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# Evaluation Tools and Methods

## EU Experience

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in Reforming Civil Service in Armenia

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### 3 PARTS IN THIS PRESENTATION:

- I. Role of Evaluation within PA HRM/HRD
- II. Evaluation Methods and Tools
- III. Lessons learned

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PA : PUBLIC ADMINISTRATION

HRM/HRD: HUMAN RESOURCE MANAGEMENT / DEVELOPMENT

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### Part One

## Role of Evaluation in PA HRM / HRD

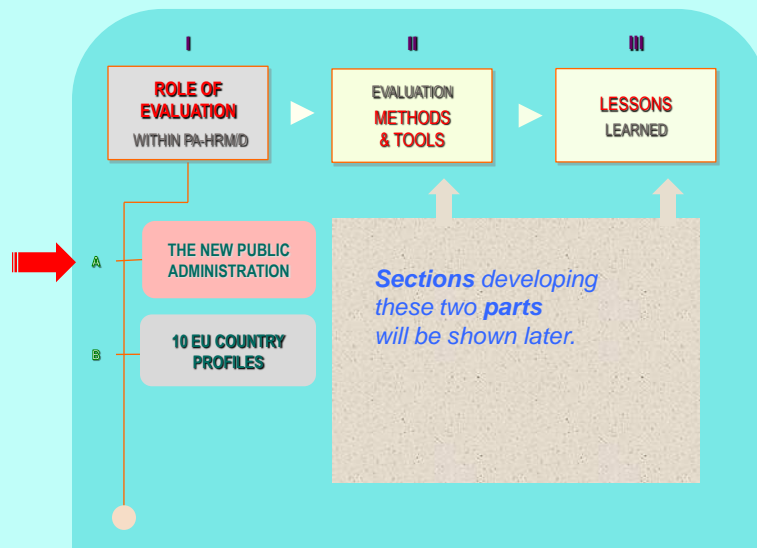
- 1. *The New Public Administration*
- 2. *Ten EU Country Profiles*

Questions dealt with in this Part :

1. **Why** new evaluation methods are being so widely sought and adopted ?
2. **How** EU countries are integrating these new requirements in their PA HRM/HRD systems ?



### Presentation Sequence





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## 1. The New Public Administration

- A. Three Generations of PA/CS Reforms
- B. New Concerns with Good Governance
- C. New Concerns with Results and Impact

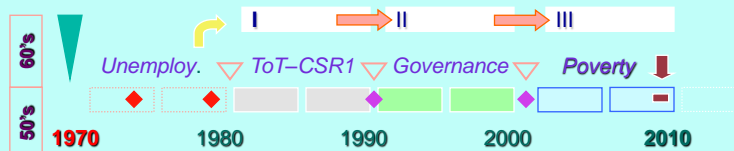
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### A. Three Recent Generations of PA / CS Reform Trends (1980-2009)



**International crisis**

- CSR1 : Effectiveness, Efficiency, Economy, Quality, Compliance
- Good Governance / New Public Management / **(Private Sector)**
- Role of the State (core nucleus of State functions)
- New Trends (Social Goals, Poverty Reduction Concerns, MDG, Legitimacy, Ethics and Corruption, ...) // **(Civil Society as well)**

◆ Oil shocks: 1973 - 1979

TOT : TRAINING OF TRAINERS    CSR : CIVIL SERVICE REFORM(S)

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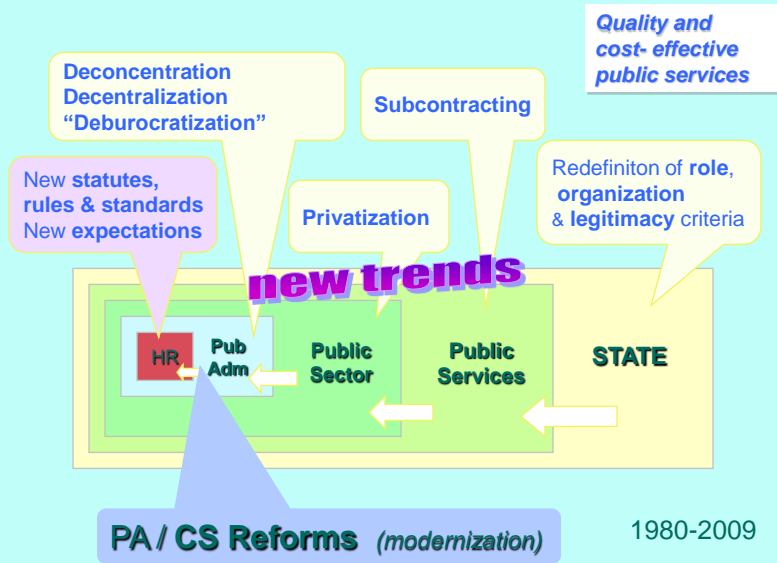


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### B. New Concerns with Good Governance



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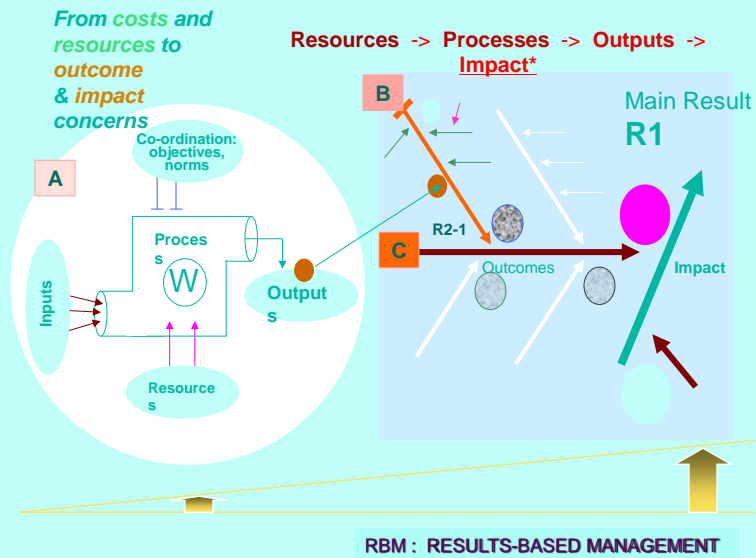


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### B. New Concerns with Results and Impact (RBM, Impact Evaluation)



RBM : RESULTS-BASED MANAGEMENT

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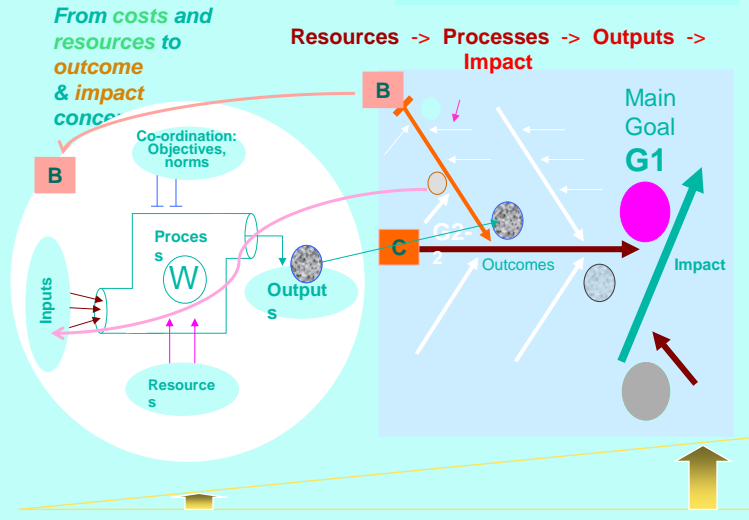


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We can use the left diagram at different scales (recurrent or "gliding" process)

### RESULTS-BASED MANAGEMENT IMPACT EVALUATION



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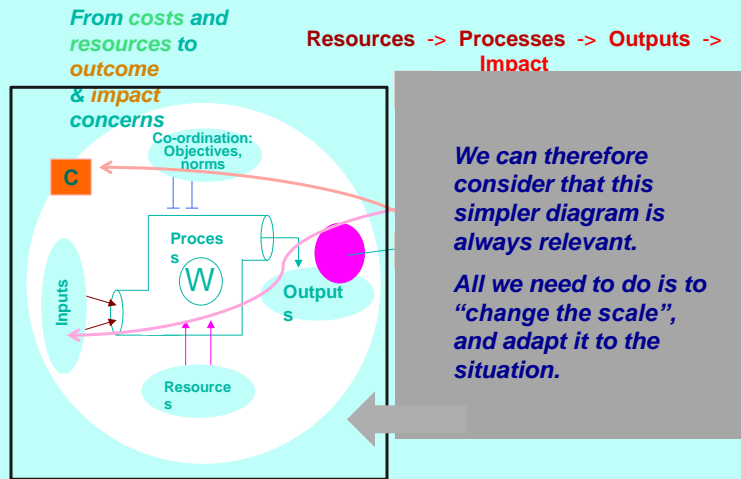


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### RESULTS-BASED MANAGEMENT - IMPACT EVALUATION

➡ At each stage (and for each manager working above), former outputs become inputs, and new (higher level) outputs are to be achieved



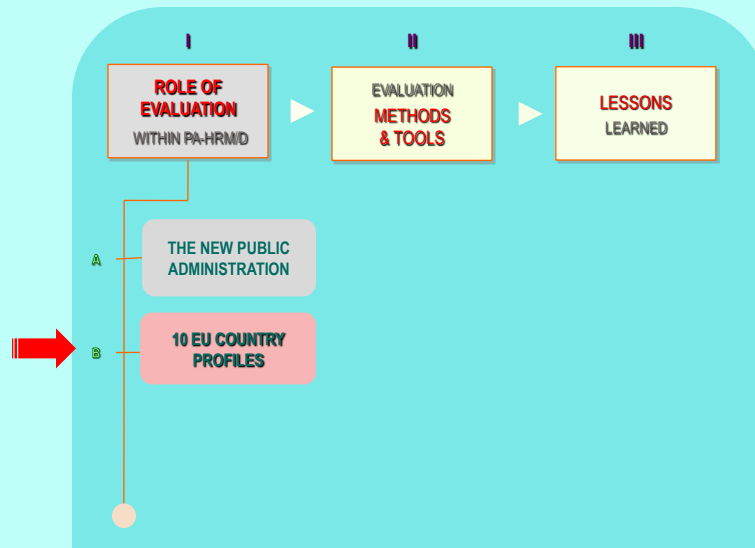
*We can therefore consider that this simpler diagram is always relevant.*

*All we need to do is to "change the scale", and adapt it to the situation.*

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## Presentation Sequence



## 2. Ten EU Country Profiles

- A. Four Southern EU Countries
- B. Three Nordic Countries
- C. Three Other EU Countries

*Synoptic country data :*

- **How** evaluation systems are understood and designed ?
- **Which** are the main **features** of these systems ?



## A. Four Southern EU Countries

### Synoptic Data

	Countries
1	Portugal
2	Spain
3	France
4	Italy



## 1. Portugal

### Synoptic country profile :

- ✓ Since 2004, the Portuguese Government launched a set of legal measures to modernize PA. Among them was the introduction of a *new performance evaluation system* (SIADAP).
- ✓ This new system (in its final version) was introduced by a law passed at the end of 2007 (December 28), as part of the measures preparing the new legislation on careers and salaries.
- ✓ *Key criteria* in this evaluation system are : (a) **individual contributions to the achievement of outputs**; (b) **behavior skills**; (c) **personal attitudes, efforts and commitment**. The relative *weighting* of each element depends on the specific requirements of each sector or body.
- ✓ The system (based on the experience with a previous « balanced scorecards » version) is carefully designed, but requires a lot of *additional work*. The law provides for **8 steps** in the staff appraisal procedure, within a *complex and bureaucratic process*.



## 2. Spain

Synoptic country profile :

- ✓ There is **no** overarching **standardized performance appraisal system**.
- ✓ Each Department has the responsibility for **developing its own appraisal system**.
- ✓ *Rewarding high levels of performance*: once the global amount or salary allocation for the productivity bonus has been fixed, **each department enjoys wide independence** in establishing *individual criteria* for each civil servant.



## 3. France

Synoptic country profile :

- ✓ In **2002**, the evaluation and rating of civil servants was introduced as **an obligation** (to be part of an integrated policy process).
- ✓ The *performance review* results in a **report validated by the official concerned and his/her line managers**.
- ✓ The main criteria for assessing performance are:
  - **Professionalism** and **technical skills**
  - **Organization** and **professional results**
  - **Personal qualities** and **interpersonal skills**.
- ✓ The employee's rating is *taken into account for fast-track promotion to another step within a grade*.

Improvement and generalization of the evaluation system (2008-2009).
- ✓ An experimental system of *professional interviews* was authorized in 2007-2009. The evaluation system was further generalized and reinforced by *new regulations* (December 2008-April 2009). *Training of the evaluators* was imposed.



## 4. Italy

Synoptic country profile :

- ✓ There are *individual evaluations* of the **performance (level of professional results)** and **organizational skills** of each manager.
- ✓ The evaluation is carried out by the level immediately preceding the position to be evaluated.
- ✓ Civil servants occupying the highest levels (heads of department) are *evaluated by the relevant minister*.



## B. Three Nordic Countries

Synoptic Data

	Countries
5	Denmark
6	Finland
7	Sweden





## 5. Denmark

Synoptic country profile :

- ✓ The compensation system incorporates a significant merit-related component (as it happens in the *U. K.* and *Finland*). All allowances are decided on the basis of *individual appraisals*, based on a *dialogue between the employee and the line manager*.
- ✓ A salary discussion is integrated into the *yearly performance interview*. The agreements on objectives are signed by the *manager* and the *union representative*.
- ✓ In some institutions a *balanced scorecard* system is used to help carry out this appraisal, but in most cases the rating is much more *informal* (and the salary discussions are only based on the local salary policy).
- ✓ Denmark is now considered to have a very professional and effective system of performance evaluation and management.



## 6. Finland

Synoptic country profile (2005):

- ✓ The principles and elements of *performance assessment* are specified for *each unit separately*, within the general framework of the *New Pay System* (NPS, introduced in 1992).
- ✓ *Every organization* has a *set of criteria* for assessing *individual performance*.
- ✓ Ordinarily, *3-5 main criteria* are agreed upon in the collective agreement, and a *network of sub-criteria* (as well as their *weights*) are specified.
- ✓ A typical set or combination of criteria would be a variation in:
  - **Competence**
  - **Effectiveness**
  - **Co-operation.**
- ✓ These three main criteria are similar to those used in several other countries (e.g. *France*).



## 7. Sweden

Synoptic country profile :

- ✓ There is *no uniform government staff evaluation system*.
- ✓ Nearly all agencies use some kind of performance appraisal/evaluation *dialogue once a year* to review *performance and potential future tasks, results and training needs*.
- ✓ Most evaluation have evaluation and pay talks between a manager and each of their subordinates.
- ✓ Some agencies, such as the tax authority, have introduced 360° dialogue, where the employee gives feedback to the manager and *vice versa*.
- ✓ Supervisors are required to inform their subordinates of their (the subordinates') individual wage increase, explaining it in terms of job performance.



## C. Three Other EU Countries

Synoptic Data

	Countries
8	<b>U. K.</b>
9	<b>Germany</b>
10	<b>Hungary</b>





## 8. The U. K.

Synoptic country profile :

- ✓ *Performance appraisal* is intimately linked to the reward/compensation system.
- ✓ Most Departments and Agencies set *pay ranges* by grades. Pay ranges are set in order to relate to market pressures, and revalued annually.
- ✓ Most Departments design *reward systems* in support to the Departments needs and objectives.
- ✓ Most Departments and Agencies also provide ***progression to a target rate ("rate for the job")***.
- ✓ *Target rates* are set *in accordance with what is considered to be the "market rate for the job"*. They are usually related to the last 20 % fringe of the pay ranges.
- ✓ *Appraisal methods* used in the **U. K.** (*Cabinet Office*) will be discussed in part two.



## 9. Germany

Synoptic country profile :

- ✓ Germany has a career-based system, and the results of performance appraisals are used to take decisions on promotions and on the rights to merit-related pay components.
- ✓ *Aptitude* and *professional achievements* of civil servants must be evaluated at least *every five years*.
- ✓ The evaluation process is *decentralized*. Detailed processes of performance appraisal are decided *at the Department level*.
- ✓ *Agreements on objectives* are usually considered favorably (in practice and also, as a rule, by researchers). However, they have been criticized by unions and also by some specialists of administrative law. Debates have focused on the *precise legal nature and value* of these agreements, on the *absence of symmetry in the relationship employer-employee*, and on the *possible (abusive) increase of the weight given to performance*.



## 10. Hungary

Synoptic country profile (2005) :

- ✓ At the state level, ministers or the heads of PA organizations established annually a specific set of *key objectives* for the concerned PA organization.
- ✓ In local governments, *key objectives* were set by the body of representatives.
- ✓ *Job descriptions* ensured the links between the *organization operational objectives* and *individual objectives* (individual expected results).
- ✓ *Managers* provided *written assessments* of the civil servant's performance. Performance assessments *might be contested legally*.

Reform of the performance appraisal system (2007)

- ✓ A *new evaluation system*, widely inspired by the international experience and by other countries practices, was introduced in 2007.



## Part Two

### Evaluation Methods and Tools

- 1. *Most Frequent Evaluation Criteria*
- 2. *Evaluation Methods and Tools*

Questions dealt with in this Part :

1. **Which** are the most common **evaluation criteria** used in EU countries ?
2. **Which** are the evaluation **methods and tools** used in EU countries ?

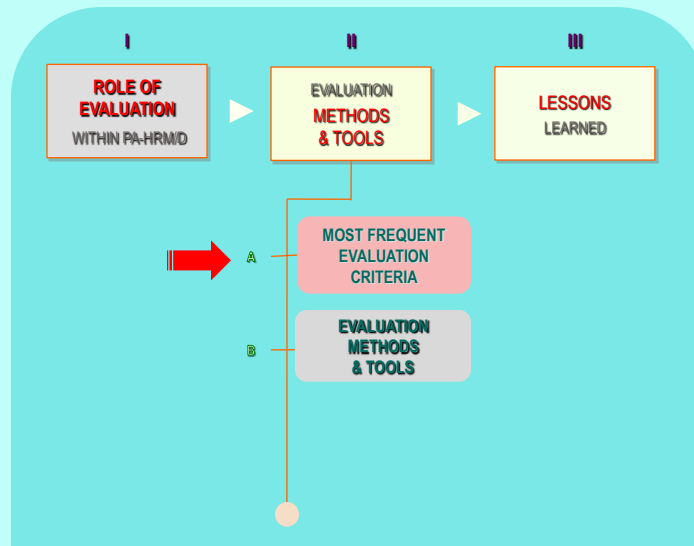


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## 1. Most Frequent Evaluation Criteria

- A. Reaching Annual Objectives**
- B. Professional Competence and Skills**
- C. Motivation and Deontology**
- D. Interpersonal Skills and Capacity for Team Work**

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## A. Reaching Annual Objectives

- ✓ According to the 2006-2007 EIPA inquiry, *reaching annual objectives* is considered *the most important single evaluation criterion* by EU country PA HRM/HRD Authorities.
- ✓ This common (shared) view is closely related to the popularity of the *agreements on objectives* (Fr.: *conventions d'objectifs*) and to the new *RBM culture* valued by the PA of many EU countries (a cultural shift introduced in most cases by PA modernization reforms).
- ✓ Closely linked to this successful criterion – *reaching annual objectives* - there is another (old) one, which is also sometimes used in PA evaluation systems: *productivity* (*rendement*). In some cases (but by far *not always*), objectives (understood in RBM as *negotiated and agreed expected results*) may be indeed conveniently formulated, at least partially, in terms of *productivity* (a rather familiar concept easy to understand and measure).



## B. Professional Competence and Skills

- ✓ Professional *competence profiles* combine different types of competences, knowledge and skills (the right combination for a given post depends on its specific position in the organization chart and on the professional responsibilities assumed).
- ✓ Required professional competences may be *managerial, technical, administrative, linguistic and cultural, instrumental, behavioral and interpersonal* (interaction, communication, civility), linked to the *capacity to effectively work in teams*, etc.
- ✓ In the EIPA inquiry already mentioned, *professional competence* was ranked second among the main evaluation criteria used to assess civil servants' performance.
- ✓ *The levels of technical* (and *linguistic*) specialized competences, but also (for managerial positions) of *managerial skills and leadership capacity* are among the most frequent competence-related criteria reviewed in the evaluation process.



### C. Motivation and Deontology

- ✓ *Motivation and commitment to perform well, loyalty and adequate moral standards* are also important criteria usually taken into account in the civil servants' evaluations.
- ✓ The new evaluation system adopted in *Portugal*, for instance, includes among its 3 key types of indicators "personal attitudes with a view to measuring *personal commitment* to reach higher performance levels, including such features as the *efforts* made, and the *interest* and *motivation* shown".
- ✓ *Inadequate moral behavior* is usually sanctioned (it affects promotion opportunities, compensation levels, and even job security), and leads, of course, to *unfavorable notation*.



### D. interpersonal Skills and Capacity for Team Work

- ✓ *Interpersonal and communication skills and capacity to effectively work in teams* are also most often included among the *main evaluation criteria* adopted.
- ✓ The critical importance of these criteria is obvious. They are highly weighted and taken into account, not only in public employment positions, but also in the private and associative sectors. Not only in Europe, but everywhere in the world.
- ✓ A Vietnamese saying claims: "One Vietnamese is worth of 3 Japanese. But 3 Japanese are worth of 10 Vietnamese". Well-organized and well-managed teams are one of the *key resources* of *all* organizations. Evaluation has therefore to attentively take into account the *individual capacity to integrate teams* and *effectively contribute to collective efforts and endeavors*.

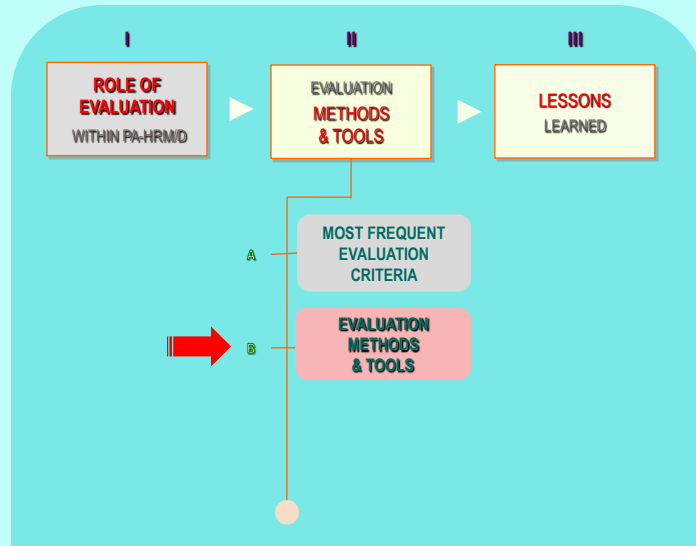


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## 2. Evaluation Methods and Tools

### A. Most Common Methods

### B. Frequently used Tools and Devices

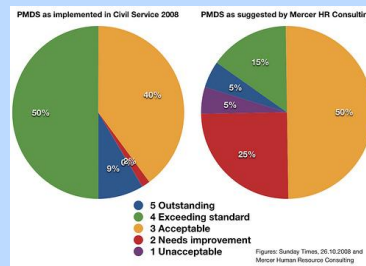
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## A. Most Common Methods

### Civil Servant Evaluation

Main Methods	
1	Traditional Performance Evaluation
2	Agreements on Objectives
3	Combined (Mixed) Methods



### 1. Traditional Performance Evaluation

- ✓ Civil servants are assessed on the basis of their performance, using a *set of previously selected performance indicators*.
- ✓ There is (at least in principle) a strong concern with equity and fairness, therefore *the same criteria are used for specific groups of civil servants*.
- ✓ The variable part of the salary possibly linked to performance and results (around half of the EU countries have adopted performance-related pay schemes) should be determined using *evaluation criteria which are as objective as possible*.
- ✓ Assessment of the individual performance typically uses *job descriptions, requirements profiles and performance indicators*.



## 2. Agreements on Objectives

- ✓ Civil servants must first be made sensitive to the key objectives of the Public Administration, the Government Department/Agency and the specific PA unit they work for. They should be aware of the links of these objectives with *their own professional objectives*.
- ✓ The assessment of civil servants is based on *the results and goals achieved (as compared with the set of personal objectives that was established, on an individual basis)*.
- ✓ The variable part of the salary possibly linked to performance and results depends on *the level of achievement of the individual expected results*.
- ✓ The *links between the organization and individual performance* should be explained and understood (which was the *civil servant's contribution* for the organizational performance ?).
- ✓ The *clearer and most concise evaluation forms* related to agreements on objectives are those of *France and Estonia*.



## 3. Combined Methods

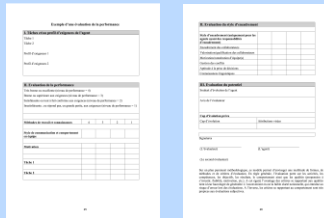
- ✓ Each of these two main methods has its own *advantages and disadvantages*
- ✓ **Agreements on objectives** are *more in line with RBM practices*. But they are also *more time-consuming and less easy to implement*. Moreover, they *increase the risk of a loss of control by the central administration on the quality and equity of the evaluation practices and criteria* being used.
- ✓ **Traditional performance evaluation practices** (with their *standardized criteria*) are *easier to implement*. They usually *combine (in different ways) sets of criteria related to the post, the tasks and activities, and to skills (competences) and performance profiles*.
- ✓ These two methods are very often **combined**. However, there is a trend in most countries to *increase the differentiation and adaptability of the performance evaluation models, methods and sets of indicators used* (classic standardized evaluation methods have almost disappeared).



## B. Frequently Used Tools and Devices

### Civil Servants' Evaluation

Main Tools	
1	<b>Annual Interviews</b>
2	<b>Evaluation Questionnaires and Forms</b>
3	<b>Other Tools and Devices. The Choice of Indicators</b>



### 1. Annual Interviews

- ✓ Annual interviews between the *line manager* and the *civil servant / employee* whose *global performance* (professional accomplishments and behavior) is to be appraised are one of the most relevant and frequent ways of carrying out *periodic evaluations*. *Agreed objectives* are then *reviewed* and *assessed*.
- ✓ Other relevant and related topics are also usually discussed during these interviews. These topics include, for instance, *career development prospective*, *the identification of training needs*, *discussing and setting up the new annual objectives*.
- ✓ Usually such interviews take place *every year* (there is often a *legal obligation* to carry out *yearly assessments*). In some cases, however, performance evaluation is carried out only *every two years*, or *even on a different time-basis*.
- ✓ When evaluation interviews (linked to *annual performance contracts* or *agreements on objectives*) are scheduled on a yearly basis, there are sometimes *additional interviews at the end of the first semester* in order to adjust the set of objectives.



## 2. Evaluation Questionnaires and Forms

- ✓ Specific *administrative forms* and *questionnaires* are among the most common tools used to *collect the information* needed for the evaluations. They are normally standardized in agreement with the applying regulations (and taking, of course, into account the specific goal pursued).
- ✓ *Questionnaires* (the same happens with *interviews*) are a key, flexible and common *data collecting tool* in all (management) information systems. In the evaluation process, they are currently used to collect information from different sources (e.g. the level of satisfaction of public services users).
- ✓ [More generally, within the “free space” left by applying regulations and ethical requirements, all types of reliable evidence may normally be taken into account. This may include, for instance, the results obtained in internal and external *professional examinations* and/or tests, the frequency (and gravity) of “critical incidents”, data taken from institutional/business *reports*, obvious outstanding achievements, etc. The “raw data” thus gathered has to be examined in the light of the *relevant evaluation criteria* selected.]



## 3. Other Tools and Devices. The Choice of Indicators

- ✓ In general, the *tools and devices* used to *collect* and “*process*” the relevant information are those which appear in practice as most *adequate to help measure and assess each of the specific criterion* included in the (ideally, also *clearly agreed*) *evaluation set of criteria* selected for a given position. “*Assessment scales*” may appear as a convenient way to help assess these criteria concisely and as “objectively” as possible.
- ✓ *Assessment scales* are commonly based on *skills profiles*, *job descriptions*, *results of surveys* or *interviews* of customers and/or users of the public services, etc. Depending on the situations, they may include (or be based on) a variety of *performance quantitative and qualitative specific indicators* (e.g. *the average number of users served per day*, as compared to a *standard* or a *target*, *the annual variation in the number or rate of complaints*).
- ✓ Other management and *evaluation tools, techniques, devices* and *operational methods* have also been used. Among them: *balanced scorecards* (used, for instance, in the U. K., Denmark, Portugal); *self-evaluation*; *360° evaluation*; *team evaluations*.



### Part Three

## Lessons Learned

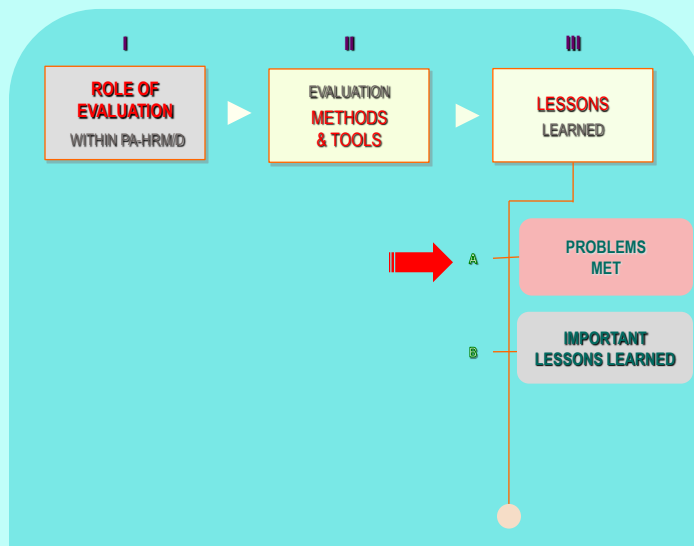
- 1. *Problems Met*
- 2. *Important Lessons Learned*

Questions dealt with in this Part :

1. **Which** are/were the most relevant common **difficulties and problems** met in EU countries ?
2. **Which** are the most relevant **lessons** learned from the EU experience ?



### Presentation Sequence





## 1. Problems met

- A. Problems met with the Employees
- B. Problems met with the Evaluators
- C. Problems met with the Unions
- D. Problems related to Methodological Issues
- E. Problems related to Political Will
- F. Problems related to PA Capacity



### A. Problems met with the Employees

- ✓ Evaluation is usually accepted as a sound basic management principle by everyone. However, employees often resist evaluation *when they feel that objective and fair appraisals are not warranted* by the system proposed.
- ✓ The more the results of the evaluation process are *linked to career advancement (promotion) and increases in salary*, the more numerous and intense are the *conflicts* that result from the introduction of the appraisal systems.
- ✓ Resistance and resulting conflicts tend also to be more numerous and intense when employees and their representatives *are not widely consulted and informed* (i.e. associated to the evaluation process through the process of *social dialogue*).



## B. Problems met with the Evaluators

- ✓ Evaluators are often challenged by an *increase in their workload* and the necessity to *review their professional habits and behavior*.
- ✓ They need to be *trained* and *motivated* to correctly play their role in the new systems. Interestingly enough, to the 2006/7 EIPA inquiry question: “Judging by the experience of your administration, what are the most important challenges in the daily management of the personnel appraisal system?”, the **four top answers** were: 1. *Training managers*. 2. *Ability to set objectives*. 3. *Ability to measure performance*. 4. *Motivation of superiors*.
- ✓ Very often in the past *evaluation responsibilities were neglected*, and in many cases *all (or nearly all) civil servants were awarded the maximum score*. One of the responses to this common drift of the evaluation procedures was the adoption of a *system of quotas*, allowing only a given percentage of the civil servants to get the highest scores [around 30% of the EU countries do so].



## C. Problems met with the Unions

- ✓ Unions (more generally: the employees’ representatives within the *social dialogue* practices and procedures) have not been, in general, associated in the processes of designing and implementing PA performance evaluation systems in EU countries. Sometimes they have not even been consulted.
- ✓ In several countries (among them *Germany, France, Portugal*) unions tend to resist the introduction of some of the new practices, and more especially of *agreements on objectives*. They claim that objectives are most often *imposed* by the superiors, and they fear that these superiors be tempted to place the performance objectives and requirements *too high*.
- ✓ These agreements are thus seen as a possible *threat to the existing employee’s labor rights*. Qualitative evaluations are considered *too subjective*. Finally, the individualization of the objectives is seen as *an obstacle to fair and transparent comparisons among civil servants’ performances*.



#### D. Problems related to Methodological Issues

- ✓ Among the problems related to methodological issues, the following deserve special attention.
- ✓ *Performance measures are not always easy to carry out.* This is namely the case when *qualitative criteria* are used. Many countries explicitly mentioned these difficulties met when they set up and/or implement their PA/CS evaluation systems.
- ✓ Agreements on objectives are often very convenient, but in reality *tasks and obligations usually change rapidly*, and depend very much (especially for senior managers) on (often changing) political orientations. In the EIPA inquiry, this was found to be *by far the most important challenge* in setting and agreeing upon annual objectives (between employees and their superiors).
- ✓ To cope with this last difficulty (frequent contextual changes), adjustments of the agreed annual objectives are in some cases introduced at the end of the first semester.



#### E. Problems related to Political Will

- ✓ Evaluation is a *sensitive issue*. In many cases, introducing new evaluation rules is *not a popular measure*. *Resistance*, as we saw, may come from the civil servants whose performance and professional behavior are expected to be evaluated, from the evaluators, from unions, but also from other sources.
- ✓ At any rate, the process of introducing new systems of performance appraisal in PA must be carefully prepared, explained and negotiated (not only at the technical and administrative, but also *at the political level*).
- ✓ *Political will* is therefore – as in many other cases – a key factor in the success or failure of the measures introducing new evaluation systems.

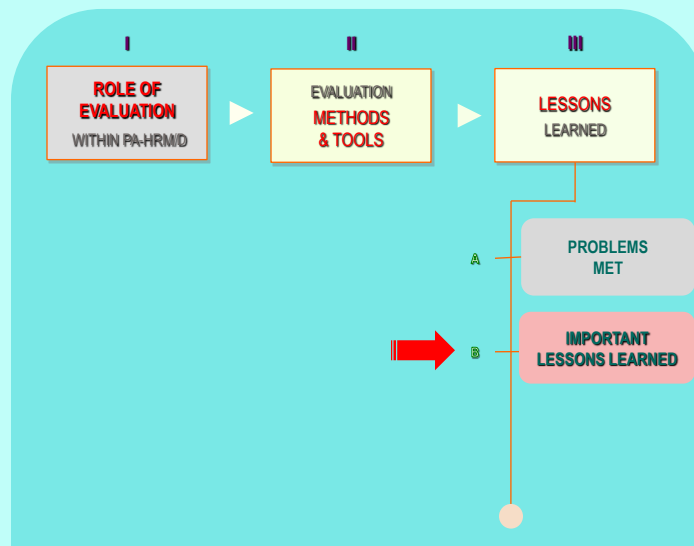


## F. Problems related to PA Capacity

- ✓ Moreover, the country's PA must have the *capacity to implement* the new system [e.g. *extensive methodological training* (for the evaluators) and *extensive information/awareness raising programs* (for civil servants) have to be carried out].
- ✓ The introduction of new evaluation systems *usually increases bureaucracy* and also, often, the managers *workload*. Only a few countries have declared to have been able to reduce their bureaucratic requirements (along with the introduction of the new evaluation system).
- ✓ **Hungary** has managed to both *reduce bureaucracy and the managers workload*, using a web-based evaluation system which has been presented as a “good-practice” example.
- ✓ According to the PA declarations collected, although *increasing bureaucracy*, the new system used in **Ireland** has *reduced the workload of the managers*, thanks to new “streamlined processes”.



## Presentation Sequence





## 2. Important Lessons Learned

- A. The Design Phase (of PA Evaluation Systems)
- B. The Implementation Phase
- C. The Evaluation Phase
- D. Methodological and Managerial Lessons



### A. The Design Phase

- ✓ The following recommendations are based on some lessons learned from comparative critical analyses of European (and other) countries' experience. They apply to the *design phase* of the evaluation systems.
- ✓ Countries previously well informed of good practices (and also of practical problems) met in other countries tend to more easily avoid inadequate or tricky choices. This helps to ensure *methodological* and *technical* aspects are conveniently examined.
- ✓ Wide information and consultation of all CSs concerned by the evaluation system (at the *operations* and *managerial* levels) is also very important to warrant knowledge and appropriation, and make the system more *relevant*, *reliable* and *acceptable*.
- ✓ The system should remain as *simple* as possible, *limiting time*, *workload*, *costs* and *bureaucracy*.
- ✓ *Pilot experiences* help to reduce problems with the final system. *Training* and *other measures* necessary to ensure a good implementation have to be fully taken into account *since the start*.
- ✓ The best designs remain *flexible* and *combine* requirements and contributions *at 3 levels*: central, sectoral and unit level.



## B. The Implementation Phase

- ✓ The implementation phase should be *carefully prepared, followed up and monitored*. It may be implemented *by phases*.
- ✓ *Evaluators* have to be conveniently trained, and *civil servants* have to be made sensitive to the relevance and necessity of performance evaluation. There is also a necessity to carefully *listen to the reactions* of both civil servants and evaluators, in order to improve the system and make it more reliable and effective. *Possibility to legally contest the results* must be *real*.
- ✓ When *performance-related pay* (and/or *performance-related promotion*) schemes are designed, special attention must be paid in order to be sure that the system works according to the basic requirements of *transparency, equity and fairness, and responsibility (institutional accountability)*. *Benchmarking* may be an interesting tool to help ensure fairness.
- ✓ The search for *formal coherence* in the notations (all across the system) must be combined with the search for *relevance, effectiveness and fairness*. Specific requirements of different sectors must be conveniently integrated.



## C. The Evaluation Phase

- ✓ *Pilot experiences* are sometimes carried out before introducing legally new PA evaluation systems and procedures (e.g. in *France*), but careful and systematic assessments of the quality, acceptability and relevance of these systems *remain rare*.
- ✓ *Very few PA within the EU* have declared to have monitored and assessed the weaknesses and strengths of their evaluation systems, in the EIPA 2006-2007 general inquiry (covering 24 EU Member States, Norway and the European Commission). [Efforts to assess such systems do exist, however. This is the case, for instance, in the *U.K.* and in *Denmark*.]
- ✓ *Comparative studies* are also rare for the time being. Most of them are very recent (2005-2009). The most comprehensive of these studies, however, throw an interesting light on the existing evaluation systems, methods and practices and are therefore very useful. Four of these studies are listed in the "Selected References" recommended at the end of this presentation.



## D. Methodological and Managerial Lessons

- ✓ **Agreements on Objectives** (Fr.: *Conventions d'Objectifs*), allowing objective-based appraisals are much in line with the new PA trends (RBM, Impact Evaluation), and they appear as a *privileged tool* for Civil Servants Assessments.
- ✓ Other currently recommended methods (namely by the EU, in its own organization system) are *annual dialogue*, *self-assessment* and *recognition of personal development*.
- ✓ Based on previous experience, new evaluation methods and practices tend to be *less bureaucratic and subjective, easier to design and implement*, and in the end *more reliable and useful* (e.g. with less "generous" or distorted assessments).
- ✓ Evaluation criteria are less standardized, more personalized (and more decentralized) than in the past, and many new evaluation methods and tools have been experimented in EU countries. Several comprehensive comparative assessments of these methods and tools have been carried out since 2005.



## Selected References :

Data in this presentation owes much to individual country reports and to international comparative analyses.  
Among the latter deserve special mention:

- ✓ *Performance Related Pay Policies for Government Employees*, OECD, Paris, 2005.
- ✓ *Performance-Based Arrangements for Senior Civil Servants: OECD and Other Country Experiences*, OECD, Paris, 2007.
- ✓ *Performance Assessment in the Public Services of the EU Member States: Procedure for Performance Appraisal, for Employee Interviews and Target Agreements*, European Institute of Public Administration (EIPA), Maastricht, 2007 (a key reference work; there are also French and German versions available).
- ✓ *Measuring Individual and Organisational Performance in the Public Services of EU Member States*, European Institute of Public Administration (EIPA), Maastricht, 2008.



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AMONG THE TOPICS LEFT  
FOR POSSIBLE DISCUSSION  
DURING THE DEBATE:

- **Resistance to Evaluation**
- **Methodological Problems**
- **Results of Evaluation Practices**
- **Evolution of Legislation**

THANK YOU FOR YOUR PATIENCE !

TO COMPLEMENT THIS PRESENTATION,  
WE MAY DISCUSS OTHER EVALUATION TOPICS  
YOU ARE INTERESTED IN !

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