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SIADAP

Integrated system of public administration management and performance evaluation

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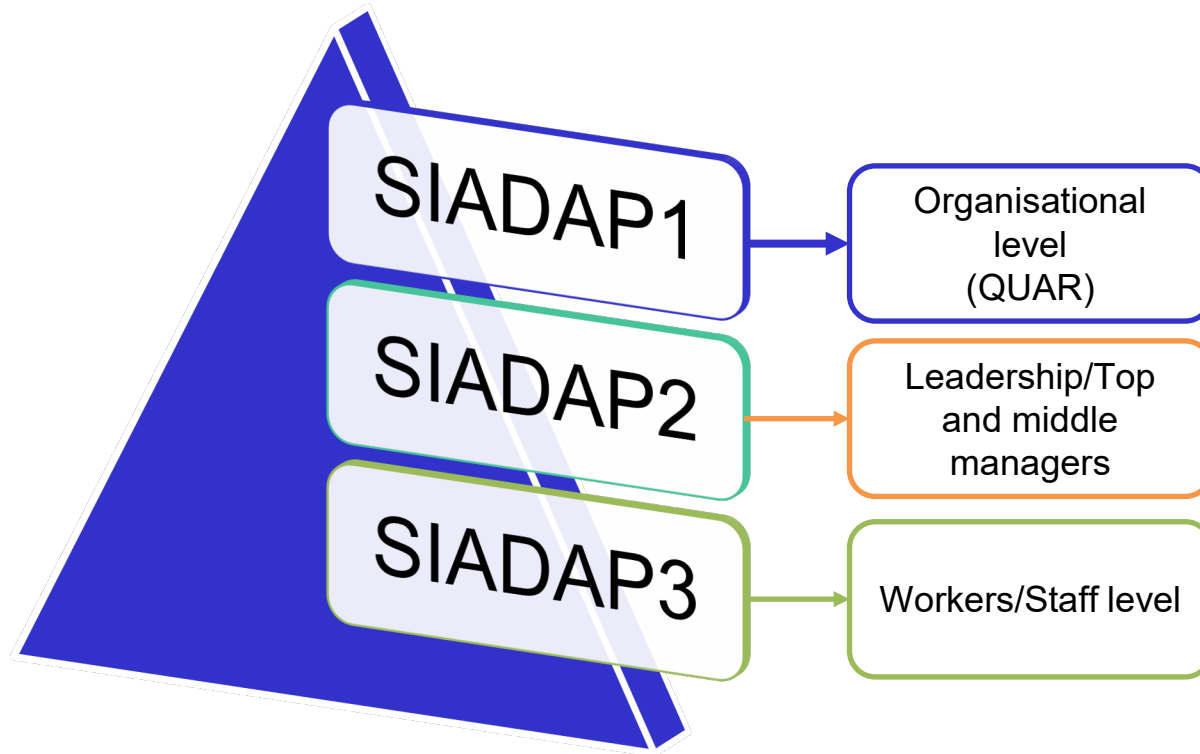Co-funded by the
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➢ **Based on Management by Objectives**

➢ **Defined general process model (by law)**

➢ **Top down model**

➢ **Need a strategic orientation and goals/objectives of the organisation**

Created in 2003

Re-oriented in 2007

Actualisation of the evaluation sheets, accordingly a change of careers of the workers in 2013

Siadap 1

Organizational level
- Services evaluation -

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First: Strategic plan
1. Mission and goals/objectives definition
2. External and internal environment evaluation
3. Mission definition
4. Stakeholders involvement/engagement
5. Pluriannual strategic goals
6. Operational goals
7. KPI's focus in critical business strategic units (if possible, linked with the budget)
8. Alignment between activities, processes, and resources

Third: Evaluation information
12. Report to superior level of the decision
13. Use information to planning

Goals to achieve with SIADAP 1:
- ❖ Encourage greater efficiency in the use of resources
- ❖ Promoting results-oriented management practices
- ❖ Ground incentives for employees/workers

Second: Measure the performance:
9. Collect data and information
10. Identify gaps in results and costs
11. Check/investigate the causes

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➢Efficiency (Weight)
  ➢→ Goals/Objectives (Weight) → Indicator(s) (Weight)→ (year n-1) (year) → Results → Overcame/reached/not reached

➢Effectiveness (Weight)
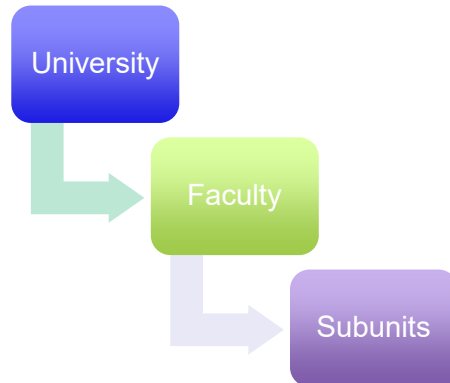 ➢→ Goals/Objectives (Weight) → Indicator(s) (Weight)→ (year n-1) (year) → Results → Overcame/reached/not reached

➢Quality (Weight)
  ➢→ Goals/Objectives (Weight) → Indicator(s) (Weight)→ (year n-1) (year) → Results → Overcame/reached/not reached

Ref.	Operational objective	Strategic item	Indicator(s)	Source of the data/infor-mation	Achieve/ Goal	Overcame	Hit	Not hit	GAP
Efficiency (50%)									
Effectiveness (40%)									
Quality (10%)									

University

Faculty

Subunits

Efficiency

- With the same resource produce more

Effectiveness

- With less resources produce the same activity

Quality

- Characteristics of the product and the service that achieve a particular need and satisfaction (explicit or implicit) in final client (student, company, workers, government, society)

S mart

M easurable

A chievable

R ealistic

T ime-bouded

Siadap 2

Leaders and managers
- Intermidiate leaders evaluation -

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➤ **Two parameters' of evaluation of the top/senior managers (The Rector):**

Degree of fulfillment of commitments
- Mission commitment with the service;
- KPI negotiated (efficiency, effectiveness, quality)
- Human resources, Financial, and Materials/resources management used by the service

Leadership competency, strategic vision, external representation and management capacities

➢ **Two parameters' of evaluation of the middle managers (Dean's, Chief ??? Officer):**

Results of the organisational unit

Leadership capacities, technical and behaviour competencies adequate to the position,

Evaluated by the superior in
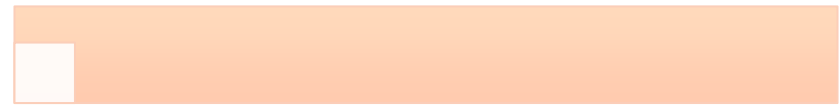hierarchy manager/the Rector for the Dean's

Siadap 3

Staff (Academic and Administrative)

Academic/Researcher

☐ Full professor

☐ Associated professor

☐ Assistant professor

Administrative

☐ Higher Technical

☐ Technical Assistant

☐ Operating Assistant

ACADEMIC STAFF

Evaluation cycle - the evaluation relates to the three previous calendar years;

Four levels –

Teaching

Research, Arts and Cultural Creation

Third Mission

University Management and others activities

Vertente \ Perfil	Tipo	Ensino	Investigação	Extensão
Ensino	40%	70%	10%	20%
Investigação	40%	10%	70%	10%
Extensão	10%	10%	10%	60%
Gestão	10%	10%	10%	10%

Evaluation cycle - the evaluation relates to the two previous calendar years;

Functional requirement of evaluation - legal relationship with the public employer and the corresponding effective service of, at least, one year in the previous biennium;

Parameters to be assessed in the process -"Results" (objectives) and "personal/professional skills";

The *Results* are set at the beginning of the evaluation cycle and we can have a minimum of three and a maximum of seven;

For each Result should be set an *Measure Indicator* (measurable quantifier of the result);

The *Skills* are chosen for each worker depending on the career.

At the end of each evaluation cycle are assessed the parameters set at the beginning of the process.

- Evaluation of the *Results* (60% of the final assessment)

Depending on the degree of fulfilment of the goals and indicators defined, the evaluation is

expressed on three levels:

-"Goal surpassed": corresponding the final score of 5 (five);

-"Goal hit": corresponding the final score of 3 (three);

- "Goal not achieved": corresponding the final score of 1 (one);

The final score to assign to this parameter is the arithmetic mean of the scores assigned to the

results obtained.

- Evaluation of the <u>Skills</u> (40% of the final assessment)

The assessment of each competency is expressed in three levels:

-" Skill demonstrated at a high level": corresponding the final score of 5 (five);

- "Skill demonstrated": corresponding the final score of 3 (three);

- "Skill not demonstrated or non existent": corresponding the final score of 1 (one);

The final score to assign to this parameter is the arithmetic mean of the scores assigned to the chosen skills.

The **final evaluation** is expressed in **qualitative and quantitative terms** and is based on the final scores in each parameter, as follows:

- "Relevant Performance", corresponding to a final assessment of 4 to 5;

- "**Adequate Performance**", corresponding to a final assessment of positive performance of 2   to 3.999;

-"Poor Performance", corresponding to a final assessment of negative performance of 1 to 1.999.

It is still possible the assignment of **"Excellent Performance"**, through substantive justification, where must be evidenced the relevant performance and the contributions for the Service or for the Institution.   Identification of Good Practices.

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ADMINISTRATIVE STAFF- EFFECTS OF THE EVALUATION PROCESS

Points awarded as a result of the evaluation process:

- Six points for each mention "Excellent Performance";

- Four points for each mention "Relevant Performance";

- Two points for each mention "Adequate Performance";

- Two negative points for each mention "Poor Performance".

When the worker reaches **ten points** in the same career and remuneration position, it is possible to have a transition to the position following remuneration, with an increase of the basic salary.

Other effects of the evaluation process:

- Identification of personal and professional worker capabilities that should be developed;

- Diagnosis of training needs;

- Identification of skills and professional behavior that should be improved;

- Improving the workplace and related processes;

- Increased team spirit and sense of belonging;

- Greater motivation and professional recognition.

Improvement of institutional performance → Central importance for SIADAP 1

Thanks

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