

**MASTER**

**HUMAN RESOURCES MANAGEMENT**

**MASTERS FINAL WORK**

INTERNSHIP REPORT

TRAINING REPORT AT EUGSTER & FRISMAG PORTUGAL –  
PERFORMANCE APPRAISAL

RUI PEDRO GANITO MARCOS

OCTOBER 2016

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**SUPERVISOR:**

RITA MARTINS DE SOUSA

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## **Acknowledgements**

Firstly, I would like to thank my thesis advisor Professor Rita Martins de Sousa for the outstanding support on steering me in the right path whenever necessary.

I would also like to thank the organization where I have performed my internship, Eugster & Frismag, and the Human Resources department for receiving me and making me part of their team.

Finally, I want to express my deepest gratitude to my parents without whom, none of this would be possible. As well as my colleagues and friends Ana Ribeiros and Sofia Moura for making part of this journey with me.

**Abstract**

This report aims to explain the activities developed during the internship at Eugster & Frismag Portugal. This internship had several goals, such as support the human resources department in all its activities, including the areas of communication, performance appraisal, training, recruitment and selection.

This internship report has a methodology of investigation based on the observation and the analysis of the performance appraisal applied at the manufacturing area, as well as in all the inherent procedures involved in the process. Furthermore, the internship gave the possibility to build two new evaluation grids to different areas in the organization, such as, the administrative and the management.

In conclusion, this report may call the attention to some future problems like the late feedback and the lack of rewards related to the productivity in the organization. Lastly, this report highlights the existence of a Code of Ethics that is not translated into the performance appraisal system in the organization.

**Keywords:** Human Resources Management, Performance Appraisal, Code of Ethics

## Resumo

Este relatório tem como objetivo explicar as atividades realizadas durante o estágio na Eugster & Frismag Portugal. O estágio teve diversos objetivos, designadamente, apoiar o departamento de recursos humanos nas atividades relacionadas com a gestão de recursos humanos, incluindo as áreas de comunicação, avaliação de desempenho, formação, recrutamento e seleção.

Este relatório de estágio aplica uma metodologia de investigação baseada na observação e análise do sistema de avaliação de desempenho aplicado na área de fabrico, bem como em todos os procedimentos inerentes ao processo. Para além disso, o estágio possibilitou a construção de duas novas grelhas de avaliação para áreas diferentes dentro da empresa, designadamente, a administrativa e a de gestão.

Conclui-se alertando para alguns eventuais problemas futuros. Entre estes salienta-se, os problemas decorrentes do feedback tardio, e da ausência de recompensas relacionadas com a produtividade na organização. Por último, sublinha-se que a existência de um Código de Ética e Conduta não se traduz na explicitação de tal tópico no sistema de avaliação.

**Palavras chave:** Gestão de Recursos Humanos, Avaliação de Desempenho, Código de Ética

## 1 Introduction

Under the Master of Human Resources Management by the Lisbon School of Economics and Management, I have taken the decision to perform an internship program at Eugster & Frismag Portugal to develop my skills absorbed during the master program.

The internship program had the length of four hundred hours (400 hours), under academic orientation of Rita Martins de Sousa, PhD and under training orientation of Karina Marques, HR Director at Eugster & Frismag Portugal, whom supervised and kept up with all the work developed during the internship's period.

The problem identified is based on the lack of a Performance Appraisal System at Eugster & Frismag Portugal. Such system should be adopted in an organization with this size, although, this structure needs to be adequate to the inherent specificities, so that this management tool becomes effective and robust.

The questions about the Performance of an Appraisal System can only be answered in a long-term perspective. Although, through a planned and adequate conceptualization of the organization needs, it is viable, considering the literature, to preview the possible reactions the organization might suffer with its introduction of this system.

In the short-term it is required to understand: What are the main goals of this performance appraisal system in a generic level and specified to the job? Which methodology should be adopted? Which metrics should be implemented, and which periodicity of the appraisal? The metrics adopted and the methodologies used are ethical and in line with the mission and visions of the organization?



This report is divided in five chapters besides this Introduction. The second will present the literature revision about performance appraisal, where we introduce the processes and how a performance appraisal should be implemented and executed, according to the literature. The third chapter will approach the history, mission, vision, code of ethics and a report, covering the number of workers, their age average, gender diversification, type of contract, and seniority. Additionally, this chapter will cover a characterization of the Human Resources Department of Eugster & Frismag Portugal, with a job description of each worker for a better framework of what the department does and their contribution for the whole organization. The fourth chapter will expose the activities performed throughout the internship, as well as their methodological approach. In the conclusion, we presented a confrontation between the literature review and the activities performed throughout the internship. Limitations and suggestions conclude this report.

## 2 Performance Appraisal

Performance appraisal is an important management tool to assess employees' efficiency and performance at the workplace, therefore, employees are considered as a strategic asset for the organisation, determining the organisations' survival (Ahmad & Azman Ali, 2004). Meaning that, this system requires a tailored strategy to the organisation, so that certain goals are achieved at specific situations, making sure that certain activities of its divisions, departments and other units as well as individual employees are aligned and contributing to the organisation's strategy. Even though, organizations may look similar to one another, they usually have different cultures, operating in different environments, using different technologies, and other crucial aspects (Allan, 1994; Rowland & Hall, 2012).

Most performance appraisal systems focus unnecessarily on recording the past performance of an employee instead of focusing on changing and empowering the future performance of an employee. Not also that, but the more traditional performance appraisal systems use ineffective motivational tools, such as negative reinforcement or punishment. On the other hand, most modern performance appraisal systems focus on improving performance, through coaching, guidance, training and support, although, it does not mean it is the only way to approach the goal of performance improvement. If the employee receives enough information from the performance management system in order to understand what is wrong with the performance and why it is wrong, with enough support to change it, the performance management system reaches its intended goal to improve the performance (Lee, 2005).

Although, there are certain organisations which have taken a more strategic approach to human resources management and look at performance management as a pivotal integrative role in relating employee resourcing, reward, relations and development practices to strategic objectives (Rowland & Hall, 2012). With that in mind, it is necessary to evaluate periodically the output of an individual, measured against certain expectations, so that it gets easier for both parties to meet their outlooks (Ahmad & Azman Ali, 2004). Additionally to the need of periodicity, it ought to be free of bias, meaning that it ought not to be influenced by race, gender and age (Allan, 1994).

To ensure that expectations are met, it is vital to provide training on how to participate and conduct an appraisal, making this a vital component to ensure that expectations are realistic and the feedback gets a greater acceptance from the appraised, as well as an increased effectiveness of the process (Cook & Crossman, 2004). Whenever needed a training refreshment should be considered as convenient as possible to make sure that everyone can still conduct and remain with the required skills to perform it. According to (Allan, 1992), even with training, the support of the human resources management staff is vital to identify possible problems and correct them.

### ***2.1 Assessment interview & Rating systems***

After the vital training on how to participate and conduct an appraisal interview, subordinates should be involved on establishing standards and new goals, by doing that, the performance appraisal system ensures a better acceptance and effectiveness from the employees (Allan, 1992; Jawahar, 2007).

Starting with the rating system and the type of rating, it is important to keep in mind that it carries a specific connotation with it, such as “needs improvement”, “below expectations”, “above average” or “exceeds expectations”, or even numbers or an average, meaning that this ratings become conclusions and can lead to different interpretations, depending on who is receiving the message, for instance, an “above expectations” has an entirely different connotation if it is received by a veteran or a new employee (Lee, 2005). Furthermore, these phrases may not reflect the supervisor thought on the employee. The same happens when a numerical rating is used, according to (Lee, 2005) a supervisor may give a rating of 4,75 and 3,68 to indicate observable differences in performance, but what about when it comes to 4,24 and a 4,34? How can you explain the difference to an employee?

Although ratings can be positive, they can also become a punitive feedback, meaning that ratings can become conclusions over a certain period of time for the appraised, creating labels on their performance and not focusing the attention on performance improvement (Lee, 2005).

Additionally, poor ratings can stigmatize performance and can cause unnecessary resistance to the acceptance of feedback and the performance appraisal system. Like a good feedback, a good rating is also reinforcing. But the rating generally is not necessary, as it implies stopping continuous improvement. Eventually, rating scales become problematic for most of the organizations, especially when reward and improvement goals are involved. Instead of wasting time and effort on rating employees, organizations should focus on accurately describe the performance elements and appraise with perceived fairness. By

doing this, organizations improve and construct psychological contracts with the employees (Cook & Crossman, 2004; Lee, 2005).

The main goal is to have the employee contributing in the description, interpretation and redirection of the performance feedback and not reacting to the ratings given. So, feedback achieves the same levels of a positivism when compared to a positive rating, without the negative effects from it (Lee, 2005). Most experts agree that timely and accurate feedback is the key to a sustained and successful performance. However, many appraisal processes do not allow employee involvement or interaction during the process with the supervisor, so that he or she can manage his or her efforts (Lee, 2005).

Making the shift from an appraisal system where the usage of measurement, documentation and rating systems are a common practice, to a method where tracking and monitoring the performance, adjusting and regulating are standards, it requires a new approach, so that the process reflects and focuses mainly on the feedback and the performance improvement (Lee, 2005).

Introducing feedback, instead of appraisal, might look informal, but at the same time it is far more effective than traditional appraisal systems. Feedback is information, provided in the heat of the moment that can help the employee better understand how he or she is performing, otherwise, the appraisal would only occur in the next six months, or current year (Lee, 2005).

Furthermore, the enrichment of the job should also be taken into account, because after appraisal, that collected data should be used to create opportunities, such as mentoring or technical experts, that might provide a rise on the older employees' abilities, skills and opportunities to contribute when

hierarchical advancement is unlikely. This HR practice boosts and empowers older employees, keeping them in the organization, passing through their knowledge and serving as mentors to younger employees (Kooij et al., 2013).

## ***2.2 Fairness of Performance Appraisal and Organizational Commitment***

In the process of appraisal an employee's performance is one of the most important determinants of organizational justice (Folger, Konovsky, & Cropanzano, 1992; Greenberg, 1986). Although researches argue about the category of fairness, there is a general consensus that organizational justice consists on at least three components, distributive justice, procedural justice and interactional justice. (J. A. Colquitt, 2012; Hassan & Hashim, 2011). The procedural justice is based on the perception of workers and the procedures used to evaluate their fair performance, while distributive justice is based on the means that performance or rewards received from the use of these procedures is fair (J. A. C. Colquitt, Donald E.; Wesson, Michael J.; Porter, Christopher O. L. H.; Ng, K. Yee, 2001; Greenberg, 1990). The interactional justice is based on the interpersonal treatment, among other decision factors (J. A. Colquitt, 2012).

According to (Salleh, Amin, Muda, & Halim, 2013), previously to the system introduction, it is critical to determine the acceptance or satisfaction of the employees with such systems and understand if they feel that the processes are being fairly conducted. Meaning that apart from the technical aspects, the employee's approval needs to be considered as the root for the formulation and execution of a performance appraisal system. If the employee acceptance is taken into consideration, it could improve its effectiveness and the level of the

employees' commitment to the organization. Moreover, the perceived moral rightness of an appraisal and its resulting satisfaction may be influenced by factors such as ego reward/punishment, reciprocity and social support, to more impersonal and abstract conceptions of fairness in justice (Dusterhoff, Cunningham, & MacGregor, 2013).

Furthermore, once a fair performance appraisal system gets introduced, it must be operated in a fairly and consistently base, specially by those involved on carrying out the appraisals (Cook & Crossman, 2004).

### ***2.3 Ethical Dilemmas in Performance Appraisal***

According to (Banner & Cooke, 1984), there are a wide number of ethical dilemmas behind, although, they came across to the conclusion that it is morally justifiable for an organization to appraise an employee's performance. This justification comes from the economic necessity for an organization to provide a positive outcome when it comes to profit.

The dilemmas that commonly arise in an appraisal process are: the usage of trait oriented and subjective evaluation criteria; problems when writing the performance standards and the measurement indicators; the usage of different performance appraisal systems within the same organization; how the results of the performance appraisal will be used; and who determines the objective standards to measure performance of the employee (Banner & Cooke, 1984).

Additionally (Longenecker & Ludwig, 1990) study shows that over 70% of managers identified admit that they inflate or deflate intentionally the employees performance results. One of those reasons consist on managers and supervisors

to believe that accurate ratings can become a damaging effect on the employee motivation and performance as well as the willingness to improve, for instance a good employee whose performance is being hurt because of a personal problem. Also managers want to avoid conflicts inside their department, as well as avoiding the creation of negative performance records that can affect the employee's career future. Although the same study reports that managers and supervisors are very cautious when deflating the ratings, due to ethical, legal and motivational consequences. But when managers deflate or inflate intentionally the ratings, they are serving some other purposes (Longenecker & Ludwig, 1990).

### ***2.3.1 Ethical Perspectives on Inaccuracy in Performance Appraisal***

The intentional inaccuracy can be seen through three different ethical perspectives: formalist, utilitarian and bluffing perspective. It is required a balance between both perspectives to truly understand the perspectives behind the ethics of intentional inaccuracy rating in performance appraisal (Longenecker & Ludwig, 1990).

The formalist perspective reflects Kant's position towards the lie and fraud. For instance, if a Human Resources department is considered in a formalist perspective, this department only wants the appraisal data to be the most accurate as possible, rejecting any kind of favouritism or paternalism. Although the appraiser, who is usually the manager or the supervisor, wants to use the appraisal to encourage the employee (Longenecker & Ludwig, 1990).

The utilitarian perspective considers the good and the bad consequences, weighting the ones affected by an action or a decision. Meaning that, in the case of a performance appraisal system when a manager inflates or deflates a rating,



he or she does not have a perspective that it will affect a broader functionality of the performance appraisal within the organization on the long run, ignoring those effects and thinking on the short term and forgetting that promotion data, training decisions, performance awards programs are correlated with the accuracy of the data recorded by the performance appraisal system (Longenecker & Ludwig, 1990).

The business bluffing perspective considers that most managers and subordinates believe, a performance appraisal is a negotiation process where both parties try to enhance performance and use it as a tool to their advantage. By doing it, managers are making performance appraisal system rules corrupted, destroying it on the long run (Carr, 1968; Longenecker & Ludwig, 1990).

#### **2.4 Possible Complications**

Over the last few years, researches (Dusterhoff et al., 2013; Jawahar, 2007; Pichler, 2012) have pointed out to several factors that are related to employee reactions to performance appraisals. For instance, bringing more positive feedback into the performance appraisal is seen as one way to improve the performance review process (Dusterhoff et al., 2013).

Appraisal systems, may result into an unfair process or an inequitable distribution of rewards due to supervisors who are often holding on to stereotypical views on workers which might have an impact on the appraisal results, resulting in a discriminatory decision that affects promotions but also training opportunities (Maurer, Wrenn, & Weiss, 2003; McDowall & Fletcher, 2004). If the outcomes of appraisal is perceived as unfair by the employees, then

the organizations may expect a lack of engagement and effort, where disparities are largely great and the responses might be proportionally similar (Rowland & Hall, 2012).

According to (Pichler, 2012), his study suggests that organizations should be concerned firstly with employees relationships with their managers when it comes to reactions to administrative performance reviews. Additionally, this study also shows that the social interaction is as important as performance ratings to obtain a favourable reaction. It is the key to consider the importance of perceptions of appraisal participation and its influence in the appraisal session.

When the employee is being appraised, it is important to keep the job description and the performance indicators so that he or she does not feel misled because feelings like that can lead a performance appraisal system to a general dissatisfaction by the majority of the employees (Allan, 1992).

Continuing to follow (Allan, 1992) suggestions, when designing a performance appraisal system it is important to keep it simple and without unnecessary bureaucratic requirements. Plus, the usage of job analysis helps determining realistic and relevant performance standards as well as some observant behaviours that are required to greatly perform on a daily basis. Besides that, the establishment of clear and objective performance standards that will help guide the supervisors in making appraisal, and let the subordinates know that, providing guidance to supervisors when appraising and letting subordinates know what is expected from them.

### **3 Eugster & Frismag Characterisation**

#### **3.1 History and General Characterization of the Group**

E&F Group is headquartered on the towns of Romanshorn and Amriswil in the Swiss-German Canton. It is a multinational Group whose activity started in the year of 1976 when its Founder, Mr. Arthur Eugster, created his first company dedicated to the manufacture of small household appliances.

Since then the Group has developed significantly under the superior direction of Mr. Arthur Eugster that remains his major shareholder, always counting on the invaluable cooperation and support of his brother and partner Mr. Markus Eugster.

Nowadays, E&F Group is made of two companies, in China as a joint-venture with a local partner and in Torres Vedras as a located company (EFP). All these units' employ over 1.500 employees that produce a yearly turnover of several hundreds of millions of Euros.

At this moment, Eugster & Frismag is moving to a Kaizen lean production, which means, it is using all its efforts to bring the organization into a lean production and the main targets are: Innovation, Flexibility/Reactivity and Quality Process and Product Optimization.

#### **3.2 Vision & Values**

Eugster & Frismag has a vision for the year 2020. That vision is to achieve a zero error thinking, zero stocks, be an innovation leader and have the focus on the customer as the centre of all thoughts and actions.

Eugster & Frismag focuses its values on several stakeholders, like: Partners, Employees, Customers and Suppliers. These values are the respect, tolerance and common success.

### **3.3 Code of Ethics**

In April 2014 E&F Group developed a code of ethics (Appendix IV) that expresses the ways of dealing with stakeholders, management policy and its environment. The approach described by E&F code of ethics is based on respect, tolerance and a sense for common success, especially with the relationship among employees who deserve equal opportunities of personal and professional development. Not only that but it also assures that all the working processes are ergonomic and the supply chain is environmentally friendly, according to the law.

When recruiting and selecting a new candidate, E&F will not take any discrimination based on race, skin colour, religion, gender, marital status, age, physical characteristics, nationality, sexual preferences, political or union associations and medical condition.

In terms of management policy, E&F prefers to think on the long run, allowing itself to obtain know-how with relevance and efficient usage. Moreover, E&F distances itself from any type of corruption or bribery, compromising always on following the business ethics and all the correct applicable laws, mirroring it to all of its partners and suppliers.

The Code of Ethics has an overall perspective not only legal, but also based in ethical principles.

### 3.4 Torres Vedras Production Unit

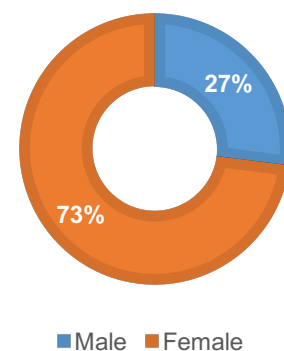
Eugster & Frismag Electrodomésticos, Lda. (EFP) began its activity in 1989 and it was officially inaugurated in that year in October 14<sup>th</sup>, keeping an active relationship with the Swiss Headquarters as shown in Appendix I.

Until 24<sup>th</sup> February 2016 EFP employs 579 employees making it one of the major employers of the region of Torres Vedras, Portugal.

The main activities involve the assembly and pre-assembly of coffee machines, plastic injection and all related activities that provide support to the production: technical, administration, logistics, manufacture and quality. The production range is focused mainly in the coffee machine industry, but since 2008, EFP has been also involved in the production of high level ironing systems for the brand Laura Star.

The gender distribution is represented by 159 male workers and 420 female workers representing 27% and 73% respectively of the work force as represented by the Chart 1.

CHART 1 - GENDER DISTRIBUTION

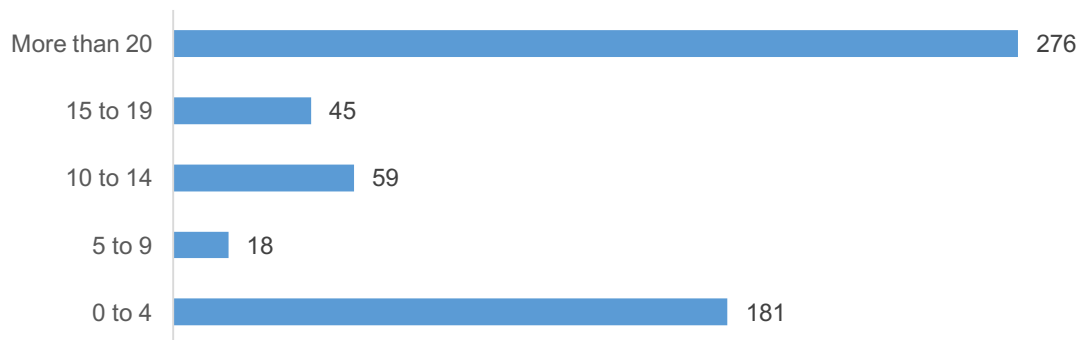


Source: HR Database

The average of the age structure is 43,4 years old and the average of antique is 14 years, representing an elderly workforce, as displayed by the Chart 2. There are two kinds of workers, in one side, a work force with more than 20 years of antique with a lot of experience, most of it developed and learned in this organization, but at the same time the old habits remain, becoming a fixed culture and making it difficult to introduce change and innovation. And on the other side,

we have a brand-new work force with less than 4 years of antique in the organization, bringing great ideas and generating new ways of working.

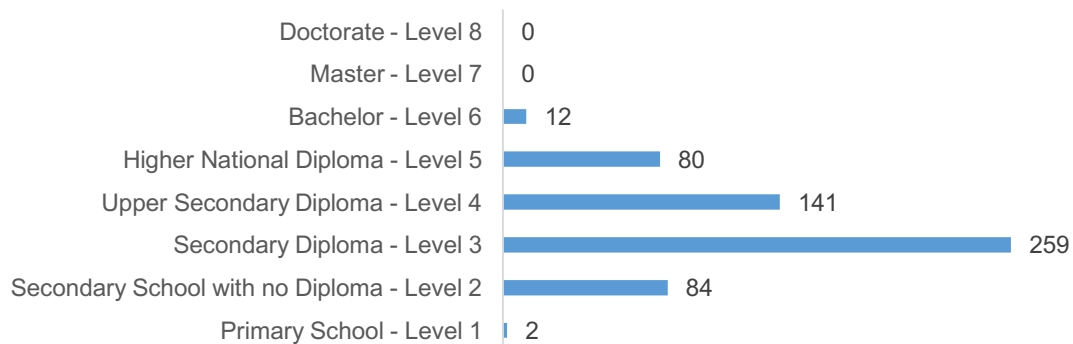
CHART 2 - ANTIQUE - IN YEARS



Source: HR Database

In terms of the level of education, this organization faces the vast of the human resource level of education below high school level, as represented by Chart 3.

CHART 3 - LEVEL OF EDUCATION



Source: HR Database

**3.4.1 Human Resources Department Characterization & Tasks During Training**

The Human Resources Department (Appendix II) is a sub department of the Organizational and Financial Management Department. This department is responsible for the payroll and contract management, recruitment and selection,

integrate the new employee in the organization, performance appraisal, temporary work, medicine services at work and in a transitory period, training and development. This department is composed by four workers, the head of department and three human resources technicians.

During my training period I have participated actively in the tasks of recruitment and selection, making calls to the applicants, scheduling interviews and participating in them. In the end I would provide my feedback about the candidate. Once the candidate was chosen, it was necessary to integrate the new employee in the organization. The tasks related to the integration were based on the planning and scheduling all the integration sessions. I was also fully responsible for the transition of training and development to the HR department and preparation of the training data to the *Relatório Único*.

For the performance appraisal project, I was fully responsible for creating a digital system that would allow a simpler collection of data with automatic responses to inform that the appraisal was successfully submitted and the mark provided by the appraiser. Also, I participated actively in the creation of the Performance Appraisal Grid for the Management and Administrative positions (Appendix III and IV). Additionally, I participated in a final meeting where the last implementation details were discussed.

#### **4 Performance Appraisal at Eugster & Frismag**

Eugster & Frismag Portugal (EFP) started implementing a performance appraisal system in February 2013. The aim to reward excellence; relate the individuals' work with the mission of the company; focus and define clear lines of performance expectations; define and develop career targets; meet regularly throughout the year to follow up on the individual development plan; and emphasise the annual performance appraisal.

According to the Guide of Performance Management, the decisions of implementing a strategic tool such as a Performance Appraisal System goes down in three levels of impact: the organization, the appraiser and the appraisee. At the organization level, EFP intends to find and push better performances from its Human Resources, manage salaries and awards, adjust the worker to the job and improve the relations top-down encouraging higher levels of productivity. At the appraiser level, this system provides the opportunity to evaluate the team and know it at a deeper level, not also in terms of behaviour, but also in improvement and empowerment. From an individual perspective of everyone being appraised, this system provides a better knowledge about the most valued aspects of the organization and what their superiors expect from them.

Furthermore, while in the designing process it was decided to follow the SMART goals methodology. This tool has become widely used management tool, proving to be highly effective and making sure it delivers results. The acronym SMART which means: Specific – Making objectives specific. Writing in plain language so that it does not leave any doubt about what needs to be accomplished; Measurable – Objectives should be quantified so that the degree



of accomplishment can be accurately measured; Achievable – if the established objectives are not reasonably achievable with respect to available time, talent and resources, frustration will follow up; Relevant – rationalize the effort that is being done and validate if it is relevant; Time bound – usage of a specific due dates instead of a broader notion, in order to create discipline. (MacLeod, 2012; Prather, 2005). So when designing the targets, the head of the department has to keep in mind the department objectives and how his or her job description fits the targets, the load of work and the interests and strong points of each one.

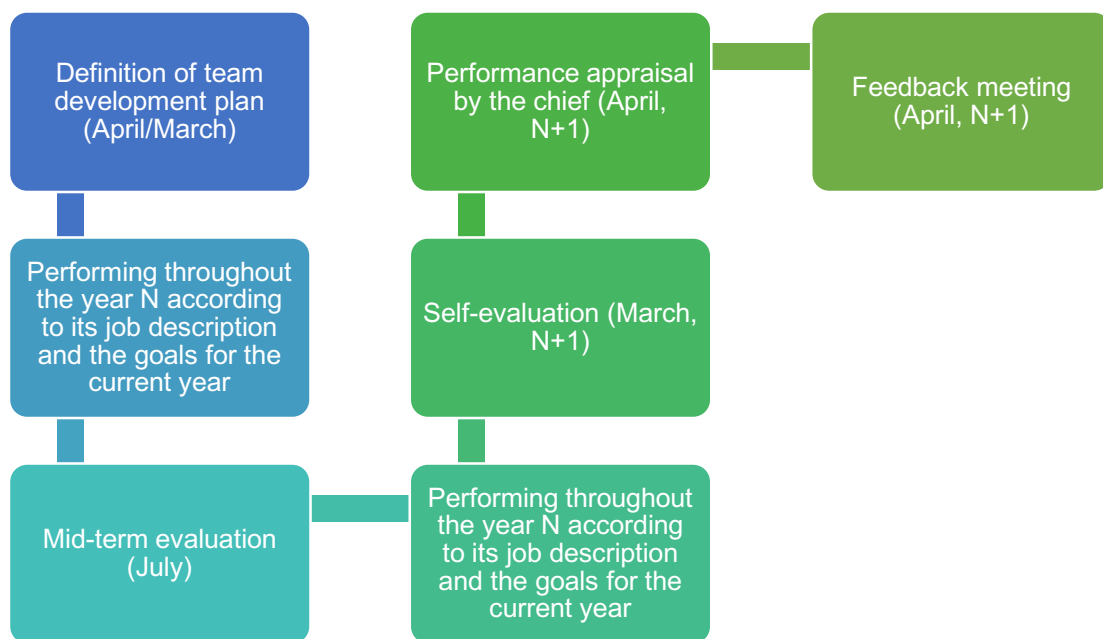
Moreover, the chosen appraisal method for this performance evaluation system focus on a graphic rating scale appraisal which can be found as an example on the appendix III – Evaluation Grid. According to (DeCenzo, 2010). This method is one of the most popular that goes down in a list of aspects or points along the scale. Rating scales may be used to evaluate quantity or quality of work or several other factors, although, this method should be avoided due to abstract traits such as loyalty or integrity when they are in question.

The first phase, development and implementation, occurs between February and June starting with the first step, the diagnostic. The second step happens between March and April, focusing mostly on training and explaining the methodology and appraisal procedures. While the second step is being applied, the third step is already on its way occurring between February and April. This step focuses on building a profile record and a job description with KPI's for each employee as well as a performance appraisal sheet. The fourth step deals with the validation where all the instruments on step three are validated.

The second phase which is the annual evaluation cycle, occurs between October and December and it creates the sixth step: the implementation that starts with the final interview and the individual development plan.

The Chart 4, represents in a whole the evaluation process throughout the year, where N represents the current year and N +1 represents the following year.

**Chart 4 – Evaluation Diagram**



**Source:** Guide of Performance Management

In the evaluation procedure for the manufacturing team, the following items are considered as well as their weight: key responsibilities (70%) and competencies (30%). Inside the key responsibilities, arises the operational security; the operational efficiency in the workplace; primary maintenance; cleaning and storage; multifunctional; self-control; attendance and punctuality. In the behaviours item, it is evaluated the skills for the job, professional accountability, teamwork and availability. The evaluation scale goes from 1 to 4 (much lower than expected to above expected).

**Table 1 – Weight Distribution Per Job / Function**

Hierarchical levels	Weights		
	Responsibilities	Skills	Goals
Functional Area Managers	25%	25%	50%
Department and Service Managers	25%	25%	50%
Technicians / Administrative	30%	30%	40%
Chief Production Line	30%	30%	40%
Manufacturing team	70%	30%	

**Source:** Guide of Performance Management

## **4.1 Evaluation and Rating**

### **4.1.1 Key responsibilities**

The key responsibilities are given to the employees to provide an integrated and highly qualified performance which is the main target of the organization. These responsibilities are important activities that each employee should achieve so that he or she can develop added value to the organization and help reaching its goals.

### **4.1.2 Skills**

The skills described above are based upon a theoretical formulation of the professional responsibilities. These are personal characteristics that distinguish and help describing the expected results. Its evaluation values the obtained results, creating potential for excellence in the mid-long term.

**Table 2 - Core Skills and Other Skills**

Core Skills	
Continuous improvement, sense, practice and promotion	Flexibility
Focus on the client	Focus on the employees
Openness and capacity to stay up to date with the technology	Team work
Total quality management oriented	
Other Skills	
Autonomy and initiative	Communication
Interpersonal relationship	Decision-making
Information analysis and critical sense	Leadership
Loyalty towards the organization	Motivation and continuous learning
People and functional organization	Planning
Responsibility and compromise	Specialized skills and knowledge
Work under pressure	

**Source:** Guide of Performance Management

**Note:** The definition and explanation of each skill can be found in Appendix VII

#### **4.1.3 Evaluation Grid**

In this report there are three evaluation grids: Performance Evaluation Grid – Manufacturing (Appendix III), Performance Evaluation Grid – Technicians/Administrative & Chief Production Line (Appendix IV) and Performance Evaluation Grid – Management (Appendix V).

The first evaluation grid was already designed and it was built to help appraising the manufacturing team, describing the key responsibilities and skills required to develop a great job at the organization.

The second and third evaluation grids are an innovation point that I bring to this report. The criteria used to create these performance evaluation grids are: keep the weights provided by the Guide of Performance Appraisal; continue to use the structure in use at the Performance Evaluation Grid for the Manufacturing team; add a third evaluation element, the objectives; and use only the list of skills in Appendix VII that better suits the positions in question.

The reason for keeping the list of skills provided by the Guide of Performance Appraisal is due to the fact that these skills have been chosen by the organization, representing a strategical thinking on how to perform at the organization.

For an administrative and a chief production line I took as the most important skills, the capacity to communicate, the team work and the satisfaction of the client (whether an internal client or external client). For a management position I selected as the most important skills the capacity to lead and be a leader, to be loyal towards the organization and the ability to be proactive.

#### **4.2 Calculation Procedure**

The calculation procedures are a result of the average of the sum, multiplied by the percentage of the weight of the section, as represented above, in the formula for the evaluations with three sections:

$$[(Average A \times \% weight) + (Average B \times \% weight) + (Average C \times \% weight)] = Global Evaluation$$

**Formula I:** Global Evaluation Formula

**Source:** Guide of Performance Appraisal

In all sections the rating scale defined is from 1 until 4, where 1 represents *Much Lower Than Expectation* and 4 represents *Above Expected*.

After the calculation procedure, the appraiser has to ground and explain the main reasons for providing the highest and the lowest mark in the scale. In case of the highest mark, the appraiser needs to explain the main factors and contributions that led to the highest mark, in case of the lowest mark in the scale, the appraiser needs to propose a development plan for the worker.

### **4.3 Individual Development Plan**

The individual development plan allows to identify the training & development to the employees, in a way to facilitate and bring a training plan accordingly to the real needs.

With the individual development plan, it is required to identify three actions of development, such as, training, coaching or exchange to a foreigner division of the company, so that the development of the rated brings support to his/her professional development.

According to the individual development plan in operation at Eugster & Frismag, the identification of development needs some requirements to take into account the following principles: targeted to the employees needs and demands of the job; focused on the priorities of development; they should not be considered as a bond from the service to its immediate implementation, but so, as a proposal; must be considered in the preparation of the annual training program.

## 5 Conclusions and Suggestions

This internship report is based on my whole experience at Eugster & Frismag and also with the research of the recent literature about this field on Human Resources.

Starting with the theme of rating system that took place at Eugster & Frismag which is a system that when compared with the literature in chapter two, lights out some future problems, one of those are the fact that there is no feedback encouragement and the only one available happens every six months. When compared with the author (Lee, 2005) a rating scale provides a connotation, becoming then a conclusion of the employee performance, making it difficult to distinguish very similar marks, for instance, a 4,24 from a 4,34. Another future problem that might occur is related with rewards linked with productivity. If this linkage is not perceived as fair by all the other employees in the organization, then there will be a lack of engagement and effort across all organization (Maurer et al., 2003; McDowall & Fletcher, 2004; Rowland & Hall, 2012).

About the theme of ethics in the organization, the performance appraisal system guide did not include any topics related to ethics, although, the organization has a code of ethics stating that everyone should be treated equally and everyone deserves equal opportunities to have chances of training and career development. This has a tremendous influence on how an employee needs to be appraised, but it was not taken into account in the guide.

Following the ethics vision in the code of ethics of Eugster & Frismag, it requires to have a look into the formalism perspective, for instance, a manager or a supervisor needs to take into account the right and fair score, and not inflate

or deflate a result. If a manager inflates a result he or she is inflating or deflating in the same purpose the human resources data about the employee, meaning that the data becomes automatically corrupt (Longenecker & Ludwig, 1990). Though, it is known that 70% of the managers have the tendency to inflate and deflate the results (Longenecker & Ludwig, 1990). Taking this into account, this organization will be no exception (committed the same thing), so it is predictable that the results will be corrupted and favour someone for diverse reasons. To avoid it, feedback should be given with the intention to improve performance which is the best way to keep away some of this inflation.

Finally, Eugster & Frismag has incorporated in its enterprise architecture a management tool with a great importance that needs to be seen fairly by everyone involved (managers and employees). To make this possible happen, the help and constant support from the Human Resources is fundamental so that this tool can succeed and bring performance improvement to the whole organization.



## **6 Limitations and Future Research**

Like in all studies and reports, there are always limitations, and this one is no exception. The first limitation in this report is the lack of participation on the strategical meetings during the creation of this appraisal system as well as a non-possibility to participate in the transformation of some of those ideas and theories presented in this report.

The second limitation is related with the antique at the organization represented in Chart 2. It would be interesting to study the performance results and find out any correlation between the antique and its performance.

The third limitation is based on the lack of continuity of the project. This report could have become a possibility to study the organizational behaviour when a brand new performance appraisal system would be implemented in the organization, leading to an insightful and enriching study on this matter in the Portuguese enterprise environment.

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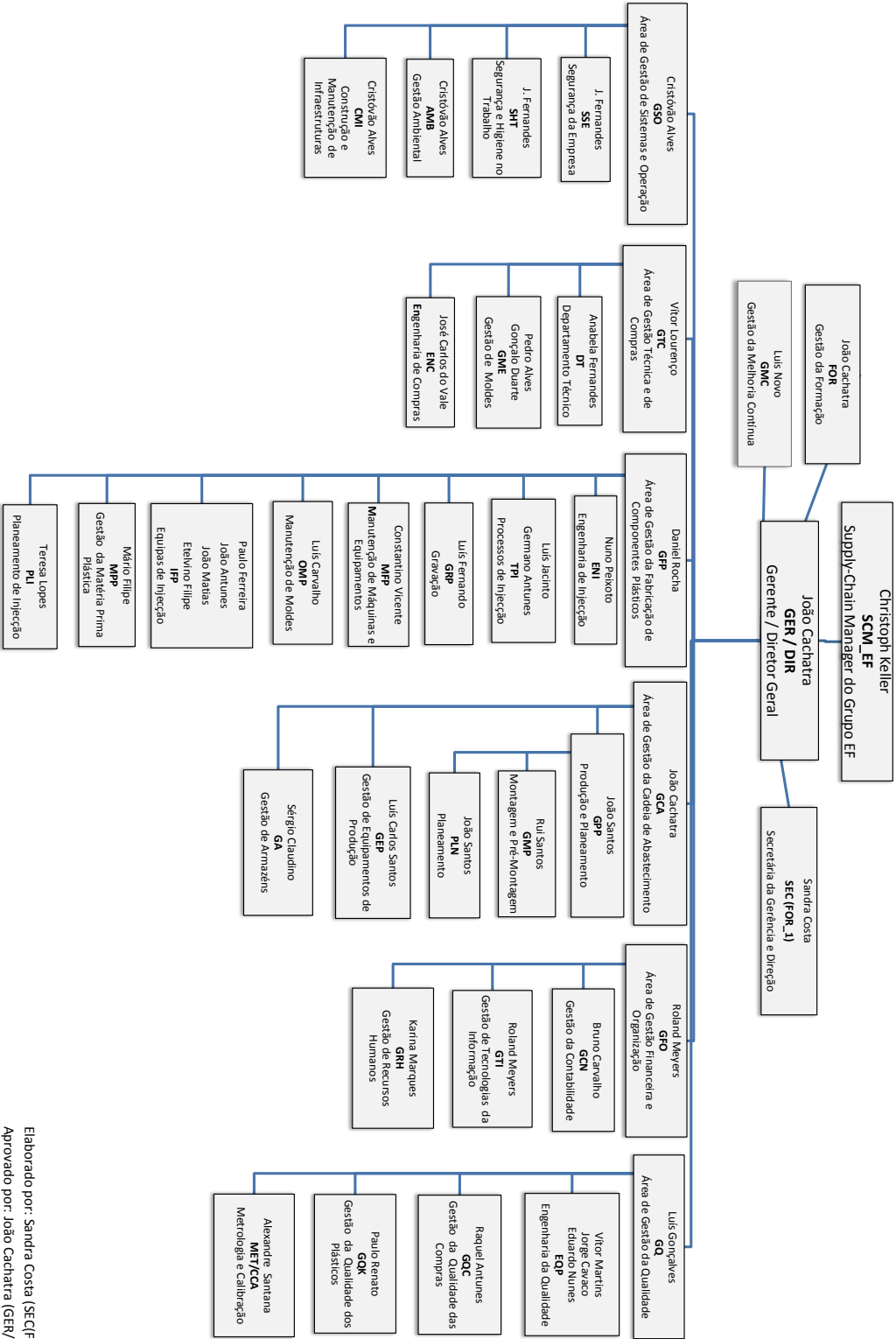
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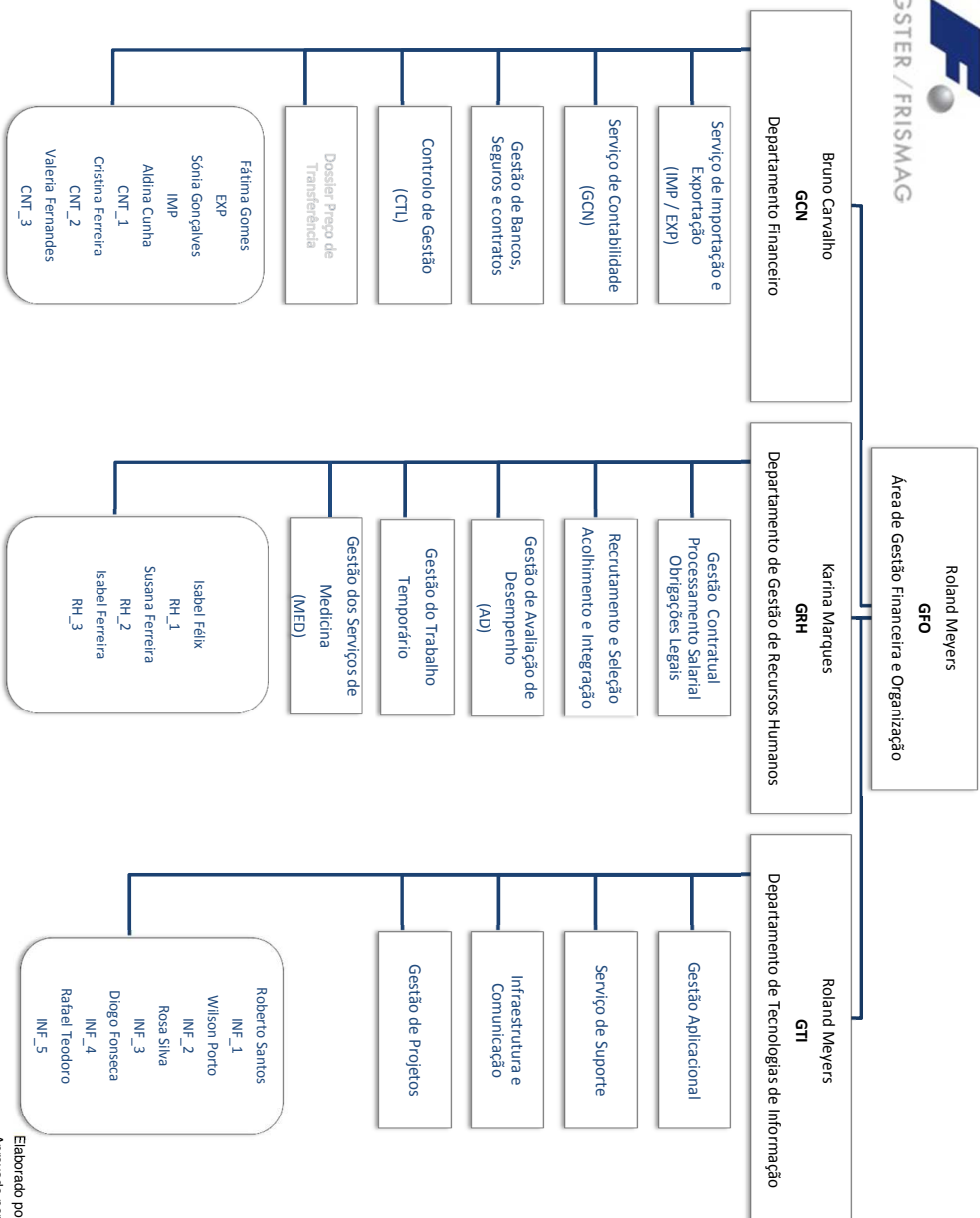
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## Appendix

# Appendix I - Eugster / Frismag Portugal Organizational Chart





**Appendix II - HR Chart**

Elaborado por: Roland Meyers (GFO)  
 Aprovado por: Roland Meyers (GFO)  
 Edição N° 3  
 Data: 07-10-2015

## Appendix III - Performance Evaluation Grid - Manufacturing



### Grelha de Avaliação de Desempenho

<b>Período de Avaliação:</b>	
<b>Avaliador:</b>	<b>Avaliado:</b>
<b>Nome:</b>	<b>Nome:</b>

A - RESPONSABILIDADES-CHAVE		x	ESCALA DE AVALIAÇÃO
70%	<b>Segurança Operação</b> Conhece e cumpre as normas instituídas de Segurança no Trabalho	1	Não conhece/cumprir as normas de segurança
		2	Conhece/cumprir algumas das normas de segurança
		3	Conhece/cumprir a maior parte das normas de segurança
		4	Conhece/cumprir totalmente as normas de segurança e incentiva os outros no cumprimento das mesmas
	<b>Eficiência Operação no Posto de Trabalho</b> Realiza convenientemente as operações no posto de trabalho, com conhecimento dos parâmetros de eficiência/qualidade pretendidos	1	Não opera as máquinas/equipamentos dentro dos parâmetros de eficiência/qualidade pretendidos
		2	Opera as máquinas/equipamentos dentro dos parâmetros de eficiência/qualidade pretendidos com pouca frequência ou com auxílio
		3	Opera as máquinas/equipamentos, com frequência, dentro dos parâmetros de eficiência/qualidade pretendidos
		4	Opera as máquinas/equipamentos, constantemente e sem auxílio, dentro dos parâmetros de eficiência/qualidade pretendidos
	<b>Manutenção primária, Limpeza e Arrumação</b> Apresenta o seu posto de trabalho arrumado e limpo segundo os parâmetros de limpeza e arrumação. (5S e TPM)	1	Não tem o local de trabalho dentro dos parâmetros de arrumação e limpeza exigidos e/ou não utiliza os equipamentos devidamente
		2	Tem raras vezes o local de trabalho dentro dos parâmetros de arrumação e limpeza exigidos com a boa utilização dos equipamentos
		3	Tem frequentemente o local de trabalho dentro dos parâmetros de arrumação e limpeza exigidos com boa utilização dos equipamentos
		4	Tem constantemente o local de trabalho dentro dos parâmetros de arrumação e limpeza exigidos com boa utilização dos equipamentos
	<b>Polivalência</b> Trabalha de forma eficaz e competente nos mais distintos postos de trabalho	1	Opera em 50% ou menos dos postos de trabalho
		2	Opera em entre 51% e 75% dos postos de trabalho
		3	Opera em 76% e 99% dos postos de trabalho
		4	Opera em 100% dos postos de trabalho
	<b>Auto-Controlo</b> Controla, segundo o procedimento previsto, as tarefas desenvolvidas e os resultados atingidos.	1	Não realiza as tarefas de auto-controlo de acordo com o procedimento previsto
		2	Realiza com pouca frequência as tarefas de auto-controlo, cumprindo raramente o procedimento previsto
		3	Realiza as tarefas de auto-controlo, com frequência e sem auxílio, cumprimento satisfatoriamente o procedimento previsto
		4	Realiza as tarefas de auto-controlo, cumprindo sempre e de forma autónoma o procedimento previsto, e antecipando situações não conformes
<b>Assiduidade e Pontualidade</b> É assíduo na EFP cumprindo um horário previamente estabelecido (não estão incluídas as ausências com enquadramento legal, a saber, cumprimento de obrigações legais, parentalidade, casamento e nojo).)	1	Mais de 3 dias de ausência e/ou atrasos no posto de trabalho	
	2	2 dias de ausência e/ou atrasos no posto de trabalho	
	3	1 dia de ausência e/ou atraso no posto de trabalho	
	4	Sem ausências e/ou atrasos no posto de trabalho	



B – COMPETÊNCIAS		AVALIAÇÃO				OBSERVAÇÕES
		1	2	3	4	
30%	<b>Competências para o desempenho da função:</b> Demonstra os conhecimentos exigidos para o desempenho da função e demonstra o compromisso da sua melhoria contínua, analisando e resolvendo os problemas que surgem durante o dia de trabalho					
	<b>Responsabilização Profissional:</b> É responsável pelo trabalho que desenvolve e pelos equipamentos utilizados, assumindo consequências de actos e decisões					
	<b>Trabalho em equipa e Disponibilidade:</b> trabalha em equipa e cooperativamente com os outros, partilhando informações e conhecimentos com os colegas. Revela disponibilidade perante situações imprevistas ou sempre que lhe é solicitada colaboração pelo superior e/ou pelos colegas.					

Forças – Pontos Fortes Chave	Áreas a Melhorar

### Avaliação Final

MÉDIA = [(A X 70%) + (B X 30%)] :

### A preencher pelo colaborador

Comentário do colaborador sobre a avaliação do seu desempenho

### AVALIADOR

Nome:	Função:	Data: ___/___/___
Assinatura:		

### COLABORADOR

Nome:	Função:	Data: ___/___/___
Assinatura:		

### O COLABORADOR NÃO FOI AVALIADO POR MOTIVO DE:

Baixa prolongada	<input type="checkbox"/>	Outro. Qual? _____
------------------	--------------------------	--------------------

### OBSERVAÇÕES

**Note:** This appendix is in Portuguese because it is the original document provided by the organization.

## Appendix IV – Performance Evaluation Grid – Technicians/Administrative & Chief Production Line



### Performance Evaluation Grid

<b>Evaluation Term:</b>	
<b>Appraiser:</b>	<b>Employee:</b>
<b>Name:</b>	<b>Name:</b>

A – Key Responsibilities	x	Evaluation Scale	
30%	<b>Focus on the client</b> Capacity to guarantee a consistent service and individualized to each client, answering the needs and the key points to form and reach excellence in client's satisfaction.	1	Does not respond with promptness to the client needs.
		2	Responds often with promptness to the client needs.
		3	Responds usually with promptness to the client needs.
		4	Responds always with promptness to the client needs.
	<b>Planning</b> Capacity to program, organize, control and accomplish the activities and projects, defined goals, establishing deadlines and certain priorities.	1	Does not show planning skills.
		2	Shows weak planning skills.
		3	Shows good planning skills.
		4	Shows excellent planning skills.
	<b>Attendance and Punctuality</b> It is assiduous and meets a pre-determined time. (not included the absences with legal framework, such as, legal obligations, parenting, marriage and compassionate leave).	1	More than 3 days absent or delayed.
		2	2 days absent or delayed.
		3	1 day absent or delayed.
		4	No absenteeism or delays.
	<b>Flexibility</b> Capacity to program, organize, control and accomplish the activities and projects, defined goals, establishing deadlines and certain priorities.	1	Able to execute 50% or less of the department tasks.
		2	Able to execute between 51% and 75% of the department tasks.
		3	Able to execute between 76% and 99% of the department tasks.
		4	Able to execute 100% of the department tasks.
	<b>Openness and capacity to be updated with the technology evolution</b> Capacity to develop in a permanent way his/her capacity to operate with new technologies.	1	Does not show any openness to learn and operate with new technologies.
		2	Show little interests and openness to learn and operate with new technologies.
		3	Shows interest and openness to learn and operate with new technologies.
		4	Shows a constant interest to learn and operate with new technologies.
<b>Work under pressure</b> Capacity to deal with situations of pressure and adversity in a professional and proper way.	1	Does not show capacity to work under pressure.	
	2	Shows a weak capacity to work under pressure.	
	3	Shows a great capacity to work under pressure.	
	4	Shows an excellent capacity to work under pressure.	

## Performance Evaluation Grid

B – Skills		Scale				Observations
		1	2	3	4	
30%	<b>Specialized skills and qualifications:</b> Presence of attributes, theoretical and practical knowledge needed to perform the job.					
	<b>Communication:</b> Capacity to transmit information clearly and precisely and adapt the language to the several kinds of interlocutors.					
	<b>Team work:</b> Capacity to integrate a highly efficient work team.					

C - Goals	
40%	

Strengths – Key Points	Improvement Points

**Final Evaluation**

AVERAGE =  $[(A \times 30\%) + (B \times 30\%) + (C \times 40\%)]$ :

**Fill in by the employee**

Employee's comment about the performance appraisal result.

**Appraiser**

Name:	Position:	Date: ___/___/___
Signature:		

**Employee**

Name:	Position:	Date: ___/___/___
Signature:		

**The employee has not been appraised due to the reason of:**

Long Leave		Other. Which one. _____
------------	--	-------------------------

**Note:** This appendix is in English because it was created during the internship report.

## Appendix V – Performance Evaluation Grid - Management



### Performance Evaluation Grid

<b>Evaluation Term:</b>	
<b>Appraiser:</b>	<b>Employee:</b>
<b>Name:</b>	<b>Name:</b>

A – Key Responsibilities		x	Evaluation Scale
25%	<b>Autonomy and initiative</b> Capacity to act in a proactive and autonomous way, daily and have initiative to solve innovation problems.	1	Does not show any autonomy and proactivity for problem solving.
		2	Shows in certain occasions autonomy and proactivity for problem solving.
		3	Shows in most occasions autonomy and proactivity for problem solving.
		4	Shows in all occasions autonomy and proactivity for problem solving.
	<b>Work under pressure</b> Capacity to deal with situations of pressure and adversity in a professional and proper way.	1	Does not show capacity to work under pressure.
		2	Shows a weak capacity to work under pressure.
		3	Shows a great capacity to work under pressure.
		4	Shows an excellent capacity to work under pressure.
	<b>Loyalty towards the organization</b> Capacity to work and respect the ethical principles and organizational values.	1	Shows disrespect towards the ethical principles and organizational values.
		2	Shows occasionally respect towards the ethical principles and organizational values.
		3	Shows most of the time respect towards the ethical principles and organizational values.
		4	Shows in all situations respect towards the ethical principles and organizational values.
	<b>Information analysis and critical sense</b> Capacity to identify, interpret and evaluate the different kinds of data, relate them in a logical and critical sense.	1	Does not show critical thinking and capacity towards information analysis.
		2	Shows often a critical thinking and capacity towards information analysis.
		3	Shows usually a critical thinking and capacity towards information analysis.
		4	Shows always a critical thinking and capacity towards information analysis.
	<b>Communication</b> Capacity to transmit information clearly and precisely and adapt the language to the several kinds of interlocutors.	1	Shows an enormous difficulty to transmit information.
		2	Shows some difficulty to transmit information.
		3	Shows a good capacity to transmit information.
		4	Shows an excellent capacity to transmit information.
<b>Planning</b> Capacity to program, organize, control and accomplish the activities and projects, defined goals, establishing deadlines and certain priorities.	1	Does not show planning skills.	
	2	Shows weak planning skills.	
	3	Shows good planning skills.	
	4	Shows excellent planning skills.	

B – Skills		Scale				Observations
		1	2	3	4	
25%	<b>Leadership:</b> Capacity to influence, and lead the team to the accomplishment of the organizational targets.					
	<b>Decision-making:</b> Capacity to consider solutions, tutor and make decisions, assuming the responsibilities that result from it.					
	<b>Responsibility and compromise:</b> Capacity to consider and evaluate the organizational needs according to its mission, vision and goals in a way to execute accordingly.					

C - Goals	
50%	

Strengths – Key Points	Improvement Points

**Final Evaluation**

AVERAGE = [(A X 25%) + (B X 25%) + (C X 50%)]:

**Fill in by the employee**

Employee's comment about its performance appraisal result.

**Appraiser**

Name:	Position:	Date: ___/___/___
Signature:		

**Employee**


Name:	Position:	Date: ___/___/___
Signature:		

**The employee has not been appraised due to the reason of:**

Long Leave		Other. Which one. _____
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**Note:** This appendix is in English because it was created during the internship report.

## Appendix VI – Code of Ethics

 EUGSTER / FRISMAG	<b>Instrução de Procedimento da Gerência e Direcção Geral</b>	Doc N°: IGD008
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<b>Emissão e Aprovação:</b> J.CACHATRA	<b>Edição N°:</b> 1	<b>Página:</b> 1 / 3
<b>Depto./Serviço:</b> GER/DIR	<b>Data de emissão:</b> 2014/14/10	

**Designação : CÓDIGO DE ÉTICA E CONDUTA DO GRUPO EUGSTER & FRISMAG**

### **A - Introdução**

Foi divulgado, pela primeira vez, em Abril de 2014, o Código de Ética e Conduta do Grupo E&F. Este documento complementa e actualiza o documento anteriormente divulgado com a designação “Unsere Werte / Our Values / Os nossos Valores”

Dada a aplicação integral do conteúdo deste documento na Eugster & Frismag Portugal, transcreve-se, de seguida, a tradução integral do mesmo.

### **B – Código de Ética e Conduta**

O Grupo Eugster & Frismag AG descreve e divulga, neste documento, os Valores e os Fatores de Sucesso que devem servir de referência a todos os colaboradores, nas suas ações e no seu desempenho.

O seu conteúdo será ajustado, se necessário, tendo em conta as mudanças que se possam verificar no âmbito interno e externo. Tal, aplica-se, igualmente, a todas as normas que dele decorram.

Esta versão é datada de Abril 2014

## **Os nossos Valores**

### **Código de Ética e Conduta**

#### **Parceiros**


Temos uma responsabilidade fundamental, como colaboradores ou estagiários do Grupo Eugster & Frismag, em relação a todos aqueles com quem interagimos.

Referimo-nos, aqui, aos nossos clientes e parceiros, aos consumidores finais dos nossos produtos, aos fornecedores e aos membros das organizações, com o apoio das quais prestamos os nossos serviços.

Agimos perante eles com uma atitude de respeito e tolerância e exercemos a nossa competência, com o sentido de atingir o sucesso comum. Isto aplica-se, igualmente, num nível muito especial, aos nossos próprios colaboradores.

#### **Colaboradores**

Todos os colaboradores devem ser tratados com a mesma consideração e respeito pela sua dignidade pessoal. Todos devem ter as mesmas oportunidades de desenvolvimento pessoal e profissional. Os seus diferentes percursos profissionais e educacionais, as suas diferentes capacidades e experiências e as suas diversas origens culturais e nacionais tornam possível um ambiente de trabalho aberto e criativo. Na selecção dos candidatos a emprego, no desenvolvimento profissional e nas promoções, só o

	<b>Instrução de Procedimento da Gerência e Direção Geral</b>	Doc N°: IGD008
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<b>Emissão e Aprovação:</b> J.CACHATRA	<b>Edição N°:</b> 1	<b>Página:</b> 2 / 3
<b>Depto./Serviço:</b> GER/DIR	<b>Data de emissão:</b> 2014/14/10	

<b>Designação : CÓDIGO DE ÉTICA E CONDUTA DO GRUPO EUGSTER &amp; FRISMAG</b>
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desempenho na função e a adequação de cada um às tarefas e deveres assumidos, devem ser tidos em consideração.

A Eugster & Frismag, na seleção e recrutamento de colaboradores, não exercerá discriminação com base na raça, cor da pele, opção religiosa, sexo, idade, características físicas, nacionalidade, preferências sexuais, associação política e sindical, condição médica e estado civil.

A Eugster & Frismag condena todo o tipo de discriminação no local de trabalho, seja pelos funcionários, superiores hierárquicos ou terceiros.

A Eugster & Frismag proporciona aos seus colaboradores, locais de trabalho saudáveis e de acordo com as leis e regulamentos aplicáveis. Isto inclui preparação para situações de emergência, através de treino e exercícios regulares de primeiros socorros e prevenção de incêndio e a disponibilização do equipamento adequado.

### **Gestão**

A nossa política de Gestão permite-nos obter competências com relevância a longo prazo e utilizar, eficientemente, os nossos recursos e capacidades. Os nossos atos apoiam as nossas palavras, como pode ser demonstrado pela nossa experiência passada em termos de lealdade. Honramos e assumimos a responsabilidade pelos acordos que firmamos, em todos os níveis dos nossos processos de trabalho, e fazemo-lo de uma forma exemplar.


A Eugster & Frismag distancia-se de todas as formas de corrupção e suborno. Comprometemo-nos a seguir todas as regras de ética comercial e todos os regulamentos aplicáveis nos países onde os nossos materiais são aprovacionados ou fabricados

### **Clientes**

Apoiamos os nossos Clientes através de inovação nos campos tecnológico, social e dos processos, com um elevado nível de orientação para o cliente. Fazemos todos os esforços para sermos um parceiro de confiança e conduzimo-nos, sempre, de forma respeitosa. Proporcionamos aos nossos clientes a melhor qualidade possível e o contributo do nosso conhecimento do mercado, para que sejam atingidos resultados positivos e lucrativos. Damos importância a parcerias de longo prazo, pois estamos convictos de que elas representam o único caminho que conduz a benefícios mútuos.

### **Fornecedores**

É nosso requisito que os nossos fornecedores e parceiros tenham em elevada consideração, respeitem e ajam em conformidade com todas as leis, regulamentos e instruções relacionadas com direitos humanos, segurança nos postos de trabalho, saúde e ambiente, bem como integridade nos negócios.

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<b>Emissão e Aprovação:</b> J.CACHATRA	<b>Edição N°:</b> 1	<b>Página:</b> 3 / 3
<b>Depto./Serviço:</b> GER/DIR	<b>Data de emissão:</b> 2014/14/10	

**Designação : CÓDIGO DE ÉTICA E CONDUTA DO GRUPO EUGSTER & FRISMAG**

### **Finanças**

Asseguramos a nossa independência financeira, através de uma consistente consciência de custos e uma cuidadosa avaliação de riscos. Desenvolvemos os nossos projectos mantendo sempre o foco nos resultados, nos factores de mercado e nos nossos competidores.

Estamos comprometidos com um pensamento e uma acção coerentes com uma elevada consciência de custos, cimentando assim a nossa independência e liquidez financeira.

Um planeamento financeiro a longo prazo permite-nos a liberdade de traçar o nosso caminho e garantir menores custos de fabricação.

### **Processos**

Concebemos os nossos processos de forma consistente e colocamos o enfoque numa fabricação baseada na criação de valor e na sustentabilidade. Os nossos processos, simples e eficazes, organizados horizontalmente de modo a incluir múltiplos departamentos (desenvolvimento, satisfação de encomendas e suporte), tornam-nos num parceiro de negócios confiável.

### **Ambiente**

Estamos comprometidos em garantir que os nossos processos de trabalho são humanos, amigos do ambiente e de acordo com a lei, em todos os nossos locais de actividade. Empenhamo-nos em proporcionar locais de trabalho e equipamentos adequados, evitando usar materiais e componentes prejudiciais à saúde humana. Fazemos todos os esforços para que a nossa cadeia de abastecimentos seja amiga do ambiente.

### **Coesão**

O conteúdo deste Código de Ética e Conduta deve ser um fator de coesão entre todos os colaboradores e será, para tal, divulgado e actualizado, sempre que se justifique.

Eugster / Frismag AG

Conselho Diretivo, Gestão e Colaboradores

Regras e Procedimentos associados

- Manual de Recursos Humanos
- Manual de Saúde e Segurança
- Regulamentos da empresa
- Condições Gerais de Aquisição (compra)



## ***Appendix VII – List and Definition of Core and Other Skills***

### **Core Skills:**

- **Continuous improvement, sense, practice and promotion:** Capacity to commit in a permanent way in the development and update in the technique, as well as sharing the knowledge.
- **Flexibility:** Capacity to adjust to change and professional challenges and work in an efficient way in the most diverse situations and in groups with different people.
- **Focus on the client:** Capacity to guarantee a consistent service and individualized to each client, answering to its needs and key points to form and reach excellence in client satisfaction.
- **Focus on the employees:** Capacity to plan, orient and monitor the activities, the personal and professional development under its functional dependence. This core skill is only applied to employees with management positions.
- **Openness and capacity to be updated with the technology evolution:** Capacity to develop in a permanent way his/her capacity to operate with new technologies.
- **Team work:** Capacity to integrate a highly efficient work team.
- **Total quality management oriented:** Capacity to have a management based conscience in the continuous improvement of the organizational processes that lead to the common satisfaction of the stakeholders.

## Other Skills

- **Autonomy and initiative:** Capacity to act in a proactive and autonomous way, daily and have initiative to solve innovation problems.
- **Communication:** Capacity to transmit information clearly and precisely and adapt the language to the several kinds of interlocutors.
- **Interpersonal relationship:** Capacity to interact with people in different professional contexts, having an attitude towards ease and manage the conflicts.
- **Decision-making:** Capacity to consider solutions, tutor and make decisions, assuming the responsibilities that result from it.
- **Information analysis and critical sense:** Capacity to identify, interpret and evaluate the different kinds of data, relate them in a logical and critical sense.
- **Leadership:** Capacity to influence, lead the team to the accomplishment of the organizational targets.
- **Loyalty towards the organization:** Capacity to work and respect the ethical principles and organizational values.
- **Motivation and continuous learning:** Capacity to develop a quality learning throughout life and promote high levels of professional performance.
- **People and functional organization:** Capacity to prepare, control and materialize the work that leads to the accomplishment of the defined goals.

- **Planning:** Capacity to program, organize, control and accomplish the activities and projects, defined goals, establishing deadlines and certain priorities.
- **Responsibility and compromise:** Capacity to ponder and evaluate the organizational needs according to its mission, vision and goals in a way to execute accordingly.
- **Specialized skills and qualifications:** Presence of attributes, theoretical and practical knowledge needed to perform the job.
- **Work under pressure:** Capacity to deal with situations of pressure and adversity in a professional and proper way.