CHAPTER - VI

RECOMMENDATIONS
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New performance appraisal systems cannot be established in short periods of time, as appraisal practices cannot be changed overnight.

- Uday Pareek and TV Rao (1988)

6.1 General

Having analysed the data and recorded the findings, it is now clear that the performance appraisal system for senior level managerial positions in Coimbatore based industries need revamping. In this chapter, the same is attempted and recommended. Before proceeding further, there are some issues which need to be kept in view and they are discussed in subsequent paragraphs.

6.2 What Managers Do

The task of identifying specific job requirements and associated skills of a manager has been an extremely difficult job. Campell, Dunnettee, Lawler and Weick (1970) said:

Managing is seen to be a complicated, broad ranging job requiring a myriad of skills for planning and organising work, for handling information, and for dealing in a coordinated, consistent, and graceful way with people.
What managers do in their jobs has been explored by experts with three research strategies. One line of investigation follows the lead of classical management theorists like H. Fayol (1949) and L.F. Urwick (1952). They advocated that all classical management functions such as planning, organising, coordinating, directing and controlling require technical problem solving, decision making and people handling skills. Pursuing this line of reasoning R.L. Katz (1974) proposed three broad categories of managerial skills as below:

(a) **Technical Skills.** Technical skills are task specific (financial accounting skills, etc).

(b) **Human Skills.** Human skills are inter-personal in nature (influencing others for direction, coordination and control).

(c) **Conceptual Skills.** Conceptual skills refer to the ability to think strategically (planning ahead, problem solving etc).

Some recent studies also support this proposition (Boyatzis, 1982; Carroll & Gillen, 1987).

The second line of research draws upon the observation of what managers do. R. Stewart (1967) has suggested that managers spend most of their time interacting with other people and would require people skills (inter-personal sensitivity, communication skills, etc).
H. Mintzberg (1973) identified ten managerial roles under four categories. They are :-

(a) Inter-personal
(b) Informational
(c) Negotiating, and
(d) Decision Making

He also listed eight managerial skills to perform these roles. They are as below :-

(a) Peer
(b) Leadership
(c) Information Processing
(d) Decision Making
(e) Resource Allocation
(f) Conflict resolution
(g) Inter-personal
(h) Introspection

From an international study of managers in negotiating role, J.L. Graham (1983) inferred that planning, thinking under pressure, sound judgement and
decision making, verbal expressiveness, listening and inter-personal sensitivity as important factors. Graham also noted that Japanese managers emphasised interpersonal skills, whereas, American and Brazilian managers emphasised the rational mode of operating as negotiators.

Copeman (1971) having observed the activities of Chief Executives has identified five skill areas, viz. numerical skills, business system skills, negotiating skills and policy-making skills.

Kolter's (1982) study of job behaviour of general managers revealed that managers spent a considerable amount of time interacting and relating to other people. More recently, he (Kolter, 1990) has characterised managerial functions as coping with complexity and coping with change.

Based on a study of behaviour of successful Managing Directors, Cox and Cooper (1988) suggested three main skill areas, viz. problem solving and decision making, people or inter-personal skills, long-term planning and coping with change.

Luthers, Rosenkrantz and Hennessay (1985) observed that managers at all levels engage in net working and conflict management activities, and successful managers at top level do give relatively more attention to activities associated with decision making and planning/coordinating.

The third line of research look at the role of intelligence and intelligent functioning in managerial jobs (McClelland, 1973; Klemp and McClelland,
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1986). A study of outstanding senior managers using job competence assessment procedure led Klemp & McClelland (1986) to suggest that generic to all managerial jobs is the task of coping with the demands of external and internal environments of the organisation for the purposes of internal integration and external adoption. Such generic functioning requires generic competencies such as self-confidence, planning/casual thinking, diagnostic information seeking and conceptualization/synthetic thinking. These competencies are at the root of symbolic influence strategies of senior managers.

Thus, besides the managerial skills which represents predispositional characteristics of individual managers which represent the ability to engage identified/observed behaviour, the manageric abilities or competencies which represent the ability to engage in identifiable cognitive mediations in managerial jobs, need to be assessed.

As Boyatzis (1982) points out:

Skill is the ability to demonstrate a system and sequence of behaviour ... It is important to distinguish skills from tasks or functions .... They are aspects of the job and not aspects of the individual's capabilities or competencies.

Therefore, the need to have adequate and appropriate skills and competencies for managerial appointments has been realised and has been taken into consideration while determining the attributes (Factors of Assessment) of managerial performance for designing the new format for Senior level managers.
of Coimbatore based industries. In this regard the preference of these senior level managers have also been taken into consideration.

6.3 Considerations for New Design

Before the researcher proceeded to design a new form for evaluating the performance of the senior level managerial positions in industries in Coimbatore, the issues considered are discussed in the succeeding paragraphs.

6.3.1 Name of the Form

The word ‘Appraisal’ is generally construed to be one of the means of show of authority of a superior on a subordinate and thus it is despised by the subordinates. Keeping the developmental aspect in view, various other nomenclatures were considered for naming the new form. As the form being designed is for senior level managerial positions the nomenclature ‘Executive Performance Planning and Review System for Senior Level Managers’ is selected. In the new form and in its contents the use of the word ‘appraisal’ has been avoided in order to give a feeling to the subordinates that it is not appraisal of performance, instead it is joint planning and joint review of the subordinate’s performance by both the subordinate and the superior.

6.3.2 Appraisal Period

Literature on the subject suggests two appraisal periods viz. one year and six months. However, in practice it is seen that in almost all organisations the
The appraisal period is one year. Making it six months adds to the workload of managers and Personnel/HRM Departments. Hence, it is proposed to have the period of appraisal as one year. While selecting the period, it is proposed to have the period from April to March of every year. This is because it coincides with the financial year of most companies and the performance of the whole company is also planned and reviewed for this period. As individual targets/tasks are drawn from organisational targets/tasks, it would be appropriate that the periods coincide and thus it would be convenient for planning individual performance at the beginning of the financial year and review it at the end of the financial year.

6.3.3 Type of Evaluation

Among the types of evaluation, it is seen that the most common is the evaluation done by superiors. While in western countries peer evaluation and evaluation by subordinates are in vogue in some organisations, in India they are not practical. In Coimbatore area, where the management culture is yet to become progressive, the organisations also favour evaluation only by superiors. Even though in the appraisal survey conducted by the researcher, some of the executives had expressed their readiness to be evaluated by peers and subordinates, the researcher feels that the time has not yet come for trying them out and recommends evaluation of the performance only by superiors for the present.
6.3.4 Method of Evaluation

Various methods of evaluation of performance specified in the literature, as well as, those in practice in various organisations were considered. It is seen that the most practised are the ones using the BARS and MBO. In the defence services, an Essay type narrative (in the name of pen picture) about the individual is added to give a vivid picture of individual's performance in addition to the numerics rating. BARS are comparatively objective, job specific, based on job related behaviour and suited for judgemental purposes. Similarly MBO technique gives the planned performance, reduces subjectivity, increases interaction between the ratee and rater and ideal for performance improvement. Considering the advantages, the new system proposed by the researcher combines all the three techniques viz. MBO, BARS and narrative essay form. Accordingly, the new format for evaluation of performance has been designed.

6.3.5 Selection of Factors of Assessment

The most difficult part of the design of new form is the selection of the factors of assessment. The following aspects have been kept in view :-

(a) **Applicability.** The form being designed is for senior level managerial positions and hence the factors of assessments or attributes selected must be appropriate to the level of appointment and job specific. TV Rao (1989) observes that, as one reaches up higher positions in the managerial hierarchy, behavioural and conceptual capabilities become important, in addition to managerial capabilities. Organisations cannot
afford to have a large number of people demoralised and need to be sure that senior managers are equipped with the necessary behavioural capabilities. These senior level managers also require a certain amount of conceptual capabilities. It has also been seen by the researcher from the feed back obtained from the questionnaires, that the executives themselves agree that the form for assessing the senior level managerial positions should be different from the form used for middle and junior level managerial positions. Thus the factors of assessment have been chosen keeping in view those capability requirements of senior/top level managers which are different from the middle and lower level managers.

(b) **Number of factors.** There is a need to ensure that the total number of factors are kept to the minimum possible, so as not to burden the superiors to rate the subordinates on a large number of attributes. At the same time the number should be sufficient enough to depict the performance of the executive as a professional and as an individual. This aspect has been kept in mind.

(c) **Nature of factors.** The nature of the factors of assessment must have the following characteristics:

(i) **Applicability.** Each of the chosen factors applies to the senior level managers without exception.

(ii) **Observability.** The performance based on the chosen factors is observable in terms of quality and quantity by the superior.
(iii) **Distinguishability.** Each factor is different from the other and performance on each factor must be discernible.

There is also a need to ensure that the performance assessment be given more importance than the personality assessment by choosing proper factors of assessment.

(d) **Feed back from Senior level Managers.** In designing any system of appraisal, managerial preferences should be taken into consideration. Opinions and preferences of the managers must be given adequate importance to lend credibility to the system. In the study conducted by the researcher, the feed back obtained from the executives on their preferences for factors on which they would like to be assessed, the following factors are favoured by most. These are given in appropriate groupings:

(i) **Professional Factors**

- Planning Ability, Organising and Coordination
- Decision Making, Analytical Ability and Problem Solving
- Initiative
- Power of Communication
- Creativity and Imagination
- Cost and Quality Consciousness
- Knowledge
- Result Orientation and Task Achievement

(ii) Behavioural Factors

- Development of Subordinates and delegation of Authority
- Leadership & Dynamism
- Ability to motivate
- Teamship
- Self Confidence
- Integrity
- Loyalty
- Sense of Responsibility

Of the above planning ability, organising ability, coordination can be combined under management of Resources which will automatically include cost & quality consciousness. Decision making and Problem solving are one and the same, since by taking decisions one solves the problems and for solving problems one has to take a decision. Analytical skill is required for analysing problem and alternatives in order to take decisions. Development of subordinates, delegation and motivation can be combined to make one factor ‘motivating ability’. These aspects have been kept in mind while finalising the factors of assessment.
(e) **Weightage to Factors.** It is proposed to give equal weightage to all the factors of assessment, as differential weightage tends to complicate the process of evaluation, as well as, makes it cumbersome to compile the total marks. It is also proposed to give equal weightage to Job Performance Factors and Behavioural Performance Factors by dividing the total number of factors equally among these two groups. This is because, at this level of appointment behavioural performance is considered as important as job performance.

6.3.6 **Number of Assessors and Differential Weightage**

A minimum of two level and a maximum of three level assessment is considered appropriate. However, at the Senior managerial level positions, the chances are that we may have either one or two level assessment only. The form being designed accordingly caters for a two level assessment viz the Reporting Officer (immediate superior) and the Reviewing Officer (next superior). No differential weightage for these assessors is recommended and equal weightage of assessment recommended since, at the senior level managerial positions, the interaction among the executive (assessee), his Reporting Officer (immediate superior) and the Reviewing Officer (next superior) will be regular and close.

6.3.7. **Occasions for Raising the Report**

The report is to be raised annually during the first week of April each year. Such report is also to be raised on the following occasions :-
(a) On retirement or transfer of the Reporting Officer of the concerned executive provided no report is raised on the executive during the preceding six months.

(b) On transfer of the executive concerned provided no report is raised on him during the preceding six months.

A reporting officer is not to raise a report on the executive, unless the executive has served under him directly for a period of four months. This is the minimum period required for the Reporting Officer to know and assess the performance of the executive. The above stipulations will enable availability at least one report on the executive in a year.

6.3.8. Type of Appraisal System

It is evident to the researcher from the feedback obtained from the questionnaires of executives, that majority of them prefer open system of appraisal. However, the management of most of the companies prefer a partially open system while few companies prefer a confidential system of appraisal. In the context of development oriented appraisal system, openness is desired. However, keeping the views of the management of the Coimbatore based industries, as well as, the prevailing organisational culture, the researcher recommends a partially open system of appraisal wherein only the recommendations are kept confidential by the reporting officer and the performance assessment is indicated to the executive concerned.
6.3.9 Appraisal Process

The appraisal process of the proposed system has the following components and these are catered in the new form:

(a) Performance Planning
(b) Periodic Monitoring and Feedback
(c) Self-Review
(d) Performance Analysis
(e) Performance Discussion & Counselling
(f) Identification of Training & Development Needs
(g) Performance Assessment
(h) Potential Assessment and Recommendation
(i) Review by superior
(j) Action by Personnel/HRM Department

The rationale for inclusion of the above components of the proposed system are discussed in the subsequent paragraphs:

(a) **Performance Planning.** Evaluation of performance has to be with reference to the planned performance. The performance planning at the beginning of the period in terms of identifying the KPAs and setting targets/assigning tasks, thus becomes relevant. This exercise is to be
completed by the executives and their reporting officers. It has to be viewed seriously by all in order to provide an integrated framework to link individual performance with organisational objectives. It is needless to mention that these targets/tasks should be clear, precise, practicable and equitable.

(b) Performance Monitoring & Feedback. Periodic monitoring of performance and timely feedback is essential to help the executive to improve his performance. It has to be borne in mind that the basic purpose is not merely to review and judge the performance but to assist the subordinate. This exercise of discussing the targets set/tasks assigned between the executive and his reporting officer should be conducted at least twice a year, once during the mid year and another at the end of the year. The discussion and the feedback given need to be recorded.

(c) Self Review. Enough has been said about self-evaluation or self-appraisal in Chapter I. Self-Review is another term for self-appraisal. The purpose of self-review is to give an opportunity to the executive to voluntarily assess his performance against the targets set/tasks assigned to him. It is said that the best assessor is one self. Incorporation of a self-review makes the system participative and also lends credibility. The self-review along with the half yearly performance monitoring and feedback discussion provides an opportunity to the superior (Reporting Officer) to give an overall feedback to the executive at the end of evaluation period. Besides, self-review also brings out the training and development needs of the executive.
(d) Performance Analysis. While reviewing own performance, the executive is to identify factors which had acted as facilitators to achieve the target/tasks. He is to list any special achievements made during the period which merit consideration. He must also list down the limiting or inhibiting factors, if any, which had restricted his achievements. These factors could be those within his control or beyond his control. By putting all these aspects in writing in the self-review report, the executive is made to think about his own strengths and weaknesses.

(e) Performance Discussion and Counselling. Much has been mentioned in the literature on the need for performance discussion and counselling as part of development process of the human resources in organisations. Performance counselling is an integral, but, unfortunately the most neglected part of the performance appraisal systems. Counselling is basically an aid given to the subordinate to overcome his weaknesses and improve upon his strengths. It also serves as a feedback session of performance. Thus, the performance discussion and counselling is sought to be included as a part of the proposed appraisal system, and the record on this activity finds a place in the proposed format.

(f) Identification of Training and Development Needs. The performance analysis and review discussion would generally lead to identification of developmental needs. Targets not accomplished or KPAs poorly performed may be indicators. Developmental needs flow directly from the self-review by the assessee and further agreed upon by the assessor. Besides, joint identification and recording the training and development needs, secures the acceptance and commitment of both
parties. Thus the record of the joint identification of the training and development needs of the executive finds a place in the proposed form.

(g) **Performance Assessment.** The final assessment is to be given by the superior (Reporting Officer) after completing all steps above. By this stage, he would have a thorough understanding of his subordinate, his accomplishments, strengths and weaknesses, developmental needs, etc. and is in a good position to assess his subordinate on the rating scale on the factors of assessment specified. Such ratings are required for administrative purposes, the Reporting Officer should complete the process for the period by completing his final assessment. He is to also complete a narrative of the performance of the individual which should supplement the numerical rating. This final assessment should be shown to the subordinate (executive).

(h) **Potential Assessment and Recommendations.** Under HRD, the appraisal system lays greater emphasis on the development of employees rather than their evaluation. This objective is better fulfilled by a potential appraisal or potential assessment system which gives the subordinate’s capability to assume new roles. Hence they are to be identified and recommended by the Reporting Officer. Similarly, other recommendations like promotions, awards/rewards also need to be specified. Hence a column for potential assessment and Recommendations is incorporated in the proposed format.

(i) **Review by Superior.** As explained already the report needs to be reviewed by at least one reviewing officer who is senior to the Reporting
Officer. Such review may not be feasible in those cases where the Reporting Officer is the top most man in the organisation. The role of the reviewing officer is that of a moderator who is to review the report and moderate, if need be. Where there are more than one reviewing authority in the hierarchy (multi-level review), review by the next superior can also be carried out by adding a suitable column in the format.

(j) Action by Personnel / HRM Department. The action by the Personnel/HRM Department is the last wherein the computation of marks for various factors assessed are totalled and taken for record purposes. Besides, the Personnel/HRM Department is to take cognizance of the potential appraisal, training and developmental needs and various other recommendations for necessary further action e.g. career planning & development, planning for training, promotion, transfers, etc. Accordingly a column is provided in the form for endorsing the action by the Department.

6.4 Design of New Format

Keeping the various issues discussed so far, the researcher has designed a new ‘Performance Planning and Review Report’ for executives in senior level managerial appointments in Coimbatore based industries. The Factors of assessment selected are as below :-
(a) Professional Factors

(i) Professional Competence

(ii) Creativity and Conceptual Ability

(iii) Result Orientation and Task Achievement

(iv) Judgement and Decision Making

(v) Power of Communication

(vi) Management of Resources

(vii) Initiative

(b) Behavioural Factors

(i) Leadership and Dynamism

(ii) Human Relations

(iii) Motivating Ability

(iv) Determination

(v) Stability under stress

(vi) Integrity

(vii) Loyalty
The newly designed report format is reproduced at page 187. The meaning/description of the selected factors of assessment is given below each factor in the form for better understanding. A graded description of the factors on the rating scale is also incorporated in the Annexure to the instructions on the new system to assist the Reporting Officers and Reviewing Officers to evaluate performance objectively.

6.5 Recommendations

The researcher has recommended the new form for assessing the performance of senior level managers in Coimbatore based industries. In order to ensure that the new form and procedure is successfully implemented, the researcher also recommends the following:

(a) Preparation of a HRD Manual for the organisation first giving the philosophy of the organisation about its human resources and then giving a detailed coverage of various personnel functions with the associated policies and procedures. This will help everyone to know about the organisation's policies and also help in limiting the procedures/activities based on these policies.

(b) Preparation of an Appraisal Manual for the benefit of all assessors. This is to incorporate all essential aspects of the subject, format, procedures, steps to ensure objectivity, method of evaluation, etc.
(c) Conducting of appraisal workshops and giving training to the Reporting Officers and Reviewing officers to carry out evaluation of performance in an objective manner.

(d) Last but not the least, preparing the organisation for the change viz implementation of new Performance Assessment system, in a smooth manner.

The researcher also finds that further scope exists for research on the subject and recommends similar studies for designing new forms to assess the performance of Junior and Middle level managerial positions in the industries in Coimbatore area.
EXECUTIVE PERFORMANCE PLANNING
AND
REVIEW SYSTEM
FOR
SENIOR LEVEL MANAGERS

ABC COMPANY LTD
COIMBATORE
EXECUTIVE PERFORMANCE PLANNING AND
REVIEW SYSTEM FOR
SENIOR LEVEL MANAGERS

1. Introduction

In order to achieve the objectives of the Company and to enhance the managerial efficiency, growth, it is imperative that a close and continuous monitoring of performance of executives is carried out. Such continuous performance review system has to be used as one of the most important tools available for the evaluation of managerial performance, strengths and weaknesses of the executives and initiation of suitable developmental measures at every stage. This annual performance planning and review system has been formulated in this background.

2. Objectives

(a) To increase the awareness of and accountability for tasks/targets assigned and the responsibility of executives at all levels to ensure fulfilment of the aims and objectives of the company.
(b) To provide an effective tool for performance monitoring and feedback.

(c) To help the executives to understand their own strengths and weaknesses, with respect to their role and functions in the company, plan for required counselling, training and development to eliminate the weaknesses and

(d) To link growth and development of executives to performance.

(e) To provide for objectivity and fairness in evaluation of performance.

(f) To assess the organisational support required for improving individual performance, career planning & development.

(g) To use it as an effective tool for assisting in a variety of personnel decisions like rewards, punishments, promotion, transfers, etc.

3. Key Components of Performance Planning and Review Process

The key components of the Performance Planning and Review process are:

(a) Performance Planning - Identification of KPAs and target-setting.

(b) Periodic performance monitoring and feedback.

(c) Self-Review.
(d) Performance Analysis to identify factors that have facilitated and factors that have hindered performance.

(e) Performance Discussion and Counselling.

(f) Identification of Training and Development Needs.

(g) Performance Assessment.

(h) Potential Assessment.

(i) Review By Superior.

4. **Performance Planning - Identification of KPAs and Targets Setting/Tasks Assigning.**

(a) In the beginning of the year, the Key Performance Areas are to be identified by the executive in the company of the superior (Reporting Officer) and set targets/assign tasks. These targets/tasks have to flow from the company's annual plan as also from the overall mission and objectives of the organisation. The exercise is to be completed by all senior executives by 15 April each year.

(b) This exercise is to be done following a mutual discussion between the executive concerned and his superior (Reporting Officer). It will be
the responsibility of the Reporting Officer to ensure that the exercise is completed on time.

(c) PART-I of the Performance Planning and Review Report is to be used for listing out the KPAs, targets and tasks set for the year. Part-I of the Report should be filled up in duplicate and one copy is to be handed over to the concerned executive and one copy retained in the Report for performance review and feed back purposes.

5. Performance Monitoring and Feed back

(a) Performance with reference to the targets set/tasks assigned should be discussed with the executive by the superior (Reporting Officer) twice a year, once at the end of September and then in the end of March.

(b) The superior (Reporting Officer) should bear in mind that the basic purpose of performance monitoring and feed back exercise is to help the executive to improve his performance and not merely to review and judge the performance. Therefore, in the discussions with the executive, the approach should be supportive with emphasis on improvements required.

(c) PART-II of the Report is to be used for recording brief particulars of feed back given to the executive by the Superior (Reporting Officer).
6. **Self-Review**

PART-III of the report is to be used for recording the detailed self-review carried out by the executive himself. The purpose of self-review is to give an opportunity to the executive to voluntarily evaluate his performance and assess it against the targets set/tasks assigned to him, his major achievements, the constraints faced, etc.

7. **Performance Analysis**

While reviewing his own performance the executive is to put down the factors which acted as facilitators to achieve tasks and targets. He is to list any special or significant achievements made during the review period. He must also list down limiting or inhibiting factors, if any, which have restricted his achievements. He may classify these factors into factors within his control and factors outside his control. In this process he may list the difficulties he had faced. This would help the executive in assessing his own strengths and environmental constraints. The executive is to complete the columns under PART-III (Self-Review) accordingly.

8. **Performance Discussion and Counselling**

The Self-Review provides an opportunity to the superior (Reporting officer) to discuss with the executive concerned the important points mentioned in the self-review at the end of the period. The superior (Reporting Officer) should discuss with the executive concerned giving a general impression about
the performance as a professional, as an individual and as a leader. Where needed, counselling is to be given to help the executive to overcome his weaknesses and improve upon his strengths. A brief of such feedback and counselling given on the self-review at the end of the year is to be recorded separately in PART-IV of the Report. This discussion on self-review at the end of the year will be different from the discussion at the end of half-year on performance monitoring and feedback given to the executive which is recorded in PART-II.

9. **Training and Development Needs**

PART-V of the Report provides for recording the training and development needs of the executive. The superior (Reporting officer) will discuss with the executive the training and development required vis-a-vis his performance, strengths and weaknesses. Accordingly appropriate training and development needs may be indicated duly signed by the executive and the superior (Reporting officer) in PART-V.

10. **Performance Assessment**

(a) Performance will be assessed on the basis of total 14 factors of performance divided into job performance factors and behavioural performance factors. The assessment is to be done on a 9 point scale of grades--Outstanding (point 9), Good (points 7 & 8), Average (points 5 & 6), Below the Average (points 3 & 4) and Poor (points 1 & 2), as given in PART-VI of the Report. All the factors are to be assessed.
(b) To assist the superiors (Reporting officers) to evaluate the performance accurately a Graded Description of the factors of assessment is given in Annexure I to these instructions as guidance. Where an executive fits into a particular description for a factor of assessment, the higher point applicable for that factor in that grade is to be given unless there are reasons for giving the lower point in that grade.

(c) All factors carry equal weightage in the overall assessment.

(d) Evaluation should be confined to the demonstrated performance and manifested behaviour exhibited in the course of performance during period of assessment. Each performance criterion given in PART-VI is to be evaluated independently. Gross impressions about the total performance of the executive should be avoided, so that by exercising judicious evaluation of each criterion, the total report on the individual may become as objective as possible. Rating should not be influenced by personal prejudices or stray incidents.

(e) In order to get a vivid picture of the performance of the individual in terms of job performance and behavioural performance, in addition to numerical grading, a brief highlighting the important aspects of the executive's performance is to be recorded at PART-VII (Pen Picture) of the Report.
11. **Assessment for Potential**

Assessment for Potential is to be carried out in Part-VIII of the Report. The potential is to be assessed for taking on greater job responsibilities and for advancement. The columns towards the same are to be filled up by the Reporting officer.

12. **Recommendations**

Recommendations by the Reporting officer for promotability, increments, change of assignment/location etc are to be filled up as appropriate in Part-IX.

13. **Review by Superior**

(a) The review of the report will be carried out by the superior officer above the Reporting officer in the organisational hierarchy.

(b) The reviewing officer is to satisfy himself that the report has been completed in all respects, check the assessment given by the Reporting officer and give his own assessment and recommendations in appropriate columns. Then he is to give his remarks in PART-X.

(c) After his review, the Reviewing Officer is to forward the Report to the HRD / Personnel Department for further action.
14. **Occasions for raising the Report**

(a) The Annual performance Planning and Review Report will be raised each year covering the period from 01 April to 31 March.

(b) On retirement or transfer of the Reporting Officer, the report will be raised by him on executives under him provided that no report is raised on these executives during the preceding six months.

(c) On transfer of the executive concerned the report will be raised provided no report is raised on him during the preceding six months.

A reporting officer is not to raise a report on the executive, unless the executive has served under him directly for a period of four months. This is the minimum period required for the reporting officer to know and assess the performance of the executive.
### Annexure I

(Refers to Para 10(b) of the instructions)

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Keen to learn and update professional knowledge. Applies routine performance requirements. Poor gainfully under guidance. Assigned tasks. Not knowledge in work

Satisfactory quality/very current in his situations. Not in control of knowledge. Control of activities

Generally views Conforms to present Fails to take a total problems from a land immediate future/view of problems and broader angle and view of problems. Integrates situations. Shows little concern for and balance ideas at surface level. Long term effect on and demands of the organisation/sub organisation / system. Rarely adequate capability department or improvement of to think and sub-system. existing activities.

Conceive new ideas. Improves improvement of existing activities. Occasionally.
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- Produces acceptable results. With persistence, manages ordinary level commensurate with the efforts and without much loss of time and quality. Generally adheres to the time required, for levels. Always fails frame. Work output just up to the expected level but quality and time may suffer.

- Displays fair judgement. Follows surface level. Can take decisions in routine & familiar situations. Under stress, loses decision taking is difficult to take correct decisions. Under stress, loses decision making but inclined situations. Under routine & familiar decision making but inclined situations. Under levels. Always falls frame. Work output just up to the expected level but quality & time may suffer.

- Judges issues at surface level. Can take decisions in routine & familiar situations. Under levels. Always falls frame. Work output just up to the expected level but quality & time may suffer.

- Shows faulty judgement. Follows surface level. Can take decisions in routine & familiar situations. Under levels. Always falls frame. Work output just up to the expected level but quality & time may suffer.

- Puts across his ideas & views in a colloquial manner. Maintains workable communication with all levels. Can communicate at higher/lower levels. Understand and reach various levels. Rather slow in understanding and reach out to others. Rather slow in understanding and reach out to others.

- Fails to make himself understood. Feels difficulty in freely communicating with higher/lower levels. Unnecessary written work is just satisfactory. Written work is just satisfactory.
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- Plans well under guidance in anticipating work.
- Plans in a routine manner and normally utilizes work needs and resources. Normally employs resources. May not adhere to cost consciousness and does not bother about economy of effort.
- At times, fails to plan properly on the work needs and utilization of resources.
- Does not optimise work needs and utilization.

- Generally takes hesitant in taking necessary action on his own when held up in absence of proper instructions and for want of decision instructions and precedents. Would require instruction compelled to do so.
- Does not act without instructions even when the task is urgent & needs priority. Does not work independently.
- Occasionally act only when and guidance.
<table>
<thead>
<tr>
<th><strong>AVERAGE</strong></th>
<th><strong>BELOW THE AVERAGE</strong></th>
<th><strong>POOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 AND 5)</td>
<td>(4 AND 3)</td>
<td>(2 AND 1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercises fair</th>
<th>Exercises loose</th>
<th>Leaves things to control on team</th>
</tr>
</thead>
<tbody>
<tr>
<td>control on team</td>
<td>work and group</td>
<td>fails to exercise activities. Takes activities. adequate control</td>
</tr>
<tr>
<td>appropriate</td>
<td>Delegates too much</td>
<td>on team work.</td>
</tr>
<tr>
<td>corrective action</td>
<td>or too little</td>
<td>Alternately keeps when work does not exercise activities.</td>
</tr>
<tr>
<td>proceed as planned.</td>
<td>take timely</td>
<td>himself and curbs Delegates authority corrective action the initiative</td>
</tr>
<tr>
<td>to others but does</td>
<td>when work does not</td>
<td>of subordinates. not mind the proceed as planned A poor leader of the appropriate limits</td>
</tr>
<tr>
<td>of such delegation.</td>
<td>unsatisfactory and ineffective.</td>
<td></td>
</tr>
<tr>
<td>Apt to interfere in subordinate's work.</td>
<td>ineffectiver</td>
<td></td>
</tr>
<tr>
<td>Provides satisfactory leadership to the team.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Able to strike | Firm and strict in | Displays rigidity in equations with his dealings with relations with his counterparts colleagues and colleagues, in other juniors. Manages subordinates and departments.
establishing | seniors, colleagues | of other |
| rapport with | seniors and juniors. | Obtains moderate co-operation |
| generally gives | co-operation from | personal likes while other departments. evaluating others' assessment |
| mostly Inclined to be a | moderator rather | performance. Takes and instructions of than be objective time to ascertain seniors without in appraising the wishes and delay and makes subordinates. requirements of good efforts to Generally grasps seniors and complies comply with them. the instructions with them in his and orders given own time. By seniors and | |
| endeavours to | comply with them. | |
AVERAGE | BELOW THE AVERAGE | POOR

(6 AND 5) | (4 AND 3) | (2 AND 1)

Ensures the development and well-being of team members and subordinates. Takes remote interest in the welfare and morale of subordinates. Apt to improve their necessary steps to work. Tends to play safe conditions. Mostly in evaluation of the work. Tends to maintain morale within subordinates. At times, shows interest in the welfare of subordinates in a fair manner.

Adequately determined Perseveres so Inclined to give up long as the going in the face of targets. In normal stress and circumstances pushes to waver and give up difficulties. Lacks his way through. In unforeseen resilience and can face occasional situations. At times, perseverance in stress. Finds it difficult to face stress. Strain.

Ensures the development and interest in the well-being of team members and subordinates. Tends to maintain morale within subordinates. At times, shows interest in the welfare of subordinates. Apt to improve their necessary steps to work. Tends to play safe conditions. Mostly in evaluation of the work. Tends to maintain morale within subordinates. At times, shows interest in the welfare of subordinates. In a fair manner.

Adequately determined Perseveres so Inclined to give up long as the going in the face of targets. In normal stress and circumstances pushes to waver and give up difficulties. Lacks his way through. In unforeseen resilience and can face occasional situations. At times, perseverance in stress. Finds it difficult to face stress. Strain.
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<td>(2 AND 1)</td>
</tr>
</tbody>
</table>

- Manages to maintain his emotional balance under stress, but regains equilibrium soon.
- Succeeds in coping with emergencies and crises situations.
- Generally loses his emotional balance under stress.
- In the face of odds and uncertainties, is fairly determined to achieve satisfactory level.
- Inclined to adopt a complacent attitude.
- Generally displays honesty & propriety.
- Uses discretion in the use of official position and resources.
- Offers correct information and advice.
- Keeps his personal affairs and finances under adequate control.
- Generally keeps personal interest.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>(6 AND 5)</td>
<td>(4 AND 3)</td>
<td>(2 AND 1)</td>
</tr>
</tbody>
</table>

- Aapt to be off balance under stress.
- Performance at moderate to satisfactory level under stress.
- Performance suffers in the face of odds and uncertainties.
- Inclined to adopt a complacent attitude.
- Cannot always discriminate between propriety and resources.
- Uses discretion in the use of official position.
- Offering correct information and advice.
- Management of personal affairs and finances.
- Sometimes finds it difficult to subordinate.
-Interest between personal concerns and the trust placed in organisational aims.
- The trust reposed in him as executive.

- Generally loses his emotional balance under stress.
- Performance suffers in the face of odds and uncertainties.
- Inclined to adopt a complacent attitude.
- Cannot always discriminate between propriety and resources.
- Uses discretion in the use of official position.
- Offering correct information and advice.
- Management of personal affairs and finances.
- Sometimes finds it difficult to subordinate.
-Interest between personal concerns and the trust placed in organisational aims.
- The trust reposed in him as executive.
ABC COMPANY LTD., COIMBATORE

EXECUTIVE PERFORMANCE PLANNING

AND

REVIEW REPORT

FOR

SENIOR LEVEL MANAGERS

PERIOD: FROM _______ TO _______

OCCASION

☐ Annual

☐ Retirement/Transfer of Reporting Officer

☐ Transfer of Executive

PERSONAL DATA

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>Date of Joining the Company</td>
<td></td>
</tr>
<tr>
<td>Date of appointment in the present designation</td>
<td></td>
</tr>
</tbody>
</table>
PART - 1
TARGETS SET/TASKS ASSIGNED FOR THE PERIOD
FROM ............................ TO ............................

Note: (a) Reporting officer should discuss with the Executives and set/assign clear, specific, realistic and measurable targets/tasks for the report period.

(b) Targets set/tasks so assigned should be recorded here by the Reporting Officer

(c) This should be filled in, in duplicate - one copy to be handed over to the Executive and one copy retained in the Report

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Nature of Key targets set/tasks assigned</th>
<th>Time Limit (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Reporting Officer
Name : ________________________
Date : ________________________
Designation : ________________________
PART - II : PERIODIC PERFORMANCE MONITORING & FEEDBACK

Note: (a) Performance with reference to the targets set/tasks assigned should be discussed with the executive by the Reporting Officer twice a year i.e., for the half year ending in September and year ending in March.

(b) The Reporting Officer should record below briefly the particulars of feedback given to the executive during such discussion.

---

Feedback given to the Executive for the half year ending September

Date: Signature of the Reporting Officer

---

Feedback given to the Executive for the half year ending March

Date: Signature of the Reporting Officer
**PART - III : SELF-REVIEW**

*(To be filled-in by the Executive)*

**Note:**

(a) Self-Review should be filled-in by the executive voluntarily to assess his performance against targets set/tasks assigned.

(b) The executive should focus on his achievements, strengths and weaknesses, constraints and opportunities in relation to tasks and targets assigned to him.

1. Mention briefly your achievements of targets set/tasks assigned to you with supporting details

<table>
<thead>
<tr>
<th>Targets set/Tasks assigned</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>List out the major achievements which you feel are significant.</td>
</tr>
<tr>
<td>3.</td>
<td>List out factors (Personal and Environmental) which have facilitated performance.</td>
</tr>
<tr>
<td>4.</td>
<td>List out factors (personal and environmental) which have inhibited performance.</td>
</tr>
<tr>
<td>5.</td>
<td>Indicate your major strengths and whether your abilities are fully utilised in the organisation.</td>
</tr>
</tbody>
</table>
6. Indicate the kind of training do you think will assist you to improve your performance in the present as well as develop your potential in future job.

7. How do you assess your overall performance during the period under review? Assess yourself against 9 marks and fill in the marks in the appropriate box.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>8/7</td>
<td>6/5</td>
<td>4/3</td>
<td>2/1</td>
</tr>
</tbody>
</table>

Signature of the Executive
## PART - IV: DISCUSSION ON SELF-REVIEW AND OBSERVATIONS OF REPORTING OFFICER

### PART - V: TRAINING AND DEVELOPMENT NEEDS

1. For improvement in current job

2. For future job

| Signature of the Executive | Signature of the Reporting Officer |
PART - VI : PERFORMANCE ASSESSMENT

Note : (a) Assessment is to be given from the Rating Scale of 1 to 9 as below :

- OUTSTANDING - 9
- GOOD - 7 and 8
- AVERAGE - 5 and 6
- BELOW THE AVERAGE - 3 and 4
- POOR - 1 and 2

(b) For assistance the details given in the graded description can be referred

(c) All factors are to be rated by the Reporting Officer and by the Reviewing Officer

(d) All factors carry equal weightage

---

1. Job Performance Factors

(a) Professional Competence
   - Level of professional knowledge contingent to the appointment viz depth, span and currency
   - Proficiency in the application of professional knowledge to assigned role and task
   - Growth orientation & self development

(b) Creativity and Conceptual Ability
   - Ability to conceptualise and refine/improve procedures & practices
   - Ability to conceive and formulate long term plans to realise company's objectives
   - Ability to improvise during crisis to resolve the event
<table>
<thead>
<tr>
<th>Reporting Officer</th>
<th>Reviewing Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) **Result Orientation and Task Achievement**
- Stand of Work execution
- Ability and desire to accomplish assigned tasks/ objectives/goals adhering to target time frame and work ethics
- Ability to enhance quantum of work output without sacrificing quality
- Attention to details

(d) **Judgement and Decision Making**
- Ability to sift and analyse the essentials of a problem in their various aspects
- Ability to make correct and prompt decisions after evaluating available alternatives/options
- Quality of decision making under stress
- Coverage to take and stick to even unpopular decisions in the interest of the organisation

(e) **Power of Communication**
- Clarity and logic in presenting ideas plans and information
- Degree of confidence shown and impact made in discussions, meetings and presentations
- Clarity, logic, brevity and style of written work
- Aptitude to share relevant data/information with appropriate persons and safeguard confidentiality where necessary
2. Behavioural Factors

(a) Leadership & Dynamism

- Ability to provide effective leadership to the team
- Ability to direct, coordinate and control activities
- Ability to inspire and enthuse subordinates
- Ability to delegate effectively

(f) Management of Resources

- Foresight and vision in anticipating work needs
- Capability to coordinate and integrate available resources to optimise task accomplishment
- Ability to allocate correct priorities
- Degree of cost consciousness exercised
- Supervision in maintenance of safety standards/ measures in work areas

(g) Initiative

- Willingness to act on own accord for organisational benefit
- Capability to independently handle unforeseen situations and unprecedented tasks
(b) Human Relations
- Ability to exercise correct tact when dealing with others in social and work situations
- Ability to strike equations with counterparts in the company and with outside agencies

(c) Motivating Ability
- Inspiring others by personal example and conduct
- Ability to stimulate team spirit
- Maintenance of morale and will to achieve
- Meaningful welfare of subordinates and subordinate development

(d) Determination
- Perseverence, resilience and tenacity in overcoming difficulties and obstacles in achieving goals
- Degree of physical stamina and endurance
- Adequacy in coping with pressure situation and emergencies

(e) Stability Under Stress
- Capacity to keep cool and calm under stress
- Ability to perform effectively in emergencies and crisis situations
- Boldness and resoluteness in the execution of duties in the face of uncertainties and difficulties
(f) **Integrity**

- Degree of honesty and uprightness in use of official position and resources
- Degree of intellectual honesty in stating facts and giving correct information even at the risk of personal disadvantage
- Management of personnel affairs and finances
- Commitment to the organisation

(g) **Loyalty**

- Subordination of personal interest to overall interest of the organisation
- Degree of trust which can be placed on the executive
PART - VII: PEN PICTURE

(Reporting Officer is to give a vivid picture of the performance and personality of the executive supplementing his performance assessment given in Part - VI, in a narrative form)

Signature of the Executive  Signature of Reporting Officer
PART - VIII : POTENTIAL ASSESSMENT

1. Is the Executive performing a step up □ or step down ☐ job. 
Reasons :

2. Is the executive capable of moving to higher position ?
(a) YES ☐ (b) NO ☐ (c) Not Ready ☐
If yes, now as _________________________ in grade ____________
If No, can be tried as ________________________________
If Not Ready, in ____ years as ____________ in grade ________

3. Any special Recommendations for Accelerated Career Progression or change of assignment / location.

PART - IX : OTHER RECOMMENDATIONS

1. Promotion to next higher grade (normal course)  ☐ ☐ ☐
2. Promotion to next higher grade (out of turn)  ☐ ☐ ☐
3. Double Increments  ☐ ☐ ☐
4. Normal Increments  ☐ ☐ ☐
5. Nil Increments  ☐ ☐ ☐
6. Change of Assignment  ☐ ☐ ☐

Signature of Reporting Officer
PART - X : REMARKS OF REVIEWING OFFICER

Note: (a) Reviewing officer is to comment on the self-review, Recommendation for training and development, potential assessment and other recommendation given in Parts III, V, VII, VIII and IX.

(b) Observations are to be given in narrative form.

Date: 

Signature of the Reviewing Officer
PART - XI : ACTION BY H.R.M DEPARTMENT

1. **Total Marks** :-

   (a) Total marks given by Reporting Officer
   
   (b) Total marks given by Reviewing Officer

   (c) Average of (a) & (b)

2. **Action on recommendations** :-

   (a) **Training & Developmental Needs**

   (b) **Promotability**

   (c) **Increments**

   (d) **Change of Assignment**

   (e) **Others**

Signature of Top Level Functionary in HRM Department