



EMPLOYMENT POLICIES & PROCEDURES

Manual

V3/09.2021

DISCLAIMER

The policies included or referenced in this manual apply to all MdM Greece employees unless specifically stated otherwise in each policy or specific employee contract. The policies are intended as guidelines only, and they may be modified, supplemented, or revoked at any time at MdM's discretion. In particular, these policies do not constitute a contract (nor should they be construed as a contract) guaranteeing employment for any specified duration. Except as set forth in writing in contractual agreements, individual employment contracts, or other MdM policies, either the employee or MdM may terminate the employment relationship at any time, for any reason. No supervisor, manager, or representative of MdM has the authority to make any promises, commitments, or changes that conflict with the policies in this manual unless approved in writing by the human resources officer. These policies supersede any handbook or policy statements, whether written or oral, issued prior to September 2016. Any subsequent revisions will substitute and replace prior policy or procedure statements and become a part of this manual. MdM will provide as much notice as possible of any changes in these policies. Employees who are covered by contractual agreements should refer to those agreements for information regarding benefits and terms and conditions of employment.

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AFFIRMATIVE ACTION PLAN

APPLIES TO: ALL EMPLOYEES.

Annually, the HR office produces the Affirmative Action Plan (AAP). The AAP is submitted to the President and Board of Directors for approval and then is distributed to personnel and other interested parties. The AAP is an analysis of MDM's regular employee assignments by Department, Project, and Salary Structure.

ALTERNATIVE WORK ARRANGEMENTS

APPLIES TO: ALL EMPLOYEES.

Employees may request permission to work an alternative or adjusted schedule to facilitate ride sharing or public transportation; to participate in health or wellness activities, appointments, or programs; to accommodate pick-up or drop-off for child or other family needs; to take advantage of educational opportunities; or for other personal reasons.

Department heads are encouraged to give favorable consideration to requests for such Alternative Work Arrangements provided:

- Departmental efficiency and service are not adversely affected;
- Regular office hours to meet departmental needs are not curtailed; and
- Undue burdens are not placed on other employees or supervisors.

Employees should direct Alternative Work Arrangement requests to their immediate supervisors and make these requests well in advance of the desired effective date. If approved, and unless the arrangement is agreed in advance to be for a specified time frame, the revised schedule will become the regular work schedule of the employee. Subsequent changes in working hours, aside from variations due to emergencies, will require the same approval procedure.

The decision to approve or deny an Alternative Work Arrangement request rests with the HR department. Certain types of positions lend themselves to an alternative schedule and others do not. Should the appropriate supervisor determine that an employee's Alternative Work Arrangement is no longer compatible with departmental needs, the department head may end or adjust the arrangement with reasonable notice to the employee.

RECRUITMENT PROCESS

MDM Greece are implementing a solid and transparent procedure for all personnel required to be recruited is large-scale projects. Especially in Donor projects. There are three actual procedures:

1. MDM Greece may declare to the BoD (Board of Directors) of the Organization the need to internally move existing staff from payroll into a project that is being implemented, either on full time basis (full time work and total cost), or on a part-time basis (% of related work applicable to the relevant % of actual total cost). The percentage of work and percentage of cost related to the project is estimated on a cost-sharing basis depending on the actual need of each project. This process is used when the project required especially trained staff and with extensive special experience of a specific field that is mandatory for successful project implementation. These persons may sign contracts for the assignment of existing staff of the organization for a certain time in a project.
2. Moreover, during the duration of a project or if a new project is upon to start initiation, key personnel that is already being working with MDM Greece or active volunteers, can be transferred internally from one project to another, or allocated to a project that is about to start, via the same process, i.e. a BoD decision. This also refers to the

replacement of existing staff in an on-going project, where we need to cover the position as soon as possible. These contracts (both for staff employed in other projects and for active volunteers selected for employment on a particular project) are fixed for a project and are in no way recognized as fixed long-term contracts since they do not cover continuous needs of the organization.

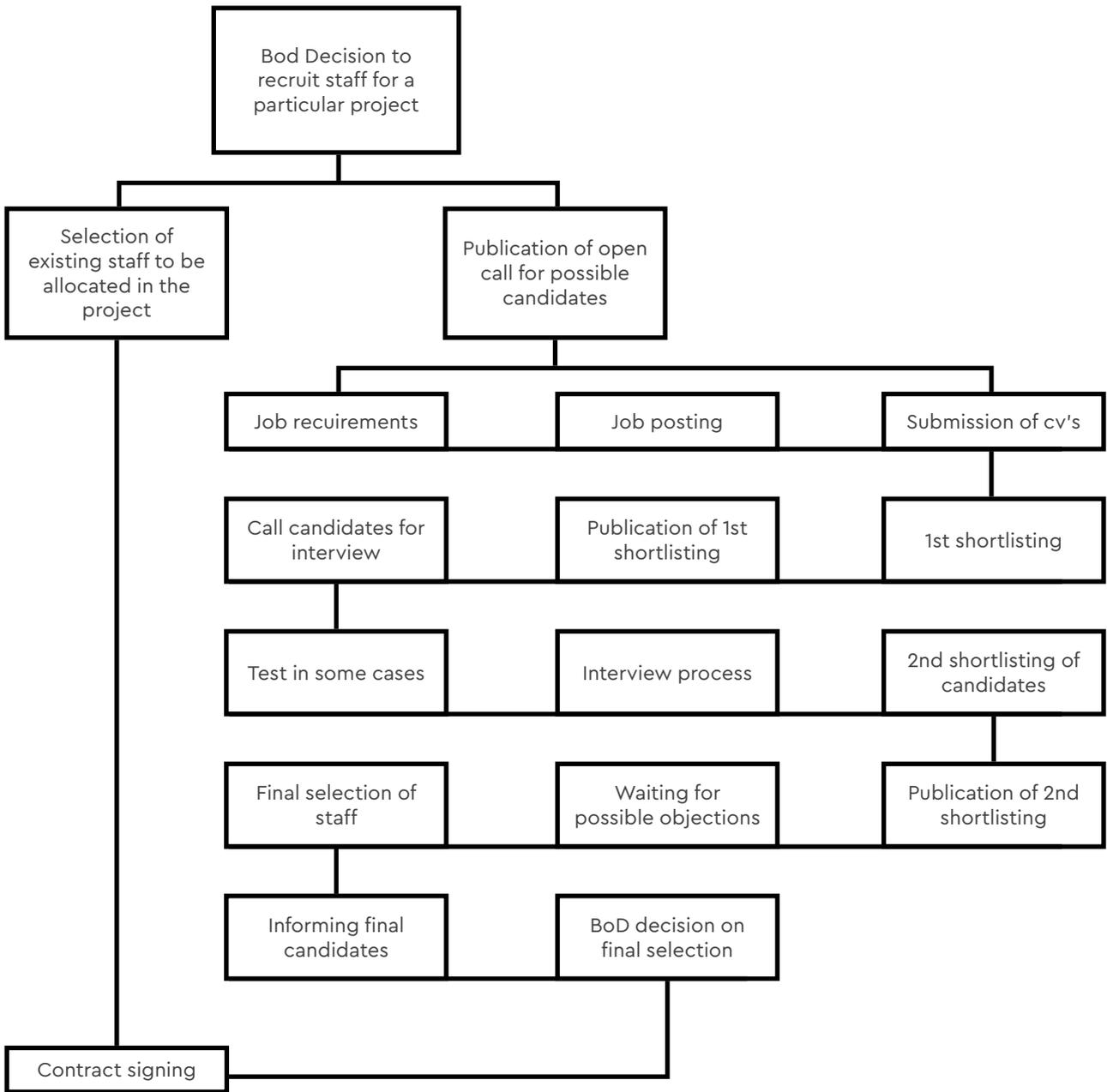
3. MDM Greece publish open calls asking for submission of CV's and other relevant documentation from possible candidates. This process is the one that is extensively described in this manual. Furthermore, certain appendices exist as part of this manual, in order to provide all necessary documentation for the follow up of the recruitment process we apply. For this process to be activated an Applications Evaluation Committee (AEC) is established with three members. This process requires the preparation and publishment of an open call for candidates for the new job positions, a certain deadline applies, then applications along with all supportive documentation are examined and evaluated, a shortlisting of candidates is prepared, interviews are performed with the candidates with highest ranking with participation of all three members of the AEC and interview forms are co-signed, a final shortlisting is uploaded on MDM website and the selection process is completed. A final selection protocol is prepared and co-signed by the AEC.

RECRUITMENT PROCESS TIMELINE

A/A	PROCESS	DAYS
1	Job requirements preparation	1 to 2 days
2	Job posting	5 to 15 days
3	Submission of cv's	5 to 15 days
4	1st shortlisting of candidates	2 to 5 days
5	Publication (on-line) of 1st shortlisting	1 day
6	Callings for interviews	1 day
7	Interview process	5 to 10 days
8	Maybe test in some cases	1 to 3 days
9	2nd shortlisting of candidates	2 to 5 days
10	Publication (on-line) of 2nd shortlisting	1 day
11	Waiting for possible objections	3 days
12	Final selection of staff	1 day
13	Informing final candidates	1 day
14	BoD decision	2 to 5 days
15	Contract signing	1 day

The above processes are implemented according to the needs and requirements of each project. Not all procedures may apply to all projects.

RECRUITMENT PROCESS FLOWCHART



RECRUITMENT TOOLS

All recruitment tools used by MDM Greece for the finalization of the selection process are presented as examples on the following annexes.

1. Annex A: Job requirements per position
2. Annex B: Shortlisting Tables
3. Annex C: Example of aptitude test
4. Annex D: Example of interview questions

ANNUAL PERFORMANCE REVIEW

STAFF PERFORMANCE EVALUATION PROCESS

Employees consistently report that knowing what is expected of them and receiving timely and constructive performance feedback are keys to having what they need to perform their jobs well. Roles become more challenging every day, and just as roles constantly evolve, the expectations of employees continually change as well. Consequently, there is a vital need to clarify expectations and to encourage the development of skills that are critical both to the future success of MdM Greece and to the future development of employees. The Annual Staff Performance Evaluation Form is presented in Annex E, along with instructions for completion. Employee's Preparation for Evaluation is explained in Annex F. The Project Manager Evaluation Form is presented in Annex G.

PERFORMANCE GOAL-SETTING

Performance goals enable employees to plan and organize their work in accordance with achieving predetermined results or outcomes. By setting and completing effective performance goals, employees are better able to:

- Develop job knowledge and skills that help them thrive in their work, take on additional responsibilities, or pursue their career aspirations;
- Support or advance the organization's vision, mission, values, principles, strategies, and goals;
- Collaborate with their colleagues with greater transparency and mutual understanding;
- Plan and implement successful projects and initiatives; and
- Remain resilient when roadblocks arise and learn from these setbacks.

Without setting clear performance goals, employees may feel aimless about prioritizing and completing their work and disengaged in their jobs, and teams can become mired in confusion, misunderstandings, and conflict. For both individuals and teams, the absence of effective goal setting substantially reduces productivity.

Although focused attention on performance goals typically happens during the annual evaluation process, goal-setting really pays off when employees monitor their goal progress throughout the year, discuss the status of goals with their manager on ongoing and regular basis, and propose and make adjustments to remain on track toward completion.

Effective goal-setting starts with an analysis of all aspects of the goal, including:

- Reasons for pursuing the goal;
- Intended results or outcomes and measures of success;
- Alignment with the organization's vision, mission, values, principles, strategies, and goals;
- Potential stakeholders or others that may be impacted;
- Resources or capabilities needed, wanted, and available; and
- Possible roadblocks that may arise along the way.

The following list of questions will help employees and managers conduct a thorough analysis of a goal being considered:

- What are the reasons for pursuing this goal now and why do these reasons matter?

- What specific results or outcomes are intended? What benefits are expected from achieving this goal and what are the potential consequences or costs of not doing so?
- How will success be determined? How will others know what has been accomplished?
- How does this goal align with, support, or advance the teams, departments, and/or institution's vision, mission, values, principles, strategies, and goals?
- When will the goal be achieved? Are there milestones that need to be met along the way?
- What resources are needed to accomplish this goal? What additional resources may be helpful? Are these resources available and at what cost? If any resources are not available, are there viable alternatives or will the goal need to be changed?
- What possible roadblocks could arise while pursuing this goal? What can be done now to prevent those roadblocks or address them if and when they arise?

The SMART model is a popular goal-setting tool. As an acronym, it is easy to remember. Each letter in the word "SMART" represents a key element of a complete and actionable goal:

S – Specific: Is the goal explained with enough detail that it can be well understood by those involved in its completion and by any stakeholders?

M – Measurable: How will those involved in completing the goal know it has been accomplished and how will stakeholders determine its success?

A – Attainable: Is the goal attainable or feasible given the resources available?

R – Relevant: Does the goal align with, support, or advance the organization's vision, mission, values, principles, and strategies?

T – Time bound: Does the goal have a target date for completion?

Though useful because of its simplicity, relying solely on the SMART model for goal-setting may result in a goal lacking in critical details, or the goal may be too rigid, inhibiting creative ideas or flexibility to make adjustments to achieve a better outcome than originally intended.

DEALING WITH GOAL ROADBLOCKS

Answering the following questions may help employees and manager's work through goal roadblocks should they arise:

- What is the roadblock and how did it happen?
- What have you done already to overcome the roadblock? What have you not done?
- What can you realistically control or change?
- Do you need to adjust your goal?
- What additional resources or support will you need?
- If you are unable to make the progress you anticipated, what are the consequences and how do you know these consequences will actually happen?
- What have you decided to do next and when will you do it?

The Goal-Setting Sample Worksheet is presented in Annex H.

BENEFITS ELIGIBILITY-HEALTH & WELFARE

APPLIES TO: ALL EMPLOYEES

Regular employees are eligible for all benefits subject to the qualifying requirements of each plan. Salaried employees must be working at least part time, or 20 hours each week, and hourly employees must be in positions of at least nine consecutive months. Regular, benefits-eligible employees working less than full time receive pro-rated benefit credits according to their percentage of working full time. Temporary employees, and regular employees working less than half time (or less than 20 hours) or less than nine months duration each year, are not benefits eligible but are eligible for workers' compensation. The general rules and regulations governing benefits eligibility are according to Greek Law.

CHILD SEXUAL ABUSE REPORTING

APPLIES TO: ALL EMPLOYEES

Reporting of Possible Abuse of a Minor: Every person has an obligation to report child abuse, all Mdm employees, beneficiaries and volunteers must report any suspected child abuse, including sexual abuse. If you are not sure you may also contact anonymously Mdm Management.

CONFIDENTIALITY OF INFORMATION

APPLIES TO: ALL EMPLOYEES

Policy Statement: employees, during the course of their employment, may have access to documents, data, or other information that is confidential and/or privileged from disclosure whether or not it is labeled or identified as "confidential" or "privileged." Examples include, but are not limited to Mdm's financial information; research results; medical information regarding beneficiaries, employees, or research subjects; and student educational records. Unless they have their department head's prior approval, employees may never, either during their employment or thereafter, disclose such information to persons

outside MDM or to persons inside Mdm who do not have a business need for such information. In addition, employees are expected to protect the integrity of information as it might be transmitted verbally, through written or electronic means, both inside the office and outside the office. All documents received by employees for use shall remain the property of Mdm. Employees must return such documents to Mdm upon their termination of employment.

CONFLICT OF INTEREST

APPLIES TO: ALL EMPLOYEES

General Conflict Policy employees should make all decisions based solely on Mdm's best interests. The primary rule of conflict of interest avoidance is that of "disclosure and recusal." Thus, if an individual has a significant financial, personal, or professional interest in any transaction for which he or she is being called upon to exercise his or her authority, that individual should disclose the interest to his or her supervisor. He or she should also refrain from participating in Mdm's consideration of the proposed transaction unless instructed otherwise by a supervisor.

CORRECTIVE ACTION

APPLIES TO: ALL EMPLOYEES

Situations sometimes arise when an employee's job performance does not meet Mdm's standards. Some examples include, but are not limited to, an employee's inability to perform his or her job duties, his or her engaging in disruptive behavior, or his or her poor attendance, misconduct, or violation of Mdm policies. Because an employee's unsatisfactory performance can result in serious consequences, up to and including his or her employment being terminated, the supervisor should address these situations promptly. Mdm policy requires that the supervisor inform the employee involved of the nature of the problem and, except in cases of criminal or other serious misconduct, give the employee a reasonable opportunity to correct the situation. Mdm's

policy is that an employee should not be retained in the position if his or her unsatisfactory performance continues. A manager may immediately suspend (without pay) an employee or may place him or her on paid administrative leave during an evaluation or investigation after consulting with the Human Resources.

GRIEVANCE POLICY

APPLIES TO: ALL EMPLOYEES

Situations may occur where an employee believes that the fair and consistent application of a policy affecting him or her has not been followed. In most cases, Mdm expects that the employee will be able to satisfactorily address such concerns within his or her work area or group. However, when a recent or continuing problem has not been resolved within a particular work area or group, the wishes to provide employees an alternative vehicle for doing so. No employee shall be subjected to discrimination or adverse treatment for participating in a grievance procedure.

Disputes over salary grades or salary/rate of pay, or disputes over a supervisor's judgment regarding job performance or professional competence should be brought to the employee's human resources personnel. Although problems of this nature are not covered by the Basic Grievance Policy, an employee with these concerns is encouraged to discuss them with his/her human resources consultants, department head, division head, or the appropriate contact within the applicable office. The Human Resources departments of will determine whether or not a dispute is within the scope of this policy.

ELECTRONIC COMMUNICATIONS POLICY

APPLIES TO: ALL EMPLOYEES

Mdm strives to operate its electronic mail infrastructure and resources for use by the entire community so that it protects privacy and provides for acceptable use of these resources. All members of Mdm are ex-

pected to use electronic communications (e-mail) in a legal, ethical, and responsible manner. Use of the computer network is subject to Mdm's policies regarding compliance with law, harassment and safety of individuals, the Code of Ethical Conduct, proprietary and contractual obligations, and protection of the integrity of the computer system. Mdm may restrict the use of its computers and network systems (including the removal of posted materials) in response to evidence of violations of Mdm policies and/or violations of changes to state laws. Users of Mdm electronic mail system are expected to respect the privacy of other users and must not inappropriately access or disclose e-mail on Mdm system. Systems operators, supervisors, and other Mdm officials may access information resources to locate business information, maintain the system and network, comply with legal requirements, or administer this or other Mdm policies. While the principal use of electronic resources is for business purposes, Mdm recognizes the need for incidental personal use of those resources, consistent with relevant law, regulations, and policy.

EMPLOYEE RECORDS POLICY

APPLIES TO: ALL EMPLOYEES

The Human Resources department maintains an employee record for each employee. Typical documents kept in that record include an application for employment, resume, letters of reference, performance reviews, letters of disciplinary action, authorizations of change in salary or rate, copies of employment verifications, copies of requests for changes of address or name, and other pertinent correspondence to or from the employee. While departments and supervisors may maintain similar records regarding employees, originals of any of the above documentation should be sent to the Human Resources. Personnel files maintained by the employer are not restricted to the types of documents listed above. They include files that are maintained on the local, departmental

level unless the records are exempt from disclosure, or are otherwise privileged or confidential by law. Files do not include recommendations, peer evaluations, or notes not generated by the employer but could include e-mails or notes written by a supervisor that evaluate performance or record discipline.

EMPLOYMENT STATUS

APPLIES TO: ALL EMPLOYEES

At MdM, an employee has one of the following status categories:

- **Regular:** An employee will have regular status if hired into a position that is expected to last at least three months in a continuing capacity, year after year, and the work schedule meets the following requirements:
 - Full-time, regularly scheduled hours of 40 hours a week.
 - Part-time, regularly scheduled hours of less than 20 hours a week.
- **Temporary:** Employees have a temporary status if working on an as needed basis, or when working either full or part-time with the understanding that the employment will normally terminate within three months from the start date or completion of a specific assignment. Hours worked may fluctuate depending upon the needs of each particular project. They are not eligible for MdM fringe benefits. They are paid only for hours worked.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

APPLIES TO: ALL EMPLOYEES

Notice of Non-discrimination,

MdM is committed to the principle of equal opportunity for all its beneficiaries, staff, and applicants for admission and employment. For that reason, MdM prohibits any form of discrimination against any per-

son on the basis of race, color, religion, sex, gender identity or expression, pregnancy, age, sexual orientation, marital or parental status, national origin, citizenship, disability, genetic information, military or veteran status, or any other legally protected status in the administration of and access to MdM's programs and activities, and in conditions of admission and employment. MdM adheres to all applicable state and federal equal opportunity laws and regulations. MdM's policy is that all employment decisions are to be based on job qualifications and performance, without discrimination because of an applicant or employee's disability.

HEALTH & SAFETY

APPLIES TO: ALL EMPLOYEES

MdM complies with Greek Law on Health and Safety. The goal is to help reduce the potential for harm and losses caused by occupational accidents, illnesses, and injuries through the implementation of effective (and compliant) health and safety working conditions. All staff and visitors working with equipment at MdM that may be hazardous or pose a potential risk if not properly controlled must comply with the MdM's written programs. Where no specific program exists, they are required to use reasonable care and precaution. MdM provides a wide range of resources, and IT equipment to ensure individuals are protected.

HOURS OF WORK AND HOLIDAYS

APPLIES TO: ALL EMPLOYEES

MdM provides the following paid holidays to regular, benefits-eligible employees:

Christmas Day, New Year's Day, Bank Holidays, Easter Break, Annual leave depending on Greek Law defining the annual holidays per employee. Regular employees are paid only for holidays which are observed by MdM on the days such employees are normally scheduled to work, and will receive their nor-

mal wages for such days. Employees are not eligible for holiday pay while on disability leave, unpaid leave, or days that begin or end employment.

MdM determines daily and weekly work schedules based on each project's and departments operational needs. Such schedules may be changed at any time at the discretion of MdM to address varying conditions. All employees are expected to work their scheduled hours. Hourly (non-exempt) employees are normally scheduled to work 8 hours/day, depending upon the department/position schedule. Non-exempt employees will be informed of their scheduled hours by their Department Head. This shall not be construed as a guarantee of hours of work per day, or per week, or as a limitation on the right of MdM to require reasonable amounts of overtime work. The number of hours in an employee's work week does not include the lunch period, unless the person is actually on duty during that time.

Employees who require time off from work, either in addition to accrued vacation and/or personal time, may be eligible to take a leave of absence.

Procedure for Requesting Leave: If the leave is for a planned absence, an employee seeking leave shall provide at least 30 days prior written notice of the proposed leave. Where advance notice is not possible, such as a leave due to a medical emergency, the employee should notify his or her supervisor as soon as possible. Failure by the employee to give advance notice where foreseeable may delay or postpone the commencement of his or her leave. Notice from the employee shall be provided on the Employee Leave Request Form, as presented in Annex I.

Documentation Medical Certification: If an employee's leave is based on his or her serious health condition or that of a family member (parent, spouse, do-

mestic partner, or child), he or she is required to have medical certification from a health care provider. If an employee fails to provide such certification, it may delay his or her leave. The employee must provide the certification within 20 calendar days of MdM's request. MdM may, under certain circumstances, require recertification of a medical condition. The certification shall be provided on a Health Care Provider Medical Certification Form.

INTELLECTUAL PROPERTY

APPLIES TO: ALL EMPLOYEES

MdM expects all members of the community to be aware of how intellectual property laws, regulations, and policies apply to their work and to respect the intellectual property rights of others. MdM policy deals with types of intellectual property of greatest importance: copyrights (the protection for works of authorship) and patents (the protection for inventions).

Copyright is the right of an author, artist, composer or other creator of a work of authorship to control the use of his or her work by others. Generally speaking, you may not reproduce a copyrighted work without the copyright owner's permission. MdM fully comply with Intellectual Property Rights under the Greek Law.

SEXUAL EXPLOITATION, ABUSE AND HARASSMENT

APPLIES TO: ALL EMPLOYEES

MdM's policy is that the work environment should be free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment is deemed by MdM to be a form of sex discrimination; therefore, behaviors and actions that consists sexual exploitation, abuse and harassment of MdM employees, volunteers and beneficiaries will constitute a violation of MdM's non-discrimination policy.

DEFINITION OF SEXUAL EXPLOITATION:

The term "sexual exploitation" means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

DEFINITION OF SEXUAL ABUSE:

The term "sexual abuse" means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

DEFINITION OF SEXUAL HARASSMENT:

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

In case of PSEAH policy violation, MdM is committed to follow the necessary investigation as this is described to the PSEAH policy manual, while a warning is given to the employee (perpetrator) at first and depending the kind of offence the employer maintains the right to remove from the organization the employee (perpetrator) according to the national law. Actions for the victim's support could take place, such as information on legal procedures, counselling, healthcare and psychosocial support.

Sexual Misconduct, Disciplinary Action Concerning Co-Employee Complaints is presented in Annex I.

Report the complaint confidentially to the MDM-Greece PSEA Focal Point through an email on investigation@mdmgreece.gr, as soon as possible and safely – Within 24hours. Through the PSEA Focal Point, the members of the investigation committee should be notified that an allegation has been received in order to proceed for further action. Investigation committee consists of 2 members of the MDM-Greece Board of the Directors and the PSEA Focal Point. Currently the PSEA Focal Point is the Operational Director of the organization.

SMOKING POLICY

APPLIES TO: ALL EMPLOYEES

MdM's policy is to both regulate and minimize the effects of smoking in the work place in accordance with the applicable Greek Law. All owned residential buildings and enclosed work areas are smoke free. Smoking is prohibited in all shared work areas and buildings. Work area is defined as any enclosed location, permanent or temporary, where faculty or staff members perform any work-related duties in the course of their employment.

ANNEX A: JOB REQUIREMENTS PER POSITION

The following tables are provided as an example.

HR COORDINATOR		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Experience in similar function	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Specific experience on this type of projects	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
People management and Development	MAX 10 POINTS	
Planning and organising	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

FINANCIAL ASSISTANT		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Experience in similar function	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Specific experience on this type of projects	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered, test completion
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
Knowledge of the accounting system in general	MAX 10 POINTS	
Medium computer literacy level (i.e. Excel)	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

50% weight of the screening process

100% weight of the interview process

ACCOUNTANT		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Experience in similar function	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Specific experience on this type of projects	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
Knowledge of the Greek accounting system	MAX 10 POINTS	
ACCA and other accreditations	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

ASSISTANT COORDINATOR		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Experience in similar function	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Specific experience on this type of projects	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
Planning and organising	MAX 10 POINTS	
Team management	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

FIELD COORDINATOR		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Experience in similar function	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Specific experience on this type of projects	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
Planning and organising	MAX 10 POINTS	
Team management	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

CULTURAL MEDIATOR		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Experience in similar function	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Specific experience on this type of projects	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
Knowledge of PoM assessment procedures	MAX 10 POINTS	
Basic knowledge of legislative framework	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

50% weight of the screening process

100% weight of the interview process

ASSISTANT PHARMACIST		
CRITERIA	MARKING	CERTIFICATION
A. SCREENING PROCESS	TOTAL 20 POINTS	Copy of Degrees, Diplomas, Master's
DIPLOMAS, DEGREES, MASTERS	MAX 20 POINTS	
WORKING EXPERIENCE	60 POINTS	Reference letters, copies of previous contracts, copies of tasks description
Work permit	MAX 25 POINTS	
Inter Cultural awareness	MAX 5 POINTS	
Experience as a volunteers or with volunteers	MAX 10 POINTS	
Experience in similar function	MAX 10 POINTS	
Other qualifications (English language skills, PC skills)	MAX 10 POINTS	
B. INTERVIEW PROCESS	TOTAL 50 POINTS	According to interview, specific questions answered
GENERIC COMPETENCES	30 POINTS	
Teamwork	MAX 10 POINTS	
Cross-Cultural awareness	MAX 10 POINTS	
Result and Quality oriented	MAX 10 POINTS	
TECHNICAL COMPETENCES	20 POINTS	
Knowledge of Greek Pharmaceutical specs	MAX 10 POINTS	
Knowledge of procurement procedures	MAX 10 POINTS	
TOTAL	100	A*80%/5+B=100

ANNEX B: SHORTLISTING SELECTION TABLES

HR COORDINATOR - 1ST SHORTLISTING															
PERSONAL DATA					A. SCREENING PROCESS										TOTAL MARKS 1ST SHORTLISTING
A/A	NAME	SURNAME	ADDRESS	MOBILE	DIPLOMAS, DEGREES, MASTERS	Experience in similar function	Intercultural awareness	Experience as a volunteer or with volunteers	Specific experience on this type of projects	ENGLISH	PC SKILLS	OTHER SKILLS	ASAP AVAILABILITY	COMMENTS	
GRADING					MAX 20	MAX 15	MAX 5	MAX 10	MAX 10	MAX 30					
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
13															0
14															0
15															0
16															0

HR COORDINATOR - 2ND SHORTLISTING												TOTAL MARKS 2ND SHORTLISTING	FINAL GRADING
PERSONAL DATA					B. INTERVIEW PROCESS					COMMENTS			
A/A	NAME	SURNAME	ADDRESS	MOBILE	Teamwork	Cross cultural awareness	Result and quality oriented	People management and development	Planning and organising				
GRADING					MAX 10	MAX 10	MAX 10	MAX 10	MAX 10				
1	0	0	0	0						0	0		
2	0	0	0	0						0	0		
3	0	0	0	0						0	0		
4	0	0	0	0						0	0		
5	0	0	0	0						0	0		
6	0	0	0	0						0	0		
7	0	0	0	0						0	0		
8	0	0	0	0						0	0		
9	0	0	0	0						0	0		
10	0	0	0	0						0	0		
11	0	0	0	0						0	0		
12	0	0	0	0						0	0		
13	0	0	0	0						0	0		
14	0	0	0	0						0	0		
15	0	0	0	0						0	0		
16	0	0	0	0						0	0		

ANNEX C: ECAMPLE APTITUDE TEST

HR COORDINATOR APTITUDE TEST

You have 30 minutes to complete the test. Please circle the right answer. There may be more than one correct answers. The total marks of this test are 20 points.

DATE:

NAME & SURNAME:

1. Labour standards are used to:
 - a. Determine labour requirements
 - b. Understand costs
 - c. Determine what constitutes a fair day's work**
 - d. All of the above

2. A flowchart is use to:
 - a. Analyse the movement of people and materials
 - b. Improving utilisation of people
 - c. Examine ergonomics at a workplace
 - d. Explain interconnections and processes among people**

3. Which of the following is not a limitation of job expansion:
 - a. Higher capital costs
 - b. Individual differences**
 - c. Lower wage rates
 - d. Smaller labour pool

4. Which of the following will not improve team effectiveness:
 - a. Providing management support
 - b. Provide necessary training
 - c. Endorse clear objectives and goals
 - d. All of the above will improve team effectiveness**

5. All of the following are examples of external stakeholders of an NGO, except:
- a. **Shareholders**
 - b. Suppliers
 - c. Beneficiaries
 - d. Government
6. The fourth element in a SWOT analysis is:
- a. Internal and external strengths
 - b. Weaknesses
 - c. Opportunities
 - d. **Internal and external treats**
7. Which of the following are issues in managing cross-cultural teams:
- a. **Communication**
 - b. Evaluation
 - c. **Negotiation**
 - d. Environment
8. Which of the following apply to an effective HRM:
- a. Rapid feedback and high risk
 - b. Slow feedback and low risk
 - c. **Rapid feedback and low risk**
 - d. Slow feedback and high risk
9. Which of the following help HR coordinator to determine a cross-cultural environment:
- a. Language, religion, education
 - b. Politics economics and social structure
 - c. Habits, stories and values
 - d. **Answers a and b**
 - e. Answers a and c

10. Which of the following does not relate to work scheduling:
- Full time work
 - Part time work
 - Flexi time work
 - Work ergonomics**
11. Labour standards are required to determine:
- The steps necessary to perform a task**
 - Cost and time estimates
 - Required materials to perform a process
 - All of the above
12. What elements should job enrichment include:
- The ability for the employee to adapt to new obligations
 - Offer the possibility for more work tasks
 - Enriched contain more planning and strategic thinking
 - All of the above**
13. On the job training is a part of:
- Better development**
 - Behavioural modelling
 - Organisational development
 - All of the above
14. Work involvement team initiatives are used to:
- Participate in decision making
 - Enhance team work
 - Support orientation and induction
 - All of the above**
15. Task description is a component of:
- Describing tasks in a particular job position**
 - Planning of human resources
 - Staff performance appraisal
 - Training process

16. Orientation is a component of:
- a. Training
 - b. Job placement
 - c. New employee induction session**
 - d. All of the above
17. Workforce planning includes all of the following except:
- a. Organising staff training
 - b. Forecasting future personnel requirements
 - c. Evaluation of existing staff
 - d. Preparation of personnel records**
18. An HR coordinator may delegate all the following except:
- a. Authority
 - b. Workload
 - c. Final responsibility and accountability**
 - d. Attendance at staff meetings
19. An HR coordinator should be informed and updated on:
- a. Payroll legislation
 - b. Social security costs for employees
 - c. Taxation costs for employees
 - d. All of the above**
20. Evaluation of staff is useful to:
- a. Decide on staff changes
 - b. Provide more motivation
 - c. Employee more staff
 - d. All of the above**

ANNEX D: EXAMPLE INTERVIEW PROCESS QUESTIONS

INTERVIEW SHEET FOR CANDIDATE EVALUATION FOR THE POSITION OF FINANCIAL ASSISTANT IN ECHO PROJECT

GENERAL DATA:

Date:	02.09.16	Application ID:	-
Name:	Maria	Surname:	Dimopoulou

INTERVIEW:

1. Previous experience in specific similar place.

YES NO

Provide an example.

(0/2 MARKS)

2. Have you volunteered in the past?

YES NO

Provide an example.

Only for some days. Delivering goods.

(0,5/2 MARKS)

3. Are you working at this point?

YES NO

Why do you want to leave?

Why did you apply for the pharmacist assistant position while you do not have the necessary degree and work permit? – The application form did not ask for any of these.

(0/2 MARKS)

4. What do you know about MDM Greece?

Some info based on website.

(1/2 MARKS)

5. Can you handle pressure in working environment?

YES NO

Provide an example.

Not in a relevant working environment. Only while teaching.

(0/2 MARKS)

6. Have you worked in a multicultural environment?

YES NO

Provide an example.

(0/2 MARKS)

7. What is project absorption rate?

(1/2 MARKS)

8. Five different expense categories.

Personnel, equipment, drugs, suppliers, operational costs.

(2/2 MARKS)

9. What is inter-project transfer of funds?

Moving funds among categories. Do not know the legislative aspect of it.

(1/2 MARKS)

10. Have you got experience in tenders?

YES NO

Provide an example.

(0/2 MARKS)

11. Describe a 3 quotations process.

Order, criteria for selection, evaluation. Did not describe the process in an adequate manner.

(0,5/2 MARKS)

12. What is a derogation and what a weiver?

I do not know anything about it. Maybe it refers to sustainability.

(0/2 MARKS)

13. Describe 3 steps of the financial control procedure.

Invoices, Expense book. Not right procedure in Greece.

(0,5/2 MARKS)

14. Describe key parts of an invoice.

Amount, Deliverer, Date. Not included invoice ID, Suppliers, ect.

(0,5/2 MARKS)

15. What is external financial monitoring?

The way invoices look. Irrelevant answer.

(0/2 MARKS)

16. Describe the expense certification procedure for daily costs in the field.

Receipts, expense sheet.

(1/2 MARKS)

17. How would you handle inside problems in your team?

Persistence. Speak to a manager.

(1/2 MARKS)

18. To whom does the financial assistant refer to?

Project accountant.

(0/2 MARKS)

19. Have you ever prepared a financial project reporting form?

YES NO

Provide an example.

(0/2 MARKS)

20. Do you know the difference between physical and financial project monitoring?

YES NO

Provide an example.

(0/2 MARKS)

(8, 5/40 TOTAL MARK)

Summary:

Application Evaluation Committee (AEC)

President	Secretary	Member
Full Name:	Full Name:	Full Name:
Signature:	Signature:	Signature:

ANNEX E: ANNUAL EMPLOYEE EVALUATION FORM

FOR EVALUATION PERIOD: _____ TO _____

Employee:		Evaluation Date:	
Title:		Manager:	
Division/Department:		Dept. Head:	

Instructions:

Employee and Manager should review the position description in preparation for evaluation discussion.

Definitions for Competency/Accountability Assessment	
<p>SOLID PERFORMANCE (SP) Consistently meets, and at times may exceed, expectations and requirements for this competency or accountability. Demonstrates full knowledge of and competence in this requirement of the position.</p>	
<p>NEEDS IMPROVEMENT (NI) May demonstrate satisfactory performance in some areas of this competency or accountability, but does not perform or meet expectations consistently. Needs to further acquire or develop necessary competencies or build consistency.</p>	<p>EXCEPTIONAL PERFORMANCE (EP) Significantly surpasses performance expectations in this competency or accountability. Exceeds role requirements. Demonstrates exceptional depth and breadth of role knowledge. Highly recognized by others as a role model.</p>

Section 1: Core Competencies *(Expected of all employees)*

Core Competency	Comments	Assessment
<p>Reliability/Accountability</p> <ul style="list-style-type: none"> • Follows through on assignments • Takes ownership of work • Is reliable and responsible • Adheres to MdM policies and procedures 		<p><input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP</p>
<p>Teamwork/Cooperation</p> <ul style="list-style-type: none"> • Serves as a positive colleague or team member • Is flexible, adapts to changing priorities, and recognizes the needs of the organization • Establishes productive working relationships 		<p><input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP</p>

Section 1: Core Competencies (continued)

Core Competency	Comments	Assessment
<p>Communication</p> <ul style="list-style-type: none"> • Speaks and/or writes effectively, listens, and clarifies information when necessary • Employs the appropriate tone and gives appropriate content for designated audience 		<p><input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP</p>
<p>Service/Civility/Inclusion</p> <ul style="list-style-type: none"> • Treats all with respect, courtesy, and dignity • Strives to achieve service standards • Embraces MDM's commitment to maintain a diverse and inclusive workplace 		<p><input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP</p>

Section 2: Position-Specific Competencies/Accountabilities

Assess the top 3–5 key competencies/accountabilities for the position. Competencies are typically drawn from the “Skills & Knowledge” requirements in the position description. Accountabilities are typically drawn from the “Key Accountabilities” section. If the position includes managerial responsibilities, please also complete Section 2(a), “Managerial Competencies.”

Position-Specific Competency/Accountability	Comments	Assessment
1.		<input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP
2.		<input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP
3.		<input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP

Section 2(a): Managerial Competencies *(Complete for employees with managerial responsibilities)*

Managerial Competency	Comments	Assessment
<p>Managing Performance of Others</p> <ul style="list-style-type: none"> • Holds staff members accountable • Provides timely, constructive, and balanced feedback • Completes performance appraisals honestly and fairly • Helps staff members to prioritize and revise goals • Identifies training and development opportunities 		<p><input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP</p>
<p>Leadership</p> <ul style="list-style-type: none"> • Provides positive leadership, support, and direction • Plans, controls, and delegates effectively • Motivates others to perform at the highest level • Sets a positive example for the team 		<p><input type="checkbox"/> SP <input type="checkbox"/> NI <input type="checkbox"/> EP</p>

Section 3: Specific Objectives/Accomplishments – Past Year

Note the employee's progress on any goals/objectives included in the prior year's evaluation, and/or note other accomplishments achieved in the past year. Explain whether any goals/objectives were modified due to departmental operations or changed priorities.

Section 4: Overall Summary of Performance

Summarize overall performance during the evaluation period, including successes in the past year, as well as areas for growth or development in the year ahead.

Overall Assessment		
<p>□ SOLID PERFORMANCE (SP)</p> <p>Employee consistently meets requirements for this position. May have one or more areas of exceptional performance, and/or may have one or more competencies or accountabilities that need development or enhancement.</p>	<p>□ NEEDS IMPROVEMENT (NI)</p> <p>Employee's performance needs to improve in multiple areas of competency and/or accountability for position. Improvement is immediately required in areas critical for success in position. A Performance Improvement Plan should be considered.</p>	<p>□ EXCEPTIONAL PERFORMANCE (EP)</p> <p>Employee significantly and consistently surpasses performance expectations in the majority of competencies or accountabilities. Exceeds role requirements. Demonstrates exceptional depth and breadth of role knowledge. Highly recognized as a role model.</p>

Section 5: Performance Objectives or Goals for the Year Ahead:

Note any specific goals or objectives expected in the year ahead, including any expected completion dates.

Section 6: Training & Professional Development :

Please identify any training and professional development activities recommended for the employee to complete over the next year to assist the employee in his or her development or enhancement of skills or competencies and to grow professionally at MdM.

Section 7: Employee Comments

Employee may include comments in the space below, and/or may attach comments in a separate document.

Section 8: Signatures

Manager	
Employee	

Date	
Date	

Employee signature indicates only that evaluation has been reviewed with the employee and not necessarily his/her agreement with the manager's evaluation.

Dept. Head	
President	

Date	
Date	

PERFORMANCE EVALUATION INSTRUCTIONS

Performance management is a year-round process and requires much more than one conversation each year. The annual performance discussion is one of the most important of those conversations and provides an opportunity for employees and managers to take a step away from the day-to-day work demands and have a focused discussion about the employee's performance, position, and role in the department. It is also an opportunity for the manager to hear valuable feedback from the employee. The Annual Staff Performance Evaluation is intended to facilitate and memorialize the annual performance discussion. While the form is designed to be user-friendly with little instruction necessary, this document provides a brief overview of the different sections and components.

INTRODUCTION

The form includes several elements that are essential to evaluating performance at Mdm. It also helps managers to coach and develop employees, and plan for the year ahead in a way that is consistent with departmental priorities. We strongly suggest that managers ask employees to either complete the Preparation for Annual Performance Evaluation Discussion Topics and return the document to the manager prior to the evaluation discussion meeting, or at a minimum ask the employee to come to the meeting prepared to discuss those topics. This information will likely help remind managers of milestones in the previous year as well as understand the employee's perception of their position and performance.

SECTION 1: CORE COMPETENCIES

Core competencies apply to every position at Mdm. Competencies are often described as "how" one does a job, as opposed to "what" someone does, although there may be some overlap. By way of example, being an effective communicator is a technical competency for the position of Writer, but we all

are expected to communicate effectively and professionally in some way within our positions, whether it is with our colleagues; faculty, staff; our supervisors and direct reports; or the general public.

SECTION 2: POSITION-SPECIFIC COMPETENCIES/ACCOUNTABILITIES

Position-specific competencies are typically drawn from the "skills and knowledge" section of a position description. For example, a position-specific competency might be demonstrating technical knowledge in a particular field, decision making and judgment, organizational skills, attention to detail, strategic thinking and planning, etc.

Position-specific accountabilities are typically drawn from the "key accountabilities" section of the position-description, such as program support, operations, systems management, or data analysis and reporting. The categories are not mutually exclusive, for example, project management may be considered a key accountability for a particular position, and also considered a competency for the position.

The key to this section is for managers to focus on the top three to five areas that are critical for the position. You should be balanced and should include critical position elements which employees are performing well, as well as including critical areas employees might need to improve or enhance.

Section 2(a), Managerial Competencies, should be completed only for positions that have responsibility for managing the work of others. This section may be deleted on evaluations for non-supervisory positions, or note N/A.

SECTION 3: SPECIFIC OBJECTIVES/ACCOMPLISHMENTS FOR PAST YEAR

This section is designed to capture and recognize specific accomplishments during the evaluation period, as well as to note progress on any goals that were set in the prior year's annual evaluation but that may have been modified or adjusted. The difference between an objective and an accomplishment is that objectives are typically planned, and may or may not have been accomplished. An accomplishment may be the completion of a specific objective, but also may be an achievement that arose out of unexpected circumstances. The key here is to include milestones or specific one-time achievements rather than listing day-to-day activities normally expected of a position. For example, "conducted research and analyzed data" is likely in the realm of day-to-day activities, unless it was a one-off assignment. Co-authoring a paper on that research which appeared in a specific publication, however, would be an accomplishment for that evaluation period.

SECTION 4: SUMMARY OF PERFORMANCE

This section may be used in different ways depending on your evaluation style. Many managers like to include the majority of their comments and examples in narrative style. Others may write more in the individual comment sections and less in the summary. All boxes in the form will expand as you type. Many employees report that the narrative portion of the evaluation, whether it is included in a longer summary or within individual sections, is the most meaningful to them. It is just as important to provide details on what employees do well as it is to include the areas where improvement might be needed.

SECTION 5: PERFORMANCE OBJECTIVES/GOALS FOR YEAR AHEAD

Performance objectives and/or goals should be included as appropriate for the position. This may include a project to be accomplished within a specific timeframe that will advance departmental goals, such as a project to redesign a particular way something is done, or obtaining training and knowledge on a new software program the department is implementing. An objective may be aligned with an area in which an employee needs to build skills or where skill enhancement would benefit the employee and the department. Use the SMART model for setting goals and objectives: objectives should be Specific, Measurable, Achievable, Relevant, and Time-based.

SECTION 6: TRAINING AND PROFESSIONAL DEVELOPMENT

It is helpful to speak with the employee in advance of completing this section. Identify training and development opportunities or recommendations that will help the employee meet performance objectives or goals or that will enhance the employee's skills and competencies. Be sure to consider training and workshops that will benefit an employee as a member of the broader community, such as seminars or workshops about diversity and inclusion and appreciating and valuing difference. Consider training that will help the employee explore other areas of professional development beyond the confines of the position description and that might help the employee advance their career at Mdm. Consider also training and workshops that help with team building and personal effectiveness, including workshops that encourage work/life balance.

SECTION 7: EMPLOYEE COMMENTS

The employee comment section is optional for the employee. Employees may wish to add comments to the form, may ask for their self-assessment or responses to the Preparation for Annual Performance Evaluation Discussion Topics to be included with the final evaluation form, may attach a separate document with their comments, or may choose not to comment.

SECTION 8: SIGNATURES

The original copy of the Annual Staff Performance Evaluation should be signed by the employee and manager, then the department head, then the VP, and then sent to the Human Resources department. Employees and managers should each retain a copy. As the form notes, the employee's signature indicates only that the evaluation has been reviewed with the employee, and not necessarily his/her agreement with the evaluation. Despite this language, there have been occasions where an employee may state they will not sign the evaluation. Should that occur, ask the employee to review the language below the signature line and give the employee time to rethink the decision not to sign. Tell the employee if they ultimately decline to sign the evaluation, you will note on the form you submit that the review was discussed with and presented to the employee and the employee declined to sign it.

ASSESSMENT CATEGORIES

There are three defined assessment categories for specific areas of accountability or competency: Solid Performance, Needs Improvement, and Exceptional Performance. Mdm expects that the vast majority of its employees will have performance that falls in the Solid Performance category. "Solid Performance" is intended to let employees know where they are successfully achieving the expectations for their position. "Needs Improvement" is intended to encourage development and/or improvement in areas that

may be falling short of expectations for the position, or where the employee needs to build their skills or the consistent application of their skills. "Exceptional" should be used to recognize areas of performance that truly set or exceed the highest standard for a particular competency or accountability, often beyond the expected position requirements. A few notes about using the assessment categories:

DEFINITIONS: READ THE DEFINITIONS BEFORE ASSIGNING A CATEGORY TO ENSURE CONSISTENCY AND ACCURACY.

Comments: Use the comments section to give focused feedback on a particular area of competency or accountability to support or explain the assessment category selected. Include positive examples and language to support an assessment of solid performance. Include constructive language and specific examples in areas where the employee needs to improve. Explain what was exceptional about an employee's performance in any area where this category is chosen. You may also elaborate on your comments and provide further specifics in the narrative summary section. If you do so, please provide some comments in the comments section, and note that the employee should also see the Summary of Performance in Section 4 for more detail.

Mixed Assessments: In most cases, managers should be able to determine that one assessment category applies in a given section. However if for a particular competency or accountability an employee's performance is a mix between Solid and Exceptional or Solid and Needs Improvement, you may select more than one category. If you do so, the comments must clarify and explain the mixed assessment, noting both how the employee is demonstrating success in that area as well as specific examples of performance that fall into the Exceptional or Needs Improvement category.

THE OVERALL ASSESSMENT

The assigning of the overall assessment should be a reasoned and logical conclusion, taking into consideration and weighing the importance of the individual assessment categories in Sections 1 and 2, the employee's progress on objectives, the level of the position, and the length of time an employee has been in a position or field and/or has had the opportunity to develop in particular areas. For example, you may have recently hired or promoted someone in a position who is still working to develop critical skills, and that learning curve was expected when you hired that person. A Needs Improvement rating in a particular area may not be a cause for a concern for your overall assessment of that employee in the first year of employment. However, if the employee is in a more senior level position in which a certain level of knowledge, skill and competence is expected to have already been obtained, a Needs Improvement assessment in a critical area may have more weight in your overall determination. While it is not an exact science, the overall assessment should be fair and should make sense to the employee in light of the entire evaluation.

ANNEX F: EMPLOYEE PREPARATION FOR EVALUATION

DISCUSSION TOPICS

1. Goals/Objectives:

- a. What professional goals or objectives did you have for the past year and what progress did you make in achieving them?
- b. Were there any work-related circumstance(s) or changed operational priorities that affected your ability to meet goals or objectives?
- c. What would you like to accomplish in the year ahead?

2. Self-evaluation:

- a. What do you view as your strengths?
- b. Are there areas in which you believe you could or should improve?
- c. Are there areas in which you believe you could excel or contribute to your position, to the department, or to MdM in a different way?

3. Training and Development:

- a. Describe any training or professional development you have completed in the past year.
- b. Describe any future plans or requests for training or professional development.

4. Resources: What resources, if any, do you need to perform the duties of your position more efficiently?

5. For those with management responsibility: Describe any challenges and successes you have had in providing leadership, guidance, and support for your staff.

6. Other: Provide any additional comments that might help your manager evaluate your performance for this past year and plan for the year ahead.

ANNEX G: PROJECT MANAGER EVALUATION FORM

Project Name: General Director Name:

Field of action: Dates Evaluated Beginning: To:

Name of Project Manager: Type of Evaluation: **Interim / Project Final**

Code	Scale -- Please use the rating code below to appraise the project manager's work
5	The Absolute Best Project Manager that we have knowledge of and experience with anywhere. Very Exceptional and Far Superior to others. Value added to the project / Achieved on almost always /
4	Above Average -- Noticeably competent / capable / proficient / adept / knowledgeable / skilled / High Quality / Achieved on a consistent basis /
3	Average: (satisfactory / acceptable / suitable / reasonable / no major problems / potential is there / dependable / meets the stands of the job
2	Marginal (Fair: improvement is necessary / deficient in certain area, but potential may be there)
1	Below Average (Needs significant or substantial improvement / really lacking / unsatisfactory)
0	Not observed or applicable

PROJECT MANAGER'S RATING			
	Management of Team / Project		Dependability (can be counted on, return calls/email,
	Understanding of other PM's needs		Ability to anticipate and analyze problems
	Professionalism		Timeliness (attendance, punctuality, fulfillment of obligations)
	Achieved project goals		Ability to locate & utilize resources effectively
	Written communications ability		Ability to work with others
	Oral communications ability		Ability to present options and/or reach decisions

OVERALL PROJECT PERFORMANCE OR END PRODUCT *(use 1 to 5 scale again on project basis)*

	Adherence to Budget		Adherence to Schedule
	Good Public / Private Team Relationship		High Quality Results

Overall Rating in terms of public / private time, resources, and money required to work with them

Select One:

1. Definitely looking forward to working with this Project Manager again on another project.
2. Willing to work with this Project Manager again on another project without any changes
3. Willing to work with this Project Manager again on another project with some changes
4. Prefer not to work with this Project Manager again or Project Manager needs significant improvements

Please note any specific comments here or on a separate sheet (weak points needing improvement, strong points, and instances of going the extra mile.)

.....

Name of Review Compiler:

Date of Review:

ANNEX H: GOAL SETTING WORKSHEET

For Evaluation Period: to				
Employee:		Position Title:		Last Updated:
Manager:		Division/Dept:		
<p>Instructions: In addition to explaining the value of setting performance goals, this information will help employees and managers prepare and develop effectively written goals that can be recorded and tracked using this worksheet. This worksheet may be attached to the Annual Performance Evaluation or the Mid-Year Check-In Form. As goals are described in those forms, this worksheet may be referenced without having to repeat all the information contained in this worksheet.</p>				
Goal Description	Intended Results or Outcomes	Completion Timeline	Resources Identified	Possible Roadblocks
[SAMPLE] Become proficient in using Microsoft PowerPoint.	Proficiency means being able to use PowerPoint to create and update accurate and polished slideshows that will be used in public presentations attended by diverse audiences. Slideshows should require minimal proofreading or additional formatting by others.	Complete PowerPoint training course by March 31. Be able to create satisfactory slideshows by April 30.	Lynda.com courses: PowerPoint 2016 Essential Training and Power Shortcuts.	Other work priorities may arise. If that should happen, the completion timeline may need to be discussed and adjusted.

ANNEX I: EMPLOYEE SEXUAL MISCONDUCT POLICY

DISCIPLINARY ACTIONS FOR CO-EMPLOYEE COMPLAINTS

Policy Statement Consistent with the federal Violence Against Women Act of 1994, as amended, MDM policy prohibits domestic violence, dating violence, sexual assault, and stalking (collectively, "Sexual Misconduct") committed by one employee against another. While the disciplinary procedures followed by MDM divisions and departments may vary in certain respects, all divisions and departments shall, at a minimum, follow the procedures set forth in this policy in conducting disciplinary proceedings concerning co-employee charges of Sexual Misconduct.

Definitions or Regulations Domestic violence Felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabited with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction where the crime occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction where the crime occurred.

Dating violence Includes violence committed by a person – (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors i. The length of the relationship. ii. The type of relationship. iii. The frequency of interaction between the persons involved in the relationship. **Sexual assault** Unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the

mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent.

Stalking Occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, under circumstances that would: (a) Place the person in reasonable fear for safety, or of harm or bodily injury to self or others; or (b) Reasonably cause substantial emotional distress to the person.

A course of conduct refers to a pattern of behavior of two or more acts over a period of time that can be reasonably regarded as likely to alarm, harass, or cause fear of harm or injury to that person or to a third party. The feared harm or injury may be physical, emotional, or psychological, or related to the personal safety, property, education, or employment of that individual. Stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals who are not known to one another.

The procedures for disciplinary action shall, at a minimum: (a) Provide a prompt, fair, and impartial investigation and resolution. (b) Be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability. (c) Provide to the accuser and the accused the same opportunities to have others present during the disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. (d) Simultaneously inform the accuser and the accused, in writing, of: i. the outcome of the disciplinary pro-

ceeding; ii. The procedures for the accused and the victim to appeal the results of the disciplinary proceeding; iii. Any changes in the results that occur prior to the time that such results become final; and IV. When the results become final.

Actions to be taken after a PSEA policy violence (MdM Greece Code of Conduct, MdM PSEAH Policy Manual)

- a) Written and oral warning to the perpetrator, according the kind of the incident
- b) Offering counseling and/or psychosocial support to the victim
- c) Remove perpetrator from the workplace according current legislation

ANNEX J: EMPLOYEE LEAVE REQUEST FORM

EMPLOYEE LEAVE REQUEST FORM

Name:

Surname:

Position:

Department:

Dates requested for leave:

Remaining leave days:

Signature of applicant:

Date:

Approved:.....

Not approved:.....

Signature of Project Manager:

Signature of HR or General Director:



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