

## The Concept of Performance Appraisal Systems

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**Abstract:** Today, to pass the performance appraisal process requires many tools such as: system evaluation, coordination between the efforts of both the Human Resources Management team and the various directors of an organization who are responsible for the performance evaluation of employees. In general, the responsibilities of the Human Resource Management team are to design the formal system of performance evaluation, as well as to select the methods and forms that can be used to assess individuals. The HRM team also trains managers on how to evaluate performance. A filing system is kept for registration to ensure that the assessments are on the basis of a specific time. Records of performance evaluation of each individual is kept also to ensure that the responsibilities of managers are being met and utilized for improving practices of the organization or business. The purpose of this study is to define the performance assessment systems, its means and methods, and to describe the methods used in various performance evaluations. Moreover, to give an explanation of some common mistakes made when evaluating the performance; furthermore, to suggest ways to overcome these errors. This study will aim to clarify the concept of performance, the determinants of performance, environmental factors that affect or modify the performance, as well as ways of assessing performance by demonstrating examples of specific objectives through management by objectives. A description of the most important methods used in determining labor standards and evaluation plans will be discussed. Also, the disadvantages of scales, such as the rating chart, will be discussed. It will include examples of rating scale that attempt to match behavior and give examples of mandatory choice phrases used in these attempts. It will highlight on some of the possible errors in the evaluation of performance and ways to overcome these mistakes. The conclusion of this study will review several recommendations to keep aspect of research simple.

**Keys words:** Concepts of determinants of performance and environmental factors that affect performance, as well as, ways to amend performance evaluation are vital. They include examples of specific objectives used by management that are proven to be most effective methods used in determining labor standards, assessment plans, defects of rating chart scale, examples of rating scale to match behavioral expressions of Forced Choice, as well as, some potential errors in evaluation of performance and ways to overcome them.

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### INTRODUCTION

Through the assessment of performance, an individual can identify and define how their performance, their job, and the action plan to improve and develop their performance. When assessment is done correctly, the performance of the individual's level of performance, not only in the present time, but in the future as well, should improve. This improvement doesn't only affect the individual, but sets future trends in the efforts of improvement. Through awareness of the tasks and standards, a work plan will help strengthen development and continue to improve and be beneficial for the organization.

It is a common practice to assess performance. Many administrative decisions are linked to the performance assessments. These assessments can also be linked to the ability to create increase in wages and salaries, promotions, and transportation bonuses; however, in some cases, the termination of individuals who fails short of performance guidelines. There are many other considerations used to determine the eligibility of an individual for promotion or pay increases.

Although an individual may have success in the evaluation of their performance of the specific task in which they are assigned, this doesn't guarantee that this individual is in the top-level among their co-workers. However, it does provide information that could help predict the prospects of success; furthermore, it gives clues to help make improvements.

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If the individual performance can be assessed, then there weakness points can be assessed as well, and this can be a great asset tool for training. By the aid of these information a better performance improvements can be achieved. The information can be to determine the needs of training and development for both at the individual and the organizational. For example, the gathered information can be used to assess performance in determining the strengths or weaknesses in management. This information can be then be utilized to determine the training requirements that should be submitted during performance evaluations for each individual plan, and it outlines the training needs of the company or organization as a whole.

Evaluation of performance can be a tool to evaluate an individual performance, as well as one's behavior. The evaluation of one's behavior can also be beneficial in developing future evaluations that can be used to encourage improvement and development in performance on a daily basis. The assessment of the performance is a way to define the individual's level of performance, as well as a way to suggest the changes needed in behavior, and trends, and skills, and knowledge. This is a type of feedback which highlights the expectations for the individual functional managers. It is then usually followed by implementing this information via new guidelines and through training by the director.

Furthermore, the use of the information available through the assessment of performances, are a factor when determining the credibility of the selection of procedures, and effects future decision of the Human Resources Managements team's planning.

Framework of organization has raised questions. For example, how it applies to performance evaluation. There are some opinions that support evaluation of performance; however, in general, there is no consensus on how frequently to assess performance. In spite of this, it is best to conduct evaluation several times, whenever possible. This is vital in order to recognize the individual, at a high level of performance, as well as low levels of performance. It is also necessary to conduct the evaluation several times to keep up with required improvement and new information available to keep improving. Therefore, it is suggested that performance is assessed on an informal basis two or three times a year, in addition to an unexpected periodic assessment of performance (Bernardin, H.J. & Buckley, M.R. 1981 pp. 205-212).

#### ***The Concept of Performance:***

The concept is to attain an indication of performance to a degree of achievement and completion of tasks, consisting of one individual; furthermore, it is a reflection of how satisfy the individual requirements of the job. It often causes confusion and overlap between performance and effort, as well as refers to the energy expended. The performances are then graded on the basis of the results that were achieved by the individual. For example, the student has made a great effort in preparing for the exam, however, scores a low grade; in such a case, the effort is often downgraded by the low performance result.

#### ***Determinants of Performances:***

Several determinants of performances include: Job performance, the amount capabilities possessed by the individual, awareness of the role or job description, and the tasks that are assigned. This means that the performance, in a certain cases, can be seen as a product of the relationship among the effort, capacity, and awareness of the tasks at hand.

Indications show the power of obtaining individual consolidation or incentives have advantages physically and mentally, which, in turn, improves the tasks of the individual. The capacity is the personal characteristics used to perform the function, does not change or vary the capabilities across the short period of time. It also indicates awareness of the role or task or the direction which is believed by the individual to direct its efforts to work through it. The activities and behaviors of the individual are believed to be the most important function of the individual's performance, as well as the definition of awareness of the role.

To achieve the hidden potentials of performance, the evaluation must be mint and a required a minimum level of proficiency in each component of the performance. It must keep in mind, in the sense that individuals, when making efforts and bounds, have superior capabilities. If the individuals do not understand their roles, the performance would be unacceptable, from the viewpoint of others, despite the efforts large to work. This work would not be directed in the right way and in a consistent way. An individual who works hard and understands his work, but lacks the capacity expected at a low level of performance is an obstacle; however, there is a possibility of last resort is that the individual may have a capacity for the task at hand. Therefore, an understanding of the task is necessary for role performance. However, if individual is lazy but still makes a great effort, the performance of such an individual remains low. Of course, performance may still demonstrate a positive result among various components of performance and demonstrate weak skills in other aspects of the task in accordance with preparations and destiny, desires and inclinations and trends in personal affection of work performed.

#### ***Environmental Factor Barriers to Performance:***

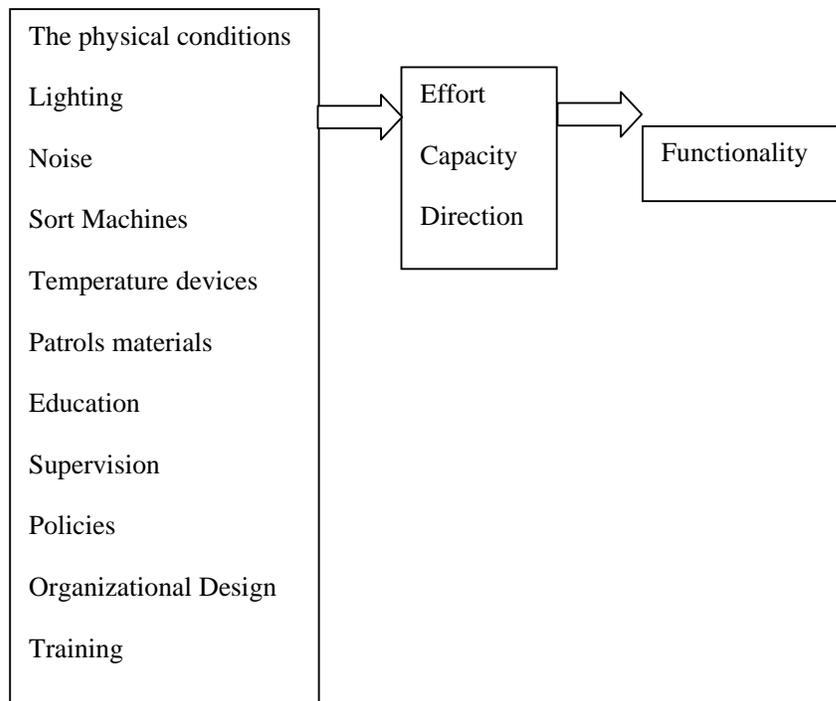
There are some factors, outside the control of the individual, which can affect the level of performance. Despite the fact that some of these factors may be used as excuses, they must be taken into account for the simple fact that they exist.

Some of the most notorious barriers to performance commonly found are: the lack of requirements, struggling with the requirements, struggling to meet time constraint requirements, inadequacy in facilities work and fixtures, lack of equipment, various specific policies that affect the job, lack of cooperation from individuals, the pattern or lack of supervision, heat, lighting, noise, and arrangement of machines, shift variations, and the wavering extent of individuals dedication to accept the necessary requirements and demands of the job.

Environmental factors that affect effort, ability, and trends include examples such as, machinery or devices vital to the job or task do not work properly. Factors such as these can hinder the individual's initiative or motive to work. Other example is when policies are not clear or the pattern of supervision is sporadic and inconsistent. This can cause misdirection of efforts. In a similar way, the lack of training can cause an exploitation of existing capacities of individuals; therefore, the most important and principal responsibilities of Management must include:

1. Provide working conditions that are sufficient and appropriate for the auditors.
2. Environment is ergonomically supportive for the employee's well-being; aiding in keeping performance barriers to a minimum.

**Environmental Factors that Affect Performance:**



**Ways of Assessing Performance:**

This section discusses some of the methods used in evaluating performance, namely:

- Goal setting or management by objectives
- Work standard approach.
- Essay appraisal.
- Critical- incident appraisal.
- Graphic rating scale.
- Check List.
- Behaviorally anchored rating scale (BARS)
- Forced-choice rating.
- Ranking methods

**Goal-setting Objectives Set Forth by Management:**

The setting of goal and objectives for performance evaluations is chiefly utilized by specialized management personnel; they include: results-based management, performance management, results management, or individuals who plan on a career in the auditing field.

Management personnel of this nature set objectives by a process that consists of several steps, namely:

- Formation and the definition of a clear and precise objective describing the nature of the work that must be performed by the individual.
- An actual development plan or executive describing how to implement the goals set and plotted beforehand.
- A fair opportunity to give or allow the individual to achieve this operational plan.
- A measuring tool to record the achievement of goals.
- The ability to take corrective action, if necessary.
- The capacity to identify and develop new goals for the future.

In order to ensure the success of the objectives set by management, there are a set of requirements that must be presented, including:

1. Targets need to be in the form of quantitative or measurable goals that can be achieved or measured. They should be included whenever possible, and must be targets with the abilities to be challenged in the specific evaluation. This is vital in order to avoid interference of the individual's ability to perform. The goals must be in a written form and must be clear. It must be free of ambiguity and written in a language that would not confusion or lead to a lack of understanding (Jacobs, R. A. and Kozlowski, S. W.1985. pp. 201-212.).

**Examples of Specific Objectives and Goals Set by Management:**

- Respond to all customer complaints in writing within three days of the reception of the complaint.
- Reduce the time required for the production of the order; for example, shorten by two days during the next six months.
- Purchase of computers in the first month of March to ensure completion of the task of logging accounts on file.

Require individuals to contribute as much input in the process of setting goals. The effective participation of individuals is very important in the development of the operational plan. The foreman or supervisor should be the person who defines the objectives, but without individual contribution input, and agreement to these goals, it would be highly unlikely to achieve these goals and to attain high levels of performance. Commitment of individuals helps to make them feel important and worthy; this is reflected positively in their overall performances.

A requirement for the success of management set goals is the ability to develop an operational plan. This must be the foundation used for the competition of the overall goals of an organization. There must be an open door policy between the Director and individuals during the evaluation of their performance; thus, permitting a discussion of the progress of the individual, the modification of certain goals, and other factors that could be used to improve the production in a positive way.

**Labor Standards:**

Employing labor standards is a means to evaluate the performance; usually for individuals working in a specific area of production. It is an expected production level and production standard that is often held to the highest regards, namely in achieving goals of production. The performance of each individual is compared and held to this high standard. The individual's standards should reflect the labor standards of production of natural or normal for a normal individual. Labor standards that are trying to answer only one question: "Was the daily production done in justice?"

There are many methods that can be used to determine the labor standards; these means can be summarized in the following table:

Field of application:	Means:
* When the cause of all individuals the same tasks, or almost, the same tasks. *When the tasks performed by individuals are similar, and the use of the average performance of the group and time consuming. *Business, which include repetitive tasks and actions that do not have any specific business cycle that have multiple tasks and different and has no specific form or cycle to their performance. *When not in any of the previous methods can be implemented.	* Average production of group work. * Perform a select group of individuals in particular. * Study time. * Preview your work. * The experts.

One of the main advantages of the entrance criteria of business are, that the review and evaluation of performance depends on objective factors. In order for the entry to be effective, it must be considered as part of the criteria from the perspective of individuals who are affected by them. This is essential in order to be fair criteria. The criticism, which can be addressed to this entrance, is to lack the ability to compare the standards of the different groups of functions. Each function has become part of the high standards required.

**Evaluation Plans Essay Appraisal:**

A required evaluation plans of the existing assessment, provided in writing. It should include a description of the performance of the individual through a particular model. It is usually considered and added to the resident instructions and guidance for a discussion of topics that should be covered by the assessment. It should also include examples of questions that can be contained in this type of performance appraisal. It should also include a description of an individual’s personal performance observed by the subordinate; it is important to include: The quantity and quality of performance, job knowledge, the individual’s ability to adapt and deal with co-workers, and the strengths and weaknesses in the performance of the individual.

The main problem for the evaluation of plans, they vary in terms of length and content; this is based according to the resident. For example, the written evaluation may take a long period of time to document the description of the individual’s performance. On the other hand, they may only require a short period of time to describe other aspects of the evaluation. It is difficult to compare the assessment plans of one individual and the past or present performance of another resident or employee. The evaluator must possess writing skills that can express the individual, the level of performance, as well as articulate their vocabulary to display a recipe necessary to improve on the individual’s overall performance. However, during the evaluation process, the call for precision has perished.

**Evaluation of Critical Events: Critical-Incident Appraisal:**

A Critical-incident appraisal is a required in evaluation process. It is utilized to record critical events, maintain values, monitor and modify the behavior of the individuals, and illustrates and explains each of performance of the individuals. The recordings are used over a period of time to provide feedback for the individual involved (Farag. A.T. 1993. pp. 229-330).

Main drawback of this approach is that it requires aspects from the person-based assessment in order to record events on a regular basis. This may cause many burdens, such as, loss of time. Furthermore, the distinction and interpretation of critical events among individuals could also cause a psychological barrier between manager and their higher subordinates. When a part of management feels that the director keeps a record of its own, it has effect on the relationship between them.

**Graphic Rating Scale:**

Through method of measurement using the rating chart, the resident assessment capita, goals can be achieved. The factors that must be included are as follows: The amount of work load, independence, a working knowledge of the task at hand, attendance, accuracy in work, and cooperation. The rating system must be included on the chart, each of the long numerical form or digital form. A written description should be present, as well as a recorded amount of work that is expected to be done by the individual. It should also display the amount of work or list the individual’s tasks that have been achieved.

The following table shows the amount of work achieved by the individual:

Does not meet the minimum requirements
Achieve the minimum requirements
The workload of the disease
Achieve more work than is required
Leads the work of superior

**Scale defects of the Graphic Rating Chart:**

The Graphic Rating Chart does have some weaknesses. One of those weaknesses is its inability of individuals to interpret the written description in the same way. This can be contributed to their differences in backgrounds, experiences, and personalities. Another potential problem relates to the selection of categories or groups for the evaluation; it is likely that the selection of items for evaluation will be related to low job performance or delete some of the factors that have strong influences on job performance.

**Checklist:**

A checklist is a means of assessing individuals by asking questions relating to the conduct of the individual. Generally, these questions only require answers of "yes" or "no." Varying weights of measurement can be assessed for each question.

Usually, the weight measurements of the questions are only known by the Human Relations Management team; namely because it could sway the individuals response. This can be very time-consuming to assimilate this time in all the questions for each function; however, the development of an independent list of questions for each independent set of functions had to be developed. These questions may carry diverse meanings to various individuals.

**An example of the checklist questions:**

**Yes or No**

1. Does the individual lose their temper in front of customers?

2. Do you volunteer to do the work with the individual?

**(BARS) Behaviorally Anchored Rating Scales**

As a means to evaluate performance, the rating scale was designed to be identical to the actual behavior that is required to perform the job successfully. The scale focuses not only on the outcomes of the performance, but also on other issues, such as former entrances on the functional behavior. The assumption is that this will lead to repeated behavior and ultimately result in effective performances on a regular basis.

In order to understand the use and development of this scale, we have to understand some of terminology key. Most of these standards define and list the dimension of job. Job dimension, which means the group’s wide range of duties and responsibilities, are functions and means of job required in achieving task at hand. It is an important development of independent scale.

Ahmed ZakiBadawidefined it as, “A general sense the actions imposed by the accepted rules, control of any important aspect of the aspects of social life, or the work of cooperation in the narrower sense it is used to denote the acts required of the individual who is entrusted with the function or role of constant, and it must be played among group (Ahmed. Z. B. 1978. p. 119).

**Examples of Identical Behavioral Rating Scale:**

Terms of behavioral	Measure values
• Developing an integrated, well documented plan for the project, and to get the required approval, and distribution plan to the parties concerned.	7 () Excellent
• Planning, communication, observation, and track the implementation of the project according to the weekly work plan map showing the extent to which the plan, and use in the work of any amendments required.	6 () Very good
• Evaluation of the internal parts, and schedule of each part and looking forward to the implementation of each part according to the schedule, enumeration and identification of allowances.	5 () Good
• make a list of specific dates for completion of work and review, and add important events, and customer complaints.	4 () Average
• plans that are not well defined, and the timetable for the work is realistic, the inability to develop a plan but plans daily.	3 () Below average
• There is no plan or timetable for the work, and are not planning of duties and tasks related to the project.	2 () Very weak
• Rarely, the project is completed or it may not be implemented at all as a result of shortages and deficiencies in the plans or lack of attention to planning at all; there is no desire in the improvement and development.	1 () Unacceptable

table shows previous measure in writing to the following functional result. It is found in many of administrative functions of planning, organization. The right side of table shows values of the scale; which defines groups and performance ratings. The left side shows the behavioral phrases describing actual behavior, which also leads to productive work. If these phrases are applied, it helps to determine level of performance corresponding to scale in right side.

It requires the order of performance, which uses this measure, from the resident to read a list of phrases that describe the behavior at each scale. Until you find a set phrases that describes the behavior of the individual to work harder than others during the evaluation period then the mark (√). In front of this phrase, the repeated dimensions of this process for each job and finally the observer can obtain the collection or combine all the values that have been marked in front of all the different dimensions of the job.

The development of this scale, through a number of meetings between the managers and the incumbent, consists of three steps.

**Reciprocal Arrangement:**

The first step, according to this method, is to sort. This is done by writing the names of individuals you want to evaluate their performance. On the right side of the form, the individuals are asked to choose the best individual of the names in the list and are then deleted the name of this individual from the list of names from the right side. This is done in order to write the list of column is on the left side of the form.

The evaluator is then asked to choose the weaker individuals detailed from the list of names in the right side and delete the individual from the list to be placed at the bottom or the lowest column on the left side. This process is continued until the names of the list are on the right side of the column and ratings on left side (Kingstrom, P.O and Bass, A. R A.1981. pp 263-289).

**Arrangement in Accordance with the Bilateral Comparison:**

The key to understanding the way through the illustrative example is to assume that the resident wants to evaluate the performance of six members. Display the names of these individuals on the list on the right side of the evaluation form and then compares the resident first member of the individual. Those who followed, according to some performance criteria selected rather than the amount of work, and if he feels the resident that the individual first produced more than the second, put a sign in front of an individual's name first. There is then a comparison of this individual’s first, second, third, fourth, fifth, and finally the sixth name with the same

standard of performance; which is the amount of work and placed a sign in front of the individual who shows or produce more in each comparison of bilateral comparisons. This process continues until compares each individual present the list to others; doing so according to the standard of performance and become the individual who got the most of the workers is the best existing performance and vice versa. In the case of an individual who got the lowest marks, it becomes less individual performance is the biggest disadvantages of this method of evaluation. The number of bilateral comparisons can be endless, in the event that the number of individuals assessed to be significant.

***Mandatory Distribution:***

A required or mandatory method of distribution of a resident, to be compared to the performance of individuals placed with a certain percentage of individuals in various levels of performance. To assume this way, that the levels of performance in a group of individuals is distributed according to the form bell curve or normal.

To apply this method, the resident is asked to assess 60% of individuals as they meet performance expectations. A 20% outnumber those expectations, while the other 20% are those who do not understand.

***They Meet Expectations:***

One of the main problems that can face the application of this method is the inability to use the distribution of the equinoctial; this is true in the case of the small number of individuals to be evaluated. It is likely that the curve is not complete; therefore, this means that some individuals will be evaluated on their performance in an accurate way. Furthermore, the method of ranking is different, fundamentally different from other methods of evaluation. In terms of evaluating the performance of individual, it is a function in the managed other individuals who perform job.

***Some Possible Errors in the Evaluation of Performance:***

There are some common mistakes that can be identified and defined in the field of performance evaluation. These errors, bias to one side of the two sides of the scale, an assessment of individuals in groups on the positive side. For example, rather than the distribution of evaluation performance measured on central tendency; these are the assessment of individuals of all or mostly in the center of the scale (i.e., assess the average). The cause of these two mistakes, the inability to distinguish between good performance and poor performance. Furthermore, these two mistakes reduce a capacity-based on a comparison of the arrangement of the residents of different examples. For instance, if the assessment of an individual who performs well, the resident will then make the error of assuming central tendency (average). This individual gets a poor performance if the assessment is done by a resident who has an extreme tendency to evaluate individuals.

The error generalization, another error common to assess the performance, occurs when you allow a resident to a single property phenomenon in control of the individual who assesses his performance. The individual tries to influence the judgment and appreciation for the rest of the other items selected to assess the performance. This causes individual to get approximately same evaluation in each category.

Personal preferences, discrimination, prejudice, and profiling are also just some of errors in performance evaluation. This may also be based on one's external appearance, social status, dress, and color, and sex; based on their first impression, this may hinder performance evaluation. However, through a sample or model behavior, some individuals tend to retain these impressions even when faced in other life conflicts or situations (Winstanley, H.B.1980.p.188)

***Ways to Overcome the Errors:***

It has become clear, from talking former resident, there is a great potential for the occurrence of errors in assessing performance. One of the entrances, which can be applied to overcome these errors, is to improve and modify the methods of performance evaluation. For example, a possible way to overcome the distribution method mandatory, the errors of the evaluation, extreme or central tendency of the evaluation, the ranking method, according to the words of the behavioral effect, are designed to reduce the error generalization. Also, there is a way to reduce other errors such as the trend extreme and the central tendency. The managers have specific examples of behavior, which assess the individual and according to them, but amend assessment methods and should not lead to the final disposal of many of the problems.

The second entrance to use to overcome mistakes of performance evaluation is to improve skills of evaluators and training residents while observing behavior of individuals. This should be done carefully and judged in an objective, fair way. It can help to keep a note recorded according to critical events; this will aid residents to improve their skills in evaluating performance.

There are various skills that can be used by the resident for teaching individuals. They include training, continuing education, and continuous knowledge of new technology. However, a focus on the important role of the resident in the evaluation process should be college. Furthermore, they should learn how to use the

information of performance evaluation, communicate clearly and to provide feedback to individuals on their performance.

***Providing Feedback Through Assessment Interview:***

After using one of the means of evaluation, which was discussed earlier, it becomes necessary to connect the information that was obtained through the evaluation process to individuals. This is so the evaluation process is of interest to both the individual and the resident.

Following are among most important factors that could affect success or failure of interview:

- ☀ The greater the number of individuals involved in the evaluation process, the greater the satisfaction with the interview assessment, as well as the Director, and whenever there was a greater likelihood to accept the objectives of improving performance and interview.
- ☀ The greater use of positive motivational techniques, and so the manager is much more appreciated. Remember to praise good performance; the more the individual is more satisfied with the evaluation interview, as well as with the Director.
- ☀ Mutual selection by both; furthermore, the individual generating of the specific goals to improve performance will lead to greater improvement in performance from the individual. This is an example of a case of discussion and public criticism.
- ☀ Discuss the problems that might hinder the performance of the individual. Also, try to find solutions; this will increase the likelihood of improving the level of performance.
- ☀ Work in areas of the job that need to be improved; at the same time, those that have been strongly criticized by the individual. Improvement will lead to easier solutions in areas of a lesser extent, in terms of criticalness.
- ☀ Whenever it is allowed, permit individuals to express their views during interview; more satisfaction for individual during interview, higher chances of improved performance.
- ☀ The amount of thought, effort and preparation and processing done by individuals, performed alone prior to the interview; affect the benefits accruing from the increase of knowledge during the interview.
- ☀ Greater one's awareness of a correlation between results of performance evaluation, and what it gets from an organization's rewards, greater the benefit of interview as a whole.

It is clear, from the above-mentioned, that most of the variables that affect or are related to the results of the interview performance evaluation are that behavior and skills can be taught to managers responsible for evaluation process. Furthermore, interview, for those on Human Resources Management teams, resources management can play a key role in development and application of these training programs (Zippo, M. and Miller, M. 1984. pp. 57-59.).

***Recommendations:***

- The rating scale chart causes a number of deficiencies in the performance of the tasks assigned to the individual; moreover, it will notify the individual of results, so that issues can be addressed and avoided in the future.
- Provide opportunities for professional growth for individuals to advance in their careers. Also, encourage them to provide creative ideas.
- Utilize the application of the philosophy that a total quality management in all organizations to raise the efficiency of performance, and to ensure that goals are achieved and carried out in a satisfactory manner.
- Pursue the adoption of an evaluation and review systems that is integrated for the purpose of contributing to the integration of functionality and continuous improvement of the performance of all employees.
- Work on the establishment of a center specialized performance evaluation so that the scientific studies can be performed on the evaluation results. Also, strive to identify training needs, implement a program to do so. Make community service one of the highest priorities, keeping in mind the need for further research and investigation on the elements that occur and cause a real impact in the level of individual performance and development.
- Invest in the performance of individuals by enabling them to participate in the proceedings of conferences, seminars and training courses, and other scientific incentives.
- Work on a high version of standards. Then continue to evaluate the performance of a legal framework, the commitments of all individuals, and implement a plan to make improvements in specific areas of concern; moreover, always keep following up to what has been applied.
- Find a link to actually motivate the individual levels of performance; as to distinguish it from the other two according to the level of their performance. This encourages the individual to exert maximum effort to improve their performance.

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