

# Revised Explanatory Guide for the PMS Rating Scale and linkage to the Reward System

*Derived from the Performance Development Framework*

This serves as additional explanatory notes to serve as a Guide to the PMS Rating Scale and is also linked to the approved Rewards System approved by Cabinet and the Commission. This should not be taken in isolation but in consideration of the Performance Development Framework for the Tonga Public Service.

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*May, 2018 (revised edition)*

# Revised Explanatory Guide for the PMS Rating Scale and linkage to the Reward System

*“Derived from the Performance Development Framework”*

The following is provided in accordance with the Performance Development Framework for the Tonga Public Service approved through Part (2) of PSC Decision No. 283 of 05 July, 2016 and PSC Decision No. 282(a) pertaining to the Performance Management System for the Public Service.

## Introduction:

The performance of employees is assessed based on what they have achieved (results) compared with outputs they had agreed to with their supervisor as per Columns A & B of Section 3.1 & 3.2 of the Performance Planning and Appraisal Form (PMS Form). As such, the appropriate performance rating should be allocated based on what the employee has delivered as measured against the Key Performance Indicators (KPIs) or Key Performance Standards (KPS) that have been set. This will be subject to the provision of records / documents used as evidentiary support to substantiate achievement / non-achievement of key outputs. It is important to note that an employee should not at any time be penalized due to external factors (i.e. lack of resources) and decisions made during the course of the year (i.e. transfer of staff, change in priorities, restructuring).

It is also important to note that there are three levels of responsibility in the PMS process;

- **Chief Executive Officers (CEO’s)** – ensure Organization Structure is in place. At best, budget is confirmed for each Divisions operation and intended Outputs expected is clearly articulated. Provide overall monitoring of Ministry progress through HOD’s performance management.
- **Heads of Divisions (HoD’s) and Supervisors** – ensure that Outputs anticipated to be delivered by the Division (as intended by the CEO) is clearly explained to Division Staff, Divisional Plans are in place reflecting intended outputs, Job Descriptions are designed accordingly, Internal processes are in place as part of the Monitoring Process. During the PMS Process, it is expected that supervisors would have done their best to ensure that employees are properly mentored and relevant capacity building programs have been explored to assist employees.
- **Staff** – ensure that they understand their intended outputs as is reflected in their JD’s and measured in their PMS Form. They should seek clarity from their HOD/Supervisor if intended outputs or activities are not clear and work;
  - With team members to achieve the divisional outputs;
  - With other divisions to achieve the organizational outcome

Provided below are explanatory notes as follows;

## Existing Rating Scale (PMS Form)

Rating Scale	Description
Rating of 1	Unacceptable / Not Achieved
Rating of 2	Needs Improvement / Not Achieved
Rating of 3	Fully effective / Meets Performance Expectations
Rating of 4	Exceeds Performance Expectations
Rating of 5	Exceptional / Outstanding

**Part 1: Guide to the PMS Rating System** – This is the performance rating scale used in the existing Performance Planning and Appraisal Form (PMS Form) in particular for the Job Performance Rating of Key Outputs as stated under Section 3.1 and the Personal Attributes / Behavioral Competencies as stated under Section 3.2.

**Part 2: Guide to linking the Overall Joint Rating to the Reward System** – This is the linkage of Section 3.3 on Overall Performance Rating under the Performance Planning and Appraisal Form (PMS Form) to the Rewards approved as per PSCD No. 283 of 5 July, 2016.

## Part 1: Guide to the PMS Rating System

The following is a guide to interpreting and utilizing the performance rating scale used in the existing Performance Planning and Appraisal Form (PMS Form) in particular for the Job Performance Rating of Key Outputs as stated under Section 3.1 and the Personal Attributes / Behavioral Competencies as stated under Section 3.2.

### Rating of 1 - UNACCEPTABLE / NOT ACHIEVED

Rating	Section 3.1 <i>Job Performance</i>	Section 3.2 <i>Personal Attributes / Competencies</i>
1	<b>UNACCEPTABLE / NOT ACHIEVED</b> Inadequate progress made towards meeting agreed job requirements. Employee performance is poor and requires significant improvement to meet basically all of the performance indicators.	<b>UNACCEPTABLE / NOT ACHIEVED / UNSATISFACTORY</b> Rarely demonstrates competency behavior even with sufficient assistance or close supervision. Requires significant development. Employee entered Ministry less than six (6) months and is still trying to meet behavioral requirements. Has yet to demonstrate improvement in behaviour / skill.

An employee receives this performance rating if he/she made **unacceptable** progress towards meeting the outputs he/she had prior agreed to (refer to Column A & B of Section 3.1) with his/her supervisor prior to signing his/her PMS Form. This performance rating is a reflection of the employee's inability to deliver the required outputs and should be a concern for the Ministry. The same concept is applied to Column A & B of Section 3.2 under Personal Attributes which shows that the competency behavior is rarely demonstrated by employee. A rating made at this level is based on the understanding that the Ministry/Supervisor has made all attempts possible to assist the employee during the monitoring period in anticipation of the mid-year / end of year review.

An employee who scores a joint rating of 1 at the completion of the formal assessment period (at the end of the FY) is required to have a Performance Improvement Plan (PIP) or similar established by the Manager / Supervisor. This improvement plan should be developed in accordance with the process for managing low performance as is stipulated in the Performance Development Framework and aligned to Policy 3A.4.1 of the Public Service Policy Instructions 2010 (as amended).

#### Examples of Performance that is unacceptable (not limited to):

- Failed to meet expectations.
- Quality of work is poor.
- Requires an unreasonable amount of supervision.
- Consistently fails to meet deadlines and standards of accuracy.
- No progress has been made in response to corrective action.
- There is a definite lack of ability and/or willingness to perform.
- Tasks were frequently completed at an unacceptable level of performance.
- Employee's performance falls substantially short of the criteria and standards of job performance.
- Performance frequently fails to meet minimum requirements and objectives of almost all aspects of work.
- Employee demonstrates work that is clearly below the level of acceptability and immediate and substantial improvement is necessary.
- Performance is below the minimum requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position.
- Has been on the job long enough to achieve better performance.

## Rating of 2 - Needs Improvement / Not Achieved

Rating	<i>Section 3.1 Job Performance</i>	<i>Section 3.2 Personal Attributes / Competencies</i>
2	<p><b>NEEDS IMPROVEMENT / NOT ACHIEVED</b> Work results are inconsistent. Did not fully achieve the job requirements in accordance with the specified performance indicators. Employee shows potential but requires frequent guidance / development.</p>	<p><b>NEEDS IMPROVEMENT / NOT ACHIEVED / INCONSISTENT</b> Demonstrates some behaviours but not others, or uses behaviors inconsistently in accordance with the specified performance standards. Needs coaching and support.</p>

An employee receives this performance rating if he/she performed the outputs prior agreed to however, the results attained did not meet the desired output as measured by the Key Performance Indicator (KPIs) or the required personal competency as measured by the Key Performance Standard (KPS). It is important to note that performance at this level is still *inadequate*. This performance rating is a reflection of the employee's inability to address any performance limitations in order to deliver the required output. A rating made at this level is based on the understanding that the Ministry/Supervisor has made all attempts possible to assist the employee during the monitoring period in anticipation of the mid-year / end of FY review. In terms of Behavior Competencies, an employee receives this rating if they have demonstrated some behaviors but not others or if they use behaviors inconsistently.

An employee who scores a joint rating of 2 at the completion of the formal assessment period (at the end of the FY) is required to have a Performance Improvement Plan (PIP) or similar established by the Manager / Supervisor. This improvement plan should be developed in accordance with the process for managing low performance as is stipulated in the Performance Development Framework and aligned to Policy 3A.4.1 of the Public Service Policy Instructions 2010 (as amended).

### Examples of Performance that needs improvement (not limited to):

- Performance needs improvement.
- This rating would also apply to employees new to a position who are still learning all the aspects of the position.
- Performance at this level requires improvement in order to be considered for a higher rating.
- Occasionally meets the performance expectations.
- Does not accomplish results expected within some of the key performance areas.
- The post holder frequently fails to meet the required level of performance.
- Performance indicates that with continued guidance and training improvements may be achieved.
- Requires more than the normal amount of guidance, supervision, and follow-up to assure that work assignments are completed adequately.

## Rating of 3 - Fully Effective / Meets Performance Expectations

Rating	<i>Section 3.1 Job Performance</i>	<i>Section 3.2 Personal Attributes / Competencies</i>
3	<p><b>FULLY EFFECTIVE / MEETS PERFORMANCE EXPECTATIONS</b> Employee competently and consistently meets the agreed performance indicators. Employee demonstrates reliable results.</p>	<p><b>FULLY EFFECTIVE / MEETS BEHAVIOUR COMPETENCIES</b> Consistently demonstrates effective behaviors in accordance with the required performance standards. Performed at a competent and experienced level.</p>

An employee receives this performance rating if he/she performed the Outputs prior agreed fully. This reflects that the performance expectations and behavioral competencies as agreed to have been met and that the employee has demonstrated satisfactory performance and behaviors in accordance to that which was expected. Employees acquiring a joint rating of 3 have the potential to exceed expectations. A Performance Improvement Plan (or similar) may be put in place only if the manager / supervisor deems it necessary.

Examples of performance that is fully effective and meets performance expectations (not limited to):

- Performance consistently meets the requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position.
- Has demonstrated the ability to handle projects or assignments within the scope of the position. Demonstrates ability to integrate a wide variety of technical, managerial and other skills to effectively solve problems and carry out duties, responsibilities, and objectives.
- Strives for on-going improvement.
- Adds value to the organization.
- Performance meets the key requirements and objectives of the position.
- Employee's performance meets the criteria and standards of job performance for practically all aspects of the job.
- Performance is steady, reliable and is maintained with a minimum of supervision.
- Employee consistently demonstrates the expected standard of performance, which means accomplishing his/her goals and objectives as well as meeting all required job standards.
- It is anticipated that the majority of good employees would fall in this category.
- Quality of work is good.
- Consistently accomplished performance expectations.
- Overall performance consistently met performance requirements.
- Met requirements reliably and with competence.
- The incumbent regularly meets the required level of performance.

### Rating of 4 - Performance Exceeded

Rating	<i>Section 3.1 Job Performance</i>	<i>Section 3.2 Personal Attributes / Competencies</i>
4	<p><b>EXCEEDS PERFORMANCE EXPECTATIONS</b> Employee frequently meets and often exceeds some performance indicators. Employee clearly and consistently surpasses performance expectations and goals and demonstrates understanding of work beyond job requirements. This must be supported by performance results and examples.</p>	<p><b>EXCEEDS COMPETENCY EXPECTATIONS</b> Consistently demonstrates effective behavior with demonstrated exceptional behavior in at least half of the performance standards.</p>

An employee receives this performance rating if he/she performed the Outputs prior agreed to and not only fully met the performance indicators/standards used to measure performance/competencies (i.e. KPIs / KPSs) but had exceeded at least half of the total outputs / competencies. It would be in the best interest of the organization to try to retain an employee who consistently meets expectation and to encourage further capacity building so that they are able to continuously exceed expectation.

Examples of performance that exceeds expectation (not limited to):

- Employee's performance clearly and consistently exceeds the criteria and standards required of a fully competent person.
- Performance is most often above the level expected in fulfilling the principal duties, responsibilities, objectives, goals and requirements of the position.
- Employee demonstrates unusual proficiency in performing difficult and complex aspects of the job competently and thoroughly, including extra and unique tasks assigned.
- Quality of work is excellent. Consistently exceeds performance expectations.
- Performance met all major aspects of expectations and exceeded requirements in a number of key areas. Performed the most difficult parts of the job competently and thoroughly.
- Contributed significant results on own initiative.
- Frequently integrates a wide variety of technical, managerial, and other skills to effectively solve problems and carry out duties, responsibilities and objectives beyond the expectations of the position. Makes on-going improvements.
- Adds value to the organization beyond what is expected.
- One of the key contributors within the organization and peer group.

## **Rating of 5 - Exceptional and Outstanding Performance**

Rating	<i>Section 3.1 Job Performance</i>	<i>Section 3.2 Personal Attributes / Competencies</i>
5	<p><b>EXCEPTIONAL / OUTSTANDING</b> Employee frequently meets and often exceeds most / all of the performance indicators. Employee performance far exceeds performance targets. Employee achievement and contributions to the organization are of marked excellence and is demonstrated by performance results and examples of excellence.</p>	<p><b>EXCEPTIONAL / OUTSTANDING</b> Consistently demonstrates exceptional behavior in most / all of the performance standards. An exceptional employee whose excellence is obvious to all. Serves as a role model and mentor to his work colleagues.</p>

An employee receives this performance rating if he/she performed the Outputs prior agreed to and consistently exceeded most if not all of the performance outputs. An employee at this level should have also performed an array of duties outside of the normal scope of his/her core responsibilities and exceeded. This performance rating confirms that the employee has demonstrated exemplary performance in light of what was expected in terms of his/her existing capacity. This warrants consideration for extra rewards, even recommendation for higher responsibilities to encourage career progression, expand employee's interests and create a more challenging environment. It would be in the best interest of the organization to try to retain an employee who consistently exceeds expectations reflecting outstanding/exceptional performance and allow him/her more opportunities to have a positive influence over other staff within the Organization.

Examples of performance that exceeds expectation (not limited to):

- ❑ Performance consistently far exceeds the requirements needed to fulfill the principal duties, responsibilities, objectives and expectations of the position. Performance is exceptional.
- ❑ The incumbent can attain no higher level of performance.
- ❑ Consistent results beyond the scope of performance requirements over the entire performance cycle period.
- ❑ Excelled among peers and contributed significantly to organization's success.
- ❑ Demonstrated strong expertise within critical areas.
- ❑ Consistently integrates a wide variety of technical, managerial, and other skills to effectively solve problems, and carry out duties, responsibilities and objectives well beyond the expectations of the position.
- ❑ Outcomes and solutions are routinely excellent and seldom matched by others.
- ❑ Makes on-going improvements and adds value to the organization well beyond what is expected.
- ❑ Due to exceptional performance, this individual is chosen among peers to resolve difficult, unusual and critical issues.
- ❑ Demonstrates the highest level of performance standards in handling all responsibilities.
- ❑ Employee's performance excels in virtually all aspects of the job, having reached the ultimate in job performance on a sustained basis.
- ❑ Performance is of a rare quality found only in a small percentage of people within the organization. Performance is clearly recognizable as being consistently distinguished, which far exceeds all expectations of required job standards.
- ❑ Employee demonstrates a very high degree of expertise and serves as a model of excellence or coach to other employees.
- ❑ This level of performance merits special recognition and opportunities for particularly challenging assignments;
- ❑ Quality of work is superior.

## Part 2: Guide to linking the Overall Joint Rating to the Reward System

The following outlines the linkage of Section 3.3 on Overall Performance Rating under the Performance Planning and Appraisal Form (PMS Form) to the Rewards approved as per PSCD No. 283 of 5 July, 2016. The linkage to Rewards is based on the overall performance score (referred to as “c” under Section 3.3) as below stated (highlighted).

Policy 5A.6.3 specifies the Criteria for salary reward and movement up the band as follows;

*“Subject to the overall affordability percentage determined in consultation with the Hon. Minister of Finance and National Planning to allocate for the performance reward of the public service, the following criteria shall be applied:*

- An employee achieving an overall performance score of five (5) shall be entitled to an increase of 5% based on the value of % for the rating.*
- An employee achieving an overall performance score of four (4) shall be entitled to an increase of 3% based on the value of % for the rating.*
- An employee achieving an overall performance score of three (3) shall be entitled to an increase of 1.5% based on the value of % for the rating.*
- A deserving employee already at the maximum point of the salary band shall receive a lump sum payment (bonus) in lieu of salary subject to a) and b) above”.*

### From the PMS Form - SECTION 3.3: Overall Performance (Konga 3.3: Ola Fakalukufua 'o e Fakahoko Ngaue)

<b>a</b>	Total Average Joint Points from 3.1 (Faka'avalisi fakakatoa 'o e Fakamaaka mei he kongu 3.1)	
<b>b</b>	Total Average Joint Points from 3.2 (Faka'avalisi fakakatoa 'o e Fakamaaka mei he kongu 3.2)	
<b>c</b>	Overall Performance score (Overall Rating) (a + b)/2 (Fakamaaka Fakalukufua (a+b)/2)	

Rating is on a **5 point scale** as follows:

- 5 – Outstanding / Exceptional;
- 4 – Exceeds expectations;
- 3 - Fully effective / Meets performance expectation (100%);
- 2 - Needs improvement;
- 1 - Not achieved

The Overall performance score utilizes the Rounding System to one decimal place in order to determine the appropriate reward as per Policy 5A.6.3 where;

- An overall performance score of 4.5 to 4.9 is rounded up as 5
- An overall performance score of 4.1 to 4.4 is rounded down as 4
- An overall performance score of 3.5 to 3.9 is rounded up as 4
- An overall performance score of 3.1 to 3.4 is rounded down as 3

Rounding system is not applicable to an overall performance score of 1 to 2.9. Such scores are maintained as is.

### SUMMARY OF THE RATING SCORE AND ITS LINKAGE TO REWARDS:

Rating	SUMMARY STATEMENT RATING (Section 3.3)	REWARDS DESCRIPTION (as per “c” under Section 3.3)
<b>5. Outstanding / Exceptional</b> <i>(Utilizes the Rounding System where an overall performance score of 4.5 to 4.9 is rounded up as 5)</i>	<b>Performance attained far beyond expectation</b> Performance in all aspects was well beyond the job requirements. An exceptional employee whose excellence is obvious to all. Consistently exceeds in all of the behavioral / competency requirements.	An overall performance score of at least 4.5 to 5 is entitled to a reward of “5%”.  An employee who is currently paid at the maximum point but is in this category, will still be entitled to a reward of “5%” which is to be paid out as a lump sum payment.

<p><b>4. Exceeds</b> <i>(Utilizes the Rounding System where an overall performance score of 3.5 to 3.9 is rounded up as 4 and an overall performance score of 4 to 4.4 is rounded down as 4)</i></p>	<p><b>Performance met above expectation</b> Performance was noticeably above the required job level. In addition to meeting all job requirements, some areas (at least half) were above the expected performance / behavioral requirements.</p>	<p>An overall performance score of at least 3.5 to 4.4 is entitled to a reward of “3%”.</p> <p>An employee who is currently paid at the maximum point but is in this category, will still be entitled to a reward of “3%” which is to be paid out as a lump sum payment.</p>
<p><b>3. Fully Effective / Meets performance expectation</b> <i>(Utilizes the Rounding System where an overall performance score of 3 to 3.4 is rounded down as a 3)</i></p>	<p><b>Performance met to expectation</b> Performance fully met all job requirements (100%). Demonstrated required competence in all behavioral requirements.</p>	<p>An overall performance score of at least 3 to 3.4 is entitled to a reward of “1.5%”</p> <p>An employee who is currently paid at the maximum point but is in this category, will still be entitled to a reward of “1.5%” which is to be paid out as a lump sum payment.</p>
<p><b>2. Needs Improvement</b> <i>(The Rounding System does not apply to this Rating)</i></p>	<p><b>Performance partially met expectations</b> Performance met only some aspects of the job requirement and other areas were not fully achieved. Competency in some of the behavioral requirements fell short of expectations. Further improvement is needed to perform at fully competent level.</p>	<p>An overall performance score of at least 2 to 2.9 is maintained as is and is <b>not entitled</b> to move up the band. Such a score requires formulation of a performance improvement plan.</p> <p>An employee who is currently paid at the maximum point but is in this category, will be required to undergo a performance improvement plan in accordance with the Chapter on “Managing Low Performance” under the Performance Development Framework.</p>
<p><b>1. Not achieved</b> <i>(The Rounding System does not apply to this Rating)</i></p>	<p><b>Performance substantially lower than expectation</b> Performance fell well short of the expected job requirements in majority of the performance areas. Demonstrated competence fails to meet most (if not all) the behavioral requirements. Urgent action is required to ensure improved performance to meet the required expectation levels.</p>	<p>An overall performance score of at least 1 to 1.9 is maintained as is and is <b>not entitled</b> to move up the band. Such a score requires formulation of a performance improvement plan.</p> <p>An employee who is currently paid at the maximum point but is in this category, will be required to undergo a performance improvement plan in accordance with the Chapter on “Managing Low Performance” under the Performance Development Framework.</p>

The Appraisal process requires the overall performance scores of line ministries to undergo a moderation process as part of the quality check process. Performance Scores will be finalized once it has undergone the moderation process. This is elaborated on in the Performance Development Framework under – Moderation Process.

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# Fakamatala Fakaikiiki ki he Fakamaaka 'i he PMS pea moe ngaahi fakapale

*To'o mei he Palani ki hono Tokangaekina 'o e fakahoko ngaue*

Na'e fa'u 'a e fakamatala makehe ko'eni ke hoko ko ha Fakahinohino ki he Tu'unga Fakamaaka 'i he PMS pea mo 'ene felave'i pea moe ngaahi fakapale kehe kuo tu'utu'uni 'e he Kapineti pea moe Komisoni Ma'ae Kau Ngaue Fakapule'anga. 'Oku 'ikai totonu ke faka'uhinga'i e ngaahi fakamatala ko'eni 'iate ia pe ka 'oku fiema'u ke mahino pea mo e ngaahi fokotu'utu'u / fakakaukau 'oku tuku mai 'i he Palani ki hono tokangaekina 'o e fakahoko ngaue (Performance Development Framework) ma'ae ngaue Fakapule'anga.

*Ki ha toe fakaikiiki, kataki kae fetu'utaki mai ki he:  
'Ofisi 'o e Komisoni ma'ae kau Ngaue Faka-pule'anga  
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**Me, 2018 (fakalelei mo e tanaki)**

# Fakamatala Fakaikiiki ki he Fakamaaka 'i he PMS pea mo e fakapale

*“To’o mei he Palani ki hono Tokangaekina ‘o e Fakahoko Ngaue”*

Ko e fakamatala ko’eni ‘oku to’o ia mei he Palani ki hono Tokangaekina ‘o e Fakahoko Ngāue (Performance Development Framework) ma’ae Ngāue Fakapule’anga ‘a ia na’e tali ‘i he Tu’utu’uni Komisoni Fika 283 ‘o e ‘aho 05 Siulai, 2016 pea mo e ngaahi tu’utu’uni ngāue na’e tali ‘i he Fika 282(a) ‘o e ‘aho 01 Siulai, 2016 fekau’aki mo e Founga Pule’i ‘o e fakahoko ngāue (Performance Management System).

## Talateu

Ko e sivi’i ‘o e fakahoko ngāue ‘a e kau ngāue ‘e makatu’unga ia ‘i he ola kuo nau a’usia ‘o fakatatau ki he ngaahi taumu’a ngāue na’e fai ‘a e toumu’a felotoi kiai mo ‘enau kau taki ngāue ‘a ia ‘oku ha ‘i he Kolomu A & B ‘i he Konga 3.1 moe 3.2 ‘o e Foomu PMS. ‘I he’ene pehe, ‘oku totonu ke ‘oange ‘a e maaka ‘oku taau ‘o makatu’unga ‘i he ngāue kuo fakakakato ‘e he tokotaha ngāue pea fua fakatatau ki he ngaahi me’afua (KPI) pe ko e ngaahi Tukunga Totonu (KPS) kuo fokotu’u. Koe ngaahi maaka ‘e fokotu’u kuopau ke fakafehoanaki ia moe ngaahi lekooti/tohi ‘e ma’u mai ke fakamo’oni’i ‘a e ngaahi ola totonu kuo a’usia ‘e he tokotaha ngāue. ‘Oku mahu’inga ke fakatokanga’i ‘oku ‘ikai totonu ke tautea’i ‘a e tokotaha ngāue koe’uhi ko ha ngaahi makatu’unga (e.g. si’isi’i fakame’angāue) pe tu’utu’uni na’e fakahoko pea uesia ai ‘ene fakahoko ngāue ka na’e ‘ikai ha’ane mafai ke pule’i ‘a e hoko ‘a e ngaahi me’a koia (‘o hange ko e fehikitaki ‘a e kau ngāue, liliu ‘a e ngaahi tefito’i kaveinga ngāue moe fakalelei fakalotopotungāue etc...)

‘Oku mahu’inga pe ke fakatokanga’i ‘oku ‘iai ‘a e ngaahi fatongia kehekehe ‘i he PMS pea ‘oku vahevahe ia ki he ngaahi tu’unga ‘e tolu;

- **‘Ofisa Pule Ngāue (CEO)** – fakapapau’i ‘oku maau ‘a e Fokotu’utu’u Fakalakanga ‘a e Potungāue. Koe lelei taha, kapau kuo mahino ‘a e Pa’anga Ngāue ki he ngaahi tafa’aki ngāue takitaha pea ‘oku mahino ‘aupito ‘a e ngaahi taumu’a ngāue ‘oku fiema’u ke a’usia ‘e he Potungāue fakalukufua. ‘Oku fiema’u ke ‘iai pea mo e founga ki hono muimui’i e fakahoko fatongia fakalukufua ‘a e Potungāue ‘i hano tokangaekina ‘a e fakahoko ngāue ‘a e kau Tokoni ‘Ofisa Pule Ngāue (Deputy CEO’s).
- **Taki ‘o e Va’a Ngāue/Taki Ngāue** – fakapapau’i koe taumu’a ngāue ‘oku faka’amu ke fakakakato ‘i he’ene va’a ngāue (‘o hange koe fiema’u ‘a e ‘Ofisa Pule Ngāue) ‘oku fakamatala’i ke mahino ki he tokotaha ngāue kotoa pe, ‘i ai moe ngaahi Palani Ngāue ‘a e Va’a takitaha, fa’u fakatatau kiai ‘a e ngaahi tohi fakamatala ngāue pea ‘i ai moe ngaahi founga ngāue fakalotopotungāue ke muimui’i ‘aki ‘a e fakahoko ngāue. Lolotonga hono muimui’i ‘a e fakahoko ngāue, ‘oku fiema’u ke fakapapau’i ‘e he kau taki ngāue kuo fakahoko honau lelei taha ke fakapapau’i ‘oku fale’i, ako’i mo ‘iai ‘a e pouppou kuo ‘oange ma’ae kau ngāue pea kuo ‘osi vakai’i ‘a e ngaahi faingamalie kotoa pe ke langa’i hake ai ‘enau ‘ilo fakangāue.

## Tu’unga Fakamaaka (Foomu PMS)

<i>Fakamaaka</i>	<i>Fakamatala</i>
<b>Maaka ko e 1</b>	<i>‘Ikai fakafiemalie</i>
<b>Maaka ko e 2</b>	<i>Fiema’u e fakalakalaka</i>
<b>Maaka ko e 3</b>	<i>A’usia kakato e taumu’a ngaue</i>
<b>Maaka ko e 4</b>	<i>‘Ausia e Taumu’a Ngaue pea mahulu atu</i>
<b>Maaka ko e 5</b>	<i>Ngaue Tu’ukimu’a</i>

- **Kau Ngāue** – fakapapau'i 'oku nau mahino'i 'a e ngaahi taumu'a ngāue 'a ia 'oku ha 'i he'enua ngaahi tohi fakamatala ngāue pea fua 'aki 'i he Foomu PMS. 'Oku totonu ke nau 'eke ha ngaahi fehu'i kapau 'oku teeki kenau mahino'i ha ngaahi ngāue kuo fokotu'u kenau fakahoko pea fai honau lelei taha ke nau;
  - Ngāue fakataha mo 'enua kaunga ngāue ke a'usia 'a e taumu'a ngāue 'a e Va'a Ngāue koia.
  - Ngāue fakataha mo e toenga 'o e ngaahi Va'a Ngāue ke a'usia e taumu'a ngāue fakalukufua 'a e Potungāue.

Ko e ngaahi fakamatala 'oku fakaha atu 'i lalo 'oku fakataumu'a ia ki hono fakama'ala'ala 'a e faikehekehe 'i he ngaahi fakamaaka 'i he PMS pea mo'ene fenapasi pea mo e ngaahi fakapale makehe;

**Konga 1: Fakahinohino kihe Fakamaaka** - Ko e fakamatala eni kihe ngaahi maaka 'oku ngāue'aki kihe Foomu PMS, 'i he konga Konga 3.1 (ngaahi tefito'i ngāue) pea moe Konga 3.2 (ngaahi 'ulungaanga 'aia 'oku fa'a 'uhinga tatau p emo e ngaahi taukei ngāue).

**Konga 2: Fakahinohino kihe maaka fakalukufua mo 'ene felave'i kihe fakapale**- Ko e konga eni 'oku felave'i moe ngaahi fakapale 'o fakatatau kihe maaka fakalukufua 'i he konga 3.3 'i he foomu PMS moe ngaahi fakapale fakatatau kihe tu'utu'uni Komisoni Fika 283 'o e 'aho 5 Siulai, 2016.

## Konga 1: Fakahinohino kihe Fakamaaka PMS

Ko e ngaahi fakaikiiki ena felave'i moe anga hono fakahoko 'a e fakamaaka 'o fakatatau ki he foomu PMS, tautautefito ki he Konga 3.1 (Ngaahi taumu'a ngāue) mo e 3.2 (Ngaahi 'ulungaanga fakafa'ituitui).

### Maaka koe 1- IKAI FAKAHOKO 'A E NGĀUE ('Ikai ke 'ausia)

Maaka	Konga 3.1 Ngaahi tefito'i ngāue	Konga 3.2 Ngaahi 'ulungaanga
1	<b><u>IKAI FAKAHOKO 'A E NGĀUE / 'IKAI A'USIA 'A E NGĀUE</u></b> 'Ikai ke malavalava 'a e ngaahi ngāue 'o fakatatau kihe ngaahi aleapau ngāue na'e fai kiai 'a e felotoi 'a e kau ngāue mo e taki ngāue. 'Oku 'ikai fakafiemalie 'aupito 'a e fakahoko ngāue pea fiema'u 'a e ngāue lahi ke fakalelei'i ke malava 'o a'usia 'a e ngaahi taumu'a ngāue.	<b><u>IKAI SIA'A 'A E 'ULUNGAANGA</u></b> Tataitaha ke fakahaa'i 'a e ngaahi 'ulungaanga lelei mo e potu'i ngāue neongo kuo 'osi fakahoko 'e he potungāue 'a e ngaahi tokoni mo 'oange 'a e ngaahi me'angāue fe'unga. 'Oku kei fiema'u 'a e fakalalakaka 'a e tokotaha ni. 'Oku te'ekiai ke fakahaa'i ha fakalalakaka felave'i mo e ngaahi 'ilo kihe taukei ngāue.

'E ma'u 'e he tokotaha ngāue 'a e maaka ko'eni kapau he **'ikai malava** ia 'o fakahoko ha ngāue ki he ngaahi taumu'a ngāue na'e toumu'a fai 'a e felotoi kiai (vakai ki he Kolomu A & B 'i he Konga 3.1) mo 'ene taki ngāue kimu'a pea na fakatou fakamo'oni 'i he Foomu PMS. 'Oku ha mahino mei heni 'a e 'ikai malava 'e he tokotaha ngāue 'o fakakakato 'a e ngaahi ngāue na'e fiema'u meiate ia pea 'oku totonu ke 'i ai 'a e tokanga makehe 'a e Potungāue ki he ni'ihi ko'eni. Ko e fakakaukau tatau 'oku toe ngāue'aki pe 'i hono fakafonu koia 'oe Kolomu A & B 'i he Konga 3.2. Koe maaka 'e fokotu'u heni 'oku makatu'unga ia 'i he femahino'aki kuo 'osi vakai'i 'e he Potungāue/Taki Ngāue 'ae ngaahi faingamalie kotoa pe ke tokoni'i 'a e tokotaha ngāue lolotonga 'a e ta'u pea tokoni kiai hono muimui'i 'ene fakahoko ngāue 'i he teuaki koia ki he sivi ngāue 'i he vaeua 'o e ta'u/ faka'osinga 'o e ta'u fakapa'anga.

Ko e tokotaha ngāue 'oku ne ma'u 'a e maaka felotoi ko e 1 'i he faka'osinga 'a e taimi fakamaaka ('i he faka'osinga 'o e ta'u fakapa'anga), 'oku fiema'u ke fakakakato 'ene Palani Fakalelei Ngāue (PIP) pea muimui'i 'e he taki ngāue. Ko e Palani Fakalelei Ngāue ko 'eni 'oku fiema'u ke fokotu'u fakatatau kihe ngaahi founa ngāue mo e ngaahi kupu'i lao 'oku ne tokangaekina 'a e fakahoko ngāue 'o hange ko 'ene ha 'i he Palani fakalalakaka 'o e fakahoko ngāue pea fenapasi mo e Kupu 3A.4.1 'a e Tu'utu'uni Ngāue ki he Ngāue fakapule'anga (fakatonutonu).

**Ko e ngaahi fakatātā ‘o e ‘ikai fakahoko ‘a e ngāue (‘ikai fakangatangata pe ki he):**

- ❑ ‘Ikai a’usia ‘a e ngaahi fiema’u ‘a e Potungāue
- ❑ ‘Ikai fakafiemalie ‘a e tukunga ‘o e ngāue
- ❑ ‘Ikai ke tokanga ki he ngāue pea ‘ikai ke fai ha ngāue ke fakatonutonu ha ngaahi ngāue na’e fehalaaki
- ❑ Fiema’u ke tokangaekina mavahe pe ia ‘o kehe ange ia mei he angamaheni
- ❑ Fu’u hokohoko ‘a e ‘ikai malava ke a’usia ‘a e taimi ke ‘osi kiai ‘a e ngāue pea moe tukunga totonu ‘o e ngāue
- ❑ ‘Oku mahino na’e ‘ikai malava ia pe na’e ‘ikai loto ia ke fakahoko ‘a e ngāue
- ❑ Na’e toutou fakahoko ‘a e ngāue ka koe ola na’e ‘ikai ke fakafiemalie
- ❑ Tonounou ‘aupito ‘a e fakahoko ngāue ‘a e tokotaha ngāue fakatatau ki he ngaahi makatu’unga moe tukunga totonu ‘o e ngāue
- ❑ Ko e fakahoko ngāue na’e lahi ange pe ‘a e ‘ikai ke a’usia kakato ‘a e taumu’a ngāue
- ❑ Ko e ola ‘o e ngāue na’e fakahoko ‘oku mahino na’e ma’ulalo ‘aupito ia ‘i he tu’unga totonu pea ‘oku fiema’u ke fai ‘a e fakalalakala lahi ‘i he taimi pe koia
- ❑ ‘Ikai a’usia kakato ‘a e tukunga fakahoko ngāue na’e fiema’u ke fakakakato ki he tefito’i fatongia, taumu’a mo e fiema’u ki he lakanga ‘o fakatatau ki he ta’u lahi ‘o ‘ene fakahoko ngāue.

**Maaka ko e 2 – FIEMA’U KE TOE FAKALELEI’I (‘Ikai ke a’usia)**

Maaka	<i>Konga 3.1 Ngaahi tefito’i ngāue</i>	<i>Konga 3.2 Ngaahi ‘ulungaanga</i>
2	<b>FIEMA’U KE TO E FAKALELEI’I / ‘IKAI KE A’USIA</b> Faikehekehe ma’u pe ‘a e ngaahi ola ngāue. Taimi e ni’ihi ‘oku ola lelei ‘a e ngāue, pea ola kovi ha ngaahi taimi ‘o fakatatau kihe ngaahi taumu’a ngāue. Neongo ‘e malava pe ‘e he tokotaha ngāue ‘o fakahoko ‘a e ngāue, ka ‘oku ne fu’u fakafalala kihe taki ngāue.	<b>FIEMA’U KE TO E FAKALELEI’I / ‘IKAI KE A’USIA</b> ‘Oku fakahāa’i mai pe ‘oku ‘i ai pe ‘a e ngaahi poto’i ngāue, ka ‘oku ‘ikai hokohoko tatau ma’u pe ‘ene fakahāa’i ‘a e poto’i ngāue pe ‘ulungaanga ngāue ko’eni. ‘Oku kei fiema’u ‘a e tokoni lahi mo e ako ngāue ‘a e tokotaha ni ke fakalelei’i ‘aki ‘ene ‘ulungaanga fakangāue.

‘E ma’u ‘e he tokotaha ngāue ‘a e maaka ko’eni kapau na’a ne fakahoko pe ‘a e ngāue na’e toumu’a felotoi kiai mo’ene taki ngāue ka ko e ola ‘o e ngāue na’e ‘ikai ke a’u ki he tu’unga na’e fiema’u kiai ‘o fakatatau ki he ngaahi me’afua (KPI) mo e ngaahi tukunga totonu (KPS) faka’ulungaanga. ‘Oku ha mahino mai heni ‘a e ‘ikai ke malava ‘e he tokotaha ngāue ‘o fakalelei’i ha ngaahi tonounou ‘i he’ene fakahoko ngāue ke fakakakato ‘a e taumu’a ngāue na’e fiema’u meiate ia. Koe maaka ko’eni ‘e makatu’unga ia ‘i ha mahino na’e ‘osi fakahoko ‘e he Potungāue/Taki Ngāue hono lelei taha ke tokoni’i ‘a e tokotaha ngāue lolotonga ‘a e ta’u ngāue pea toutou muimui’i ‘ene ngāue ‘o teuteu atu ki he sivi ngāue he vaeua ta’u/faka’osinga ‘o e ta’u fakapa’anga.

Ko e tokotaha ‘oku ne a’usia ‘a e maaka ko e 2 ‘i he faka’osinga ‘a e taimi fakamaaka (‘i he faka’osinga ‘o e ta’u fakapa’anga), ‘oku fiema’u ke fakakakato ‘ene Palani Fakalelei Ngāue (PIP) pea muimui’i ‘e he taki ngāue. Ko e Palani Fakalelei Ngāue ko ‘eni ‘oku fiema’u ke fokotu’u fakatatau kihe ngaahi founa ngāue mo e ngaahi kupu’i lao ‘oku ne tokangaekina ‘a e fakahoko ngāue ‘o hange ko ‘ene ha ‘i he Palani Langa fakalalakala ‘a ia ‘oku fenapasi mo e Kupu 3A.4.1 ‘a e Tu’utu’u ni Ngāue ki he Ngāue fakapule’anga (fakatonutonu).

**Ko e ngaahi fakatātā ‘o e fakahoko ngāue na’e tolalo (‘ikai fakangatangata pe ki he)**

- ❑ Fiema’u ke fakalelei’i ‘a e fakahoko ngāue
- ❑ ‘E malava ke kau atu heni ha kau ngāue na’e toki fakanofu fo’ou ki he lakanga pea ‘oku nau kei akoako ngāue pe ‘i he lakanga.
- ❑ ‘Oku fiema’u ‘a e fakalelei’i lahi ki he fakahoko ngāue ‘i he tu’unga ko’eni kae lava ke toe ma’u ai ha maaka ‘e toe lelei ange.
- ❑ Tātaitaha ke ne a’usia ‘a e tu’unga fakahoko ngāue ‘oku fiema’u ‘e he Potungāue
- ❑ ‘Ikai ke a’usia ‘a e ngaahi ola na’e fiema’u mei he ngaahi tafa’aki kehekehe ‘o ‘ene ngaahi tefito’i ngāue

- ❑ Fu'u hokohoko 'a e 'ikai malava 'e he tokotaha ngāue kene a'usia 'a e tukunga totonu 'o e fakahoko ngāue
- ❑ Fiema'u lahi ange ke tataki, siofi pea mo muimui'i 'ene ngāue, 'o kehe atu ia mei he angamaheni, ke fakapapau'i 'oku fakakakato 'a e ngaahi ngāue kotoa pe.
- ❑ 'Oku malava ke fakalelei'i 'a e fakahoko ngāue kapau 'e toutou 'oange ha fale'i fe'unga mo kau atu ki ha ngaahi polokalama ako ngāue.

### **Maaka ko e 3 – A'USIA KAKATO 'A E NGAAHI TAUMU'A**

Maaka	<i>Konga 3.1 Ngaahi tefito'i ngāue</i>	<i>Konga 3.2 Ngaahi 'ulungaanga</i>
3	<b>A'USIA KAKATO E TAUMU'A NGĀUE</b> A'usia kakato e ngaahi taumu'a ngāue pea 'ata mai mei ai 'a e tu'unga fakafiemalie 'i he ngaahi lavame'a.	<b>A'USIA KAKATO E NGAAHI 'ULUNGAANGA NGĀUE</b> Kuo fakahoko lelei 'e he tokotaha ngāue 'a e ngaahi tukunga faka'ulungaanga na'e fai e felotoi kene fakahaa'i.

'E ma'u 'e he tokotaha ngāue 'a e maaka ko 'eni kapau na'e a'usia kakato 'a e ngaahi taumu'a ngāue na'e toumu'a fai e felotoi kiai. 'Oku 'ata mai heni na'e fakafiemalie 'a hono a'usia 'a e ngaahi tu'unga fakahoko ngāue na'e fiema'u moe ngaahi 'ulungaanga totonu ne felotoi kiai. Koe kau ngāue 'oku nau ma'u ha maaka felotoi koe 3 'oku malava pe ke toe mahulu atu 'enau ngāue 'i he ngaahi fiema'u. 'E malava pe ke fokotu'u 'e he taki ngāue ha Palani Fakalelei Ngāue (pe ofi ai) 'o kapau 'e fiema'u.

#### **Ko e ngaahi fakatātā 'o e fakahoko ngāue na'e a'usia kakato 'a e fiema'u ('ikai fakangatangata pe ki he)**

- ❑ Toutou a'usia 'a e tukunga fakahoko ngāue na'e fiema'u pea ne fakakakato 'a e ngaahi tefito'i fatongia, ngāue moe taumu'a ngāue 'o e lakanga
- ❑ Kuo ne fakahaa'i 'oku ne malava ke tokangaekina 'a e ngaahi poloseki pe ngāue 'oku kau 'i he ngaahi fatongia 'o e lakanga. 'Oku toe malava 'a e tokotaha ni 'o fakatahataha'i 'a e ngaahi taukei fakatekinikale, fakakaungāue moe ngaahi 'ilo kehekehe pe ke solova 'a e ngaahi palopalema mo fakahoko 'a e ngaahi ngāue, fatongia moe taumu'a ngāue kuo tuku ange kene fakahoko.
- ❑ Feinga ma'u pe ke fakalalakala 'a e tukunga 'o 'ene fakahoko ngāue ke a'usia 'a e taumu'a ngāue / ulungaanga totonu kuo fokotu'u.
- ❑ Fakahoko 'a e ngaahi ngāue 'oku tanaki atu ki he lelei fakalukufua 'a e Potungāue
- ❑ A'usia 'a e fakahoko ngāue 'a e ngaahi tefito'i fiema'u moe taumu'a 'oe lakanga pea toe mahulu atu 'i ha ngaahi taimi
- ❑ A'usia 'e he fakahoko ngāue 'a e tokotaha ni 'a e tukunga lelei 'i he kotoa 'o e ngaahi tafa'aki ngāue kuo tuku ke ne ngāue'i.
- ❑ Lele lelei, falala'anga pea matauhi ngofua 'a e fakahoko ngāue 'a e tokotaha ni pea mo si'isi'i pe 'a e fiema'u ke toutou muimui'i ofi 'ene fakahoko ngāue
- ❑ Hokohoko atu 'ene a'usia 'a e tukunga fakahoko ngāue na'e fiema'u, 'aia 'oku 'uhinga ia kuo ne fakakakato 'ene ngaahi tefito'i taumu'a ngāue 'o e lakanga
- ❑ Lelei 'aupito 'a e ola 'o e ngāue
- ❑ Malava lelei pe kene a'usia lelei pe 'a e ngaahi fiema'u pea fakafiemalie 'aupito
- ❑ Koe tokotaha 'i he lakanga ni 'oku ne toutou a'usia 'a e tu'unga totonu 'o e fakahoko ngāue
- ❑ Koe'uhi koe malava 'o a'usia 'a e ngaahi taumu'a ngāue / 'ulungaanga 'oku totonu ke 'oatu 'e he Taki Ngāue ha faingamalie mo ha tokoni ke malava 'a e tokotaha ko'eni 'o ngāue ke mahulu atu 'i he me'a 'oku fiema'u.
- ❑ 'Oku 'amanaki koe tokolahi taha 'o e kau ngāue lelei 'i he Potungāue tenau ma'u 'a e maaka ko'eni

### **Maaka koe 4 – Ngāue Mahulu atu**

Fakamaaka	Ngaahi Tefito'i Ngāue (Konga 3.1)	Ngaahi 'Ulungaanga (Konga 3.2)
4.	<b>A'USIA KAKATO E TAUMU'A NGĀUE PEA MAHULU ATU</b> A'usia kakato e ngaahi taumu'a ngāue pea 'iai mo e ngaahi fakahoko ngāue 'oku mahulu atu 'i he fiema'u pea mo e tu'unga na'e fai 'a e faka'amu kiai (a'u ki he vaeua 'o e ngaahi me'a na'e fiema'u). Kuo pau ke 'i ai 'a e ngaahi fakatātā 'o e	<b>A'USIA KAKATO E NGAAHI 'ULUNGA'ANGA FAKA-NGĀUE PEA MAHULU ATU</b> Hokohoko tatau 'a hono fakahoko/'ata mai 'a e ngaahi 'ulungaanga faka-ngāue pea ko e vaeua 'o e ngaahi tafa'aki

fakahoko ngāue kene fakahā'i na'e tanaki atu 'e he tokotaha ngāue ha ola 'o mahulu atu 'ia 'i he me'a ne 'amanaki mei ha tokotaha ngāue 'oku ne lavame'a/a'usia kakato 'a e taumu'a ngāue.	faka'ulungaanga na'e toe mahulu atu.
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'E ma'u 'e he tokotaha ngāue 'a e maaka ko 'eni kapau na'e a'usia kakato 'a e ngaahi taumu'a ngāue na'e toumu'a fai e felotoi kiai pea 'ikai ngata pe 'i hono a'usia 'a e ngaahi me'afua/tukunga 'oku ngāue'aki ke fua 'aki 'a e ngāue/'ulungaanga kae toe mahulu atu 'i he vaeua 'o e ngaahi taumu'a ngāue/taupei fakalukufua. 'E kau lelei ki he Potungāue ke feinga ke pukepuke 'a e kau ngāue oku nau toutou a'usia 'a e ngaahi fiema'u 'o mahulu atu pea fakalotolahi'i 'aki ha toe polokalama langa fakalalaka kenau malava 'o tauhi 'a e toutou mahulu atu 'enau ngāue 'i he kaha'u.

### Ko e ngaahi fakatātā 'o e fakahoko ngāue na'e ngaue mahulu atu ('ikai fakangatanga pe ki he)

- ❑ Ngāue 'a e tokotaha ngāue 'oku 'ilonga lelei mo toutou mahulu atu ia 'i he ngaahi me'afua moe tukunga 'oku fiema'u mei ha tokotaha lavame'a.
- ❑ Koe ngāue 'oku fa'a ma'olunga ange ia 'i he tukunga na'e fiema'u ke fakakakato 'aki 'a e ngahi tefito'i fatongia, ngāue, ola, taumu'a moe fiema'u 'o e lakanga.
- ❑ Fakahā'i 'e he tokotaha ngāue 'a e 'ilo me'a (proficiency) makehe 'i hono fakahoko 'a e ngaahi kongā 'o e ngāue 'oku faingata'a 'o malavalava mo ma'opo'opo, kau kiai 'a e ngaahi ngāue makehe kuo vahe'i ange.
- ❑ Toutou mahulu atu 'i he fiema'u fakangāue.
- ❑ Ngāue na'e fakahoko ne 'ausia kotoa 'a e ngaahi tapa kehekehe 'o e fiema'u pea toe mahulu atu 'o a'u ki he vaeua 'i he ngaahi tafa'aki tefito kehekehe. Fakahoko 'a e ngaahi kongā faingata'a 'o e ngāue 'o malavalava mo ma'opo'opo.
- ❑ Tanaki lahi 'aupito ki he ngaahi ola 'aki 'ene ngaahi fokotu'utu'u pe 'a'ana.
- ❑ Hokohoko 'ene fakataha'i 'a e ngaahi taupei fakatekinikale, fakatakingāue, moe ngaahi taupei makehe pe ke fakalelei'i ha ngaahi palopalema ke langa hake 'a e ngāue.
- ❑ Tanaki atu ha ngaahi ola ki he Potungāue 'o mahulu atu 'i he ngaahi fiema'u.
- ❑ Koe taha 'o e ngaahi tefito'i tokoni ofi 'i he Potungāue moe kaungā ngāue.
- ❑ 'E 'iai pe 'a e ni'ihii 'i he Potungāue 'e malava kenau ma'u 'a e ola koena.

## Maaka koe 5 - Ngāue Tu'ukimu'a

Fakamaaka	Ngaahi Tefito'i Ngāue (Konga 3.1)	Ngaahi 'Ulungaanga (Konga 3.2)
5	<b>NGĀUE TU'UKIMU'A</b> A'usia kakato 'a e ngaahi taumu'a ngāue pea toe a'usia mo e ngaahi ola 'oku makehe atu 'i he meimei kotoa 'a e ngaahi taumu'a ngāue. Ngaahi lavame'a mo e tokoni 'a e tokotaha ngāue ki he potungāue 'oku tu'ukimu'a 'i he tapa kotoa pea 'oku 'i ai mo e ngaahi ola pe fakatātā 'o e fakahoko ngāue 'oku tu'ukimu'a.	<b>NGĀUE TU'UKIMU'A</b> Hokohoko tataua 'a e mahulu atu / 'ata mai 'a e ngaahi 'ulungaanga fakangāue 'i he meimei kotoa 'a e ngaahi tafa'aki faka-'ulungaanga tukukehe ha tafa'aki 'e taha pe ua. Ko e tokotaha ni 'oku ne fakahā'i 'a e 'ulungaanga tu'ukimu'a pea 'oku hoko ia ko e fa'ifa'itaki'anga 'i he ngāue'anga.

'E ma'u 'e he tokotaha ngāue 'a e maaka ko 'eni kapau na'e a'usia kakato 'a e ngaahi taumu'a ngāue na'e toumu'a fai e felotoi kiai pea toutou mahulu atu 'i he meimei kotoa (kapau 'oku 'ikai koe kotoa) 'o e ngaahi taumu'a ngāue. Koe tokotaha ngāue 'i he tu'unga ko'eni 'oku totonu ke toe lava 'o fakahoko 'a e ngaahi ngāue 'i tu'a mei he'ene tefito'i fatongia pea mahulu atu mo e ngaahi ngāue koeni. Koe fakamaaka ko'eni 'oku ne fakapapau'i koe tokotaha ngāue ko'eni kuo ne fakahā'i 'a e makehe ange 'ene ngāue 'o fakatatau ki he ngaahi fiema'u, tautautefito ki he tukunga fakangāue lolotonga. 'Oku totonu ke fakakaukau'i ha ngaahi fakapale makehe, a'u pe ki hono fokotu'u ke toe 'oange ha ngaahi fatongia mafatukituki ange ke fakalotolahi'i 'a e hiki hake 'ene ngāue, fakalahi 'a e 'elia fakangāue 'e mahu'inga'ia ai, pea toe fokotu'u ha 'ataakai fakangāue ke pole'i ia. 'E kau lelei ki he Potungāue ke feinga ke pukepuke 'a e kau ngāue 'oku toutou a'usia pea mahulu atu 'enau ngāue 'i he ngaahi fiema'u 'o 'ata mai 'a e tu'ukimu'a 'ene ngāue. 'E kau heni mo hono 'oange ha ngaahi faingamalie kiate ia kene kau 'i ha ngaahi ngāue pe ko e fatongia 'e malava kene fakaloto'i 'a e kau ngāue 'i he Potungāue 'i ha founa 'e toe lelei ange pea hiki mo'enau tu'unga ngāue.

Ko e ngaahi fakatātā 'o e fakahoko ngāue tuúkimuá ('ikai fakangatangata pe ki he)

- ❑ Toutou mahulu atu 'a e tukunga fakahoko ngāue 'i he ngaahi fiema'u koia ki he tefito'i fatongia, ngāue moe taumu'a ngāue 'o e lakanga. Koe fakahoko ngāue eni 'oku makehe 'aupito.
- ❑ 'E 'ikai toe malava ke ma'u ha tu'unga fakahoko ngāue 'e ma'olunga ange heni
- ❑ A'usia ha ngaahi ola 'oku mahalua atu 'i he tukunga fakahoko ngāue na'e fiema'u 'i he ta'u fakangāue kakato
- ❑ Makehe atu 'ene lavame'a he toenga 'o 'ene kaunga ngāue pea lahi 'aupito 'ene tokoni ke a'usia 'a e ola fakangāue 'a e Potungāue
- ❑ Toutou fakatahataha'i 'a e ngaahi taukei fakatekinikale, fakakaungāue moe ngaahi taukei kehe pe ke solova lelei ha ngaahi palopalema mo fakahoko 'a e ngaahi ngāue, fatongia moe taumu'a ngāue 'oku mahulu atu ia 'i he ngaahi fiema'u ki he lakanga
- ❑ Ko e ngaahi ola mo 'ene ngaahi fokotu'u ke solova 'aki 'a e ngaahi palopalema na'e sai 'aupito pea 'ikai fa'a fakatataua 'e ha taha kehe
- ❑ Vivili ma'u pe ke fakalalakala 'ene fakahoko ngāue
- ❑ Fakahoko 'a e ngaahi ngāue 'oku tanaki ha lelei ki he Potungāue 'o mahulu atu ia 'i he fiema'u
- ❑ Tupu mei he maheke atu 'a e fakahoko ngāue 'a e tokotaha ni, 'oku fili'i ma'u pe ia mei he toenga 'o e kau ngāue kene fakalelei'i ha ngaahi palopalema pe ngāue 'oku faingata'a pe mahu'inga 'aupito
- ❑ A'usia 'ene fakahoko ngāue 'a e ngaahi tefito'i fiema'u moe taumu'a 'o e lakanga pea toe mahulu atu
- ❑ Fakahāa'i mai 'a e tu'unga ma'olunga taha 'o e fakahoko ngāue 'i hono fakakakato 'a e ngaahi ngāue kotoa pe
- ❑ Mahulu atu 'a e fakahoko ngāue 'a e tokotaha ni 'i he ngaahi tafa'aki kotoa pe 'o e fakahoko ngāue, hili ia 'ene a'usia 'a e tukunga taupotu taha 'o e fakahoko ngāue pea mahino 'oku ne tauhi 'a e tukunga lelei koia ke kei hokohoko atu pe
- ❑ Fakahāa'i 'e he tokotaha ngāue 'a e tukunga 'ilo fakangāue 'oku ma'olunga 'aupito pea 'oku hoko ia koe sipinga ngāue tu'ukimu'a. Oku ne toe hoko ko e fa'ifa'itaki'anga 'i he ngāue'anga pea 'oku ne toe tokoni ki hono faka'ai'ai 'a e loto'i fiengāue 'i he ngāue'anga.
- ❑ Koe tukunga fakahoko ngāue ko'eni 'oku taau ke faka'ilonga'i makehe ia pea vakai'i mo ha ngaahi faingamalie ke toe 'oange ha ngaahi ngāue 'oku toe mafatukituki ange kiai
- ❑ Koe tukunga 'o e fakahoko ngāue koe taupotu taha ia.
- ❑ Koe tukunga fakahoko ngāue 'a e tokotaha ni 'oku ma'u ngata'a pea koe ki'i tokosi'i pe 'i he Potungāue 'oku nau a'usia eni. Koe fakahoko ngāue 'a e ni'ihī ko'eni 'oku 'ilo'i ngofua pe ia mei he toenga 'o e kau ngāue he 'oku mahulu atu pe 'ene ngāue mei he ngaahi tukunga fakahoko ngāue na'e fiema'u

## Konga 2: Fakahinohino ki he fehokotaki 'a e Maaka Fakalukufua 'i he PMS ki he ngaahi fakapale makehe.

'I he mahino 'a e Konga 1 'oku 'iai moe fiema'u ke mahino 'a e fehokotaki 'a e Maaka fakalukufua 'i he konga 3.3 'o e foomu PMS ki he ngaahi fakapale makehe na'e tu'utu'uni 'i he Tu'utu'uni Komisoni Fika 283 'o e 'aho 5 Siulai 2016. Ko e fehokotaki 'a e ngaahi fakapale makehe 'oku makatu'unga ia 'i he ola fakalukufua (maaka) 'oku ha ia 'i he "c" 'o e Konga 3.3 o anga pehe ni.

Ko e tu'utu'uni ngāue 5A.6.3 'o e Fakahinohino Ngāue ki he ngāue fakapule'anga 'oku fakamahino ai 'a e ngaahi makatu'unga ki he fakapale makehe pea mo e hiki hake 'i he tu'unga vahe (band) 'o anga pehe ni;

*"Subject to the overall affordability percentage determined in consultation with the Hon. Minister of Finance and National Planning to allocate for the performance reward of the public service, the following criteria shall be applied:*

- e) An employee achieving an overall performance score of five (5) shall be entitled to an increase of 5% based on the value of % for the rating.*
- f) An employee achieving an overall performance score of four (4) shall be entitled to an increase of 3% based on the value of % for the rating.*
- g) An employee achieving an overall performance score of three (3) shall be entitled to an increase of 1.5% based on the value of % for the rating.*
- h) A deserving employee already at the maximum point of the salary band shall receive a lump sum payment (bonus) in lieu of salary subject to a) and b) above".*

### **From the PMS Form - SECTION 3.3: Overall Performance (Konga 3.3: Ola Fakalukufua 'o e Fakahoko Ngāue)**

<b>a</b>	Total Average Joint Points from 3.1 (Faka'avalisi fakakatoa 'o e Fakamaaka mei he konga 3.1)	
<b>b</b>	Total Average Joint Points from 3.2 (Faka'avalisi fakakatoa 'o e Fakamaaka mei he konga 3.2)	
<b>c</b>	Overall Performance score <sup>(Overall Rating)</sup> (a + b)/2 (Fakamaaka Fakalukufua (a+b)/2)	

Ko e fakamaaka 'oku ngāue'aki 'a e;  
 5 – Ngāue Tu'ukimu'a  
 4 – A'usia e taumu'a ngāue pea mahulu atu  
 3 – A'usia kakato e taumu'a ngāue  
 2 – Fiema'u e fakalalakala  
 1 – 'ikai fakafiemalie

Koe Maaka Fakalufukufua 'o e Fakahoko Ngāue 'oku ngāue'aki 'a e founa liliu fika katoa mei he poini tesimale 'e taha (Rounding System to one decimal point) ke fakapapau'i 'a e fakapale makehe 'aia 'oku ha 'i he Tu'utu'uni Ngāue;

- Koe maaka fakalukufua mei he **4.5 to 4.9** liliu fika katoa ki he **5**
- Koe maaka fakalukufua mei he **4.1 to 4.4** liliu fika katoa ki he **4**
- Koe maaka fakalukufua mei he **3.5 to 3.9** liliu fika katoa ki he **4**
- Koe maaka fakalukufua mei he **3.1 to 3.4** liliu fika katoa ki he **3**

Koe Founa Liliu Fika Katoa 'oku 'ikai ke ngāue'aki ia ki ha Maaka Fakalukufua 'i he vaha'a 'o e 1 ki he 2.9. Koe ngaahi maaka koia 'oku ngāue'aki pe ia.



Fakamaaka	Fakamatala ki he maaka Fakalukufua ki he Fakahoko Ngāue (Konga 3.3)	Fakamatala ki he tu'unga fakalukufua ke ma'u ai 'a e ngaahi fakapale makehe (fakatatau ki he "c" ihe Konga 3.3)
<p><b>5. Ngāue Tu'ukimu'a</b> (<i>'Oku ngāue'aki heni 'a e Founa liliu fika katoa ki he maaka fakalukufua 'o e 4.5 ki he 4.9 'aia 'e liliu fika katoa ki he 5)</i>)</p>	<p><b>A'USIA E TU'UNGA NGĀUE MO E OLA 'OKU FISIFISIMU'A</b> Ko e tokotaha 'oku ne a'usia 'a e ola koeni ko e tokotaha ia 'oku ha mai 'a e ola 'oku tu'ukimu'a mo fisifisimu'a 'i he tapa kotoa pe pea 'oku 'osi mahino 'a e tu'unga fakahoko ngāue 'a e tokotaha ni ki he'ene kaungangāue 'o makatu'unga 'i he toutou mahulu atu 'ene fakahoko ngāue mo e to'onga ngāue lelei 'i ha to e taha.</p>	<p>Ko e pale ha taha 'oku a'usia ha maaka fakalukufua mei he 4.5 ki he 5 'oku malava ke 'oange ha'ane fakapale makehe koe peseti 'e 5 (5%).</p> <p>Ka 'i ai ha tokotaha ngāue 'oku lolotonga vahe 'i he poini ma'olunga taha 'o e tu'unga 'oku 'i ai, e malava pe ke kei 'oange ha'ane fakapale koe peseti 'e 5 (5%) pea e totongi faka'angataha ia ki he tokotaha ngāue (lump sum payment).</p>
<p><b>4. Ngāue Mahulu Atu</b> (<i>'Oku ngāue'aki heni 'a e Founa liliu fika katoa ki he maaka fakalukufua 'o e 3.5 ki he 3.9 'a ia 'e liliu fika ki he 4 pea ko e maaka fakalukufua ko e 4.1 ki he 4.4 e liliu fika katoa ko e 4.)</i>)</p>	<p><b>A'USIA 'A E TAUMU'A MO E TU'UNGA NGĀUE PEA MAHULU ATU</b> Ko e tokotaha 'oku ne a'usia 'a e ola koeni 'oku ha mei ai 'a e mahulu 'a e fakahoko ngāue mei he tu'unga na'e fiema'u 'o 'ova 'i he vaeua 'o e ngaahi tefito'i ngāue pea mo e ngaahi 'ulungaanga.</p>	<p>Ko e pale ha taha 'oku a'usia ha maaka fakalukufua mei he 3.5 ki he 4.4 'oku malava ke 'oange ha'ane fakapale makehe koe peseti 'e 3 (3%).</p> <p>Ka 'i ai ha tokotaha ngāue 'oku lolotonga vahe 'i he poini ma'olunga taha 'o e tu'unga 'oku 'i ai, e malava pe ke kei 'oange ha'ane fakapale koe peseti 'e 3 (3%) pea e totongi faka'angataha ia ki he tokotaha ngāue (lump sum payment).</p>
<p><b>3. A'usia kakato e taumu'a ngāue</b> (<i>'Oku ngāue'aki heni 'a e Founa liliu fika katoa ki he maaka fakalukufua 'o e 3 ki he 3.4 'aia 'e liliu fika katoa ki he 3)</i>)</p>	<p><b>A'USIA 'A E TAUMU'A MO E TU'UNGA NGĀUE</b> Ko e tokotaha 'oku ne a'usia 'a e ola koeni 'oku mahino kuo ne lava'i kakato 'a e ngaahi tefito'i ngāue / ngaahi tukunga faka'ulungaanga.</p>	<p>Ka 'i ai ha taha 'oku ne a'usia ha maaka fakalukufua ko e 3 ki he 3.4 'oku malava ke 'oange ha'ane fakapale makehe koe peseti 'e 1.5 (1.5%). Ko kinautolu 'oku lolotonga vahe 'i he poini ma'olunga taha o 'ene band ka 'oku ne a'usia 'a e maaka fakalukufua koe 3 ki he 3.4 'e malava pe ke kei 'oange ha'ane fakapale koe peseti 'e 1.5 (1.5%) pea 'e totongi faka'angataha ia ki he tokotaha ngāue (lump sum payment).</p>
<p><b>2. Fiema'u e fakalakalaka</b> (<i>Ikai ngāue'aki 'a e founa liliu fika katoa)</i>)</p>	<p><b>'IKAI KAKATO HONO A'USIA 'A E TAUMU'A MO E TU'UNGA NGĀUE</b> 'Oku mahino mei he ola ko'eni 'oku 'iai pe 'a e ngaahi tefito'i ngāue mo e tukunga faka'ulungaanga 'oku ma'u 'e he tokotaha koeni pea 'iai 'a e ngaahi ngāue/ulungaanga 'e ni'ihi 'oku 'ikai ke a'usia. 'I he'ene pehee 'oku fiema'u ke fai 'a e tokoni mavahe ke lava 'a e tokotaha ni 'o a'usia 'a e ngaahi taumu'a ngāue.</p>	<p>Ka 'i ai ha taha 'oku ne a'usia ha maaka fakalukufua ko e 2 ki he 2.9 'oku ngāue'aki pe 'a e maaka koia pea 'oku 'ikai ke 'iai ha fakapale makehe kiai pea 'e 'ikai ke 'iai ha'a ne hiki 'i he'ene tu'unga lolotonga. Ko e makatu'unga tatau 'oku 'oange kia kinautolu 'oku nau 'osi vahe 'i he poini ma'olunga taha 'enau tu'unga vahenga. Ko kinautolu 'oku nau a'usia e maaka fakalukufua koe 2 ki he 2.9 kuo pau ke fa'u ha'anau palani fakalelei ngāue 'o fakatatau ki he ngaahi fakamatala 'oku tuku atu 'i he Palani ki hono Tokangaekina e Fakahoko Ngāue (Performance Development Framework) 'o fakatatu ia ki he fakahoko ngāue 'oku ma'ulalo.</p>
<p><b>1. 'Ikai fakafiemalie</b> (<i>Ikai ngāue'aki 'a e founa liliu fika katoa)</i>)</p>	<p><b>'IKAI FAKAFIEMALIE 'A E TUKUNGA 'O E NGĀUE</b> 'I ai 'a e fu'u tonounou lahi fakangāue mo faka'ulungaanga 'o makatu'unga mei ai 'a e 'ikai fakafiemalie mo 'ikai a'usia 'a e ngaahi taumu'a ngāue. 'Oku fiema'u ke fai ha tokanga fakavavevave ke 'iai ha ngaahi founa ke fakalakalaka'i 'aki 'a e fakahoko ngāue 'a e tokotaha ni kene lava a'usia ha tu'unga 'oku fakafiemalie.</p>	<p>Ka 'i ai ha taha 'oku ne a'usia ha maaka fakalukufua ko e 1 ki he 1.9 'oku ngāue'aki pe 'a e maaka koia pea 'oku 'ikai ke 'iai ha fakapale makehe kiai pe ko ha hiki 'i he'ene tu'unga vahenga lolotonga. Ko e makatu'unga tatau 'oku 'oange kia kinautolu 'oku nau 'osi vahe 'i he poini ma'olunga taha 'enau tu'unga vahenga. Ko kinautolu 'oku nau a'usia e maaka fakalukufua koe 1 ki he 1.9 kuo pau ke fa'u ha'anau palani fakalelei ngāue 'o fakatatau ki he ngaahi fakamatala 'oku tuku atu 'i he Palani ki hono Tokangaekina e Fakahoko Ngāue (Performance Development Framework) 'o fakatatu ia ki he fakahoko ngāue 'oku ma'ulalo.</p>

Ko e ola á e potungae takitaha, kuopau ke fou ia he Internal Moderation mo e Oversight Moderation process kimuá pea mahino á e ola ó e fakahoko fatongia makatuúnga í he fakamaaka kuo fakahoko.

---- Ngata'anga ----

*Ki ha toe fakaiiki, kataki kae fetu'utaki mai ki he:*  
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