Educational Intervention Project:
Enhancing Satisfaction with the Annual Performance Review Process Through Tailored Training and Evaluation Among Nurses and Midwives

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ABSTRACT

Context: Nursing performance appraisals are essential for aligning individual performance with organizational goals, promoting merit-based growth, and maintaining a motivated and competent workforce.

Aim: To improve overall staff satisfaction with APR through targeted training and tailored evaluation practices at Al Khor Hospital, Hamad Medical Corporation, Qatar.

Methods: An educational intervention project at Al Khor Hospital focused on enhancing the Annual Performance Review (APR) process for nurses and midwives. All staff received training from November 2019 to January 2020, with refresher sessions in December 2020 and 2021. A semi-structured questionnaire, with 24 Likert scale and five open-ended questions, was used to assess understanding and satisfaction with the APR process among 63 participants in January 2022. To evaluate the training's effectiveness, nurse educators audited APR files from the 2018 -2020 year, covering 52 nurses and midwives.

Results: Satisfaction levels with the Annual Performance Review (APR) varied across different aspects. The highest level of satisfaction is with the APR Process, where 66% of respondents expressed satisfaction. Following this, the APR Meeting has a 64% satisfaction rate, and the APR Form has a 60% satisfaction rate. In contrast, APR Documentation shows the lowest satisfaction level, with only 44% of respondents indicating satisfaction. The APR audit results demonstrated the significant abilities of nurses and midwives to collect, identify, and document relevant evidence within each APR domain.

Conclusion: The project reveals varying satisfaction levels with different aspects of the Annual Performance Review (APR), with the highest satisfaction in the APR Process, followed by the APR Meeting and APR Form. The project successfully enhanced nurses' and midwives' awareness of maintaining evidence aligned with APR domains, raised awareness of the APR process, and improved proficiency in developing SMART goals. It highlights the need for ongoing evaluation and refinement of the APR process to address challenges and meet the evolving needs of staff.

Keywords: Annual Performance Review (APR), nurses, midwives, tailored training

1. Introduction

Performance appraisal in nursing is essential for maintaining a skilled and motivated workforce dedicated to high-quality patient care. A transparent evaluation system can enhance job satisfaction, morale, and nurse staff retention, thereby addressing high turnover rates *(Al-Ahmadi, 2009)*. Research by *Abdelrahim et al. (2023)* emphasizes the importance of well-structured performance appraisal frameworks in nursing. Effective appraisal systems improve individual performance and contribute to

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better patient care and healthcare outcomes by incorporating clear performance criteria, regular feedback, and professional development opportunities. Evaluating nurses' performance is a key managerial function that significantly enhances job satisfaction and motivation and addresses educational needs *(Aguinis et al., 2012)*.

Mishra (2024) emphasizes the importance of refining performance appraisal processes in nursing to achieve better organizational outcomes and enhance employee satisfaction. *Li et al. (2022)* underscored the significant link between job satisfaction and performance in healthcare settings. Their study revealed that healthcare professionals who experience higher job satisfaction are more likely to perform at higher levels, contributing to better patient outcomes and overall organizational efficiency. Key factors influencing job satisfaction include supportive leadership, opportunities for professional growth, and a positive work environment.

Pladdys (2024) highlights the role of effective management practices, such as supportive leadership and clear communication, in fostering a positive work environment, which can mitigate burnout and turnover. Conversely, poorly implemented performance appraisal processes can lead to dissatisfaction and reduced motivation *(Homauni et al., 2021)*. *Buljac-Samardzic et al. (2020)* advocate for improving appraisal systems to provide accurate and constructive feedback. They emphasize the need for more objective, transparent, and continuous evaluation methods to enhance satisfaction among healthcare professionals.

One major reason the performance evaluation system fails is poor implementation, such as inadequate evaluator training and unclear guidelines *(Murphy & Cleveland, 1995)*. *Mishra (2024)* identifies essential elements of effective evaluations, including clear performance criteria and a focus on professional development, which lead to enhanced job satisfaction and better patient care outcomes.

Performance appraisal in healthcare is a critical tool for monitoring and enhancing the performance and productivity of healthcare professionals. It helps identify strengths, areas for improvement, and professional development needs, thereby supporting high-quality patient care *(Al-Ahmadi, 2009)*. Appraisal systems typically measure task outcomes, evaluate personal characteristics, and assess individual behaviors. Key components include setting goals, providing regular feedback, conducting formal reviews, and planning further development *(Aguinis et al., 2012)*.

A well-implemented performance appraisal can motivate, promote, train, and reward nurses. It determines how effectively a nurse performs and identifies ways to improve performance, aiming to raise productivity and service delivery in healthcare institutions *(Armstrong & Taylor, 2014)*. "Performance Appraisals and Organizational Commitment: An Empirical Study of Nurses" by *Sepahvand et al. (2020)* examines the relationship between performance appraisal processes and organizational commitment among nursing professionals. The study highlights the significance of effective performance appraisals in enhancing nurses' commitment to their organizations. Performance appraisal also plays a crucial role in the professional development of nurses, providing feedback to help them understand their strengths and areas needing improvement *(Bassi & McMurrer, 2007)*. This process can motivate nurses to improve their practice and elevate the quality of patient care *(Gopee & Galloway, 2017)*.

Performance appraisals align with organizational goals by identifying high-performing individuals for promotions, ensuring merit-based growth, and maintaining a motivated workforce *(Armstrong & Taylor, 2014)*. They also uncover systemic issues in healthcare settings, guiding necessary policy changes *(Bassi & McMurrer, 2007)*. In healthcare settings, performance evaluations are critical for making equitable decisions regarding promotions, bonuses, and other incentives based on merit *(Gopee & Galloway, 2017)*. Annual appraisal feedback fosters a culture of continuous learning and development, inspiring nurses to strive for excellence and positively impacting morale and job satisfaction *(Armstrong & Taylor, 2014)*. Enhanced job satisfaction mitigates turnover rates and fosters a stable, high-performing workforce essential for effective healthcare delivery *(Bassi & McMurrer, 2007)*.

2. Significance of the study

In 2019, the nurse educators conducted a comprehensive educational needs assessment survey and focus group discussions with nurses and midwives, including both appraisees and appraisers as part of the Unit-Based Educational Activities (UBEA) and Facility-Based Educational Activities (FBEA) at Al Khor Hospital. The aim was to identify the educational needs of all nurses and midwives. The findings revealed several issues with the Annual Performance Review (APR) process that necessitated intervention.

The needs assessment revealed significant dissatisfaction among staff regarding the Annual Performance Review (APR) process and the use of the APR tool. A major concern was the inconsistency in the scoring system across various units, which compromised the fairness and reliability of evaluations. Problems were also identified in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and collecting evidence for the five performance review domains. This inconsistency highlighted the need for standardized training and clearer guidelines for evaluation uniformity. Another area for improvement was the failure to conduct or document mid-year evaluations, which deprived staff of crucial feedback for ongoing development and performance enhancement.

In response, targeted APR training is planned to address these gaps. The APR training aims to clarify expectations, assess skills, provide constructive feedback, and foster meaningful discussions about staff contributions. Ensuring staff satisfaction and awareness of the performance review process is essential for its success. However, the assessment highlighted a gap between these goals and the actual experiences of staff at Al Khor Hospital.

Despite the crucial role of the appraisal interview in enhancing staff performance and professional development, no prior interventional research or quality improvement projects focused on the APR process in Qatar before this study. The insights gained from the 2019 educational needs assessment highlight the urgent need for ongoing research and quality improvement initiatives to ensure that the APR process at Al Khor Hospital aligns with organizational goals and its staff's professional development needs *(Hamad Medical Corporation, 2019).*

3. Aim of the study

To improve overall staff satisfaction on APR through targeted training and tailored evaluation practices at Al Khor Hospital, Hamad Medical Corporation, Qatar.

3.1. Operational definitions

Awareness in this context refers to nurses' and midwives' understanding and knowledge regarding the components, purpose, and benefits of the Annual Performance Review (APR) process. It includes familiarity with the APR forms, meeting structure, documentation requirements, and goal-setting processes. Participants' responses to questions measure awareness, assessing their knowledge and understanding of the APR's objectives, structure, and expectations.

Skills refer to the practical abilities of nurses and midwives to effectively engage in the APR process, particularly in collecting, identifying, and documenting relevant evidence and setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.

4. Subjects & Methods

4.1. Research Design

A comprehensive educational intervention project was undertaken at Al Khor Hospital, focusing on nurses and midwives. From November 2019 to January 2020, annual performance review training was conducted for appraisees and appraisers working under the Nursing and Midwifery department. Continuation with refresher sessions was conducted in December 2020 and 2021.

4.2. Study setting

The study is conducted at Al Khor Hospital, Hamad Medical Corporation, Qatar.

4.3. Subjects

The nursing and midwifery staff at Al Khor Hospital (AKH) comprised 545 individuals. Among these, 74 served as appraisers, including positions such as Directors of Nursing (DON), Head Nurses (HN), and Charge Nurses (CN). The remaining 471 staff members were Registered Nurses (RN) who served as appraisees. A survey conducted among this group yielded responses from 63 participants, with 20 respondents being appraisers and 43 being appraisees.

The survey involved 63 participants, including nurses and midwives. The inclusion criteria comprised registered nurses and midwives. Both appraisee and appraiser nurses with over three months of experience were selected as study participants. Nurses who declined participation, resigned during the study period, or were on annual leave were excluded from the project.

4.4. Tools of the Study

4.4.1.   Pre-Designed   Semi-Structured Questionnaire

The questionnaire consisted of 24 questions rated on a 5-point Likert scale and five open-ended questions used to gather data. It aims to assess nurses' and midwives' satisfaction levels regarding the Annual Performance Review (APR) process, focusing on both appraisees and appraisers (Four questions were designed for appraisers only) (Appendix I).

4.4.2. Auditing Checklist for APR– Domains Evidence

Following the survey, nurse educators conducted an audit to evaluate the effectiveness of training sessions to improve the quality of Annual Performance Reviews (APRs) among nursing and midwifery staff. The audit focused on a comprehensive review of appraisees' and appraisers' APR files from 2018, 2019, and 2020, encompassing 52 nurses and midwives. The Auditing Checklist for APR—Evidence Domain provides a structured approach to evaluating staff performance based on evidence across five domains (Appendix II).

Criteria include alignment of appraiser comments with evidence, relevance to domains, accurate scoring, appropriate categorization of domain/sub-domain elements, identification of improvement areas, and action plans. The domains include the following:
- Professional & Ethical Practice (P&E): Adherence to ethical and professional standards.
- Clinical Practice (CP): Quality of clinical care.
- Leadership & Management (L&M): Leadership and management effectiveness.
- Education, Learning & Development (ELD): Contributions to learning and growth.
- Research & Improvement (R&I): Innovation and continuous improvement.

Scoring system
- Met (M): Fully achieved.
- Partially Met (PM): Partially achieved.
- Not Met (NM): Not achieved.

4.4.3. Auditing Checklist for SMART Goals

The "Auditing Checklist for SMART Goals" includes a structured grid that tracks staff's development of SMART goals over three years. Each goal is evaluated using the SMART criteria—Specific, Measurable, Achievable, Relevant, and Time-bound.

Scoring system

The checklist uses the following legends to summarize the status of goal achievement (Appendix III)

- Met (M): This status indicates that the goal has been fully achieved per the predefined SMART criteria. It reflects a comprehensive and satisfactory accomplishment.
- Partially Met (PM): Represents goals that have been achieved to some extent but have not fully met all the SMART criteria. This status signifies that further effort is required for complete attainment.
- Not Met (NM): This level highlights unachieved goals that do not meet the SMART criteria. It indicates significant gaps or obstacles that need to be addressed.

4.5. Procedures

Ethical Approval: In October (2019), the educational intervention project received approval from the Nursing and Midwifery Executive Committee at Al Khor Hospital, Hamad Medical Corporation, Qatar. Participants' consent was implied through completing the questionnaires and voluntary attendance at the APR training sessions, with the project objectives clearly explained to them. Participants were informed of their right to withdraw at any time and assured that their information would be kept confidential.

APR Educational Intervention: In 2019, a series of customized four-hour training sessions were developed (Appendix IV). This training focused on various aspects, including the proper appraisal procedure, maintaining evidence for annual performance reviews, documenting appraisals, and conducting annual performance review interviews. The annual performance review training program was developed and reviewed by nurse educators. The training was structured into three modules; the first covered the annual performance review process, the second addressed annual performance review smart goals, and the third concentrated on the annual performance review domains. These APR modules were implemented for nurse and midwife appraisers and appraisees from Al Khor Hospital and involved role-playing and interactive sessions tailored to address identified needs.

Initially, hospital nurses and midwives were trained for the Annual Performance Review during working hours from 8 AM to 11 AM from November 2019 to January 2020, over approximately three months. A refresher session was conducted in December 2020 and December 2021 to reinforce the training.

Phase 1: The APR Annual Performance Review Questionnaire.

The Annual Performance Review questionnaire was designed with five subheadings, consisting of 4 questions for the Appraiser and 20 questions for the appraisee. Five open-ended questions were also included, relevant for the Appraiser and the appraisee. The survey utilized a 5-point Likert scale agree tool, where respondents could indicate their level of agreement on a scale from 1 to 5, with 1 representing "strongly agree," 2 for "agree," 3 for "neutral," 4 for "disagree," and 5 for "strongly disagree" (Appendix I). The subject expertise reviewed the APR questionnaires and modification were made.

The online survey questionnaire was distributed to all participants after the APR Training and requested their responses within four weeks. A reminder e-mail was sent 15 days after the initial distribution.

Phase 2: Annual Performance Review Staff File Audits.

Nurse educators conducted an audit to evaluate the effectiveness of training sessions aimed at improving the quality of Annual Performance Reviews (APRs) among nursing and midwifery staff. Fifty-two (52) nurses' and midwives' APR forms from 2018, 2019, and 2020 were audited and comprehensively reviewed for developing SMART goals and documentation of evidence across the five domains of the APR. The audit process utilized a checklist developed by nurse educators (Appendix No: II & III) that categorized compliance into Met, Partially Met, and Not Met.

The evaluation criteria were established based on best practices in performance appraisal and aligned with the objectives of the training programs delivered to the staff. The SMART goals, a critical component of the APR, were examined for their specificity, measurability, achievability, relevance, and time-bound nature. Additionally, the evidence provided within the five APR domains was reviewed to determine the extent to which it supported the performance assessments and contributed to the overall quality of the review.

The timing of this APR staff file audit, following the completion of the training sessions, was strategic in assessing the training's direct impact on the performance review process by comparing the compliance levels before and after the training.

4.6. Limitations of the study

The following limitations are acknowledged: The project did not incorporate multiple interventions for the APR process, and the survey had a low response rate. No baseline data were compared, which hinders the ability to compare post-APR data to assess the effectiveness of the interventions.

4.7. Data analysis

An educational intervention project summarized the data including frequencies and percentages for categorical variables. Data was presented in tables and graphs to highlight key patterns and distributions within the sample. All analysis was conducted using the statistical software SPSS 23, ensuring accurate and reliable results.

5. Results

Figure 1 displays the pie chart showing the distribution between appraisers and appraisees. The chart color codes appraisers in blue and appraisees in red. The appraisees (68%) participated more in the survey than the appraisers (32%).

Figure 2 indicates that the highest level of satisfaction is with the APR Process, where 66% of respondents expressed satisfaction. Following this, the APR Meeting

has a 64% satisfaction rate, and the APR Form has a 60% satisfaction rate. In contrast, APR Documentation shows the lowest satisfaction level, with only 44% of respondents indicating satisfaction.

Figure 3 illustrates the staff Annual Performance Review (APR) file audit results as illustrated in the figure showcased a noteworthy improvement in the capacity of nurse and midwife personnel to gather, recognize, and record pertinent evidence across various APR domains: Professional and Ethical Practice (P.E), Clinical Practice (CP), Leadership and Management (L.M), Education & Development (E.D), and Research & Improvement (R.I). Additionally, there was a reduction in the number of APR files failing to meet the standards compared to the data in 2018 year before the APR training.

Figure 4 illustrates the progressive improvement in SMART goals performance at the AKH facility over three years from 2018 to 2020. The data show a significant upward trend, with scores increasing from 58.13 in 2018 to 75.6 in 2020.

The project team surveyed appraisers and appraisees to collect feedback on the Annual Performance Review process. The survey included five open-ended questions, and the responses were summarized in terms of themes and categorized as follows. Table 1 demonstrates the thematic analysis of feedback on the Annual Performance Review (APR) process, revealing several key themes related to its perceived advantages, disadvantages, and areas for improvement.

The perceived advantages include enhancing organizational performance, promoting self-development, providing constructive feedback that motivates staff, increasing proactivity and engagement, ensuring a structured, fair process, and tracking goal attainment. The APR is a tool that tracks progress, identifies strengths and weaknesses, and fosters professional growth.

Conversely, the perceived disadvantages highlight difficulties with the form's complexity and time-consuming nature, issues related to performance incentives, and behavioral concerns such as a lack of engagement and motivation among staff. The scoring system is also viewed as problematic, with concerns about its ability to accurately reflect individual capabilities.

Suggested improvements focus on modifying the APR meeting structure by conducting shorter, more frequent meetings, incorporating patient feedback, and using a 360-degree feedback approach. Recognition of outstanding performance and providing ongoing education and training are also recommended to improve staff engagement and understanding of the process.

Suggested improvements emphasize the need for simplification, frequent updates, and enhanced staff education to make the appraisal process more accessible and effective. These insights underscore the importance of refining the APR process to better meet the needs of both staff and the organization.

Total No of NM Respondents - 63
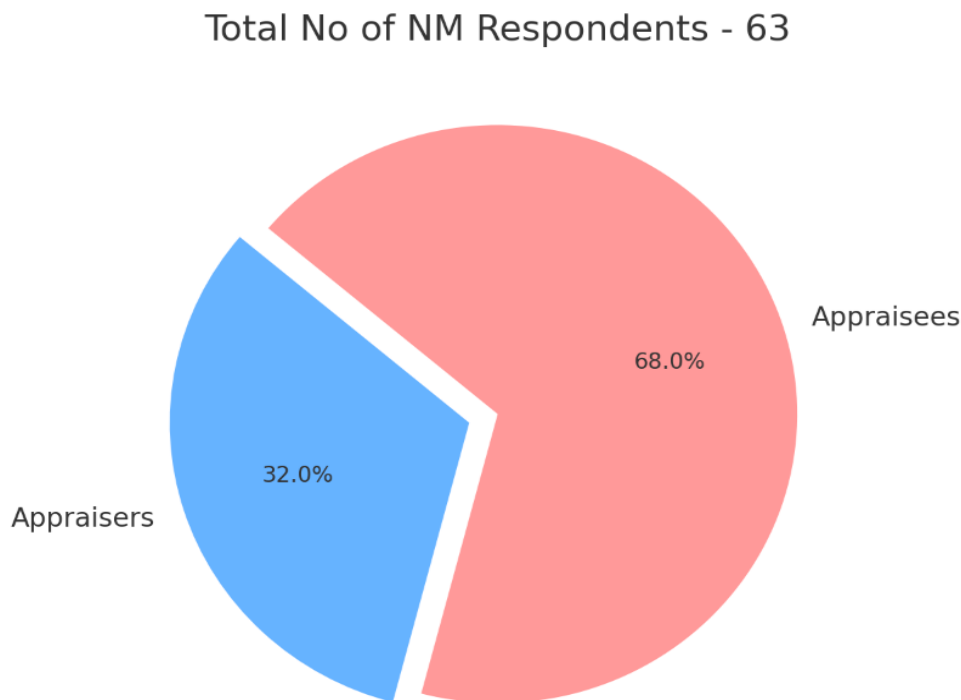
N - Nurses M -Midwives
Figure (1): Percentage Distribution of Total No of Respondents' Appraisers and Appraisees (N=63).
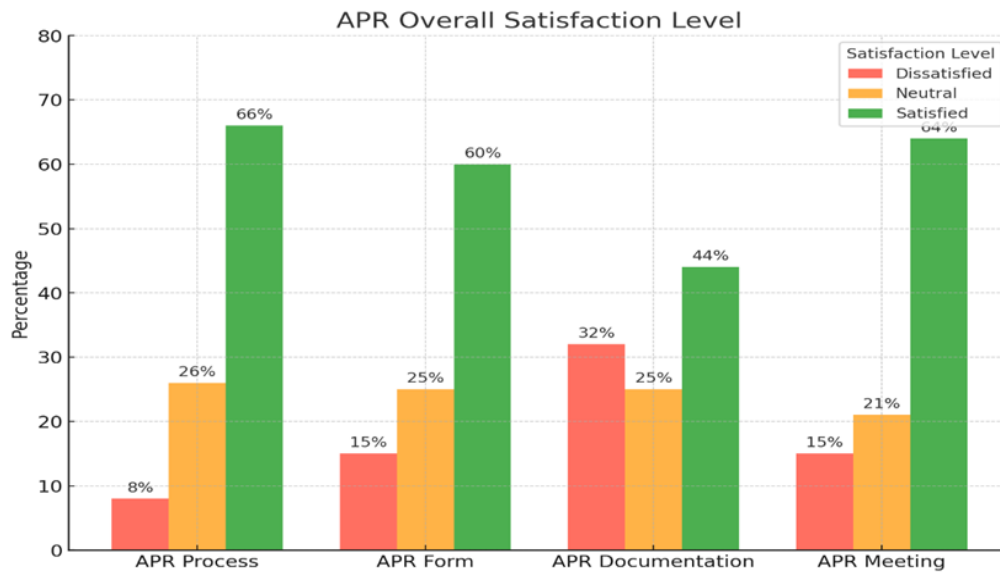
Figure (2): Annual Performance Review Overall All Satisfaction Levels Among Appraisers and Appraisees in Al Khor Hospital.
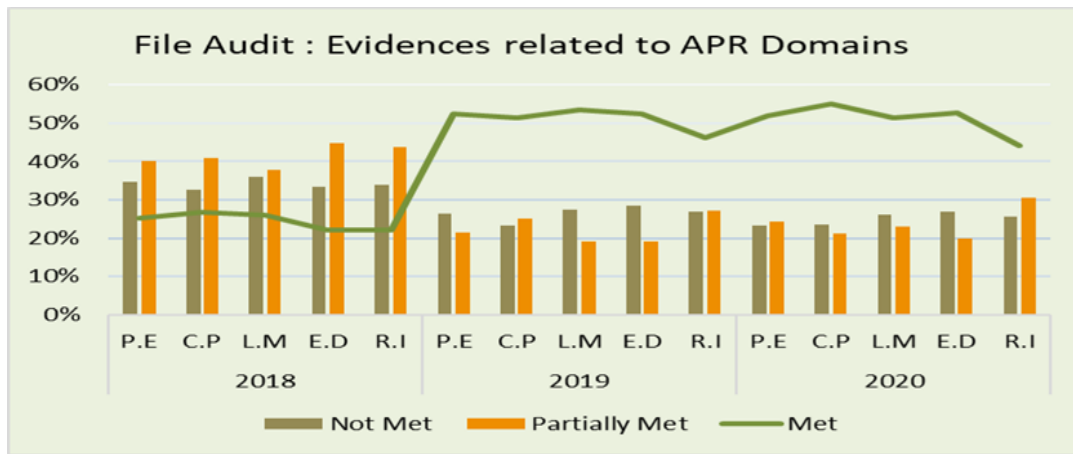

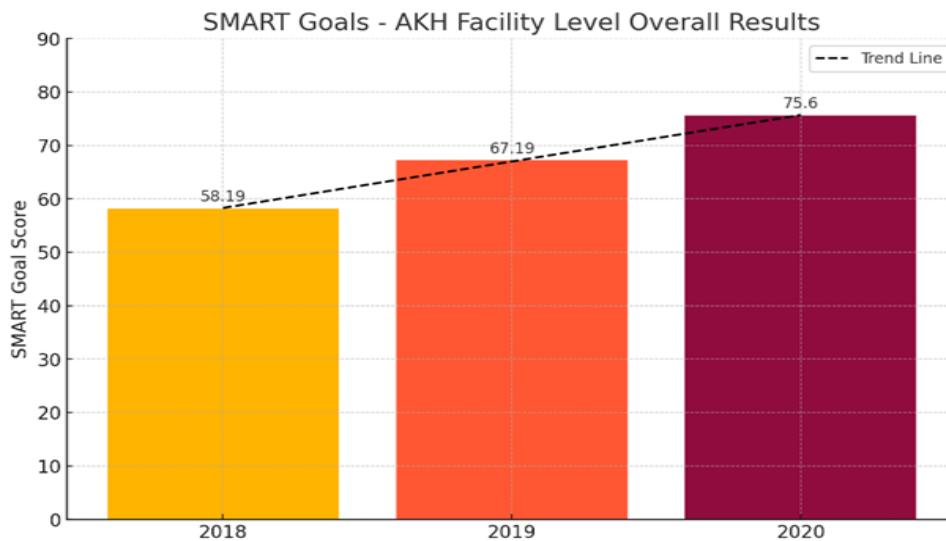**Figure (3): APR File Audit: Evidence Related to APR Domains.**

Figure (4): APR File Audit: SMART Goals AKH facility-level results.

Table (1): Thematic Analysis of Annual Performance Review (APR) Process Feedback.

Theme	Categories	Key Points
Perceived Advantages	**Performance**	- Enhances organizational performance. - Reviews achievements and challenges.
	Development	- Improves knowledge, skills, and attitude. - Promotes self-development. - Strengthens professional and career growth.
	Feedback	- Provides constructive feedback to boost morale. - Involves staff assessment. - Identifies improvement areas.
	Motivation	- Increases proactivity and engagement. - Motivates skill enhancement and satisfaction.
	Structured	- Ensures a fair and organized approach. - Offers a comfortable environment with a clear scoring system.
	Progress	- Tracks goal attainment and success. - Enhances critical thinking. - Strengths and addresses weaknesses.
Perceived Disadvantages	**Difficulties in Form**	- The form is complex, time-consuming, and difficult to complete.
	Performance Issues	- Lack of incentives such as salary changes or increments based on performance. - Perception of no growth due to routine work.
	Behavioral Concerns	- Appraisees show little interest in engaging with the APR process, which is seen as stressful. - Lack of motivation to address or correct SMART goals.
	Scoring System	- Difficulty in differentiating scoring levels. - The current evaluation may not adequately reflect individual capabilities.
Suggested Improvements	**APR Meeting**	- Conduct more frequent meetings of shorter duration. - Use separate rooms, remove mid-year evaluations, and incorporate patient feedback. - Divide the APR among unit CNs to lessen the domain burden.
	Feedback	- Encourage 360-degree feedback with multiple evaluators. - Increase acknowledgment and positive feedback for staff.
	Recognition	- Recognize outstanding performance and staff wellness. - Appreciate the staff who put in maximum effort.
	Education	- Orient and train new staff in the APR process. - Provide updates on changes to the APR and frequent training. - Offer guides and sample answers.
Suggested Form Improvements	**Form Modification**	- Simplify the form by focusing on limited points. - Reduce subdivisions and repetition.
	Form Updates	- Make appraisals simple, easy, and comprehensive. - Review and update forms frequently using understandable language.
	Staff Education	- Provide education and training for a better understanding of the forms. - Offer reference books and guides tailored to specific units.

6. Discussion

The educational intervention project at Al Khor Hospital (AKH) provides valuable insights into nurses' and midwives' satisfaction, knowledge, and skills regarding the Annual Performance Review (APR) process. The findings reveal a multifaceted perspective on the strengths and weaknesses of the current system, highlighting areas for improvement to enhance satisfaction and efficacy.

The APR educational intervention project reveals varying satisfaction levels with different aspects of the Annual Performance Review (APR), with the highest satisfaction in the APR Process 66%, followed by the APR Meeting 64% and APR Form 60%. In contrast, the APR Documentation shows the lowest satisfaction level, with only 44% of respondents. A similar study was conducted by *Abou Ramadan and Eid (2021)* regarding educational programs for nurse managers on performance appraisal

during COVID-19 that play a vital role in increasing staff nurses' satisfaction and motivation.

The APR educational intervention project reveals satisfactory findings. The project successfully enhanced nurses' and midwives' knowledge and skills in maintaining evidence aligned with APR domains, raised awareness of the APR process, and improved proficiency in developing SMART goals. A study conducted by *Ahmed et al. (2024)* demonstrated a significant improvement in head nurses' knowledge and practice concerning the performance appraisal system throughout various program phases. The findings revealed a highly significant statistical enhancement in staff nurses' job satisfaction. Additionally, the study identified a positive correlation between head nurses' knowledge and practice regarding the performance appraisal system and staff nurses' job satisfaction. These results underscore the critical role of head nurses'

competencies in fostering a supportive and satisfying work environment for nursing staff.

Abdelrahim et al. (2023) highlight the pivotal role of performance appraisal systems in enhancing motivation and job satisfaction among nursing staff. Their study demonstrates that well-structured and effectively implemented performance appraisals can significantly improve nurses' job satisfaction and motivation levels.

The APR documentation areas reveal opportunities for improvement in both the management and perception of documentation processes. This finding suggests the need for targeted interventions to enhance accuracy, efficiency, and overall compliance. Notably, no prior studies have been conducted on APR documentation, underscoring the significance of addressing this gap to inform future practice and contribute to the existing body of knowledge.

Significant improvements in the performance of nurses and midwives. It enhanced the proficiency of staff nurses and midwives in collecting, identifying, and documenting pertinent evidence across various APR domains: Professional and Ethical Practice (P.E.), Clinical Practice (CP), Leadership and Management (L.M.), Education and Development (E.D.), and Research and improvement (R.I.). There was no previous study conducted on APR domains.

The results of the SMART goals demonstrate consistent growth, as evidenced by the linear trend line. This finding highlights the facility's effective implementation of strategies designed to improve performance and achieve targeted outcomes. The observed increase in SMART goal performance suggests a sustained commitment to enhancing operational efficiency and quality of care. Notably, no prior studies have been conducted on APR SMART goals, indicating that these findings contribute novel insights into evaluating performance improvement initiatives within the facility.

Respondents identified several benefits of the APR process, including enhanced organizational performance, professional development, and constructive feedback. The process is seen as a motivator for proactive engagement and skill enhancement, contributing to a structured and fair appraisal environment.

Conversely, challenges were noted in the complexity and time-consuming nature of the APR forms, the perceived lack of performance-based incentives, and difficulties in maintaining engagement with the process. The scoring system was criticized for not adequately reflecting individual capabilities, indicating a need for more nuanced evaluation metrics.

The findings from the educational intervention project at Al Khor Hospital demonstrate significant improvement in the satisfaction level and improvement in nurses' and midwives' engagement with the Annual Performance Review (APR) process. The project enhanced the participants' ability to document relevant evidence aligned with the five APR domains: Professional and Ethical Practice, Clinical Practice, Leadership and Management, Education, Learning and Development, and Research and Improvement leading to a marked increase in compliance levels. Additionally, SMART goal performance

consistently grew from 2018 to 2020, reflecting improved clarity and alignment with organizational objectives. However, challenges remain in documentation practices, the perceived complexity of the APR forms, and the need for performance-based incentives. These results highlight the success of tailored training in improving staff proficiency and satisfaction while emphasizing areas for ongoing improvement and refinement.

7. Conclusion

The APR educational intervention project reveals varying satisfaction levels with different aspects of the Annual Performance Review (APR), with the highest satisfaction in the APR Process, followed by the APR Meeting and APR Form. The project successfully enhanced nurses' and midwives' knowledge and skills in maintaining evidence aligned with APR domains, raised awareness of the APR process, and improved proficiency in developing SMART goals.

This project underscores the importance of continuously evaluating and refining the APR process to meet the evolving needs of nursing and midwifery staff. By addressing challenges and implementing improvements, Al Khor Hospital can improve staff satisfaction, patient care, and organizational outcomes. Future research should focus on longitudinal studies to assess the impact of changes and explore additional factors influencing performance review effectiveness.

8. Recommendations

Several recommendations emerged from the study to address these concerns:
- Simplify Documentation – Develop templates and automated tools to reduce complexity and improve accuracy through refresher training.
- Increase Feedback Frequency – Conduct shorter, frequent feedback sessions to ensure continuous evaluation and goal alignment.
- Revise APR Forms – Simplify forms by focusing on essential indicators and tailoring them to nursing roles.
- Strengthen SMART Goal Training – Expand goal-setting workshops to align with hospital priorities and improve staff performance.
- Implement 360-degree Feedback – Involve peers, supervisors, and subordinates in a comprehensive appraisal process.
- Leadership Development – Train appraisers in feedback and evaluation skills to ensure consistent and objective reviews.
- Ongoing Audits – Regularly audit the APR process to drive continuous improvement.
- Conduct Long-Term Studies – Assess the ongoing impact of APR improvements to refine processes further.

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Supplementary Documents

Appendix I: The APR Annual Performance Review Tool
AL Khor Hospital Nursing & Midwifery Education Division
Annual Performance Review Survey.
(Assessment of Staff Satisfaction/Education Needs)

The Nursing and Midwifery Education division requests 10 minutes of your time to answer this brief survey, which is aimed at assessing staff educational needs on the Annual Performance Review. This information will guide us to prepare a purposeful educational activity and a baseline to measure our success.

Unit/Division: _____   Years of experience at HMC: _____

Likert scale-

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

NOTE – HN and CN will answer all survey questions and SN only from 1-20 and descriptive questions.

No:	Questions	1	2	3	4	5
	APR Process					
1.	I received adequate Orientation on the Annual Appraisal Review (APR) Process.					
2.	My appraisal process can be best described as clear and unbiased.					
3.	I was told what was expected from me to progress in the appraisal process.					
4.	I am satisfied with the APR process.					
5.	The Mid-Year review was conducted to monitor the progress of the Developmental plan.					
6.	The APR process is likely to address my strengths, areas for improvement, and Professional development needs.					
	APR Form					
7.	I am satisfied with the APR form.					
8.	The APR form's language/communication is easy to understand.					
9.	I am satisfied with the APR scoring system.					
10.	I face difficulty in writing SMART goals.					
	Scoring					
11.	I am satisfied with the APR scoring system.					
12.	I'm satisfied with the scores given to me during my last APR.					
13.	I was able to understand and apply Benner's scale (Novice to Expert)					
14.	I have difficulty in keeping evidence as per APR Domains.					
	APR Meetings					
15.	I was motivated to actively engage in the appraisal interview.					
16.	The place & and time allocated for my appraisal interview were appropriate.					
17.	I feel threatened during the APR meeting /process of the meeting.					
18.	My Appraiser was Clear and positive during the appraisal process					
19.	I was informed prior about the APR meeting and arrangements were done the meeting venue					
20.	My Appraiser provides me with constructive feedback during the APR meeting.					
	For Appraiser only :(For CN, HN Only)					
21.	The APR Process is taking a long time, and efforts.					
22.	I am comfortable with providing constructive feedback.					
23.	I am comfortable with the APR scoring system.					
24.	I am confident about the APR appeal process					

It would be great if you can provide us with some answers to the following questions:
1. What were the most Significant Advantages of the Appraisal System?
2. What were the most Significant Disadvantages of the Appraisal System?
3. How could the Appraisal process be improved?
4. How could the Appraisal form be improved?
5. If you have any other comments, please specify

Appendix II: Auditing Checklist for APR –5 Domain's Evidence.

Name of the unit:		P&E			CP			L&M			ELD			R&I		
		2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
							Staff 1									
1	Appraiser comments are appropriate As per evidences															
2	Evidences are relevant to the domains															
3	Scoring is aligned with evidenced provided															
4	No of each Domaine and sub Domaine elements are correctly matching with evidences provided															
5	Did area for Improvement mentioned?															
6	Did action plan on area for improvement mentioned?															
							Staff 2									
1	Appraiser comments are appropriate As per evidences															
2	Evidences are relevant to the domains															
3	Scoring is aligned with evidenced provided															
4	No of each Domaine and sub Domaine elements are correctly matching with evidences provided															
5	Did area for Improvement mentioned?															
6	Did action plan on area for improvement mentioned?															
							Staff 3									
1	Appraiser comments are appropriate As per evidences															
2	Evidences are relevant to the domains															
3	Scoring is aligned with evidenced provided															
4	No of each Domaine and sub Domaine elements are correctly matching with evidences provided															
5	Did area for Improvement mentioned?															
6	Did action plan on area for improvement mentioned?															
							Staff 4									
1	Appraiser comments are appropriate As per evidences															
2	Evidences are relevant to the domains															
3	Scoring is aligned with evidenced provided															
4	No of each Domaine and sub Domaine elements are correctly matching with evidences provided															
5	Did area for Improvement mentioned?															
6	Did action plan on area for improvement mentioned?															
							Staff 5									
1	Appraiser comments are appropriate As per evidences															
2	Evidences are relevant to the domains															
3	Scoring is aligned with evidenced provided															
4	No of each Domaine and sub Domaine elements are correctly matching with evidences provided															
5	Did area for Improvement mentioned?															
6	Did action plan on area for improvement mentioned?															

Legends

Met	M
Partially Met	PM
Not Met	NM

Professional & Ethical Practice	P&E
Clinical Practice	CP
Leadership & Management	L&M
Education, Learning & Development	ELD
Research & improvement	R&I

Appendix III: Auditing Checklist for SMART Goals.

		Staff 1			Staff 2			Staff 3			Staff 4			Staff 5		
		2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Goal 1	S															
	M															
	A															
	R															
	T															
Goal 2	S															
	M															
	A															
	R															
	T															
Goal 3	S															
	M															
	A															
	R															
	T															

(heading row above: SMART GOALS)

Legends

Met	M
Partially Met	PM
Not Met	NM

Appendixes IV: APR Training Program Agenda

AKH Nursing & Midwifery Education Division

Time	Agenda Item	Presenter
10.00 -10.10	**Registration**	
10.10 -10.15	**Introduction**	
10:15- 11.30	**Module -1 Overview of HMC APR Process** - The Appraisal Cycle - Appraisal Meeting feedback and scheduling - Appraiser/ Appraisee responsibility - Rating Error - APR submission to the HR Oracle system - APR Appeal Process	
11.30-11.40	**Break**	--
11.40-12.40	**Module -2 Domains and its evidence** - Describing the APR domains in detail for each job description - Collecting of evidence as per domains of APR	
12.40-12.50	Break	--
12.50-13.50	**Module -3 Setting SMART Goals and PDP** - Importance of smart goals - Development of a SMART goal - Learning Outcome for educational activity - PDP- Professional Development Plan	
1350-1355	**Post Test**	
1350-1400	**Wrap up**	