

## **SINGAPORE STAFF APPRAISAL (EDUCATION SERVICE)**

The Ministry uses the Enhanced Performance Management System (EPMS) which is a competency-based performance management system to appraise our education officers. The EPMS spells out the knowledge and skills requirements as well as professional characteristics appropriate for each of the 3 tracks (i.e. Teaching, Leadership and Senior Specialist). Please see Annex A for the key features of the EPMS.

2 Staff appraisal is conducted on an annual basis. Officers are appraised for performance and potential. However, supervisors are encouraged to meet their officers regularly, not just once a year, to review the work that has been done and discuss adjustments to priorities and targets. This regular work review process also enables supervisors to coach their officers, and offer encouragement and support.

### **Performance Assessment**

3 Performance is assessed based on the officer's total contributions. This encompasses how well he has achieved his work targets (ie. teaching duties, co-curricula activities, other duties, projects and tasks done during the year) and demonstrated the required competencies.

4 Performance assessment is given in terms of A, B, C, D or E grading. When assessing performance, an officer at a higher grade will most likely perform better than an officer at a lower grade due to more knowledge and experience. To be fair to all officers, performance is therefore assessed relative to an officer's substantive grade. This means that for an officer at a higher grade, he will be measured against the higher performance standard expected of that grade.

### **Potential Assessment**

5 Based on the competencies demonstrated by the Jobholder, Reporting Officers will assess the career track that the Jobholder shows the greatest aptitude for and the highest appointment the Jobholder is capable of handling on that career track, ie potential.

6 For potential assessment, the concept of Currently Estimated Potential (CEP) is used. This is an estimation of the highest appointment or level of work an officer can handle competently before his retirement.

7 The concept of CEP helps organisations to:

- estimate how far an officer can go in the long run;

- identify and plan the officer's training and development possibilities;
- plan the officer's career advancement opportunities in terms of postings and assignments; and
- better plan for succession taking into consideration the calibre of people in the organisation

## **Ranking**

8 Ranking is a critical part of appraisal. While supervisors individually assess the potential and performance of their officers, there are bound to be some supervisors are more stringent than others. To complement their individual assessments, ranking panels are convened annually to collectively assess groups of officers. Ranking helps to:

- moderate differences in the standards of various supervisors;
- impose discipline in the appraisal system; and
- ensure that assessments are rigorous and fair.

The ranking process ends with the panel deciding on the CEP or performance grading band each officer should belong to.

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## **ENHANCED PERFORMANCE MANAGEMENT SYSTEM**

The Enhanced Performance Management System (EPMS) is a performance management tool for that is being used for the Education Service. Being a competency-based performance management system, the EPMS spells out the knowledge, skills and professional characteristics appropriate for each of the 3 tracks (i.e. Teaching, Leadership and Senior Specialist).

EPMS aims to help officers improve themselves and better their performance. With the implementation of EPMS, officers enjoy greater clarity in terms of expectations and behaviours as well as career progression along the different career tracks. The EPMS also aligns learning and development opportunities with the new career and recognition structures introduced through Edu-Pac. Officers are also aware of the competencies which are essential for success in each field of excellence and thus able to work towards developing themselves along their desired career paths.

### **Features of EPMS**

The EPMS emphasises the need to look at both the "What" and "How" of performance. While the accomplishment of work targets is key in the assessment of a Jobholder's performance, it is equally important to recognise the desired behaviours which are demonstrated by the Jobholder in the course of his work.

### Key Result Areas

Under the EPMS, there are profiles for each role in each career track, capturing the "What" of performance. The role profiles document the Key Result Areas as well as the knowledge and skills required for the different roles under the career tracks. The role profiles have been developed to make more explicit expectations of the different roles. It is a guide for officers to refer to when they set their work targets.

### Competencies

A competency model has been developed for each of the 3 career tracks capturing the "How" of performance. Competencies are underlying characteristics that drive outstanding performance. They are the personal attributes and behaviours that lead to long-term achievement and success. Examples of some of the competencies for the Teaching Track are *Nurturing the Whole Child*, *Teaching Creatively*, *Partnering Parents* and *Working with Others*.