Clinical Nursing Instructor)
Job Output	30%	NA	NA	NA	NA	30%	30%	30%
Job Performance	50%	80%	80%	80%	80%	50%	50%	50%
Personal Quality	20%	20%	20%	20%	20%	20%	20%	20%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Additional Contribution/Ihsan Indicator (Percentile Report)	# Points/ Marks	# Points/ Marks	# Points/ Marks	# Points/ Marks	# Points/ Marks	# Points/ Marks (Follow relevant scheme)	# Points/ Marks	# Points/ Marks
Reflection (No Supervisor's Evaluation and not to be seen/disclosed for supervisor)	5-scale	5-scale	5-scale	5-scale	5-scale	NA	5-scale	5-scale
Competency	5-scale	5-scale	5-scale	5-scale	5-scale	5-scale	5-scale	5-scale

4.2. APAR Marks Calculation

The APAR total score is derived through a comprehensive evaluation process involving self-assessment and supervisor review. Initially, staff members conduct a self-evaluation, utilizing a Likert scale of 5 to rate each component question. This self-evaluation serves as a reference guide, providing insight into individual perceptions of performance. However, it does not directly contribute to the final score but acts as a valuable reference for supervisors.

Following the self-assessment, the appraisal report is then submitted to the first and second supervisors for their evaluation. Supervisors independently review and rate the components based on their assessment of the staff member's performance. The final score is calculated by averaging the marks given by the supervisors.

5. APAR REPORTS

5.1. There are two (2) types of reports namely:

a) Performance Report

The Performance Report is a comprehensive summary generated once supervisor evaluations are finalized.

b) Percentile Report

A Percentile Report in the context of staff appraisal at the International Islamic University Malaysia (IIUM) provides a statistical representation of where an individual staff member stands in comparison to their peers or colleagues based on their performance evaluations.

This report typically ranks staff in percentiles, indicating the percentage of staff members whose performance falls below theirs. For instance, if a staff is in the 80th percentile, it means their performance is superior to 80% of their colleagues.

The use of a Percentile Report for IIUM staff can serve several purposes:

i. Comparative Analysis: It enables a comparative evaluation of staff performance, helping identify high-performing individuals and those who may need additional support or development.

ii. Reward and Recognition: Percentile rankings can be used to identify top performers deserving of rewards, incentives, promotions, or special recognition for their exceptional performance.

iii. Performance Differentiation: It aids in distinguishing between varying levels of performance, allowing for fair and informed decisions regarding promotions, or career advancement opportunities.

iv. Developmental Feedback: The report can be utilized to provide targeted feedback and support to staff members by highlighting areas where improvement or development may be necessary.

5.2. These two individual reports will be conveniently accessible to staff members through the staff portal upon the completion of each APAR session.

6. PERFORMANCE EVALUATION PERIOD

The performance appraisal will be conducted annually to assess the accomplishments of all staff over the course of the year, in alignment with the established AWT/MPI criteria.

7. ELIGIBILITY

All IIUM staff who have served at least 6 months in the assessment period are eligible and compulsory to submit AWT/ MPI, and APAR for performance appraisal.

8. SUPERVISOR

8.1. In the context of the Annual Performance Appraisal Report (APAR), a supervisor refers to an individual within the KCDIOM structure who oversees, evaluates, and provides feedback on the performance of a staff member. The supervisor typically holds a higher position or authority within the department or unit compared to the staff member being appraised. The default assignment for the 1st supervisor in the APAR system is typically based on the Kulliyyah/Centre/Division/Institute/Office/Management (KCDIOM) structure registered in HURIS or the individual responsible for approving Annual Leave within the Human Resources Information System (HURIS). The 2nd Supervisor ideally corresponds to the Supervisor of the 1st Supervisor.

8.2. Given that the recommended minimum supervisory period is over 6 months, situations may arise where the system assigns an incorrect supervisor for a staff member. In such instances, a change of supervisor might be necessary. Those affected can submit an official request to change their supervisor to the KCDIOM administration for necessary adjustments.

8.3. Under special circumstances, staff may also request from the Kulliyyah Administration to change or remove their 2nd Supervisor.

9. PROCESS

9.1. Annual APAR

The IIUM APAR (Annual Performance Appraisal Report) administrative process involves several steps to ensure a comprehensive and fair evaluation of staff performance which are as follows:

a) **Step 1:** Announcement and Preparation: The process begins with the APAR system being made accessible, accompanied by an official email announcement of the APAR cycle by MSD. Staff members are provided with guidelines, timelines, and necessary forms or documents for self-evaluation and submission.

b) **Step 2:** Self-Evaluation: Staff members conduct a thorough self-assessment, utilizing the provided APAR online forms. They assess their performance, achievements, strengths, areas for improvement, and alignment with IIUM's values. At this stage, prior to proceeding with their self-evaluation, staff members are required to confirm their assigned supervisors. If there is a necessity to change or remove their default second supervisor, a prompt request should be forwarded to the Kulliyyah Administration for swift processing.

c) **Step 3:** Supervisor Evaluation: Staff members submit their self-evaluation forms to their immediate supervisor for assessment. Supervisors review and assess the staff member's performance based on established criteria, providing feedback and ratings accordingly. While a system notification is automatically sent to supervisors, we strongly encourage all staff members to proactively remind their respective supervisors to complete the evaluation within the specified period. This proactive approach ensures timely completion and contributes to the efficiency of the appraisal process

d) **Step 4:** Staff Confirmation and Feedback: After supervisor evaluation, staff members confirm and provide feedback on their appraisals. This step ensures staff involvement and allows them to share any additional information or perspectives. If no response is received within 7 days, the evaluation is considered confirmed and automatically forwarded to the 2nd Supervisor.

e) **Step 5:** Second Level Review: The appraisal report then proceeds to a second-level review by the Second Supervisor within the department or any other identified person for further assessment and validation of the evaluations made by the supervisor.

f) **Step 6:** Finalization and Reporting: Once evaluations and discussions are completed, finalized APAR reports are generated.

g) **Step 7:** Decision-Making and Utilization: APAR results are utilized for various HR decisions, such as salary increments, promotions, training needs, rewards, disciplinary actions, and career development plans.

h) **Step 8:** Record Keeping: All APAR documents, including self-evaluations, supervisor assessments, and finalized reports, are securely stored as official records for future references and HR purposes.

9.2. Special AWT/MPI or APAR

A special AWT/MPI or APAR could be initiated under one of the following circumstances:

a) When an individual fails to submit the Minimum Performance Indicator (MPI) during the specified session, which is a prerequisite for the APAR evaluation; or
b) In cases where an individual fails to submit the APAR within the specified period; or

c) When a new staff member commences duties after the 1st of July, making them ineligible for the annual APAR; however, their APAR results are required for consideration in their subsequent year's annual salary increment.

d) When an MPI or Assessment is required to monitor and assess the performance of individual undergoing the Performance Improvement Programme (PIP) or Standard Performance Staff (SPS).

10. FAILURE TO SUBMIT

10.1. Staff's failure to submit APAR without reasonable cause may affect the consideration for :

a) Annual salary increment;
b) Confirmation in service;
c) Promotion; or
d) Renewal of contract.

10.2. If the University approves the appeal to reopen the Annual Performance Appraisal Report (APAR), any resulting increment payment will not be backdated. This means that the staff will forfeit the accumulated increment amount for the number of months missed.

11. SUBMISSION DEADLINE

The submission deadline for the performance appraisal cycle will be communicated via email. Neglecting to submit the performance appraisal or its equivalent may result in the imposition of penalties outlined in item 10 above.

12. APPEAL

This procedure applies to all staff employed under a contract of service with the University. Any appeal concerning AWT/ MPI or APAR should be formally submitted to the Executive Director of MSD via KCDIOM management.

SECTION B: GUIDELINES ON CONSTRUCTING AWT/MPI

1. OBJECTIVE

1.1. AWT/MPI should be regarded as a testament to the supervisee's intent and commitment towards achieving specific objectives outlined in activities/projects. These initiatives are formulated based on clear guidelines and strategic alignment with the department's goals.

1.2. A crucial aspect of AWT/MPI involves establishing a mutual understanding and agreement on the expected job outputs. This ensures clarity regarding the anticipated deliverables and outcomes.

1.3. AWT/MPI focuses on measuring crucial aspects essential for success, encompassing QUANTITY, QUALITY, TIME, and COST. These metrics provide a comprehensive evaluation framework, enabling a holistic assessment of performance.

2. IDENTIFICATION AND SELECTION

2.1. Constructing multiple MPIs is strongly encouraged to ensure the comprehensiveness of the AWT/MPI framework, addressing various facets within a staff member's Functional Area or Key Result Area (KRA). This area encompasses specific responsibilities, outcomes, or deliverables entrusted to an individual or department within the organization. It delineates the core functions and areas of accountability critical for achieving organizational objectives. Representing about 80% of the overall work role, the Functional Area/KRA includes pivotal tasks essential for successful role performance.

2.2. Focusing on 5 to 7 key functions within this area ensures a targeted and concentrated approach, allowing for clear and prioritized attention to essential operational aspects. Therefore, it is advisable for the staff to aim for a total number of MPIs ranging between 5 to 7, ensuring a comprehensive yet manageable scope for performance evaluation and goal achievement.

3. FOCUS AREAS BASED ON CATEGORY OF STAFF

3.1. Management & Professional Staff Category: This category concentrates on strategic aspects encompassing planning, implementation, project management, and evaluation. It extends to providing substantial contributions to the formulation of University/Departmental policies, rules, and procedures. Individuals within this category are key contributors to the organizational direction and efficiency.

3.2. Key Focus Areas:

    a) Strategic planning and execution.
    b) Project management and progress tracking.
    c) Policy formulation and procedural development.
    d) Contributing to the enhancement of organizational frameworks and methodologies.

3.3. Support Group Staff Category: This category primarily involves supervisory responsibilities, ensuring compliance, and operational execution. It emphasizes on the enforcement of policies and procedures while overseeing day-to-day activities crucial to the organization's smooth functioning.

3.4. Key Focus Areas:

    a) Supervisory roles and responsibilities.
    b) Ensuring adherence to policies and regulations.
    c) Overseeing and managing operational functions.
    d) Providing essential support for the effective functioning of various departments or units.

4. COMMON TYPES OF AWT/ MPI

4.1. MPIs typically fall into two common constructs namely:

    a) Output-based MPIs focus on tangible results or quantifiable results. For example:

        i. No. of articles published in ISI rated journals or publications.
        ii. % of overtime (OT), part-time and traveling claims submitted to the Finance Division by 7th of the following month.

    b) Process-based MPIs emphasize the efficiency and effectiveness of operational procedures. For objectives challenging to measure directly, use indicators like:

        i. No. of programmes organized to enhance integrity of staff (Difficult to measure integrity level).
        ii. % of system maintenance / backup done as per schedule. (Difficult to measure the condition of each machine/equipment).

5. KEY IMPORTANT CONSIDERATIONS IN CONSTRUCTING AWT/ MPI

5.1. The following are essential aspects of having effective MPIs:

a) MPIs should be linked to the KCDIOM/IIUM strategy. They must directly contribute to the achievement of the unit/departmental vision, mission, objectives, and overall strategy. Understand your department's MPIs, strategic objectives, and initiatives relevant to your role and functional areas.

b) Develop questions that focus on contributions staff can make towards ensuring the effective implementation of unit/departmental strategies. These questions should guide the MPI design.

c) Ensure readiness and capability among staff to collect relevant data and measure achievements later. This preparation is crucial for the successful implementation and evaluation of MPIs.

d) Ensure MPIs are realistic and achievable targets. Choose 5-7 key objectives aligned with their importance and feasible to accomplish within the given timeframe. Set measurable targets related to Quantity, Quality, Time, and Cost.

e) Utilize units like "%", "Number", "Rate", "Average", or "No." for clear measurement in each MPI statement.

f) Select MPIs that genuinely reflect achievement rather than mere activities. Avoid measures like attendance at meetings or completing organizational charts, which don't directly impact performance.

g) Put answer (Target) in the question (MPI statement). It means, if you want to identify "Hours" as your answer in Target, the MPI statement must mention "Hours". For example:

   i. Statement: Average time to complete assignments. Target: 3 hours (Incorrect)
   ii. Statement: Average hours to complete assignments. Target: 3 hours (Correct)
   iii. Statement: Minutes are to be prepared and distributed within 7 days after the meeting. Target: 100% (Incorrect)
   iv. Statement: % of minutes prepared and distributed within 7 days after the meetings. Target: 100% (Correct)

6. SETTING, REVIEWING AND EVALUATING AWTS/ MPIS

6.1. There are 3 stages of AWT/MPI sessions:

a) Set MPIs at the beginning or early in the year to provide a clear roadmap for goals and performance expectations.

b) Conduct a mid-year review to assess progress against established MPIs. Use this review as an opportunity to make necessary adjustments, realign goals, and address any challenges or obstacles encountered during the initial phase.

c) Evaluate performance against MPIs at the end of the year. Assess achievements, measure outcomes, and determine the extent to which the set targets were met. Use this evaluation as a basis for recognizing accomplishments, identifying areas for improvement, and informing future goal-setting processes.

SECTION C: DETAILED GUIDELINES ON EVALUATION

1. EFFECTIVE EVALUATION

1.1. The following are 10 tips for effective evaluation:

   a) Preparation and Information Gathering: Gather comprehensive information about staff performance, including goals, achievements, and past evaluations, in preparation for the assessment.

   b) Establish Clear and Comprehensive Evaluation Criteria: Define specific metrics encompassing goals achieved, KPIs, skill development, teamwork, etc., ensuring a transparent assessment process.

   c) Encourage Self-Assessment and Reflection: Prompt staff to self-assess their performance before the evaluation to facilitate reflection on strengths and areas needing improvement.

   d) Structured and Comprehensive Evaluation Approach: Employ a structured evaluation format that combines qualitative and quantitative assessments, maintaining consistency across all evaluations.

   e) Focus on Recognizing Achievements and Improvement Areas: Acknowledge staff accomplishments and strengths while constructively addressing areas requiring improvement, providing specific and actionable feedback with relevant examples.

   f) Collaboratively Set Realistic and Aligned Goals: Collaborate with staff to establish achievable and aligned goals for the upcoming year, ensuring they match the staff members' roles and career development.

   g) Promote Open Two-Way Communication: Create an environment for staff to express opinions, concerns, and aspirations during evaluations, fostering engagement and understanding through open dialogue.

   h) Thoroughly Document Evaluation Discussions: Maintain detailed records of evaluation discussions, including identified goals and areas for improvement, for future reference and accountability.

i) Continuous Support and Follow-Up: Schedule regular check-ins throughout the year to monitor progress and provide support, ensuring ongoing communication beyond the annual evaluation.

j) Recognize, Reward, and Offer Development Opportunities: Acknowledge outstanding performance with rewards or recognition to motivate continued excellence, while also identifying areas for additional training or skill enhancement for staff members.

2. COMMON MISTAKES

2.1. The following are 10 common mistakes to be avoided by supervisors:

a) Missing Deadlines: Missing evaluation deadlines, hindering timely performance assessment and feedback to the staff.

b) Recency and Trait Bias: Giving disproportionate importance to recent events or a single positive/negative trait, potentially overlooking overall performance or diverse strengths (halo/horn effect).

c) Inconsistent Rating Standards: Rating staff excessively leniently or strictly, irrespective of their actual performance, leading to distorted evaluation outcomes.

d) Subjectivity and Personal Bias: Allowing personal feelings, relationships, or prejudices to influence evaluations, potentially causing favouritism or bias unrelated to job performance.

e) Vague Feedback without Examples: Providing ambiguous feedback without concrete examples, making it challenging for staff to understand areas of excellence or improvement.

f) Context Ignorance: Disregarding external factors influencing performance, failing to consider the contextual challenges employees face during evaluations.

g) Lack of Staff Input: Conducting evaluations without allowing staff perspectives or self-assessment, risking misunderstandings and dissatisfaction.

h) Overemphasis on Quantitative Measures: Relying solely on quantitative metrics, neglecting qualitative aspects like teamwork, creativity, or problem-solving skills in evaluations.

i) Past Performance Focus without Development: Concentrating solely on past performance without discussing growth opportunities or developmental areas for staff.

j) Infrequent Feedback: Providing feedback only during annual evaluations instead of offering continuous guidance and feedback throughout the year.

3. CONFIDENTIALITY AND PRIVACY

It is very important to respect the confidentiality and privacy of staff evaluations. Limit access to evaluation results to only those who are directly involved in the assessment process, ensuring a level of trust between staff and management.

OFFICIAL IIUM