

**LEVEL OF SATISFACTION ON THE IMPLEMENTATION OF PERFORMANCE
APPRAISAL AMONG NON ACADEMIC STAFF**

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UNIVERSITI UTARA MALAYSIA

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**LEVEL OF SATISFACTION ON THE IMPLEMENTATION OF PERFORMANCE
APPRAISAL AMONG NON ACADEMIC STAFF**

BY:

ZAHARAH MOHAMED

**A project paper submitted to the College of Business in partial fulfillment of the
requirements for the degree of Master of Human Resource Management**

Universiti Utara Malaysia

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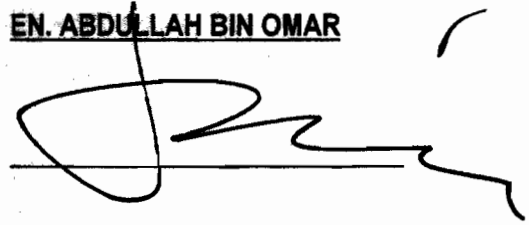
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ABSTRACT

The study was conducted to identify the level of satisfaction among non academic staff of one of the public universities located in Northern Malaysia on the implementation of performance appraisal system.

The aims of the study were to: (i) measure the level of satisfaction on the implementation of the performance appraisal system; (ii) to investigate the relationship between independent variables (rater's competency, evaluation process, compliance to rules & standard practices, employees' participation and dependent variable (level of satisfaction); and (iii) to measure the influence of rater's competency, evaluation process, compliance to rules & standard practices and employees' participation on the level of employees' satisfaction on the implementation of the performance appraisal system.

Data were gathered through questionnaires distributed to 377 respondents comprising of officers in the category of management and professional, support staff I, and support staff II. However, only 178 questionnaires (47 per cent) that were returned found to be useable for further analysis. The data were analyzed using Statistical Package for Social Sciences (SPSS) software, version 17.0.

The level of satisfaction was found to be at medium level, with a mean score of 2.89. All variables showed presence of a positive and significant relationship, with a value of correlation coefficients between 0.291 and 0.386.

The value of Adjusted R Square, however, amounted to only 0.141 which indicates that there was only 14.10 per cent change in the level of satisfaction that can be explained by the four (4) independent variables which are rater's competency , evaluation process, compliance to rules & standard practices and employees' participation. The remaining 85.90 per cent was due to other factors which were not considered in this research.

Generally, the findings indicate that the level of satisfaction, as measured along the given four independent variables, support the hypothesis that there is positive and significant relationship between the variables. The findings also show that the organization should focus more on the factors that are linked with employees' satisfaction.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Performance appraisal is one of the core activities in human resource management function. It provides great input for other human resources decisions and more importantly as an indicator or determinant for salary raises, career advancement, employee development and other benefits offered by the management. To individual employees, appraisal is always being viewed as an instrument which has far reaching implications in their career path. It is therefore, the level of objectivity, transparency, and integrity of not only the system but also the raters that are crucial to ensure the acceptable level of fairness is preserved. If the employees perceived that they are being appraised appropriately and fairly, then the chances of eliminating the feeling of distrust are great which leads to higher level of satisfaction among employees. In such a case, both employees and organization will get the benefit of a motivated work force.

However, the organization will be negatively affected if irregularities, unfairness and oppression are involved in the process of appraising employees' performance. As a result, employees feel dissatisfied and this could badly impact on the smooth running of an organization and its efficiency would be seriously impaired.

1.2 Research background

Performance appraisal system in Malaysia started in 1896 when the British government in Malaya wanted to ensure an efficient administrative system in the country. The system was mainly used for British expatriates who worked in Malayan Civil Service. The system continued to be used even after the independence until 1976 when a new system called Cabinet Report 1976 was introduced. Yet, this performance appraisal system was again changed to give way to the New Remuneration System or Sistem Saraan Baru (SSB) introduced in January 1992. This new system was based upon a more concrete, comprehensive, strategic, and long-term plan and aimed at increasing the level of professionalism, quality and productivity of civil servants.

Yet, after several years of implementation, SSB was harshly criticized by both the employees and the union. The main issue here is about the fairness of the evaluation system. A survey by the Congress of Unions of Employees in the Public and Civil Service (CUEPACS) shows that 90 per cent of civil servants were not happy with the implementation of the SSB (BERNAMA, 2000). One of the reasons given is that the raters do not seem to be knowledgeable and possess sufficient skills (Abdul Hamid, 1996, BERNAMA, 2000). The issue of subjectivity also arises when it comes to implementation. Raters, as human beings, tend to be biased, not fair, and not objective (Abdul Hamid, 1992; Abdul Manap, 1996).

Beside the issue of rater's competency aforementioned, SSB was also perceived to be too rigid, plus other inherited flaws, like irrelevant evaluation criteria, unfair weightage between criteria,

less emphasis on career development, and unable to focus on more critical areas such as information technology, customer needs, and public service delivery system.

Amidst all the criticisms, government decided to replace the SSB with the Malaysian Remuneration System or Sistem Saraan Malaysia (SSM) in November, 2002. Along with SSM, government also introduces Competency Evaluation Test (Penilaian Tahap Kecekapan - PTK) as a way of ensuring that all civil servants possess the appropriate competencies they required to be effective on their respective jobs.

Even though performance appraisal using Malaysia Remuneration System or Sistem Saraan Malaysia (SSM) is a better remuneration system than its previous predecessors, it also attracts criticisms. Among the major issue facing SSM is the role of First Evaluator (Rater) or Pegawai Penilai Pertama (PPP) and Second Evaluator or Pegawai Penilai Kedua (PPK). Critical factors such as knowledge, expertise, competency, experiences, and having positive mindset are the basis for evaluation. Yet, many raters fail to give utmost consideration to those critical factors to the extent that they tend to equate SSB with SSM. As such, many employees are complaining that they are not being evaluated fairly. For example, in the case of one *IPTA (Institut Pengajian Tinggi Awam)* in Malaysia, the number of complaints keeps on increasing from year to year as indicated in Table 1.1.

Table 1.1: Employees Feedback

Year	Total Complaint Received from Non Academic Staff	Performance Appraisal				
		Type of Complaints				
		Rater's Competency	Evaluation Process	Compliance to Rules and Standard Practices	Employee Participation	Others
2006	88	29	18	12	10	19
2007	97	34	19	13	11	20
2008	105	38	20	14	12	21

Source : Human Resource Department, 2009

Other major flaw is in the aspects of performance feedback. Many employees claim that they are in the dark why they score poorly in their annual performance appraisal report. When they confront the management to inquire about their performance, the standard answer is that it is the discretion of the raters to decide on the ratings.

It was evident that number of complaints on the way performance appraisal was conducted is soaring over the years. Indirectly, it indicates that the level of satisfaction among employees is presumably degrading due to mainly on the fact that most evaluators are not taking the exercise seriously and being perceived as grossly incompetent.

1.3 Problem Statement

Many organizations tend to discredit the importance of training for evaluators because they feel the appraisal exercise is only done once a year. However, the ramifications for failing to ensure a fair and just evaluation for employees are substantial. In many cases, employees even bring their grievances to court because they feel that they are being discriminated during the performance appraisal exercises.

According to Coutts and Schneider (2003) employees were not satisfied with performance appraisal system due to the fact that their involvement were barely minimum, poor feedback system, deficiency in evaluation criteria and failure to improved job performance. The supervisors are seen to be less competent in performing of their duty.

Research done by Alia (2005) on the government employees on the SSM found that there is a significant and strong correlation between the raters' competency and the work performance. Similarly, Phang (2005) found out that a majority (94 per cent) of employees are not satisfied with the implementation of the SSM due to unclear performance appraisal form while 90 per cent expressed that the evaluators failed to provide feedback.

It is hypothesized that factors such as rater's competency, evaluation process, compliance to rules & standard practices and employees' participation are influencing the level of satisfaction on the implementation of a performance appraisal system. It is therefore, the contention of this

research to investigate whether those factors are really influencing the level of employees' satisfaction on the implementation of their respective appraisal system.

1.4 Research Questions

This study attempts to answer the following questions:

- (i) To what extent the employees are satisfied with the implementation of their respective performance appraisal system;
- (ii) Whether there is relationship between independent variables (rater's competency, evaluation process, compliance to rules and standard practices, employees' participation) and dependent variable (level of satisfaction); and
- (iii) To what extent the independent variables (rater's competency, evaluation process, compliance to rules & standard practices, and employees' participation) influencing the level of employees' satisfaction on the implementation of performance appraisal system.

1.5 Research Objectives

The main objectives of the research are as follow:

- (i) To examine the level of satisfaction on the implementation of performance appraisal system;
- (ii) To investigate the relationship between independent variables (rater's competency, evaluation process, compliance to rules & standard practices, employees' participation) and dependent variable (level of satisfaction); and
- (iii) To identify the strengths of influence of rater's competency, evaluation process, compliance to rules & standard practices and employees' participation on the level of employees' satisfaction on the implementation of performance appraisal system.

1.6 Significance of the Study

This study is hoped to help management to further understand how they can improve the level of satisfaction on the implementation of performance appraisal system. This study may offer valuable insight for management to acknowledge some of the factors in rater's competency,

evaluation process, compliance to rules and standard practices and employees' participation that may help organization to improve current level of satisfaction.

1.7 Limitation of the Study

Some of the limitations are:

- a. The focus and data gathered for this study was only from one single organization or campus. Thus generalization of the findings to other situations is somewhat limited.
- b. This study investigated employee's perceptions based on only survey questionnaire and though effort was made to ensure respondents give true and honest response, the validity of their views cannot be truly established.
- c. The sample size for this research is rather small (178 respondents), as such it does not representative enough to reflect the real situation pertaining to level of satisfaction resulting from the way performance appraisal is conducted by various organizations, including institutions of higher learning in the country.

- d. This research attempted at explaining the level of satisfaction by using four variables, namely (i) rater's competency, (ii) evaluation process, (iii) compliance to rules and standard practices, and (iv) employee's participation. Result shows that the four variables predict only 14.10 per cent of variance in the level of satisfaction. This means that there are many other variables which are not being considered in this research to yield a much better result.

1.8 Operational Definition

Performance Appraisal : It is a process of evaluating every employee's performance which begins in January and ends in December every year. It involves the creation of work standards; evaluating employee's actual performance relative to work standards; and giving feedback to employee so as to motivate him or her to improve the job performance or to eliminate performance deficiency.

Employees' Satisfaction : The extent to which employees are comfortable with the whole process of appraisal, including the aspects of transparency, involvement, fairness and accuracy of the appraisal.

Raters Competency : Ability to appraise employee's performance effectively.

Leadership, communication, coaching, listening, and decision making skills are the prerequisites.

Evaluation Process : Involves various steps in appraisal process, starting from setting up performance objectives, performance standards, and discussions on evaluation criteria, performance feedback, rewards, training and development programs.

Compliance to Rules & Standard Practices : The extent to which rules and procedures established or adopted by the organization pertaining to performance appraisal processes and guidelines are closely adhered to.

Employees' Participation : In the appraisal process, employees should be given opportunity for them to share their views, for example in setting up performance objectives, identifying performance barriers, solving performance-related problems, giving and getting performance feedback, and discussing performance improvement plans.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter the relevant literatures are reviewed to gain a better understanding of the importance of factors affecting employee satisfaction on the implementation of performance appraisal system. The accuracy of the appraisal is becoming a central issue here as it determines whether an employee will be correctly appraised, compensated, retained, terminated, promoted, demoted, or transferred. These factors if not managed properly will create conflicts among employees. Thus, the purpose of this research is to examine the relationship between four independent variables which include rater's competency, evaluation process, compliance to rules & standard practices, and employee participation and the dependent variable which is employee satisfaction. It is hypothesized that those four independent variables have a significant and positive relationship with employee satisfaction.

2.2 Performance Appraisal Process

Performance appraisal can be defined as a periodic evaluation on the output of an individual measured against certain expectations (Yong, 1996). The process involves observing and

evaluating employee's performance in the workplace with relation to pre-set standards. Conventional approach to performance appraisal identifies it as a measurement exercise, while more contemporary approach is more concerned about decision-making process. In addition, Armstrong and Baron (1998) stress the importance of looking at performance appraisal as a participative process (coaching and counseling), rather than a judgmental review. Not with standing, performance appraisal normally is conducted based upon various purposes, such as for professional and career development, accountability check, selection for recognition and compensation, references to disciplinary procedure and, most commonly, a mechanism to determine salary increment and promotion exercises (Abdul Aziz, 1999).

Performance appraisal in Malaysia has undergone several transformations. The most prominent change in performance appraisal is the new performance appraisal system (SSB) implemented on January 1, 1992. SSB was a continuous process of evaluating every employee's performance, which began in January and ended in December every year. The whole cycle of the process is shown in Figure 1.1.

The first step is to underline annual departmental planning and targets where employees and senior officers will sit together to determine department activities for the year, detailed programs and projects, and lists of facilities required. The planning must be based on the central government policy and planning, budget allocation, staffing, and facilities allocated. Then, raters determine the employees' targets. They guide their employees to set job targets and to complete the annual work target (AWT). The process involves a two-way communication between the employee and the rater. The standard of work achievement will be measured based on cost,

quantity, quality, and time. Then, employees are responsible for implementing the detailed task activities as agreed. However, what transpired was the opposite. Raters do not discuss with their employees in determining the annual targets. Employees were only left alone to set their own targets. The objective of the department was not notified to the employees. Even if the employees were in the know, they were quite unclear or blur about the objectives.

After the beginning of the year planning, the second process involves the mid-term review. The mid-year performance review starts in June to compare the employee's actual performance and the targets. A mid-year performance revision of work progress is required between June and July. The discussion focuses on employees actual work performance as compared to the initial planning. At this point, work planning and work targets can be substituted according to constraints, problems and other factors which affect work performance. But at this stage, most targets are not reviewed.

The next step is preparing performance appraisal report by a performance appraisal committee. The employees are responsible for filling in the first part of the form (self-assessment) and submitting it to the performance appraisal committee. This committee, as the coordinator for the exercise, will collect all forms and hand them to the first rater or evaluator, who is the immediate supervisor for assessment according to the evaluation form filled in by the employee. When necessary, the rater and the employee will have a discussion regarding the performance appraisal process and the appraisal decision, before being moderated by the second evaluator for the overall departmental evaluation. Sometimes employees lack information to fill in the

performance form. They lack understanding because they were not informed by raters. Most employees fill out the form based on information from their peers. Even some of them complete the form according to their own perspectives.

The next step is performance appraisal and salary increment co-ordination. Performance appraisal committee will keep all the performance appraisal reports and analyze them for various administrative and personnel decisions.

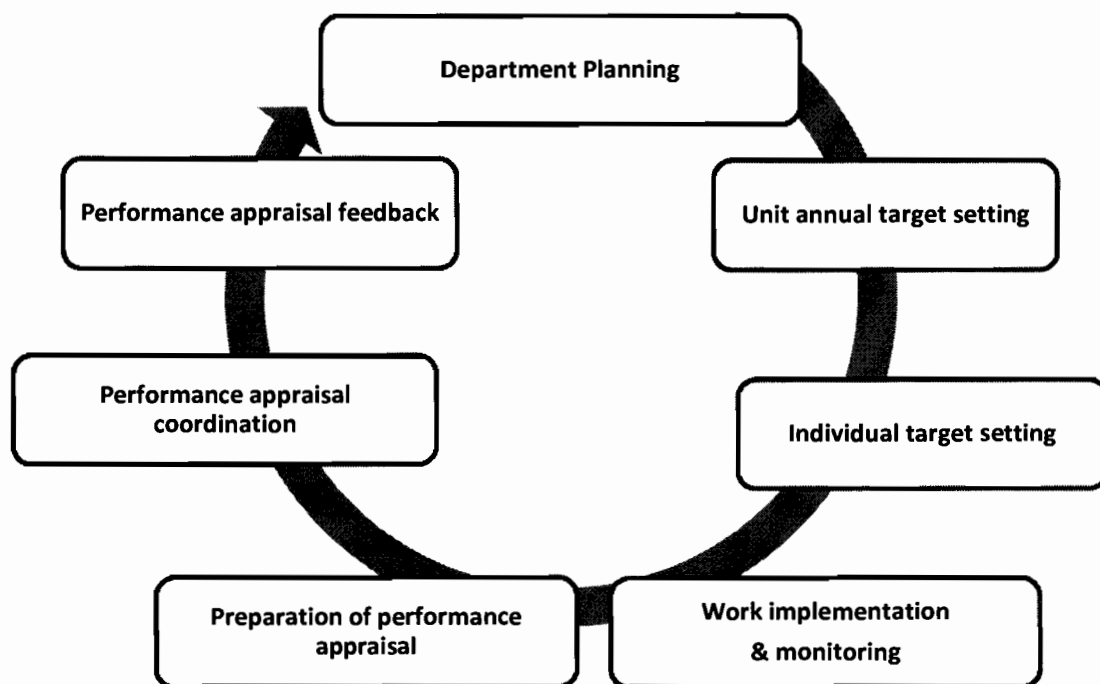


Figure 1.1: Process Flow of the Public Sector Appraisal System

Source : *Arahan Bahagian Perkhidmatan/Perjawatan Bil. 8/2003*

Panduan Pelaksanaan Laporan Penilaian Prestasi Tahunan Sistem Saraan Malaysia

2.3 Rater's Competency

A good rater is someone who is able to evaluate employees and has requisite skills on what he or she is evaluating. If the rater does not have the necessary skills to do the evaluation, it will surely bring a negative impact to the employees. The employees will be very dissatisfied and will complaint about their raters. Therefore, raters should have a very strong knowledge on the aspect to be evaluated and the performance system that is being used. Should there be any rater who lacks necessary knowledge, skills, and abilities to conduct performance appraisal, it is imperative that management should provide relevant training to ensure the process of evaluation is done fairly and objectively.

In addition, raters must also possess specific skills such as performance planning, goal setting, coaching, decision making, interviewing and conflict resolution to be effective raters (Longenecker, C.O., 1997). This is consistent with Path-Goal Theory developed by House & Mitchell (1974) that describes the way in which raters have to encourage and support their employees in achieving the goals they have set by making the path that they should take clearly and easily. Specifically, the model provides a guideline for raters to perform several tasks such as:

- Clarify the path so employees know which way to head.
- Remove roadblocks that are stopping them from going there.
- Increasing the rewards along the route.

In clarifying the path, they may be giving directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold. This variation in approach will depend on the situation, including the employees' capability and motivation, as well as the difficulty of the job and other contextual factors.

The theory also underscores the importance of communication skills. For example, raters need to know how to communicate, explain and guide them to the intended directions. They also need to provide support to their employees from time to time. Furthermore, rater's competency is critical for the success of performance appraisal. Judith (1990) in her study mentions that the effectiveness of performance appraisal depends on proper training and development.

Similarly, Torrington and Hall (1991) state that raters need to undergo training on how to appraise and how to conduct appraisal interviews. An excellent performance appraisal system is of no use at all if managers do not know how to use the system for best effect. Apart from this, employees will also need training if they have any significant involvement in the whole process.

The effect of psychometric errors in the performance appraisal exists when raters tend to arbitrarily criticize those whom they evaluate. Many researchers believe that criticizing employees, as often done in evaluations, fosters defensiveness and rationalization, which usually results in non-constructive responses. Evaluation is a sensitive manner which often elicits

negative psychological responses such as resistance, denial, aggression or discouragement, particularly if the assessment is negative. As a result, negative perceptions of evaluation may result in negative feelings about the appraisal. Specifically, the influence of perceived evaluation on employees' reactions may depend on the perceived fairness of the evaluation. If the process fulfills procedural justice, then the outcome will be positive. However, when there is a perceived injustice involved in the evaluation, then the whole process of evaluation is viewed negatively.

Another important factor to be considered by raters is to objectively reach a conclusion on performance. The use of ratings assumes that rater is reasonably objective and accurate. However, in reality, evaluators' memories are quite fallible and raters subscribe to their own sets of likes, dislikes and expectation about people, which may or may not be valid (Ivancevich, 2001). Performance is being judged subjectively and is not amenable to objective assessments. June (2004) in her research mentions that the case of subjectivity could enable a rater's personal agenda during the appraisal rating process, which lead to influence the outcome of the rating. Common rating errors from rater's competency such as halo, leniency and central tendency (Judith, 1998) are being known to contribute bias in appraisal rating process. Halo errors occur when one performance dimension biases all other performance dimension ratings and the rater fails to discriminate components of the employee's job behavior. Leniency error occurs when all ratings are systematically shifted to the favorable end of the scale. Central tendency error occurs when the rater avoids the extreme ends of the scale, so that all dimension ratings are at or near the midpoint.

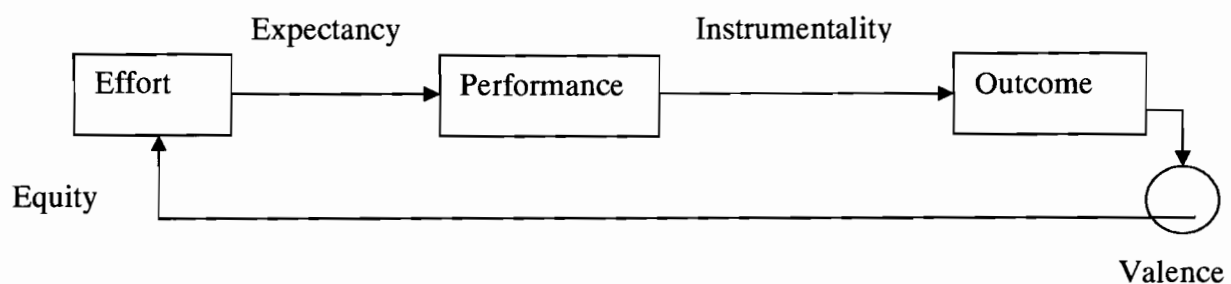
The competency of raters also depends on other dimensions such as intelligence, personality, trustworthy, belief system, and ability (Cardy and Dobbins, 1994). For example, research in performance appraisal shows that beliefs about human nature such as trustworthy, altruistic, and independent are related to the accuracy of ratings. People differ in their ethical beliefs, and as rater, these differences in beliefs may lead to differences in what behaviors which could lead to be ethical or unethical. Thus the ethical beliefs of the raters may have a direct influence on ethical performance assessments. Sometimes to the extent, raters may differ in their internal standards for identifying behavior as ethical/unethical based on their personal beliefs about personal integrity issues, corporate integrity issues and individual rights issues and the strength of these beliefs may moderate the relationship between outcomes and assessment bias.

2.4 Evaluation Process

In the context of performance appraisal, every process should be conducted in an efficient and effective way. Process that is being done without any urgency will only cause dissatisfaction among the employees. The process must be done according to the rules and guidelines that have been set. For example, the annual work target should be done at the beginning of each year and not at the end of the year as being done by some departments. If it is done at the beginning of the year, it can be monitored all year round. At the middle of the year, the target set can be re evaluated by the raters and employees. Everyone must be involved in this process. However,

what usually happen is the opposite when raters or employees do not follow the proper process. The work target is only given at the end of the year when the process of giving out marks is being done. Thus, employees are only evaluated at the end of the year and not the whole year as it should be. If there is any problem during this time, employees will be given a low mark. Raters should not evaluate employees based on a certain time frame but they should be evaluated the whole year. There are some raters that only evaluate employees based on a certain time frame whereas they should be evaluated for the whole year.

A theory that highlights the importance of evaluation process is Expectancy Theory by Vroom (1964). This theory has been applied in many situations. It is still regularly used to explain motivation in work settings and has been strengthened through 30 years of empirical testing both within-person and between person research designs. The expectancy theory does not concentrate on needs, but rather focuses on outcomes. Specifically, it focuses on three main perceptions of evaluators: valence, instrumentation and expectancy. The diagram below illustrates the relationship between those factors.



Expectancy theory suggests that motivation is dependent on the degree the rater perceives that effort put into the performance appraisal process will result in an accurate performance appraisal rating (expectancy), the degree of the rater's perception that an accurate performance appraisal rating will produce performance appraisal effectiveness (Instrumentation), and the value that the rater places on an effective performance appraisal (valence). In this case, normally when employees perform better, they will expect to get better outcome. This theory concurs with Cook and Crossman (2004) that states that performance appraisal system will not be effective unless it is perceived to be fair by all those involved in the process.

Another important aspect in the evaluation process is coaching. For example, a systematic performance appraisal system, which stresses the coaching aspect of evaluations, will improve performance more rapidly and represent one of the keys to increase the productivity. Indirectly it will produce high levels of satisfaction on evaluation process. It advocates the use of a two-tiered, integrated system of ongoing job evaluations and annual goals (management by objectives – MBO), and the optimization of each system component. It entails the training of raters in dealing with emotional barriers to express criticism, and in avoiding psychometric errors.

Another facet of evaluation process is feedback. Feedback on job performance should be received on an ongoing and informal basis. According to Pearce and Porte (1986), feedback that one is “satisfactory” will be disconfirming to many feedback recipients. Therefore, attitudes toward the performance appraisal systems and organizational commitment will decrease and

remain lower for those receiving “satisfactory” ratings, whereas the attitudes of those receiving higher appraisal ratings will remain unchanged.

There are several ways in which raters can improve the way they provide feedback to employees. For example, adaptive selling behaviors by managers moderate the effects of positive behavioral feedback on employee performance. It is stipulated that positive output feedback has a significantly positive effect on employees’ performance, whereas negative feedback (output and behavior) is unrelated to employees’ performance. Thus, managers can improve the productivity of their employees by demonstrating adaptive techniques while providing positive feedback to them. However, empirical research by Anseel, Lievens and Schollaert (2009) show that reflection combined with feedback enhances performance improvement on a web-based work simulation better than feedback alone. Reflection without feedback does not lead to performance improvement.

2.5 Compliance to Rules & Standard Practices

Performance appraisal involves a two-way communication. If management does not convey appropriate message to the subordinates, then the process of performance appraisal will not be efficient. For example, all rules and practices that are being used must be clearly informed to the employees. Raters or management should let the employees know which evaluation form

that is currently being used as sometimes the employees might use the wrong form. The form that is being used must also correspond to the respective position. Employees should also know about the scale in the form and should also understand each element in the forms. The organizational objectives must also be clearly explained to the employees. The objectives set must be in line with the organization's objectives.

Mid-year review by the rater and employee must also be done. Irrelevant target that is going to be met must be dropped. This is important to make sure that the target is achievable. If there are targets which are unattainable, then they must be dropped. At the end of the year, employees must be informed of the result of the performance evaluation. What usually happen nowadays is that many rater fail to inform the evaluation result to the employees although there's an obvious rule to do so. The unfortunate fact is that results of the evaluation are not only use for the increment of salary or appraisal but are also used for promotion, transfer, disciplinary action, and training. If all lines of communication are conveyed properly, employees will sure be satisfied with the whole process of performance appraisal.

In addition, Mero, Guidice and Brownlee (2007), explain that compliance to rules and standard practices are important during the conduct of appraisal process. Critical elements such as objectives to be achieved, the dates set, feedback from the raters, and employees' participation must be observed and followed. Moreover, implementation should be more transparent in compliance with the rules established so as to avoid any dissatisfaction among employees.

2.6 Employee Participation

Employee participation is very crucial in the evaluation process and should start from the setting up of the work target right up to the evaluation process. Employees will feel that they are being appreciated if there are included together in the process. For example, management should elicit employee participation in the setting up of the annual work target. Employees must discuss together with the rater so that the target that has been set is in line with the organization and its objectives. The target set is the result of discussions between both parties so the question of unreasonable target does not arise.

In addition, in the middle of the year, both employees and raters will discuss again and reevaluate on the target. Targets which are no longer relevant should be dropped on the agreement of both parties. This will also be done again at the end of the year. The employees will be called upon to discuss any strength and weaknesses. The rater can give out advice to improve certain aspect of the employees. This will ensure that the employees will be very satisfied when the evaluation process is being implemented.

In the context of performance appraisal, participation means that employees are encouraged to share ideas, discuss problems and help determine issues to be addressed (Greller, 1988). According to Roberts and Reed (1996), comprehensive and effective participation within the performance appraisal process consists of raters and employees developing performance

standards and rating form, employee self appraisal and cultivating employees participation in the interview.

A good performance appraisal system is implemented by encouraging participatory performance appraisal where it is an important element to ensure that the rater conducted a fair and ethical evaluation towards employees' performance. Organizations now realize that it is important to have a fair and unbiased evaluation towards employees' performance because it does give impact towards the employees' self-esteem, mental health as well as career advancement. When employees participate in performance appraisal process, it will bring meaningful input to the evaluator to set performance standard and the rating form. It will also assist the rater in worker self evaluation as well as two way interaction between the employees and the rater in the appraisal interview. Employees' participation in the performance appraisal process will enhance the acceptance and satisfaction of the employees towards the performance appraisal system conducted by their organization.

There are many other factors that cause the dissatisfaction of an employee towards performance appraisal system but the issue is, if the organization fails to encourage and implement a participatory performance appraisal system, it will lead to ineffectiveness of the system (Greller, 1988).

2.7 Employee Satisfaction Relating to Performance Appraisal System

Employee satisfaction is an important aspect that should be emphasized in implementing the performance appraisal process. Therefore, the process should be effective, fair, transparent and free from any forms of favoritism by the raters. The relevant parties should understand and have the adequate knowledge to evaluate their respective employees. Anything negative should be avoided. If the employees feel that the process is not fair and has some form of favoritism, the employees will feel unsatisfied, causing them to feel unmotivated and will cause the productivity to suffer. Therefore, it is an issue that not only should be looked into by the raters but also the organization which has done it for a long time. Anything that would make the employees to feel unsatisfied must be avoided as it will only make the organization to look bad (Dev Kumar, 2005).

The level of satisfaction can be explained by Maslow's Hierarchy of Needs Theory. In order to understand the full scope of complexity of employees' satisfaction, Abraham Maslow developed theory of hierarchy of needs. This theory stated that employees' satisfaction is a very important factor necessary for performance and goals achievement. Simply, employee that is not satisfied will not bring the optimal output as expected. Regardless of education, experience, training and compensation, without satisfaction, the performance will not thrive at proper level. There are many ways to influence employees' satisfaction.

For example, money can be a strong motivator, but only on the short run. Once the employee got a raise, he/she will be satisfied, but soon new salary level is no longer the source of satisfaction, due to adoption to a new level. Generally, Maslow's theory emphasizes the importance of

individual in organization to advance. The advancement indirectly will change individual's needs. In consequential, it will help individuals to put extra effort to continuously achieve their needs and satisfaction. Studies have consistently reported that level of satisfaction is one of the factors or reasons for employees' intentions to leave their organizations. Locke (1968) states that satisfaction as a pleasurable positive state resulting from one's job and job experience. Individuals show pleasurable positive attitudes when they are satisfied with their jobs. Satisfaction is a general attitude which is the result of many specific attitudes. Many factors affect employee's satisfaction. Porter and Lawler (1968) divide the factors into the intrinsic satisfactory factors related to work and the extrinsic satisfactory factors not directly related to work. Personal attributes and environment play major role in influencing satisfaction. The worker himself/herself, work and organizational characteristics are the factors affecting satisfaction. In terms of satisfaction on the implementation of performance appraisal system, surveys through the years have indicated relative lack of satisfaction on the performance appraisal systems in both private and public organizations. According to Cook, and Crossman (2004), more than 80 per cent of UK organizations surveyed in the UK express some dissatisfaction with their performance appraisal system, perceived that they fail as a mechanism to develop and motivate people. A survey in US (1992) indicating that just 20 per cent of American companies were very satisfied with their performance review process. A 1990 Industry Week survey of readers indicated that only 18 per cent responding that their reviews were very effective. This was down from 20 per cent in 1987. Thirty-one per cent of the respondents found reviews to be not very effective or a waste of time. A Wyatt Company survey of 900 companies found that only 10 per

cent of companies indicated satisfaction with their employee evaluation programs. Thirty per cent were dissatisfied and 60 per cent were not convinced one way or another.

Thus, satisfaction is very important to be considered by the management. In this example, the rater or evaluator should focus to factors that may contribute to the dissatisfaction especially during the performance appraisal process.

2.8 Theoretical Framework

Based on the literature, this research adopts the framework depicted in Figure 2.1, consisting of four independent variables and one (1) dependent variable. It attempts to explain the relationship between both groups of variables and the strength of influence by independent variables on level of satisfaction in the way performance appraisal is being conducted in the researched organization.

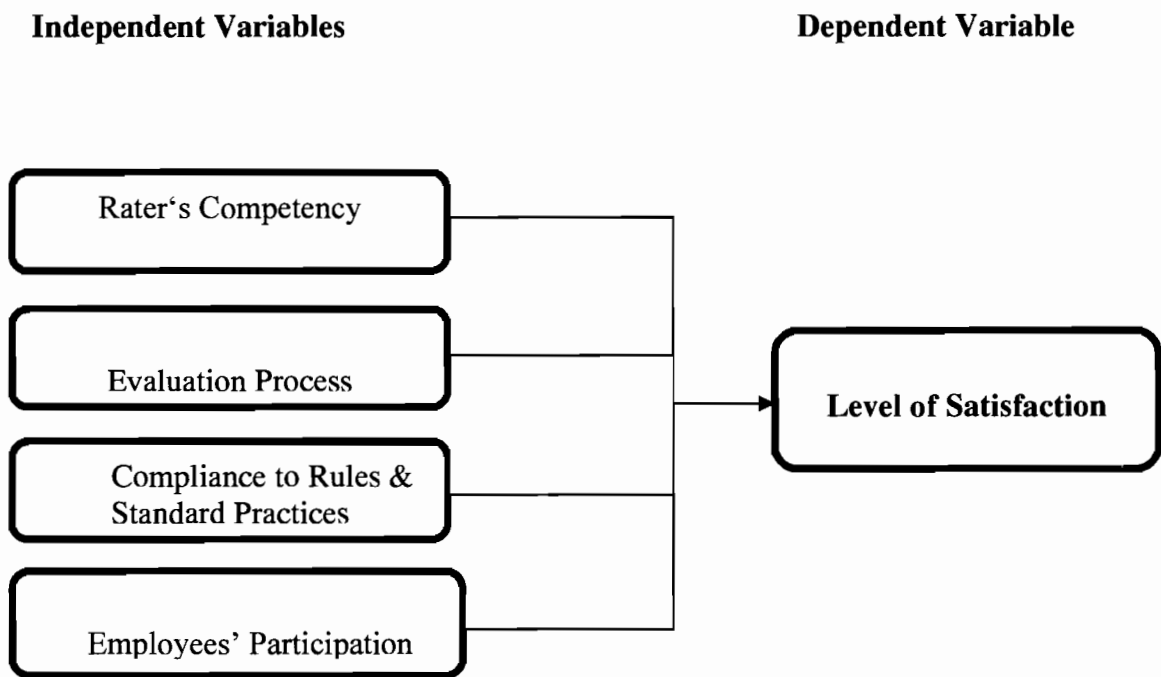


Figure 2.1: Theoretical Framework

2.9 Hypotheses

The framework suggests four (4) hypotheses that have been developed for the research. They are the following:

- H1 There is positive and significant relationship between rater's competency and employee satisfaction.
- H2 There is positive and significant relationship between evaluation process and employee satisfaction.
- H3 There is positive and significant relationship between compliance to rules & standard practices and employee satisfaction.
- H4 There is positive and significant relationship between employees' participation and employee of satisfaction.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the design of the research, population, sampling technique, research instrument, data collection procedures and finally the data analysis techniques.

3.2 Research Design

This research was designed as a cross-sectional field survey where collection of data is done only one time as opposed to longitudinal survey which requires data to be collected twice over a period of time. It was also quantitative in nature of which questionnaire was used for data collection. Survey method is probably the best method available to the social scientists interested in collecting original data for describing a population too large to observe directly. The adoption of the design was due to its practicality, where time and budget are the main constraints. Above all, handling of questionnaire is relatively easy while at the same time the method provides the breadth and speed in terms of its coverage. Another plus point is that a field survey fulfills the objective of this research which requires respondents to share their views and

opinions on their level of satisfaction in relations to several factors like rater's competency , evaluation process , irregular practices & rules and employees' participation

3.3 Population

The population of this research was made up of non-academic staff of one of the public universities located in Northern Malaysia. The total number was 580 comprising of those who have worked in the current postings for a minimum of six months to experience the appraisal process of which they were subjected to. They were categorized into three major service groups, namely, management and professional, support group I, and support group II and their postings were scattered over various schools, departments and units of the university. Figure 3.1 shows their relative distribution by service groups aforementioned.

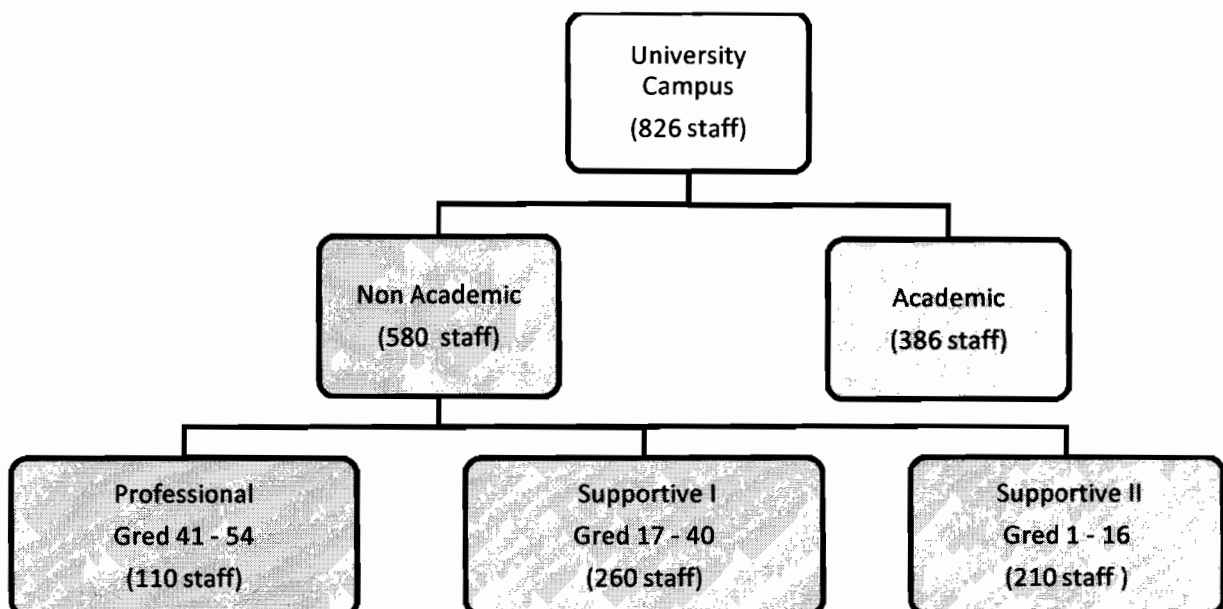


Figure 3.1: Staff Population

3.4 Sampling Technique and Size

The sampling technique used for the research was the convenience sampling. Convenience sampling is a nonprobability method. The population was first divided into mutually exclusive groups that were relevant, appropriate and meaningful in the context of the study (Cavana, 2001). The whole population represents three service groups upon which the appropriate sample size for each group was determined in tandem with the descriptions of Sekaran (2000). The questionnaires were distributed to 86 respondents in the group of management and professional, 155 respondents for support staff I and 136 respondents for support staff II. This means that respondents are chosen in a nonrandom manner, and some members of the population have no chance of being included. This method was used because of limitation of time and cost factor. Table 3.2 provides the details of the sample size for the research.

Table 3.1: Population (N) and Appropriate Sample Size (S)

Group	N	S
Management & Professional (Gred 41-54)	110	86
Support Staff I (Gred 17 – 40)	260	155
Support Staff II (Gred I – 16)	210	136
TOTAL	580	377

Table 3.1 indicates that the total number of respondents for the research was 377 of which 86 were in management & professional, 155 support staff I and 136 support staff II, representing of about 65 per cent of the total population.

3.5 Research Instrument

The questionnaire used in this research was an adoption of Jill Cook and Alf Crossman's (2004) in their Satisfaction with Performance Appraisal Systems survey. Nevertheless, for this research, the questionnaire was slightly modified to suit with the system that is currently in operations for Malaysian public service. The questionnaire consists of three sections. Section I consists of questions relating to profile of the respondents, whereas Section II sought to measure the goodness of the way performance appraisal is being conducted and Section III, a single item measuring the overall level of employee satisfaction on performance appraisal system. Table 3.2 provides a brief description of the questionnaire.

Table 3.2: Brief Description of the Questionnaire

Section	Description	Number of items
I	Background	6
II	Goodness of the way performance appraisal is being conducted measures through four (4) variables. ▪ Rater's Competency ▪ Evaluation Process ▪ Compliance to Rules & Standard Practices ▪ Employees' Participation	10 8 12 5
III	Level of satisfaction to the implementation of the performance appraisal system	1
Total		42

Two types of scale were used in this research. First, is the nominal scale for questions in section I, and second, the Likert Scale for items in section II and III. For Section II, a 5-point Likert Scale was used, where 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. However, for Section III the scale measures the overall level of satisfaction where 1 = not satisfied very much, 2 = not satisfied, 3 = not sure, 4 = satisfied, and 5 = satisfied very much.

3.6 Pilot Test

According to Ary, Jacobs & Razaveih (1990), the purpose of pilot test was to identify ambiguities, misunderstandings or other inadequacies in the questionnaire. Pilot test was carried

out on September 8, 2010. 25 respondents have been selected to be in the pilot test. The purpose of the pilot test is to test the reliability of the questionnaire. The reliability of the questionnaire was tested by using Cronbach's Alpha or called Alpha Coefficient to show the internal consistency of the questionnaires. According to Sekaran (2000), the closer the reliability coefficient to 1.00, the better the questionnaires are. In general, reliability scores of less than 0.60 are considered poor; those in the range of over 0.80 are considered good and acceptable.

In this study, all the independent variables and dependent variable met the above requirement. The alpha value for rater's competency is 0.963, evaluation process is 0.942, the compliance to rules & standard practices itself is 0.907 and employee participation 0.907. Since there's only a single question made in the level of satisfaction (a group/a set of one question), the value of cronbach alpha will be equal to 1. Table 3.3 provides a summary of the alpha coefficient for all the variables.

Table 3.3: Alpha Coefficient for Each Variable

Section	No.of Items	Alpha Value (Reliability)
Rater's Competency	10	0.963
Evaluation Process	8	0.942
Compliance to Rules & Standard Practices	12	0.907
Employees' Participation	5	0.907
Employees' Satisfaction	1	1.000

Therefore, the questionnaire that has been developed can be used for the actual survey and it is presented in Appendix I.

3.7 Data Collection Procedures

Researcher distributed questionnaires to the target respondents and collected them through Human Resource Department. A total of 377 sets of questionnaire were distributed to all targeted staff on September 20, 2010 with a cover note explaining the purpose of the survey and enlist their participation. The respondents were given ample time (2 –3 weeks) to answer the questionnaires. A total of 183 sets of questionnaire were collected back progressively and personally with the help of few staff.

3.8 Data Analysis Techniques

After collecting the questionnaires, a few procedures have been done such as checking the data for accuracy. Besides that the questions were being coded to enable for analysis using Statistical Package for the Social Sciences (SPSS) version 17. Both descriptive statistics (frequency, percentages and mean) and inferential statistics (Pearson Correlation and Multiple Regression) were utilized.

3.8.1 Descriptive Statistics

Descriptive statistics provide a statistical summary of the data in the forms of mean, standard deviation and frequencies. The purpose of descriptive statistics is to reduce data to an intelligible and interpretable form to facilitate the process of answering the objectives of the research.

3.8.2 Inferential Statistics

(a) Pearson's Correlation

For the purpose of determining the relationships between variables, the Pearson's Correlation analysis method was utilized. The strength of relationship is indicated through numerical terms ranging from -1.0 through 0 through +1.0 (Guildford, 1956). Guilford's guide to interpret the strength of relationship between two variables is known as Guilford Thumb of Rules. This was used as a guide to interpret the result of the correlation.

The guide is as follows:-

r	-	Strength of Relationship (Correlations Coefficient Value)
< 0.20	-	Almost negligible relationship
$0.20 - 0.40$	-	Low correlation: definite but small relationship
$0.40 - 0.70$	-	Moderate correlation; substantial relationship
$0.70 - 0.90$	-	High correlation; marked relationship
> 0.90	-	Very high correlation; very dependable relationship

(b) Multiple Regression

Multiple Regression analysis was conducted to examine the strength of influence of the independent variables on dependent variable. In the final analysis, the result of multiple regressions explains the amount of variance that independent variables impacted on dependent variable given by the value of R^2 . For example, if the R^2 is .63 and significance level of $p < 0.001$, then the result show that 63 per cent of the variance has been significantly explained by the set of predictors with less than 0.001 per cent chance of this not holding true (Pallant, 2007).

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

This chapter presents the results of data analysis focusing on respondents' profile, reliability analysis, analysis of mean and standard deviation, correlations between variables and finally the results for regression analysis.

4.2 Rate of Response

A total of 377 sets of questionnaires were distributed to the respondents. However, only 183 sets were returned to the researcher and upon scrutinizing them eventually 178 sets are usable for further analysis with a rate of response of 47.00 per cent. Table 4.1 provides the details of its distribution.

Table 4.1: Rate of Response

	Total	Percentage (%)
Questionnaires distributed	377	100.00
Collected questionnaires	183	48.54
Usable questionnaires	178	47.00
Unusable questionnaires	5	2.00
Uncollected questionnaires	194	51.00

4.3 Demographic Profile of the Respondents

Demographic profile of the respondents is shown in Table 4.2.

Table 4.2: Demographic Profile of the Respondents

Demographic	Categories	Frequency	Percentage (%)
1. Gender	Male	76	42.70
	Female	103	57.30
2. Marital Status	Single	37	20.80
	Married	137	77.00
	Others	4	2.20
3. Education	SRP/PMR	15	8.40
	SPM	74	41.60
	STPM/STP/Cert.	14	7.90
	Diploma	38	21.30

	Sarjana/ Muda/Sarjana/PhD	37	20.80
4	Position Category		
	Supportive II (1 – 16)	31	17.40
	Supportive I (17 – 40)	120	67.40
	Professional (41-54)	27	15.20
5.	Working Experience		
	Less than 5 years	40	22.50
	5 – 9 years	41	23.90
	10 – 14 years	35	19.70
	15 – 19 years	26	14.20
	20 years above	36	20.20
6.	Number of APC awarded		
	Never	75	42.10
	1	67	37.60
	2	27	15.20
	3	6	3.40
	4 and onwards	3	1.70

Table 4.2 shows that more than half of the respondents were female which represented 57.30 per cent out of 178 respondents in total. In contrast, only 42.70 per cent respondents were male. In terms of marital status, most of the respondents were married with 77.00 per cent out of 178 respondents followed by 20.80 per cent who were single while remaining 2.20 per cent respondents with other status. For education level, the highest level of education of respondents showed that only 20.80 per cent respondents completed their degree/master degree/PhD, meanwhile most of the respondents were of SPM (Sijil Pelajaran Malaysia) level which accounted for 41.60 per cent total number of respondents. About more than half of the respondents were from support staff I which is 67.40 per cent, followed by support staff II with 16.40 per cent and remaining 14.20 per cent were professional.

A total of 22.50 per cent of respondents were already working for less than 5 years and 5 – 9 years is 23.90 per cent, 19.70 percent of the respondents have been working for 10 – 14 years, meanwhile 14.60 percent of the respondents were working with 15 – 19 years. Only 20.20 per cent of the respondents have working experience with 20 year and above. Nearly half of respondents which is 42.10 per cent have never received the excellence service awards (Anugerah Perkhidmatan Cemerlang - APC). This was followed by 37.60 per cent whom obtained only once, 15.20 per cent of respondents had received twice. Respondents who had been three times recipients of this award were 3.40 per cent only. However, respondents who had received 4 and onwards or more times were only 1.70 per cent of the total.

4.4 Analysis of Mean and Standard Deviations for Variables

Descriptive analysis which includes the mean and standard deviation for the independent and dependent variables are attained and recorded in Table 4.3. The results reveal that the mean score ranges between 2.89 and 3.69 with standard deviations between 0.529 and 1.014. This signifies that all the responses are clustering around the mean scores (due to low standard deviation) of which can be concluded that all respondents are more or less sharing common perceptions on the issues at hand.

Table 4.3 : Mean Scores and Standard Deviations for Variables

	N	Mean	Std. Deviation
Rater's Competency	178	3.62	.639
Evaluation Process	178	3.52	.736
Compliance to Rules & Standard Practices	178	3.69	.529
Employee Participation	178	3.34	.861
Level of Satisfaction	178	2.89	1.014

Note : Likert scale of 1= extremely disagree (sangat tidak setuju), 2 = disagree (tidak setuju)
3= neutral (tidak pasti), 4 = agree, 5 = extremely agree (sangat setuju)

The mean scores depicted in Table 4.3 were based on the Likert Scale of 1-5. In this case, the value between 0 - 1 was discarded. Whereas, the calculations of mean using SPSS did take into account the value between zero (0) and one (1). Therefore, to reflect the real level of agreeableness, some adjustments to the score are required by using the following formula:

$$\frac{(\text{Highest mean score} - \text{Lowest mean score})}{\text{Levels of agreeableness}} = \text{Range of level of agreeableness}$$

$$\frac{(5-1)}{5} = 0.8$$

Table 4.4 (a) presents the adjusted level of agreeableness from which three categories of level of agreeableness are computed using the following formula:

$$\frac{(\text{Highest mean score} - \text{Lowest mean score})}{\text{Levels of agreeableness}} = \text{Range of category of agreeableness}$$

$$\frac{(5-1)}{3} = 1.33$$

Table 4.4(b) reveals the three categories of level of agreeableness with its corresponding range of mean scores.

Table 4.4(a): Adjusted Level of Agreeableness

Ranges of Mean Scores	Level of Agreeableness
1.81 – 2.61	Disagree
2.62 – 3.42	Neutral
3.43 – 4.23	Agree
4.24 – 5.00	Extremely agree

Table 4.4(b): Category of Level of Agreeableness

Range of Mean Scores	Category of Level of Agreeableness
1 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

All variables are evaluated based on a 5-point Likert Scale. From Table 4.3 and 4.4(b), the mean scores for variables are converted into Table 4.4 (c) to reflect the category of their level of agreeableness.

Table 4.4(c): Category of Level of Agreeableness for All Variables

Variables	Mean Score	Category of Level of Agreeableness
Rater's Competency	3.62	Medium
Evaluation Process	3.52	Medium
Compliance to Rules & Standard Practices	3.69	High
Employee Participation	3.34	Medium
Level of Satisfaction	2.89	Medium

Table 4.4 (c) shows that respondents are less satisfied with the way performance appraisal is conducted (mean = 2.89). This is not really surprising though as rater's competency, evaluation process and employee participation are rated at medium level with the exception of the element of compliance to rules & standard practices which is favorably rated at high level.

4.5 Analysis of Relationship between Variables

The results of Pearson Correlation Analysis and Multiple Regression are presented in the following section.

4.5.1 Pearson Correlation Coefficient

The correlation matrix between dependent variable and independent variables are exhibited in Table 4.5. The readings showed that there were a positive and significant relationship between level of satisfaction and rater's competency ($r = 0.339$), evaluation process ($r = 0.364$), compliance to rules & standard practices ($r = 0.291$), and employee participation ($r = 0.386$). Low correlation coefficient value (r) means the relationship or the influence of independent variables on dependent variable (level of satisfaction) is relatively weak.

Table 4.5: Correlations between Dependent and Independent Variables

		Rater's Competency	Evaluation Process	Compliance to Rules & Standard Practices	Employee Participation	Level of Satisfaction
Rater's Competency	Pearson Correlation Sig. (2-tailed) N	1 178				
Evaluation Process	Pearson Correlation Sig. (2-tailed) N	.798(**) .000 178	1			
Compliance to Rules & Standard Practices	Pearson Correlation Sig. (2-tailed) N	.733(**) .000 178	.792(**) .000	1		
Employee Participation	Pearson Correlation Sig. (2-tailed) N	.691(**) .000 178	.818(**) .000	.684(**) .000	1	
Level of Satisfaction	Pearson Correlation Sig. (2-tailed) N	.339(**) .000 178	.364(**) .000	.291(**) .000	.386(**) .000	1

** Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1: There is positive and significant relationship between rater's competency and level of satisfaction

Table 4.5 shows that the correlation coefficient between the two variables is 0.339 and the relationship is found to be significant at confidence interval of 99 per cent ($p < 0.01$), thus hypothesis 1 is accepted.

Hypothesis 2: There is positive and significant relationship between evaluation process and level of satisfaction.

Result in Table 4.5 is once again testified of a significant relationship between level satisfaction and the evaluation process with correlation coefficient (r) value of 0.364. It is highly significant at confidence interval of 99 per cent ($p < 0.01$), thus hypothesis 2 is accepted.

Hypothesis 3: There is positive and significant relationship between compliance to rules & standard practices and level of satisfaction.

Hypothesis 3 articulates the kind of a positive and significant relationship between level of compliance and satisfaction. Result in Table 4.5 concurs with the contention of hypothesis 3,

where statistically the two variables are well correlated to each other ($r = 0.291$) at confidence interval of 99 per cent ($p < 0.01$), thus hypothesis 3 cannot be rejected.

Hypothesis 4: There is positive and significant relationship between employees' participation and level of satisfaction.

Table 4.5 reflects the significant relationship between employee's participation and satisfaction with correlation coefficient (r) value of 0.386. Therefore, hypothesis 4 has been substantiated and should be accepted.

4.5.2 Summary of Hypothesis Testing

The summary of hypothesis testing is exhibited in Table 4.6

Table 4.6: Summary of Hypothesis Testing

	Hyphothesis	Results
H1	There is positive and significant relationship between rater's competency and level of satisfaction.	Accepted
H2	There is positive and significant relationship between evaluation process and level of satisfaction	Accepted
H3	There is positive and significant relationship between compliance to rules & standard practices and level of satisfaction	Accepted
H4	There is positive and significant relationship between employees' participation and level of satisfaction.	Accepted

4.5.3 Multiple Regressions

The Multiple Regression Analysis (MRA) treated the dimension of dependent variables and independent variables separately. This is a way to recognize whether there is significant

relationship between independent variables and dependent variables. In other words, the analysis provides the answer to a question as to what extent the independent variables predict the variance in the dependent variable. Eventually, it shows the strength of influence that the independent variables (predictors) have on dependent variable. Table 4.7 (a) and 4.7 (b) reveals the results of the analysis.

It was found that the adjusted R^2 value was 0.141, which means that the four (4) predictor variables predict about 14.1 per cent variance in level of employees' satisfaction. Since the variance accounted for by the four independent variables was small, one can conclude that the model used for this research is relatively weak as there are other predictive factors which are not being considered in this research to better explain the remaining 85.9 per cent of variance in the level of employees' satisfaction.

However, among the four predictor variables, it is evident that employees participation has greater influence with beta (β) value of 0.258, followed by rater's competency ($\beta = 0.121$), evaluation process ($\beta = 0.095$) and compliance to rules & standard is $\beta = -0.049$.

Table 4.7(a): Results of Regression Analysis for Variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.071	.521		2.055	.041
	Rate's Competency	.192	.192	.121	1.001	.318
	Evaluation Process	.131	.219	.095	.597	.551
	Compliance To Rules & Standard Practices	-.094	.228	-.049	-.411	.681
	Employees' Participation	.304	.144	.258	2.113	.036

a. Dependent Variable: Level of Satisfaction

Table 4.7 (b) : Multiple Regressions for Variables (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.401(a)	.161	.141	.94006	1.517

a Predictors: (Constant), Rater's Competency, Evaluation Process, Compliance to Rules & Standard Practices, Employee Participation

b Dependent Variable: Level of satisfaction

4.6 Conclusion

The survey concluded that the employees' satisfaction was at medium level with all the four independent variables were significantly correlated to the level of satisfaction. However, the strength of influence was quite low, where the aggregate impact of all the four predictor variables, namely, rater's competency, evaluation process, compliance to rules & standard practices and employees' participation, explained only 14.1 per cent ($R^2 = 0.141$) of the variance in employees' satisfaction. It appears that among the four predictor variables, employee participation has stronger influence with correlation coefficient (r) value of 0.386 (Table 4.5).

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter summarizes the entire study by discussing the findings accordingly to objectives of the research, followed by some relevant conclusions and implications for both the management as well as for future researchers.

5.2 Discussions

Objective 1: To examine the level of satisfaction on the implementation of performance appraisal system.

Table 4.4(c) reveals that employees' satisfaction was rated at medium level with the mean score of 2.89 and a lower value of standard deviation of 1.014 (Table 4.3). This indicates that the respondents are subscribing to the same perception with regard to satisfaction on the way performance appraisal was conducted. In general, one can conclude that majority of the staff in the researched organization are not really happy with their performance appraisal systems. This

may have some similarities with the results of few surveys conducted the United Kingdom by Cook and Crossman (2004) and in the United States during the 1990s where majority of staff who took part in those surveys were reported to be not contented with their respective performance appraisal systems. It is certainly not very encouraging as the scenario may bring about other dysfunctional elements, such as lowering the morale of the staff, deteriorating in the level of motivation, exhibiting withdrawal attitudes, and absenteeism.

Objective 2: To identify the relationship between independent variables (rater's competency, evaluation process, compliance to rules & standard practices, employees' participation) and dependent variable (level of satisfaction).

Table 4.5 shows that all the four independent variables are positively and significantly related to dependent variable with correlation coefficient (r) value between 0.386 and 0.291. The small r value indicating that the relationship between variables is not really strong but statistically significant. The most influential factor among the four was employees' participation with correlation coefficient (r) value of 0.386. This finding is in line with Greller (1998), who stated that participation has been associated with increased employee satisfaction where the employees are encouraged to share ideas, discuss problems and help determine the issues to be addressed. While Latham, Winters & Locke (1994) said, participation should increase the congruence between employee's and the organization's evaluation of performance. The employee is better informed regarding past performance, has a clearer understanding and acceptance of

performance goal. These are important ingredients for a harmonious working environment upon which high work performance practices will be deeply rooted in the overall management rubric.

Objective 3: To identify the strength of influence of rater's competency, evaluation process, compliance to rules & standard practices and employees' participation on the level of satisfaction.

The research framework suggests a model that explains the relationship between independent variables and dependent variable. It is hypothesized that the four independent variables, namely, rater's competency, evaluation process, compliance to rules & standard practices, and employees' participation are credible factors for predicting satisfaction in the way performance appraisal is implemented. Table 4.7 (a) and (b) reveals that the credibility of the model is shattered due to its low predictive capacity in explaining the variance accounted for by the independent variables, where the value of R^2 (adjusted) is approximately 0.141. It simply means that they explain only 14.1 per cent of the variance in the level of satisfaction. Thus, the model fails to vastly explain the actual variance, leaving a huge gap of 85.9 per cent unattended.

5.3 Conclusion

Based on the findings that have been discussed in the preceding sections, all the three research objectives were met satisfactorily. In sum, the research shows that rater's competency, evaluation process, compliance to rules & standard practices and employees' participation are significantly related to satisfaction. And employee's participation is found to be the most influential among the four factors that are being considered in this research. Therefore, the management should invest more time and resources in this area as it brings a great impact in enhancing the level of satisfaction.

5.4 Recommendation for Future Research

This research illuminates further discussion regarding level of satisfaction relating to the implementation of performance appraisal system. Hence, it would be beneficial for future research to consider the following suggestions:

- The present research was confined to one of the universities in the northern region. The results cannot be generalized to other entities. It is suggested that this research should be expanded to other universities to enhance the consistency and validity of the results obtained.

- Include other variables to measure level of satisfaction so that this will increase the accuracy of understanding the drivers that could impact the level of satisfaction such as award, promotion, motivation and communication.
- Collection of data is purely quantitative, using questionnaire. It would be better if this method could be complemented with a qualitative method, such as face to face interviews or observation to capture elements of subjectivities in the responses given by respondents.

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APPENDIX I

Research Questionnaires

Tajuk Penyelidikan :

Tahap Kepuasan Kerja Terhadap Pelaksanaan Sistem Penilaian Prestasi Di Kalangan Kakitangan
Bukan Akademik

Salam Sejahtera

Terima kasih kerana menyertai dalam penyelidikan ini. Untuk makluman tuan/puan, penyelidikan ini adalah bertujuan untuk mendapatkan maklumbalas dari pekerja (staf) tentang tahap kepuasan terhadap pelaksanaan penilaian prestasi menggunakan Sistem Saraan Malaysia (SSM) di jabatan tuan/puan. Empat (4) pembolehubah telah dikenalpasti dalam kajian ini iaitu kemahiran pegawai penilai, proses penilaian, ketidakpatuhan amalan & peraturan dan penglibatan pekerja semasa proses penilaian dilaksanakan. Keempat-empat pembolehubah ini akan menentukan samada ianya boleh mempengaruhi tahap kepuasan pekerja atau sebaliknya. Seterusnya hasil kajian ini akan dimajukan kepada pihak-pihak berkenaan bagi tujuan penambahbaikan dari masa ke semasa.

Segala maklumat yang diberi akan dirahsiakan dan digunakan untuk tujuan akademik semata-mata. Oleh itu, tuan/puan boleh memilih jawapan mengikut kesesuaian dan keikhlasan tuan/puan sendiri. Kejujuran dan keikhlasan untuk menjawab soal selidik ini amatlah diharapkan.

Kerjasama tuan/puan meluangkan masa untuk menjawab soal selidik ini amatlah dihargai dan didahului dengan ucapan terima kasih.

Yang benar,

Zaharah Mohamed
Sarjana Pengurusan Sumber Manusia
Kolej Perniagaan
Universiti Utara Malaysia
Sintok Kedah

Tujuan soal selidik ini dijalankan ialah untuk mendapatkan maklumbalas dari pekerja (staf) tentang tahap kepuasan pekerja terhadap pelaksanaan penilaian prestasi menggunakan Sistem Saraan Malaysia (SSM). Empat (4) pembolehubah telah dikenalpasti dalam kajian ini iaitu kemahiran pegawai penilai, proses penilaian, ketidakpatuhan amalan & peraturan dan penglibatan pekerja semasa proses penilaian dilaksanakan. Keempat-empat pembolehubah ini akan menentukan samada ianya boleh mempengaruhi tahap kepuasan pekerja atau sebaliknya. Seterusnya hasil kajian ini akan dimajukan kepada pihak-pihak berkenaan bagi tujuan penambahbaikan dari masa ke semasa.

Maklumat yang dikumpulkan adalah sulit dan hasil kajian akan digunakan untuk tujuan pembelajaran sahaja.

BAHAGIAN I : Latar Belakang

ARAHAN : Sila tandakan (/) nombor item yang berkaitan dengan anda.

1. Jantina:

☐

Lelaki

☐

Perempuan

2. Taraf perkahwinan:

☐

Belum kahwin

☐

Kahwin

☐

Lain-lain

3. Tahap pendidikan tertinggi:

☐

SRP/PMR

☐

SPM

☐

STP/STPM

☐

Diploma

☐

Sarjana
Muda/Sarjana/Ph.D

4. Kategori Jawatan:

☐

Sokongan II
(Gred I – 16)

☐

Sokongan I
(Gred 17 – 40)

☐

Profesional
(Gred 41-54)

5. Pengalaman Kerja:

☐ Kurang daripada 5 tahun

☐ 5 – 9 tahun

☐ 10-14 tahun

☐ 15-19 tahun

☐ 20 tahun ke atas

6. Bilangan anugerah perkhidmatan cemerlang (APC) yang pernah diperolehi

☐ Tidak pernah ☐ 1 ☐ 2 ☐ 3 ☐ 4 dan ke atas

BAHAGIAN II

Hubungan Pelaksanaan Sistem Penilaian Prestasi berasaskan Sistem Saraan Malaysia (SSM) dengan tahap kepuasan kerja di kalangan pekerja berdasarkan lima (5) pembolehubah yang dinyatakan. Berikut ialah kenyataan tentang pembolehubah tersebut:

- (a) Kemahiran Pegawai Penilai**
- (b) Proses Penilaian**
- (c) Ketidakpatuhan Amalan & Peraturan**
- (d) Penglibatan Pekerja**
- (e) Tahap Kepuasan Terhadap Pelaksanaan Sistem Penilaian Prestasi berasaskan SSM**

ARAHAN : Sila bulatkan nombor item yang berkaitan dengan anda

	Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
A. Kemahiran Pegawai Penilai					
1. Pegawai penilai mempunyai maklumat yang cukup mengenai prestasi kerja saya.	1	2	3	4	5
2. Pegawai penilai mempunyai kemahiran dalam membuat penilaian prestasi kerja saya.	1	2	3	4	5
3. Pegawai penilai bersedia untuk berbincang mengenai hasil penilaian prestasi kerja saya.	1	2	3	4	5
4. Tiada aspek pilih kasih dalam proses penilaian prestasi kerja saya.	1	2	3	4	5
5. Pegawai penilai tidak suka mengkritik dalam memberi cadangan dan bimbingan untuk membaiki kelemahan prestasi kerja saya.	1	2	3	4	5
6. Pegawai penilai tidak dipengaruhi oleh peristiwa terkini ketika menilai prestasi kerja saya.	1	2	3	4	5
7. Pegawai penilai mempunyai kemampuan untuk menjelaskan tentang matlamat dan objektif organisasi.	1	2	3	4	5
8. Pegawai penilai mempunyai kemahiran komunikasi yang baik semasa proses penilaian prestasi dijalankan.	1	2	3	4	5
9. Pegawai penilai memahami kepentingan Laporan Penilaian Prestasi (LPP).	1	2	3	4	5
10. Pegawai penilai mempunyai kemahiran untuk memastikan proses penilaian dijalankan secara berkesan.	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
B. Proses Penilaian					
11. Saya dipanggil semasa proses penilaian dilakukan.	1	2	3	4	5
12. Proses penilaian prestasi diambil berat oleh pegawai penilai.	1	2	3	4	5
13. Penilai pertama dan kedua berbincang semasa proses penilaian prestasi dilakukan.	1	2	3	4	5
14. Penilai mempunyai kemahiran bagi memastikan proses penilaian dilakukan secara berkesan.	1	2	3	4	5
15. Prestasi kerja saya dipantau oleh pegawai penilai sepanjang tempoh penilaian.	1	2	3	4	5
16. Tidak terdapat unsur pilih kasih semasa proses penilaian prestasi dilakukan.	1	2	3	4	5
17. Penilaian yang dilakukan oleh penilai pertama dikaji semula oleh penilai kedua.	1	2	3	4	5
18. Pegawai penilai memaklumi markah laporan penilaian prestasi (LPP) kepada saya.	1	2	3	4	5
C. Ketidakpabuan Amalan & Peraturan					
19. Pegawai penilai menilai prestasi kerja saya tidak secara tergesa-gesa.	1	2	3	4	5
20. Proses dan Prosedur dimaklumkan kepada semua pekerja.	1	2	3	4	5
21. Hasil penilaian prestasi digunakan untuk mempertingkatkan prestasi kerja saya.	1	2	3	4	5
22. Saya faham tentang kandungan dan kaedah pengisian borang laporan penilaian prestasi.	1	2	3	4	5
23. Sasaran kerja tahunan saya disediakan selepas berbincang dengan pegawai penilai.	1	2	3	4	5
24. Saya memahami maksud setiap skala penilaian yang terkandung dalam borang Laporan Penilaian Prestasi.	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
25. Hasil penilaian prestasi digunakan untuk pertimbangan kenaikan pangkat.	1	2	3	4	5
26. Hasil penilaian prestasi digunakan untuk menetapkan kenaikan gaji.	1	2	3	4	5
27. Hasil penilaian prestasi digunakan untuk menentukan keperluan latihan dan Pembangunan kerjaya.	1	2	3	4	5
28. Hasil penilaian prestasi digunakan untuk penempatan baru.	1	2	3	4	5
29. Hasil penilaian prestasi digunakan untuk proses kaunseling.	1	2	3	4	5
30. Hasil penilaian prestasi wajar digunakan untuk tindakan disiplin.	1	2	3	4	5
D. Penglibatan Pekerja					
31. Pegawai penilai kerap berunding dengan saya berkaitan prestasi kerja saya.	1	2	3	4	5
32. Pegawai penilai berbincang dengan saya semasa proses menetapkan sasaran kerja tahunan.	1	2	3	4	5
33. Pegawai penilai dan saya membuat kajian pertengahan tahun terhadap sasaran kerja tahunan (SKT) saya .	1	2	3	4	5
34. Markah penilaian dimaklumi kepada saya oleh penilai bertujuan memberi pengukuhan terhadap kekuatan amalan kerja yang pamerkan.	1	2	3	4	5
35. Markah penilaian dimaklumi kepada saya oleh penilai bertujuan memberi penambahbaikan terhadap kelemahan kerja saya.	1	2	3	4	5

E. Tahap Kepuasan Keseluruhan Terhadap Pelaksanaan Sistem Penilaian Prestasi

Bahagian ini memerlukan anda menyatakan persepsi anda tentang tahap kepuasan hati anda terhadap pelaksanaan sistem penilaian prestasi di organisasi anda. Sila tandakan (✓) pada satu nombor yang benar-benar menjelaskan tahap kepuasan hati anda.

1	2	3	4	5
Sangat tidak berpuashati	Tidak berpuashati	Tidak pasti	Berpuashati	Sangat berpuashati

Terima Kasih

APPENDIX II

Data Analysis Using SPSS

Frequencies

Statistics

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
N	Valid	178	178	178	178	178	178
	Missing	0	0	0	0	0	0

Frequency Table

VAR00001

		Frequency	Percent
Valid	1.00	76	42.7
	2.00	102	57.3
	Total	178	100.0

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	37	20.8	20.8	20.8
	2.00	137	77.0	77.0	97.8
	3.00	4	2.2	2.2	100.0
	Total	178	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	8.4	8.4	8.4
	2.00	74	41.6	41.6	50.0
	3.00	14	7.9	7.9	57.9
	4.00	38	21.3	21.3	79.2
	5.00	37	20.8	20.8	100.0
	Total	178	100.0	100.0	

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	31	17.4	17.4	17.4
2.00	120	67.4	67.4	84.8
3.00	27	15.2	15.2	100.0
Total	178	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	40	22.5	22.5	22.5
2.00	41	23.0	23.0	45.5
3.00	35	19.7	19.7	65.2
4.00	26	14.6	14.6	79.8
5.00	36	20.2	20.2	100.0
Total	178	100.0	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	75	42.1	42.1	42.1
2.00	67	37.6	37.6	79.8
3.00	27	15.2	15.2	94.9
4.00	6	3.4	3.4	98.3
5.00	3	1.7	1.7	100.0
Total	178	100.0	100.0	

Descriptives**Descriptive Statistics**

	N	Mean	Std. Deviation
Rater's Competency	178	3.6218	.63900
Evaluation Process	178	3.5260	.73630
Compliance to Rules & Standard Practices	178	3.6919	.52971
Employee Participation	178	3.3494	.86143
Level of Satisfaction	178	2.8989	1.01453

Correlations

		Rater's Competen cy	Evaluatio n Process	Complian ce to Rules & Standard Practices	Employee Participati on	Level of Satisfacti on
Rater's Competency	Pearson Correlation	1	.798**	.733**	.691**	.339**
	Sig. (2-tailed)	.	.000	.000	.000	.000
	N	178	178	178	178	178
Evaluation Process	Pearson Correlation	.798**	1	.792**	.818**	.364**
	Sig. (2-tailed)	.000	.	.000	.000	.000
	N	178	178	178	178	178
Compliance to Rules & Standard Practices	Pearson Correlation	.733**	.792**	1	.684**	.291**
	Sig. (2-tailed)	.000	.000	.	.000	.000
	N	178	178	178	178	178
Employee Participation	Pearson Correlation	.691**	.818**	.684**	1	.386**
	Sig. (2-tailed)	.000	.000	.000	.	.000
	N	178	178	178	178	178
Level of Satisfaction	Pearson Correlation	.339**	.364**	.291**	.386**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	178	178	178	178	178

** . Correlation is significant at the 0.01 level (2-tailed).

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.401 ^a	.161	.141	.94006

a. Predictors: (Constant), Rater's competency, evaluation process, employee participation, compliance to rules & standard practices

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.299	4	7.325	8.289	.000 ^a
	Residual	152.881	173	.884		
	Total	182.180	177			

a. Predictors: (Constant), Rater's competency, evaluation process, employee participation, compliance to rules & standard practices

b. Dependent Variable: Level of satisfaction

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.071	.521		2.055	.041
	Rater's Competency	.192	.192	.121	1.001	.318
	Evaluation Process	.131	.219	.095	.597	.551
	Compliance To Rules & Standard Practices	-.094	.228	-.049	-.411	.681
	Employee Participation	.304	.144	.258	2.113	.036

a. Dependent Variable: Level of Satisfaction

Regression

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.401 ^a	.161	.141	.94006	1.517

a. Predictors: (Constant), Rater's competency, evaluation process, compliance to rules & standard practices and employee participation

b. Dependent Variable: Level of satisfaction

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.299	4	7.325	8.289	.000 ^a
	Residual	152.881	173	.884		
	Total	182.180	177			

a. Predictors: (Constant), Rater's competency, evaluation process, employee participation, compliance to rules & standard practices

b. Dependent Variable: Level of satisfaction

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.071	.521	2.055	.041
	Employee participation	.304	.144	.258	.036
	Compliance to rules & standard practices	-.094	.228	-.049	.681
	Rater's competency	.192	.192	.121	.318
	Evaluation process	.131	.219	.095	.551

a. Dependent Variable: Level of satisfaction

APPENDIX III

Annual Work Target & Performance Appraisal Report

- (a) Management & Professional**
- (b) Support Staff I**
- (c) Support Staff II**

JADUAL KERJA
PROSES BORANG LAPORAN PENILAIAN PRESTASI BAGI TAHUN 2010

TARIKH	PROSES KERJA
01/11/2010	Memo kepada semua Ketua Jabatan bersama jadual aktiviti.
02/11/2010 - 19/01/2011	Borang LPP diedarkan di peringkat PTJ kepada semua Pegawai Yang Dinilai (PYD) untuk PYD mengisi Bahagian II LPP. PYD menyerahkan Borang LPP kepada Pegawai Penilai Pertama (PPP). PPP meneliti, mengesahkan dan menilai butir-butir yang diisi oleh PYD serta berbincang mengenai penilaian prestasi PYD seterusnya menghantar borang LPP untuk penilaian Pegawai Penilai Kedua (PPK). PPK membuat penilaian berasaskan laporan yang dibuat oleh PPP dan membuat ulasan secara keseluruhan. Borang LPP yang telah lengkap dihantar kepada Ketua Jabatan. Tarikh akhir PPP/PPK menyerahkan semua borang LPP kepada Ketua Jabatan.
25/11/2010	Taklimat Proses Kemasukan Data Laporan Penilaian Prestasi (LPP) oleh PPKT.
01/12/2010 – 02/02/2011	Aktiviti kemasukan markah LPP akan diaktifkan secara "on-line". Penting : Sila pastikan keutamaan diberikan kepada LPP staf yang akan bergerak gaji pada bulan Januari 2011.
15/12/2010 – 31/12/2010	Senarai Pergerakan Gaji bagi bulan Januari 2011 untuk tujuan semakan/pengemaskinian maklumat gaji boleh dicetak oleh PTJ di bawah transformasi melalui Sistem Emolumen Staf (SES) pada 15 Disember 2010 dan SES akan ditutup operasinya pada 31 Disember 2010.

LAMPIRAN I

FORMAT BORANG LPP BAGI TAHUN 2010

Setiap Pusat Tanggungjawab (PTJ) dikenendaki mendetak sendiri Borang LPP untuk diedarkan kepada semua staf. Format borang-borang LPP bagi tahun 2010 boleh diperolehi melalui Buletin Notes ~~Unit Kerja~~ dan Laman Web Jabatan Pendaftaran:-

<u>Bil.</u>	<u>Kumpulan</u>	<u>Warna Kertas</u>	<u>Rujukan Borang</u>
1.	Pegawai Kumpulan Pengurusan Tertinggi Jawatan Utama (JUSA)	Salmond	BORANG (PRESTASI) 1/2010
2.	Pegawai Kumpulan Pengurusan Tertinggi Jawatan Gred Khas	Kuning	BORANG (PRESTASI) 2/2010
3.	Pegawai Kumpulan Pengurusan dan Profesional (Akademik)	Merah jambu	BORANG (PRESTASI) AKADEMIK 3/2010
4.	Pegawai Kumpulan Pengurusan dan Profesional (Pentadbiran)	Ungu	BORANG (PRESTASI) PENTADBIRAN 3/2010
5.	Pegawai Kumpulan Perkhidmatan Sokongan (I)	Biru	BORANG (PRESTASI) 4/2010
6.	Pegawai Kumpulan Perkhidmatan Sokongan (II)	Hijau	BORANG (PRESTASI) 5/2010

LAMPIRAN A

SASARAN KERJA TAHUNAN

PERINGATAN

Pegawai Yang Dinilai (PYD) dan Pegawai Penilai Pertama (PPP) hendaklah memberi perhatian kepada perkara-perkara berikut sebelum dan semasa melengkapkan borang ini:

- (i) PYD dan PPP hendaklah berbincang bersama dalam membuat penetapan Sasaran Kerja Tahunan (SKT) dan menurunkan tandatangan di ruangan yang ditetapkan di **Bahagian I**;
- (ii) SKT yang ditetapkan hendaklah mengandungi sekurang-kurangnya satu petunjuk prestasi iaitu sama ada kuantiti, kualiti, masa atau kos bergantung kepada kesesuaian sesuatu aktiviti / projek;
- (iii) SKT yang telah ditetapkan pada awal tahun hendaklah dikaji semula di pertengahan tahun. SKT yang digugurkan atau ditambah hendaklah dicatatkan diruangan **Bahagian II**;
- (iv) PYD dan PPP hendaklah membuat laporan dan ulasan keseluruhan pencapaian SKT pada akhir tahun serta menurunkan tandatangan di ruangan yang ditetapkan di **Bahagian III**; dan
- (v) sila rujuk Panduan Penyediaan Sasaran Kerja Tahunan (SKT) untuk mendapat keterangan lanjut.

BAHAGIAN I – SASARAN KERJA TAHUNAN

(PYD dan PPP hendaklah berbincang bersama sebelum menetapkan SKT dan petunjuk prestasinya)

1. **TUGAS UTAMA** (Senaraikan tugas utama mengikut keutamaan yang merangkumi aspek-aspek pelaksanaan dasar, peraturan dan arahan pentadbiran, pengawalan & pengetahuan teknikal/kemahiran, penyeliaan & pengawasan dan pengelolaan)

Tugas Utama Staf Sokongan	Peratusan Masa Ditumpukan

Tandatangan PYD

Tandatangan PYD

Tandatangan PPP

Tandatangan PPP

Tarikh:

Tarikh:

Lampiran B

PENETAPAN SASARAN KERJA TAHUNAN

Penetapan Sasaran Kerja Tahunan

(Senaraikan sasaran kerja tahunan mengikut klasifikasi sasaran yang disediakan di bawah ini)

BIL	Sasaran	PETUNJUK PRESTASI (Kuantiti/Kualiti/Masa/Kos)	Pencapaian Pertengahan Tahun	Pencapaian Hujung Tahun
	A. <u>Sasaran Unit/ Bahagian/ Jabatan/ Pusat/Pusat Pengajian</u>			
	B. <u>Sasaran Penyelesaian Masalah dan Inovatif</u>			
	C. <u>Sasaran Rutin</u>			
	D. <u>Sasaran Peribadi</u>			

BAHAGIAN II – KAJIAN SEMULA SASARAN KERJA TAHUNAN PERTENGAHAN TAHUN**1. AKTIVITI/PROJEK YANG DITAMBAH**

(PYD hendaklah menyenaraikan aktiviti / projek yang ditambah berserta petunjuk prestasinya setelah berbincang dengan PPP)

Bil.	Ringkasan Aktiviti / Projek (Senaraikan aktiviti / projek)	Petunjuk Prestasi (Kuantiti / Kualiti / Masa / Kos)

2. AKTIVITI/PROJEK YANG DIGUGURKAN

(PYD hendaklah menyenaraikan aktiviti / projek yang digugurkan setelah berbincang dengan PPP)

Bil.	Aktiviti / Projek

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

BAHAGIAN III – LAPORAN DAN ULASAN KESELURUHAN PENCAPAIAN SEBENAR KERJA TAHUNAN PADA AKHIR TAHUN OLEH PYD DAN PPP**1. LAPORAN/ULASAN OLEH PYD****2. LAPORAN/ULASAN OLEH PPP**

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

**LAPORAN PENILAIAN PRESTASI
PEGAWAI KUMPULAN PENGURUSAN DAN PROFESIONAL**

Tahun
Bulan Pergerakan Gaji:

PERINGATAN

Pegawai Penilai (PP) iaitu Pegawai Penilai Pertama (PPP) dan Pegawai Penilai Kedua (PPK) serta Pegawai Yang Dinilai (PYD) hendaklah memberi perhatian kepada perkara-perkara berikut sebelum dan semasa membuat penilaian:

- (i) PYD hendaklah melengkapkan maklumat di **Bahagian I** di bawah dan **Bahagian I** dalam borang **Sasaran Kerja Tahunan (SKT)** seperti di **Lampiran 'A'** pada awal tahun;
- (ii) PYD hendaklah melengkapkan **Bahagian II** manakala PP hendaklah melengkapkan **Bahagian III** hingga **Bahagian VIII** pada akhir tahun penilaian;
- (iii) PYD dan PP hendaklah merujuk Panduan Pelaksanaan Sistem Penilaian Prestasi Universiti Sains Malaysia (Tahun 2002) sekiranya memerlukan keterangan lanjut semasa mengisi Borang Laporan Penilaian Prestasi Tahun (LPP) dan membuat Penilaian;
- (iv) PP hendaklah menggunakan Skala Penilaian Prestasi seperti di **Lampiran 'B'**; dan
- (v) PP hendaklah memaklumkan kepada PYD langkah-langkah meningkatkan prestasi / kemajuan kerjaya yang perlu dilakukan sebelum menandatangani di ruangan **Bahagian VII**.

BAHAGIAN I - MAKLUMAT PEGAWAI

- (i) Nama:
- (ii) No. K/P (Baru / Lama):
- (iii) Tarikh Lahir:
- (iv) Nama Skim:
- (v) Tarikh Lantikan Ke Skim:
- (vi) Jawatan dan Gred:
- (vii) Gelaran:
- (viii) Tarikh Lantikan Jawatan Sekarang:
- (ix) Pusat Tanggungjawab:

BAHAGIAN II – KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI / LATIHAN*(Diisi oleh PYD)***1. KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI**

Senaraikan kegiatan dan sumbangan di luar tugas rasmi seperti sukan / pertubuhan / sumbangan kreatif di peringkat Komuniti / Jabatan / Daerah / Negeri / Negara / Antarabangsa yang berfaedah kepada organisasi / komuniti / negara pada tahun yang dinilai.

Senarai kegiatan / aktiviti / sumbangan	Peringkat kegiatan / aktiviti / sumbangan (nyatakan jawatan atau pencapaian)

2. LATIHAN

- (i) Senaraikan program latihan (seminar, kursus, bengkel dan lain-lain) yang dihadiri dalam tahun yang dinilai.

Nama Latihan (Nyatakan sijil jika ada)	Tarikh / Tempoh	Tempat

- (ii) Senaraikan latihan yang diperlukan.

Nama / Bidang Latihan	Sebab Diperlukan

Saya mengesahkan bahawa semua kenyataan di atas adalah benar.

Tandatangan PYD

Tarikh

BAHAGIAN III – PENGHASILAN KERJA (Wajaran 50%)

Pegawai Penilai dikehendaki memberikan penilaian berdasarkan pencapaian kerja sebenar PYD berbanding dengan SKT yang ditetapkan. Penilaian hendaklah berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA (Dinilai berasaskan SKT)		PPP	PPK
1. KUANTITI HASIL KERJA -			
1.1 Kuantiti hasil kerja seperti jumlah, bilangan, kadar, kekerapan dan sebagainya berbanding dengan sasaran kuantiti kerja yang ditetapkan.			
1.2 Ketetapan masa dinilai dari segi kebolehan menghasilkan kerja atau melaksanakan tugas dalam tempoh masa yang ditetapkan.			
2. KUALITI HASIL KERJA -			
2.1 Dinilai dari segi kesempurnaan, teratur dan kemas.			
2.2 Dinilai dari segi usaha dan inisiatif untuk mencapai kesempurnaan hasil kerja.			
2.3 Keberkesanan hasil kerja dinilai dari segi memenuhi kehendak 'stake-holder' atau pelanggan.			
Jumlah markah mengikut wajaran		$\frac{\quad}{50} \times 50 =$	$\frac{\quad}{50} \times 50 =$

BAHAGIAN IV – PENGETAHUAN DAN KEMAHIRAN (Wajaran 20%)

Pegawai Penilai dikehendaki memberikan penilaian berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA		PPP	PPK
1. ILMU PENGETAHUAN DAN KEMAHIRAN DALAM BIDANG KERJA -			
Mempunyai ilmu pengetahuan dan kemahiran/kepakaran dalam menghasilkan kerja meliputi kebolehan mengenalpasti, menganalisis serta menyelesaikan masalah.			
2. PELAKSANAAN DASAR, PERATURAN DAN ARAHAN PENTADBIRAN -			
Kebolehan menghayati dan melaksanakan dasar, peraturan dan arahan pentadbiran berkaitan dengan bidang tugasnya.			

KRITERIA	PPP	PPK
3. KEBERKESANAN KOMUNIKASI - Kebolehan menyampaikan maksud, pendapat, kefahaman atau arahan secara lisan dan tulisan berkaitan dengan bidang tugas merangkumi penguasaan bahasa melalui tulisan dan lisan dengan menggunakan tatabahasa dan persembahan yang baik.		
Jumlah markah mengikut wajaran	$\frac{\quad}{30} \times 20 =$	$\frac{\quad}{30} \times 20 =$

BAHAGIAN V – KUALITI PERIBADI (Wajaran 20%)

Pegawai Penilai dikehendaki memberi penilaian berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA	PPP	PPK
1. KEMAMPUAN MENGELOLA - Keupayaan dan kebolehan menggembelng segala sumber dalam kawalannya seperti kewangan, tenaga manusia, peralatan dan maklumat bagi merancang, mengatur, membahagi dan mengendalikan sesuatu tugas untuk mencapai objektif organisasi.		
2. DISIPLIN - Mempunyai daya kawal diri dari segi mental dan fizikal termasuk mematuhi peraturan, menepati masa, menunaikan janji dan bersifat sabar.		
3. PROAKTIF DAN INOVATIF - Kebolehan menjangka kemungkinan, mencipta dan mengeluarkan idea baru serta membuat pembaharuan bagi mempertingkatkan kualiti dan produktiviti organisasi.		
4. JALINAN HUBUNGAN DAN KERJASAMA - Kebolehan pegawai dalam mewujudkan suasana kerjasama yang harmoni dan mesra serta boleh menyesuaikan diri dalam semua keadaan.		
Jumlah markah mengikut wajaran	$\frac{\quad}{40} \times 20 =$	$\frac{\quad}{40} \times 20 =$

BAHAGIAN VI - KEPIMPINAN PENTADBIRAN (Wajaran 5%)

Pegawai Penilai dikehendaki memberikan penilaian berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA	PPP	PPK
1. CIRI-CIRI PEMIMPIN – - Mempunyai wawasan, kebolehan membuat keputusan, menggerak dan memberi dorongan kepada pegawai ke arah pencapaian objektif organisasi. - Kebolehan dan keupayaan mengelola serta menggembeleng segala sumber dalam kawalannya seperti kewangan, tenaga manusia, peralatan dan maklumat		
2. KEBOLEHAN MENGENALPASTI, MENGHADAPI DAN MENGATASI MASALAH SERTA CABARAN - Kebolehan mengenalpasti masalah di peringkat dalam dan luar organisasi serta mengemukakan pelbagai alternatif dan menyelesaikannya secara berkesan berdasarkan ilmu pengetahuan dan kemahiran yang dimilikinya. - Kemampuan menghadapi dan mengatasi cabaran dalaman dan luaran dalam persekitaran yang berubah-ubah serta dapat mengawal emosi.		
Jumlah markah mengikut wajaran	$\frac{\quad}{20} \times 5 =$	$\frac{\quad}{20} \times 5 =$

BAHAGIAN VII - KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI (Wajaran 5%)
 (Sukan / Pertubuhan / Sumbangan Kreatif)

Berasaskan maklumat di Bahagian II perenggan 1, Pegawai Penilai dikehendaki memberi penilaian dengan menggunakan skala 1 hingga 10. Tiada sebarang markah boleh diberikan (kosong) jika PYD tidak mencatat kegiatan atau sumbangannya.

	PPP	PPK
Peringkat Komuniti / Jabatan / Daerah / Negeri / Negara / Antarabangsa		
Jumlah markah mengikut wajaran	$\frac{\quad}{10} \times 5 =$	$\frac{\quad}{10} \times 5 =$

BAHAGIAN VII – JUMLAH MARKAH KESELURUHAN

Pegawai Penilai dikehendaki mencatatkan jumlah markah keseluruhan yang diperolehi oleh PYD dalam bentuk peratus (%) berdasarkan jumlah markah bagi setiap Bahagian yang diberi markah.

MARKAH KESELURUHAN	PPP (%)	PPK (%)	MARKAH PURATA (%) (untuk diisi oleh Urusetia PPSM)

**BAHAGIAN VIII - ULASAN KESELURUHAN DAN PENGESAHAN OLEH
PEGAWAI PENILAI PERTAMA**

1. Tempoh PYD bertugas di bawah pengawasan: tahun bulan

2. Penilai Pertama hendaklah memberi ulasan keseluruhan prestasi PYD.

(i) Prestasi keseluruhan

.....

.....

.....

(ii) Kemajuan kerjaya

.....

.....

.....

3. Adalah disahkan bahawa prestasi pegawai ini telah dimaklumkan kepada PYD.

Nama PPP:	
Jawatan:	
Pusat Tanggungjawab:	
No.K.P.:	

Tandatangan PPP

Tarikh

BAHAGIAN IX – ULASAN KESELURUHAN OLEH PEGAWAI PENILAI KEDUA

1. Tempoh PYD bertugas di bawah pengawasan: tahun bulan
2. PPK hendaklah memberi ulasan keseluruhan pencapaian prestasi PYD berdasarkan ulasan keseluruhan oleh PPP

.....

.....

Nama PPK:	
Jawatan:	
Pusat Tanggungjawab:	
No.K.P.:	

--

Tandatangan PPK

--

Tarikh

LAMPIRAN A

SASARAN KERJA TAHUNAN

PERINGATAN

Pegawai Yang Dinilai (PYD) dan Pegawai Penilai Pertama (PPP) hendaklah memberi perhatian kepada perkara-perkara berikut sebelum dan semasa melengkapkan borang ini:

- (i) PYD dan PPP hendaklah berbincang bersama dalam membuat penetapan Sasaran Kerja Tahunan (SKT) dan menurunkan tandatangan di ruangan yang ditetapkan di **Bahagian I**;
- (ii) SKT yang ditetapkan hendaklah mengandungi sekurang-kurangnya satu petunjuk prestasi iaitu sama ada kuantiti, kualiti, masa atau kos bergantung kepada kesesuaian sesuatu aktiviti / projek;
- (iii) SKT yang telah ditetapkan pada awal tahun hendaklah dikaji semula di pertengahan tahun. SKT yang digugurkan atau ditambah hendaklah dicatatkan di ruangan **Bahagian II**;
- (iv) PYD dan PPP hendaklah membuat laporan dan ulasan keseluruhan pencapaian SKT pada akhir tahun serta menurunkan tandatangan di ruangan yang ditetapkan di **Bahagian III**; dan
- (v) sila rujuk Panduan Penyediaan Sasaran Kerja Tahunan (SKT) untuk mendapat keterangan lanjut.

BAHAGIAN I – SASARAN KERJA TAHUNAN

(PYD dan PPP hendaklah berbincang bersama sebelum menetapkan SKT dan petunjuk prestasinya)

1. **TUGAS UTAMA** (Senaraikan tugas utama mengikut keutamaan yang merangkumi aspek-aspek pelaksanaan dasar, peraturan dan arahan pentadbiran, pengawalan & pengetahuan teknikal/kemahiran, penyeliaan & pengawasan dan pengelolaan)

Tugas Utama Staf Sokongan	Peratusan Masa Ditumpukan

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

Lampiran B

PENETAPAN SASARAN KERJA TAHUNAN

Penetapan Sasaran Kerja Tahunan

(Senaraikan sasaran kerja tahunan mengikut klasifikasi sasaran yang disediakan di bawah ini)

BIL	Sasaran	PETUNJUK PRESTASI (Kuantiti/Kualiti/Masa/Kos)	Pencapaian Pertengahan Tahun	Pencapaian Hujung Tahun
	A. <u>Sasaran Unit/ Bahagian/ Jabatan/ Pusat/Pusat Pengilangan</u>			
	B. <u>Sasaran Penyelesaian Masalah dan Inovatif</u>			
	C. <u>Sasaran Rutin</u>			
	D. <u>Sasaran Peribadi</u>			

BAHAGIAN II – KAJIAN SEMULA SASARAN KERJA TAHUNAN PERTENGAHAN TAHUN**1. AKTIVITI/PROJEK YANG DITAMBAH**

(PYD hendaklah menyenaraikan aktiviti / projek yang ditambah berserta petunjuk prestasinya setelah berbincang dengan PPP)

Bil.	Ringkasan Aktiviti / Projek (Senaraikan aktiviti / projek)	Petunjuk Prestasi (Kuantiti / Kualiti / Masa / Kos)

2. AKTIVITI/PROJEK YANG DIGUGURKAN

(PYD hendaklah menyenaraikan aktiviti / projek yang digugurkan setelah berbincang dengan PPP)

Bil.	Aktiviti / Projek

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

BAHAGIAN III – LAPORAN DAN ULASAN KESELURUHAN PENCAPAIAN SEBENAR KERJA TAHUNAN PADA AKHIR TAHUN OLEH PYD DAN PPP**1. LAPORAN/ULASAN OLEH PYD****2. LAPORAN/ULASAN OLEH PPP**

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

**LAPORAN PENILAIAN PRESTASI
PEGAWAI KUMPULAN PERKHIDMATAN SOKONGAN (I)**

Tahun
Bulan Pergerakan Gaji:

PERINGATAN

Pegawai Penilai (PP) iaitu Pegawai Penilai Pertama (PPP) dan Pegawai Penilai Kedua (PPK) serta Pegawai Yang Dinilai (PYD) hendaklah memberi perhatian kepada perkara-perkara berikut sebelum dan semasa membuat penilaian:

- (i) PYD hendaklah melengkapkan maklumat di **Bahagian I** di bawah dan **Bahagian I** dalam borang **Sasaran Kerja Tahunan (SKT)** seperti di **Lampiran 'A'** pada awal tahun;
- (ii) PYD hendaklah melengkapkan **Bahagian II** manakala PP hendaklah melengkapkan **Bahagian III** hingga **Bahagian VIII** pada akhir tahun penilaian;
- (iii) PYD dan PP hendaklah merujuk Panduan Pelaksanaan Sistem Penilaian Prestasi Universiti Sains Malaysia (Tahun 2002) sekiranya memerlukan keterangan lanjut semasa mengisi Borang Laporan Penilaian Prestasi Tahun (LPP) dan membuat Penilaian;
- (iv) PP hendaklah menggunakan Skala Penilaian Prestasi seperti di **Lampiran 'B'**; dan
- (v) PP hendaklah memaklumkan kepada PYD langkah-langkah meningkatkan prestasi / kemajuan kerjaya yang perlu dilakukan sebelum menandatangani di ruangan **Bahagian VII**.

BAHAGIAN I - MAKLUMAT PEGAWAI

- (i) Nama:
- (ii) No. K/P (Baru / Lama):
- (iii) Tarikh Lahir:
- (iv) Nama Skim:
- (v) Tarikh Lantikan Ke Skim:
- (vi) Jawatan dan Gred:
- (vii) Tarikh Lantikan Jawatan Sekarang:
- (viii) Pusat Tanggungjawab:

BAHAGIAN II – KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI / LATIHAN*(Diisi oleh PYD)***1. KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI**

Senaraikan kegiatan dan sumbangan di luar tugas rasmi seperti sukan / pertubuhan / sumbangan kreatif di peringkat Komuniti / Jabatan / Daerah / Negeri / Negara / Antarabangsa yang berfaedah kepada organisasi / komuniti / negara pada tahun yang dinilai.

Senarai kegiatan / aktiviti / sumbangan	Peringkat kegiatan / aktiviti / sumbangan (nyatakan jawatan atau pencapaian)

2. LATIHAN

- (i) Senaraikan program latihan (seminar, kursus, bengkel dan lain-lain) yang dihadiri dalam tahun yang dinilai.

Nama Latihan	Tarikh / Tempoh	Tempat

- (ii) Senaraikan latihan yang diperlukan.

Nama / Bidang Latihan	Sebab Diperlukan

Saya mengesahkan bahawa semua kenyataan di atas adalah benar.

Tandatangan PYD

Tarikh

BAHAGIAN III – PENGHASILAN KERJA (Wajaran 50%)

PP dikehendaki memberikan penilaian berdasarkan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:.

KRITERIA	PPP	PPK
1. KUANTITI HASIL KERJA - Kuantiti hasil seperti jumlah, bilangan, kadar, kekerapan dan sebagainya berbanding dengan sasaran kuantiti kerja yang ditetapkan.		
2. KUALITI HASIL KERJA - Dinilai dari segi kesempurnaan, teratur dan kemas. Dinilai dari segi usaha dan inisiatif untuk mencapai kesempurnaan hasil kerja.	 	
3. KETETAPAN MASA - Kebolehan menghasilkan kerja atau melaksanakan tugas dalam tempoh masa yang ditetapkan.		
4. KEBERKESANAN HASIL KERJA - Dinilai dari segi memenuhi kehendak 'stake-holder' atau pelanggan.		
Jumlah markah mengikut wajaran	$\frac{\quad}{50} \times 50 =$	$\frac{\quad}{50} \times 50 =$

BAHAGIAN IV - PENGETAHUAN DAN KEMAHIRAN (Wajaran 25%)

Pegawai Penilaian dikehendaki memberikan penilaian berdasarkan penjelasan tiap-tiap kriteria yang dinyatakan dengan menggunakan skel 1 hingga 10:.

KRITERIA	PPP	PPK
1. ILMU PENGETAHUAN DAN KEMAHIRAN DALAM BIDANG KERJA - Mempunyai ilmu pengetahuan dan kemahiran/kepakaran dalam menghasilkan kerja meliputi kebolehan mengenalpasti, menganalisis serta menyelesaikan masalah.		
2. PELAKSANAAN DASAR, PERATURAN DAN ARAHAN PENTADBIRAN - Kebolehan menghayati dan melaksanakan dasar, peraturan dan arahan pentadbiran berkaitan dengan bidang tugasnya.		

KRITERIA	PPP	PPK
3. KEBERKESANAN KOMUNIKASI - Kebolehan menyampaikan maksud, pendapat, kefahaman atau arahan secara lisan dan tulisan berkaitan dengan bidang tugas merangkumi penguasaan bahasa melalui tulisan dan lisan dengan menggunakan tatabahasa dan persembahan yang baik.		
Jumlah markah mengikut wajaran	$\frac{\quad}{30} \times 25 =$	$\frac{\quad}{30} \times 25 =$

BAHAGIAN V – KUALITI PERIBADI (Wajaran 20%)

Pegawai Penilai dikehendaki memberikan penilaiin berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:.

KRITERIA	PPP	PPK
1. KEMAMPUAN MENGELOLA - Keupayaan dan kebolehan mengemblem segala sumber dalam kawalannya seperti kewangan, tenaga manusia, peralatan dan maklumat bagi merancang, mengatur, membahagi dan mengendalikan sesuatu tugas untuk mencapai objektif organisasi.		
2. DISIPLIN - Mempunyai daya kawal diri dari segi mental dan fizikal termasuk mematuhi peraturan, menepati masa, menunaikan janji dan bersifat sabar.		
3. PROAKTIF DAN INOVATIF - Kebolehan menjangka kemungkinan, mencipta dan mengeluarkan idea baru serta membuat pembaharuan bagi mempertingkatkan kualiti dan produktiviti organisasi.		
4. JALINAN HUBUNGAN DAN KERJASAMA - Kebolehan pegawai dalam mewujudkan suasana kerjasama yang harmoni dan mesra serta boleh menyesuaikan diri dalam semua keadaan.		
Jumlah markah mengikut wajaran	$\frac{\quad}{40} \times 20 =$	$\frac{\quad}{40} \times 20 =$

BAHAGIAN VI - KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI (Wajaran 5%)

(Sukan / Pertubuhan / Sumbangan Kreatif)

Berasaskan maklumat di Bahagian II perenggan 1, Pegawai Penilai dikehendaki memberi penilaian dengan menggunakan skel 1 hingga 10. Tiada sebarang markah boleh diberikan (kosong) jika PYD tidak mencatat kegiatan atau sumbangannya.

	PPP	PPK
Peringkat Komuniti / Jabatan / Daerah / Negeri / Negara / Antarabangsa		
Jumlah markah mengikut wajaran	$\frac{\quad}{10} \times 5 =$	$\frac{\quad}{10} \times 5 =$

BAHAGIAN VII – JUMLAH MARKAH KESELURUHAN

Pegawai Penilai dikehendaki mencatatkan jumlah markah keseluruhan yang diperolehi oleh PYD dalam bentuk peratus (%) berdasarkan jumlah markah bagi setiap Bahagian yang diberi markah.

MARKAH KESELURUHAN	PPP (%)	PPK (%)	MARKAH PURATA (%) (untuk diisi oleh Urusetia PPSM)

**BAHAGIAN VIII - ULASAN KESELURUHAN DAN PENGESAHAN OLEH
PEGAWAI PENILAI PERTAMA**

1. Tempoh PYD bertugas di bawah pengawasan: tahun bulan

2. Penilai Pertama hendaklah memberi ulasan keseluruhan prestasi PYD.

(i) Prestasi keseluruhan

.....

(ii) Kemajuan kerjaya

.....

3. Adalah disahkan bahawa prestasi pegawai ini telah dimaklumkan kepada PYD.

Nama PPP:	
Jawatan:	
Pusat Tanggungjawab:	
No.K.P.:	

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Tandatangan PPP

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Tarikh

BAHAGIAN IX - ULASAN KESELURUHAN OLEH PEGAWAI PENILAI KEDUA

1. Tempoh PYD bertugas di bawah pengawasan: tahun bulan
2. PPK hendaklah memberi ulasan keseluruhan pencapaian prestasi PYD berasaskan ulasan keseluruhan oleh PPP

.....

.....

Nama PPK:	
Jawatan:	
Pusat Tanggungjawab:	
No.K.P.:	

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Tandatangan PPK

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Tarikh

LAMPIRAN A

SASARAN KERJA TAHUNAN

PERINGATAN

Pegawai Yang Dinilai (PYD) dan Pegawai Penilai Pertama (PPP) hendaklah memberi perhatian kepada perkara-perkara berikut sebelum dan semasa melengkapkan borang ini:

- (i) PYD dan PPP hendaklah berbincang bersama dalam membuat penetapan Sasaran Kerja Tahunan (SKT) dan menurunkan tandatangan di ruangan yang ditetapkan di **Bahagian I**;
- (ii) SKT yang ditetapkan hendaklah mengandungi sekurang-kurangnya satu petunjuk prestasi iaitu sama ada kuantiti, kualiti, masa atau kos bergantung kepada kesesuaian sesuatu aktiviti / projek;
- (iii) SKT yang telah ditetapkan pada awal tahun hendaklah dikaji semula di pertengahan tahun. SKT yang digugurkan atau ditambah hendaklah dicatatkan di ruangan **Bahagian II**;
- (iv) PYD dan PPP hendaklah membuat laporan dan ulasan keseluruhan pencapaian SKT pada akhir tahun serta menurunkan tandatangan di ruangan yang ditetapkan di **Bahagian III**; dan
- (v) sila rujuk Panduan Penyediaan Sasaran Kerja Tahunan (SKT) untuk mendapat keterangan lanjut.

BAHAGIAN I – SASARAN KERJA TAHUNAN

(PYD dan PPP hendaklah berbincang bersama sebelum menetapkan SKT dan petunjuk prestasinya)

1. **TUGAS UTAMA** (Senaraikan tugas utama mengikut keutamaan yang merangkumi aspek-aspek pelaksanaan dasar, peraturan dan arahan pentadbiran, pengawalan & pengetahuan teknikal/kemahiran, penyeliaan & pengawasan dan pengelolaan)

Tugas Utama Staf Sokongan	Peratusan Masa Ditumpukan

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

Lampiran B

PENETAPAN SASARAN KERJA TAHUNAN

Penetapan Sasaran Kerja Tahunan

(Senaraikan sasaran kerja tahunan mengikut klasifikasi sasaran yang disediakan di bawah ini)

BIL	Sasaran	PETUNJUK PRESTASI (Kuantiti/Kualiti/Masa/Kos)	Pencapaian Pertengahan Tahun	Pencapaian Hujung Tahun
	A. <u>Sasaran Unit/ Bahagian/ Jabatan/ Pusat/Pusat Pengajian</u>			
	B. <u>Sasaran Penyelesaian Masalah dan Inovatif</u>			
	C. <u>Sasaran Rutin</u>			
	D. <u>Sasaran Peribadi</u>			

BAHAGIAN II – KAJIAN SEMULA SASARAN KERJA TAHUNAN PERTENGAHAN TAHUN**1. AKTIVITI/PROJEK YANG DITAMBAH**

(PYD hendaklah menyenaraikan aktiviti / projek yang ditambah berserta petunjuk prestasinya setelah berbincang dengan PPP)

Bil.	Ringkasan Aktiviti / Projek (Senaraikan aktiviti / projek)	Petunjuk Prestasi (Kuantiti / Kualiti / Masa / Kos)

2. AKTIVITI/PROJEK YANG DIGUGURKAN

(PYD hendaklah menyenaraikan aktiviti / projek yang digugurkan setelah berbincang dengan PPP)

Bil.	Aktiviti / Projek

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

BAHAGIAN III – LAPORAN DAN ULASAN KESELURUHAN PENCAPAIAN SEBENAR KERJA TAHUNAN PADA AKHIR TAHUN OLEH PYD DAN PPP**1. LAPORAN/ULASAN OLEH PYD****2. LAPORAN/ULASAN OLEH PPP**

Tandatangan PYD

Tandatangan PPP

Tarikh:

Tarikh:

LAPORAN PENILAIAN PRESTASI PEGAWAI KUMPULAN PENGURUSAN DAN PROFESIONAL

Tahun
Bulan Pergerakan Gaji:

PERINGATAN

Pegawai Penilai (PP) iaitu Pegawai Penilai Pertama (PPP) dan Pegawai Penilai Kedua (PPK) serta Pegawai Yang Dinilai (PYD) hendaklah memberi perhatian kepada perkara-perkara berikut sebelum dan semasa membuat penilaian:

- (i) PYD hendaklah melengkapkan maklumat di **Bahagian I** di bawah dan **Bahagian I** dalam borang **Sasaran Kerja Tahunan (SKT)** seperti di **Lampiran 'A'** pada awal tahun;
- (ii) PYD hendaklah melengkapkan **Bahagian II** manakala PP hendaklah melengkapkan **Bahagian III** hingga **Bahagian VIII** pada akhir tahun penilaian;
- (iii) PYD dan PP hendaklah merujuk Panduan Pelaksanaan Sistem Penilaian Prestasi Universiti Sains Malaysia (Tahun 2002) sekiranya memerlukan keterangan lanjut semasa mengisi Borang Laporan Penilaian Prestasi Tahun (LPP) dan membuat Penilaian;
- (iv) PP hendaklah menggunakan Skala Penilaian Prestasi seperti di **Lampiran 'B'**; dan
- (v) PP hendaklah memaklumkan kepada PYD langkah-langkah meningkatkan prestasi / kemajuan kerjaya yang perlu dilakukan sebelum menandatangani di ruangan **Bahagian VII**.

BAHAGIAN I - MAKLUMAT PEGAWAI

- (i) Nama:
- (ii) No. K/P (Baru / Lama):
- (iii) Tarikh Lahir:
- (iv) Nama Skim:
- (v) Tarikh Lantikan Ke Skim:
- (vi) Jawatan dan Gred:
- (vii) Gelaran:
- (viii) Tarikh Lantikan Jawatan Sekarang:
- (ix) Pusat Tanggungjawab:

BAHAGIAN II – KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI / LATIHAN*(Diisi oleh PYD)***1. KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI**

Senaraikan kegiatan dan sumbangan di luar tugas rasmi seperti sukan / pertubuhan / sumbangan kreatif di peringkat Komuniti / Jabatan / Daerah / Negeri / Negara / Antarabangsa yang berfaedah kepada organisasi / komuniti / negara pada tahun yang dinilai.

Senarai kegiatan / aktiviti / sumbangan	Peringkat kegiatan / aktiviti / sumbangan (nyatakan jawatan atau pencapaian)

2. LATIHAN

- (i) Senaraikan program latihan (seminar, kursus, bengkel dan lain-lain) yang dihadiri dalam tahun yang dinilai.

Nama Latihan (Nyatakan sijil jika ada)	Tarikh / Tempoh	Tempat

- (ii) Senaraikan latihan yang diperlukan.

Nama / Bidang Latihan	Sebab Diperlukan

Saya mengesahkan bahawa semua kenyataan di atas adalah benar.

Tandatangan PYD

Tarikh

BAHAGIAN III – PENGHASILAN KERJA (Wajaran 50%)

Pegawai Penilai dikehendaki memberikan penilaian berdasarkan pencapaian kerja sebenar PYD berbanding dengan SKT yang ditetapkan. Penilaian hendaklah berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA (Dinilai berasaskan SKT)		PPP	PPK
1. KUANTITI HASIL KERJA -			
1.1 Kuantiti hasil kerja seperti jumlah, bilangan, kadar, kekerapan dan sebagainya berbanding dengan sasaran kuantiti kerja yang ditetapkan.			
1.2 Ketetapan masa dinilai dari segi kebolehan menghasilkan kerja atau melaksanakan tugas dalam tempoh masa yang ditetapkan.			
2. KUALITI HASIL KERJA -			
2.1 Dinilai dari segi kesempurnaan, teratur dan kemas.			
2.2 Dinilai dari segi usaha dan inisiatif untuk mencapai kesempurnaan hasil kerja.			
2.3 Keberkesanan hasil kerja dinilai dari segi memenuhi kehendak 'stake-holder' atau pelanggan.			
Jumlah markah mengikut wajaran		$\frac{\quad}{50} \times 50 =$	$\frac{\quad}{50} \times 50 =$

BAHAGIAN IV – PENGETAHUAN DAN KEMAHIRAN (Wajaran 20%)

Pegawai Penilai dikehendaki memberikan penilaian berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA		PPP	PPK
1. ILMU PENGETAHUAN DAN KEMAHIRAN DALAM BIDANG KERJA -			
Mempunyai ilmu pengetahuan dan kemahiran/kepakaran dalam menghasilkan kerja meliputi kebolehan mengenalpasti, menganalisis serta menyelesaikan masalah.			
2. PELAKSANAAN DASAR, PERATURAN DAN ARAHAN PENTADBIRAN -			
Kebolehan menghayati dan melaksanakan dasar, peraturan dan arahan pentadbiran berkaitan dengan bidang tugasnya.			

KRITERIA	PPP	PPK
3. KEBERKESANAN KOMUNIKASI - Kebolehan menyampaikan maksud, pendapat, kefahaman atau arahan secara lisan dan tulisan berkaitan dengan bidang tugas merangkumi penguasaan bahasa melalui tulisan dan lisan dengan menggunakan tatabahasa dan persembahan yang baik.		
Jumlah markah mengikut wajaran	$\frac{\quad}{30} \times 20 =$	$\frac{\quad}{30} \times 20 =$

BAHAGIAN V – KUALITI PERIBADI (Wajaran 20%)

Pegawai Penilai dikehendaki memberi penilaian berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA	PPP	PPK
1. KEMAMPUAN MENGELOLA - Keupayaan dan kebolehan mengemblem segala sumber dalam kawalannya seperti kewangan, tenaga manusia, peralatan dan maklumat bagi merancang, mengatur, membahagi dan mengendalikan sesuatu tugas untuk mencapai objektif organisasi.		
2. DISIPLIN - Mempunyai daya kawal diri dari segi mental dan fizikal termasuk mematuhi peraturan, menepati masa, menunaikan janji dan bersifat sabar.		
3. PROAKTIF DAN INOVATIF - Kebolehan menjangka kemungkinan, mencipta dan mengeluarkan idea baru serta membuat pembaharuan bagi mempertingkatkan kualiti dan produktiviti organisasi.		
4. JALINAN HUBUNGAN DAN KERJASAMA - Kebolehan pegawai dalam mewujudkan suasana kerjasama yang harmoni dan mesra serta boleh menyesuaikan diri dalam semua keadaan.		
Jumlah markah mengikut wajaran	$\frac{\quad}{40} \times 20 =$	$\frac{\quad}{40} \times 20 =$

BAHAGIAN VI - KEPIMPINAN PENTADBIRAN (Wajaran 5%)

Pegawai Penilai dikehendaki memberikan penilaian berasaskan kepada penjelasan setiap kriteria yang dinyatakan di bawah dengan menggunakan skala 1 hingga 10:

KRITERIA	PPP	PPK
1. CIRI-CIRI PEMIMPIN – - Mempunyai wawasan, kebolehan membuat keputusan, menggerak dan memberi dorongan kepada pegawai ke arah pencapaian objektif organisasi. - Kebolehan dan keupayaan mengelola serta menggembeleng segala sumber dalam kawalannya seperti kewangan, tenaga manusia, peralatan dan maklumat		
2. KEMAMPUAN MENGENALPASTI, MENGHADAPI DAN MENGATASI MASALAH SERTA CABARAN - Kebolehan mengenalpasti masalah di peringkat dalam dan luar organisasi serta mengemukakan pelbagai alternatif dan menyelesaikannya secara berkesan berdasarkan ilmu pengetahuan dan kemahiran yang dimilikinya. - Kemampuan menghadapi dan mengatasi cabaran dalaman dan luaran dalam persekitaran yang berubah-ubah serta dapat mengawal emosi.		
Jumlah markah mengikut wajaran	$\frac{\quad}{20} \times 5 =$	$\frac{\quad}{20} \times 5 =$

BAHAGIAN VII - KEGIATAN DAN SUMBANGAN DI LUAR TUGAS RASMI (Wajaran 5%)
 (Sukan / Pertubuhan / Sumbangan Kreatif)

Berasaskan maklumat di Bahagian II perenggan 1, Pegawai Penilai dikehendaki memberi penilaian dengan menggunakan skala 1 hingga 10. Tiada sebarang markah boleh diberikan (kosong) jika PYD tidak mencatat kegiatan atau sumbangannya.

	PPP	PPK
Peringkat Komuniti / Jabatan / Daerah / Negeri / Negara / Antarabangsa		
Jumlah markah mengikut wajaran	$\frac{\quad}{10} \times 5 =$	$\frac{\quad}{10} \times 5 =$

BAHAGIAN VII – JUMLAH MARKAH KESELURUHAN

Pegawai Penilai dikehendaki mencatatkan jumlah markah keseluruhan yang diperolehi oleh PYD dalam bentuk peratus (%) berdasarkan jumlah markah bagi setiap Bahagian yang diberi markah.

MARKAH KESELURUHAN	PPP (%)	PPK (%)	MARKAH PURATA (%) (untuk diisi oleh Urusetia PPSM)

BAHAGIAN VIII - ULASAN KESELURUHAN DAN PENGESAHAN OLEH PEGAWAI PENILAI PERTAMA

- Tempoh PYD bertugas di bawah pengawasan: tahun bulan
- Penilai Pertama hendaklah memberi ulasan keseluruhan prestasi PYD.
 - Prestasi keseluruhan

.....

.....

.....
 - Kemajuan kerjaya

.....

.....

.....
- Adalah disahkan bahawa prestasi pegawai ini telah dimaklumkan kepada PYD.

Nama PPP: _____

Jawatan: _____

Pusat Tanggungjawab: _____

No.K.P.: _____

Tandatangan PPP

Tarikh

BAHAGIAN IX – ULASAN KESELURUHAN OLEH PEGAWAI PENILAI KEDUA

1. Tempoh PYD bertugas di bawah pengawasan: tahun bulan
2. PPK hendaklah memberi ulasan keseluruhan pencapaian prestasi PYD berasaskan ulasan keseluruhan oleh PPP

.....

.....

Nama PPK:	_____
Jawatan:	_____
Pusat Tanggungjawab:	_____
No.K.P.:	_____

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Tandatangan PPK

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Tarikh