CHAPTER – 1

INTRODUCTION

The present chapter introduces the broad background of the importance of work performance in an organization. Human behavior is complex, and studying the output of human behavior can best be seen in an organization. The performance of the individuals in the organization leads to both the individual success as well as the organization’s level of excellence. Work performance can be affected by various factors like ability, expectation, motivation etc which are all intrinsic but added to these there are external environmental factors which also influences the performance of work, in order to measure the levels of performance of the employees, performance appraisals are adopted. The performance appraisals not only rate their current level of performance but also the future prospects and potential of the employees. By studying the various theories of performance in this chapter, it is understood that the physical, emotional and also the spiritual states of an individual has a strong influence on the work performance. Thus the present research, studies the General Health, Emotional Intelligence and Spiritual Intelligence of the employees in order to enhance their work performance. The chapter also introduces the intervention programme used to influence the employees work performance.

The present chapter throws light on the following sections:

1.1 Organizational Behavior

1.2 Work Performance

1.2.1 Theories related to Work Performance

1.2.2 Factors affecting Work Performance
1.2.3 Improving Work Performance

1.3 Performance Appraisal

1.3.1 Need and Importance of Performance Appraisal

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1.4 Dimensions affecting Work Performance

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1.5 Performance Interventions

1.5.1 Instructional interventions

1.5.2 Instrumental interventions

1.5.3 Transpersonal Twelve Step’

1.6 Need for Study

1.1 ORGANISATIONAL BEHAVIOR

The study of Organizational Behavior (OB) is very interesting and challenging too. It is related to individuals and groups of people working together in teams. The study becomes more challenging when situational factors interact. The study of organizational behavior relates to the expected behavior of an individual in the organization. No two individuals are likely to behave in
the same manner in a particular work situation. It is the predictability of a manager about the expected behavior of an individual. There are no absolutes in human behavior. It is the human factor that is contributory to the productivity hence the study of human behavior is important.

In an organization, the managers under whom an individual is working should be able to explain, predict, evaluate and modify human behavior that will largely depend upon knowledge, skill and experience of the manager in handling large group of people in diverse situations. Preemptive actions need to be taken for human behavior forecasting. The value system, emotional intelligence, organizational culture, job design and the work environment are important causal agents in determining human behavior. Cause and effect relationship plays an important role in how an individual is likely to behave in a particular situation and its impact on productivity. An appropriate organizational culture can modify individual behavior.

Recent trends exist in laying greater stress on organizational development and imbibing a favorable organizational culture in each individual. It also involves fostering a team spirit and motivation so that the organizational objectives are achieved. There is a need for commitment on the part of the management that should be continuous and incremental in nature. The scope of the organizational behavior includes impact of personality on performance, employee motivation, leadership, how to create effective teams and groups, Study of different organizational structures, Individual behavior, attitude and learning, perception, design and development of effective organization, job design, impact of culture on organizational behavior, management of change, management of conflict and stress, organizational development, organizational culture, Transactional analysis, group behavior, power and politics and the study of emotions.
The field of the organizational behavior thrive on information based on a scientific procedure under controlled conditions and not on the basis of intuition. It uses information and interprets the findings so that the behavior of an individual and group can be canalized as desired. Large number of psychologists, social scientists and academicians have carried out research on various issues related to organization behavior.

Employee performance and job satisfaction are determinants of accomplishment of individual and organizational goals. Organizations have been set up to fulfill needs of the people. In today’s competitive world, the organizations have to be growth-oriented. This is possible when productivity is ensured with respect to quantity of product to be produced with zero error quality. Employee absenteeism and turnover has a negative impact on productivity. Employee who absents frequently cannot contribute towards productivity and growth of the organization. In the same manner, employee turnover causes increased cost of production. Job satisfaction is a major factor to analyze performance of an individual towards his work. Satisfied workers are productive workers who contribute towards building an appropriate work culture in an organization.

Organizations are composed of number of individuals working independently or collectively in teams, and number of such teams makes a department and number of such departments make an organization. It is a formal structure and all departments have to function in a coordinated manner to achieve the organizational objective. It is therefore important for all employees to possess a positive attitude towards work. They need to function in a congenial atmosphere and accomplish assigned goals. It is also important for managers to develop an appropriate work culture. Use of authority, delegation of certain powers to subordinates, division of labor, efficient communication, benchmarking, re-engineering, job re-design and
empowerment are some of the important factors that enable an organization can function like a well-oiled machine. This is not only applicable to manufacturing organizations but also to service and social organizations.

Thus, “Organizational behavior is a field of study that investigates the impact that individuals, groups and organizational structure have on behavior within the organization, for the purpose of applying such knowledge towards improving an organizational effectiveness”. The above definition has three main elements; first organizational behavior is an investigative study of individuals and groups, second, the impact of organizational structure on human behavior and the third, the application of knowledge to achieve organizational effectiveness. These factors are interactive in nature and the impact of such behavior is applied to various systems so that the goals are achieved. The nature of study of organizational behavior is investigative to establish cause and effect relationship.

Organizational behavior involves integration of studies undertaken relating to behavioral sciences like psychology, sociology, anthropology, economics, social psychology and political science. Therefore, organizational behavior is a comprehensive field of study in which individual, group and organizational structure is studied in relation to organizational growth and organizational culture, in an environment where impact of modern technology is great. Prasad (2005) defined Organizational Behavior as – “the study and application of knowledge about human behavior related to other elements of an organization such as structure, technology and social systems.

Organizational behavior ensures that the human behavior contributes towards growth of the organization and greater efficiency is achieved. Therefore in an Organizational set up, for a man to flourish it is important that he exhibits good performance.
This performance of the employee can be measured through performance appraisals. The system of performance appraisal draws upon the talent from within, based on the experience gained by the employees in the organization. It compels the management to have a promotion policy based on the system of performance appraisal. It also gives justice to those employees who are efficient and capable. It serves the short-term purpose of assessing the capabilities and usefulness of an employee to the organization and in the long-term it determines his potential for elevation to the higher post and position. Further it throws light on the importance of Work Performance and the factors that affect it.

1.2 WORK PERFORMANCE

Individual performance is a core concept within work and organizational psychology. During the past 10 or 15 years, researchers have made progress in clarifying and extending the performance concept (Campbell, 1990). Moreover, advances have been made in specifying major predictors and processes associated with individual performance. With the ongoing changes that we are witnessing within organizations today, the performance concepts and performance requirements are undergoing changes as well (Ilgen & Pulakos, 1999).

Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance, if it is recognized by others within the organization, is often rewarded.
by financial and other benefits. Performance is a major prerequisite for future career
development and success in the labor market. Although there might be exceptions, high
performers get promoted more easily within an organization and generally have better career
opportunities than low performers (Van Scotter, Motowidlo, and Cross, 2000).

1.2.1 Theories related to Work Performance

The following section clearly highlights on the various theories, which bring out the relationship of important factors that influence work performance. Some of the related theories are:

1. Abraham Maslow’s Hierarchy of Needs (1954)
2. Abraham Maslow’s Self Actualization theory (1954)
3. Victor Vroom’s Expectancy theory (1964)
4. Frederick Herzberg’s Two factor theory (1974)

Abraham Maslow’s Hierarchy of Needs (1954)

Maslow explains his theory of needs through a system of hierarchy and hence it is called Hierarchy of Needs. It is portrayed in the shape of a pyramid, where the largest and most fundamental levels of needs are placed at the bottom and gradually progress to the self actualization need. According to him the needs were arranged from physiological needs, safety needs, love and belonging needs, self esteem needs and finally self actualization. It is seen that these needs form the very reason for an employee to be motivated to perform. The performance of an employee depended largely on the following:
• Physiological needs: Gratification of basic physical needs and general wellbeing
• Safety needs: Safety and security of the job, and health
• Love and belonging needs: Good interpersonal relationships, job satisfaction
• Esteem needs: Job satisfaction, recognition, incentives
• Self actualization needs: Opportunity to grow, learn and achieve

Therefore it becomes imperative that the gratification of these needs is crucial and plays a vital role in increasing the level of work performance. This basic theory helps in performance appraisal so that factors relating to need and general wellbeing; safety and security, interpersonal relationships and satisfaction; learning and growth can be considered while developing a performance appraisal form. Also areas and factors responsible for performance can be evaluated accordingly.

Abraham Maslow’s Self Actualization theory (1954)
Maslow defined the term ‘self-actualization’ as "the desire for self-fulfillment, namely the tendency for him [the individual] to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming." The term was used to describe a driving force that will fulfill their capabilities. He argued that self actualization gave the desire to achieve their ambitions. Maslow considered self-actualizing people to possess an unusual ability to detect the spurious, the fake, and the dishonest in personality, and in general to judge the people correctly and efficiently. According to Maslow, self actualized individuals:

• embrace reality and facts rather than denying truth.
• are spontaneous.
• Focus on problems outside themselves.
• accept their own human nature as well as others without any bias
• lack prejudice.

It is evident that employees who have this desire to achieve their maxim, exhibit deep insight and have a driving force within will most definitely perform well. Thus self actualized employees can exhibit good performance at work. This theory helps in providing a new dimension to performance appraisals as it aids in not just measuring the work done as per requisites but also to examine if each employee has furnished his full potential and hence satisfied.

Victor Vroom’s Expectancy theory (1964)

The Expectancy Theory of Motivation explains the behavioral process of why individuals choose one behavioral option over another. It also explains how they make decisions to achieve the end they value. Vroom introduces three variables within the expectancy theory which are Expectancy, Instrumentality, and Valence.

• **Expectancy** is the belief that one's effort will result in attainment of desired performance goals. Factors associated with the individual's Expectancy perception are self efficacy (belief on their ability to perform), goal difficulty (high goals and performance expectations), and control (perceived control over performance).

• **Instrumentality** is the belief that a person will receive a reward if the performance expectation is met. This reward may come in the form of a pay increase, promotion, recognition or sense of accomplishment. Instrumentality is low when the reward is given for all performances given. Factors associated with the individual's instrumentality for
outcomes are trust, control and policies. If individuals trust their superiors, they are more likely to believe their leaders promises. When there is a lack of trust on leadership, people often attempt to control the reward system. When individuals believe they have some kind of control over how, when, and why rewards are distributed, Instrumentality tends to increase. Formalized written policies impact the individuals' instrumentality perceptions. Instrumentality is increased when formalized policies associates rewards to performance.

- **Valence** is the value the individual places on the rewards based on their needs, goals, values and Sources of Motivation. Factors associated with the individual's valence for outcomes are values, needs, goals, preferences and Sources of Motivation Strength of an individual’s preference for a particular outcome.

Expectancy and instrumentality are attitudes that represent an individual's perception of the likelihood that effort will lead to performance that will lead to the desired outcomes. Valence is rooted in an individual’s value system. This theory helps in performance appraisal as analyses becomes meaningful when the level of efforts and expectation of workers is measured. Also the leader-member relationship will be reflected along with the value the employees attach to factors based on need, goal, preferences etc. Finding cause and effect becomes easier.

**Frederick Herzberg’s Two factor theory (1974)**

Herzberg states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum
salary levels or safe and pleasant working conditions. Rather, individuals look for the
gratification of higher-level psychological needs having to do with achievement, recognition,
responsibility, advancement, and the nature of the work itself. He proposed a two-factor model
of motivation, based on the notion that the presence of one set of job characteristics or incentives
lead to worker satisfaction at work, while another and separate set of job characteristics lead to
dissatisfaction at work. Thus, satisfaction and dissatisfaction are not on a continuum with one
increasing as the other diminishes, but are independent phenomena.

This theory suggests that to improve job attitudes and productivity, administrators must
recognize and attend to both sets of characteristics and not assume that an increase in satisfaction
leads to decrease in unpleasurable dissatisfaction. Two-factor theory distinguishes between:

- **Motivators** (e.g., challenging work, recognition, responsibility) that give positive
  satisfaction, arising from intrinsic conditions of the job itself, such as recognition,
  achievement, or personal growth and

- **Hygiene factors** (e.g. status, job security, salary, fringe benefits, work conditions)
  that do not give positive satisfaction, though dissatisfaction results from their
  absence. These are extrinsic to the work itself, and include aspects such as company
  policies, supervisory practices, or wages/salary.

Essentially, hygiene factors are needed to ensure an employee is not dissatisfied. Motivation
factors are needed to motivate an employee to higher performance. Thus the performance of the
employees depend largely on whether they are satisfied or dissatisfied with the job in hand.
Thus, this theory can help in performance appraisals by evaluating which factors have caused
satisfaction and which have resulted in dissatisfaction in the employees. Also ways of enriching the motivating and hygiene factors can be deciphered.

**Douglas Mc Gregor’s Theory X and Theory Y (1985)**

McGregor describes two contrasting models of workforce motivation. He postulates Theory X and Theory Y, based on assumptions.

- **Theory X** is based on assumptions that management assumes employees are inherently lazy and will avoid work if they can and that they inherently dislike work. As a result of this, management believes that workers need to be closely supervised and comprehensive systems of controls developed. According to this theory, employees will show little ambition without an enticing incentive program and will avoid responsibility whenever they can. Theory X manager is assumed to blame everybody, think the employees work for money only, they are disinterested and lack ambition.

- **Theory Y** is based on assumptions that management assumes employees may be ambitious and self-motivated and exercise self-control. It is believed that employees enjoy their mental and physical work duties. They possess the ability for creative problem solving, but their talents are underused in most organizations. Given the proper conditions, theory Y managers believe that employees will learn to seek out and accept responsibility and to exercise self-control and self-direction in accomplishing objectives to which they are committed. A Theory Y manager believes that, given the right conditions, most people will want to do well at work. They believe that the satisfaction of doing a good job is a strong motivation.

It is obvious that Theory Y managers are more likely than Theory X managers to develop the climate of trust with employees that is required for human resource development. The right human resource management in an organization can play a pivotal role in the work performance
of the employees. This would include managers communicating openly with subordinates, minimizing the difference between superior-subordinate relationships, creating a comfortable environment in which subordinates can develop and use their abilities. This climate would include the sharing of decision making so that subordinates have say in decisions that influence them. This theory influences performance appraisals to an extent where the appraiser can examine whether the employees fall under the Theory X category or the Theory Y category.

1.2.2 Factors affecting Work Performance

The Factors that generally affect the performance of an employee are based on the ability of the employee, the efforts taken by him, their level of motivation, their expectations, perception of their task or role and finally environmental factors. These factors are explained below:

**Ability**: Every individual possesses certain character traits. These traits are unique and make him different from another. His skills and knowledge over a particular concept also sets him apart from others. These character traits, skills and knowledge put together make up or comprise his ‘abilities’. These abilities are used in the performance, in other words his performance largely depends on his abilities. These abilities are always present and do not vary widely over short periods of time.

**Effort**: The level of effort or the kind of effort an employee emits on his work is basically the amount of manual or mental energy that a person is prepared to expend on a job to reach a certain level of performance. These efforts largely determines his level of performance. These efforts that an employee puts forth depends according to the incentive and motivation given to him.
**Motivation**: It is mandatory for every employee to be motivated in order to give his best output. Only a motivated employee can result in good performance. Many employees who are not motivated keep their performance to an acceptable level by expending only 20-30% of their ability. But managers who know how to motivate their employees can achieve 80-90% ability levels and consequently higher levels of performance. In order to motivate an employee, it is sensible to satisfy the basic needs, safety needs, social needs, esteem needs and self realization needs.

**Equity and Expectation**: every individual in an organization wants to feel important. There is a need to feel equal and be treated equally within the company and as others who are in similar companies. Basically, they expect to get a certain reward for a certain effort. Also if they are undergoing training they expect promotion. All these factors are inter-related and affect the amount of effort people are prepared to put in.

**Perception of task or role**: The employee channelizes his effort and ability in the direction he wishes, according to his perception of the particular task or role he is set to perform. It varies according to such factors as whether or not the job is seen to be important or of value in itself, to the organization, to workmates, or to the individual. The employee also evaluates whether or not there is an end in sight, to know if work is just lost in the large organization or is it seen as an entity no matter how small it may be. So it is important to be aware of the standards and job descriptions must be known and understood.

**Fatigue and Burnout**: The employees usually can work until they reach their maximum limit of tolerance. Long hours of work can tire the individual and sap them of their energy levels. At this moment fatigue sets in and slowly has a diminishing effect on their work performance. Over
work and repetitive occurrence of fatigue, over a period of time leads to burnout. Burnout is a condition which happens to over work, long hours of work and excessive physical and mental strain.

**Boredom:** Also long hours of work or continuous, repetitive pattern of work can set in monotony and hence boredom. The chances of poor or diminished performance is greater in such cases. Boredom can give rise to disinterest and lack of motivation to achieve or accomplish goals.

**Job satisfaction and Job morale:** It is essential for every employee to be satisfied with the job in hand. Every worker wants to feel positive about himself and assured that his capacity and intelligence is utilized. A workload below their capacity, or a mismatch would lead to deteriorated performance. Similarly it is important that good interpersonal relationships in the organizational gives a feeling of oneness and boosts the morale of an individual. This will surely have better influence on goal setting and goal accomplishment. Thus the work performance will consecutively be better than usual.

**Environmental factors:** Apart from the above factors which an employee can be aware of, there are a few which the employee has no control over. For example, the job may have been completed under severe time constraints, with a lack of adequate resources, or by using obsolete equipment. There may be situations where there are conflicting priorities or information overload, such that the individual was confused and under stress or other staff and departments may have been less than cooperative. At times, the restrictive policies of the organization may have prevented the individual from using her initiative and imagination to the extent that she wished or the quality of the supervision exercised may have been defective. So these factors can to a large extent affect their performance. Some people need encouragement and support,
whereas others like to be left alone to get on with the job. This cannot be used as excuses for poor performance, but they do have a modifying effect.

Thus it is seen that these factors that affect performance need to be taken care of in order to strive for good performance. There is a need to overcome these detrimental factors and enhance the level of performance.

1.2.3 Improving Work Performance

Effective workplace performance is the key element in the success of an organization. And the competency of the workers employed will determine just how successful the organization will be. It is imperative that companies hire competent staff to perform all job duties and responsibilities. However, there are times when the best workers will need to improve his or her job performance. Human Resource management is skilled to assist in the implementation of performance management in the organization. Therefore, department managers will need to collaborate with HR staff to ensure a competent staff is in place and how to effectively improve workplace performance. Effective communication, good organizational skills, good time management skills, adequate education and training, goal settings, and teamwork are crucial in shaping employee competency and improving job performance. Employee morale is also a factor in poor job performance. Managers should use incentives to motivate employees and boost employee morale - this would ultimately improve job performance.

1. Effective communication between employees and managers is crucial in that employees will need to know what is expected of them. Managers need to provide a clear job description for every employee. Employees should also have immediate access to the
necessary tools in which to complete each assignment in a timely manner. Example: computer, adequate software, workstation, etc. Employees are responsible for communicating with their managers should they encounter a problem or have question about a particular task. Managers will need to communicate with employees regularly to get feedback and offer suggestions. Regular communication will also prevent confusion about future job assignments.

2. **Good organizational skills** are essential to good job performance. Good organizational skills will enhance job productivity and poor organizational skills will hinder and decrease productivity. It’s very difficult for an individual to perform effectively when they are unorganized! This might mean that the employee arrive at work 15 minutes prior to his or her start time to get organized. Employees should also keep office desk and workstation clean and clutter-free. Management and staff should arrange work so that workers can promptly locate their work and other relevant items as needed.

3. **Good time management skills** are necessary for improving job performance. Employees’ work should be done effectively and efficiently in a timely manner. This means that the employee will need to arrange his or her work so as to complete the most important and pressing task first, then work on other task until all is complete. Things like filing and mail distribution can be done later. Employees have allotted time in which to complete task and should manage time wisely. As mentioned, the employees will need to communicate with management to learn which task are priority and time-sensitive. This might also mean that an employee may work overtime on occasions to complete the assigned task.
4. **Adequate training and education** will help employees perform task more efficiently and effectively. Sometimes poor performance is due to a lack of training. Human Resource management should collaborate with department managers to implement suitable training programs for employees that educate them on how to effectively perform their jobs and to enhance job performance overall. Management and HR should teach employees to tap into their hidden potential and to use their skills to help achieve departmental goals and objectives. Management should proactively not reactively respond to the needs of their employees.

5. **Managers should set realistic performance goals** (measurable and specific) for their employees and reasonable timelines in which to complete them- and follow-up via performance appraisal. Thus employees will know where they are lacking and should work diligently to improve specific areas. Employees will also learn where they have achieved specific goals. Managers should work with employees in aligning their goals with the goals of the organization.

6. **Managers should promote teamwork** amongst their workers. When employees work together as a team they will be able to accomplish goals and objectives more effectively in a timely manner. There will be times when management will need to delegate authority to dependable employees.

7. And finally, **employee morale** will no doubt influence workplace efficiency. When employee morale is down- job performance will also diminish. Managers should choose rewards that will help inspire workers to attain workplace efficiency. Managers should distribute recognition of achievement awards to those employees who achieve and exceed expectations. Sometimes a simple “thank you” can boost morale. In short, job
Performance will increase when managers along with HR determine what action is needed to improve performance, then immediately take the necessary steps to attain it.

1.3 PERFORMANCE APPRAISAL

Performance appraisal is the process of obtaining, analyzing and recording information about the relative worth of an employee. The focus of the performance appraisal is measuring and improving the actual performance of the employee and also the future potential of the employee. Its aim is to measure what an employee does.

According to Flippo (2009), a prominent personality in the field of Human resources, "performance appraisal is the systematic, periodic and an impartial rating of an employee’s excellence in the matters pertaining to his present job and his potential for a better job."

Performance appraisal is a systematic way of reviewing and assessing the performance of an employee during a given period of time and planning for his future. It is a powerful tool to calibrate, refine and reward the performance of the employee. It helps to analyze his achievements and evaluate his contribution towards the achievements of the overall organizational goals. By focusing the attention on performance, performance appraisal goes to the heart of personnel management and reflects the management's interest in the progress of the employees.

1.3.1 Need and Importance of Performance Appraisal

In every organization all employees work to achieve the common aims and objectives of the organization. But all employees do not have same capacities and qualities. The individuals' qualities differ from person to person. All are not equally efficient and able. But all have to work together in order to keep their morale high, it is necessary to inform them, from time to time, about their own level of performance in the organization. This can be done by adopting a fair
Performance Appraisal helps to improve the organizational health, viability and growth through optimal utilization of the human resources in the interest of the organization. Individual employee gets feedback which enables him to develop himself to meet the objectives of the organization. Performance Appraisal is, thus, a means and not an end by itself. Performance Appraisal system is necessary not only for individual's work improvement but also for the overall improvement of the organization. It is necessary for the adoption of a fair and impartial promotion policy, which can only keep the employee's morale high.

Performance Appraisal is also necessary to assess the usefulness and capabilities of a person in terms of his contribution towards the achievement of the goals of the organization. It is also needed to develop the potentials of an employee to prepare him to accept more responsibilities of the higher post, which he aspires through promotion. It helps not only in improving the viability and health of the organization but also pinpoints the shortcomings of an employee. By informing the shortcomings to the concerned persons, the superior officer can secure better utilization of services either through correction or position-change. Performance Appraisal is, thus, a very important activity of modern personnel management. Performance appraisal system has been defined in many ways.

The simplest way to understand the meaning of performance appraisal is as follows: "A regular and continuous evaluation of the quality, quantity and style of the performance along with the assessment of the factors influencing the performance and behavior of an individual is called as performance appraisal." Performance appraisal also means an appraisal of the growth potential of an employee, with a view to providing information to the organization leading to positive action and enabling feed-back to the individual aimed at his performance improvement, personal growth and job-satisfaction. In short, performance appraisal
is expected to result in an assessment of growth potential of the employees; corresponding training needs for the employees; capabilities for their placement in higher posts, conduct and discipline of the employees; and the need of the organization to evolve a control mechanism.

1.3.2 Objectives of Performance Appraisal

The main objective of the system of performance appraisal is to reward those who are working efficiently and honestly in the organization. At the same time, it also aims at eliminating those who are inefficient and unfit to carry out their responsibilities. It has to be done almost continuously, so that no injustice is done to a deserving individual. It is, therefore, necessary to clearly define the organizational objectives, targets and priorities. It is further necessary to define clearly the rote and responsibilities of the persons involved in the functioning of the organization.

Performance appraisal also aims at helping the management in carrying out their tasks more effectively.

- To review the **performance of the employees** over a given period of time.
- To judge the gap between the actual and the desired performance.
- To help the management in exercising organizational control.
- Helps to strengthen the relationship and communication between superior – subordinates and management – employees.
- To diagnose the strengths and weaknesses of the individuals so as to identify the training and development needs of the future.
- To provide feedback to the employees regarding their past performance
- Provide information to assist in the other personal decisions in the organization.
• Provide clarity of the expectations and responsibilities of the functions to be performed by the employees.

• To judge the effectiveness of the other human resource functions of the organization such as recruitment, selection, training and development.

• To reduce the grievances of the employees.

1.3.3 Steps of Performance Appraisal

Performance Appraisal does not happen at one shot but in a step by step process. The following are the steps of Performance appraisal:

Establishing performance standards

The first step in the process of performance appraisal is the setting up of the standards which will be used to as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employee cannot be measured, great care should be taken to describe the standards.

Communicating the standards

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organization. The employees should be informed and the standards should be clearly explained. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or the
evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the employees or the evaluators.

**Measuring the actual performance**

The most difficult part of the Performance appraisal process is measuring the actual performance of the employees that is the work done by the employees during the specified period of time. It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement, taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employee’s work.

**Comparing the actual with the desired performance**

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the organizational performance. It includes recalling, evaluating and analyzing the employee’s performance.

**Discussing results**

The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees’ future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better.
Decision making

The last step of the process is to take decisions which can be taken either to improve the performance of the employees, take the required corrective actions, or the related HR decisions like rewards, promotions, demotions, transfers etc.

1.3.4 Factors affecting Performance Appraisal

There are various factors which, directly or indirectly, influence the system of performance Appraisal. There are some factors which introduce subjectivity whereas, some other factors hinder objective assessment. Both types of factors are discussed below.

Superior Officer's Value System

Usually the superior officers are entrusted with the work of assessment and write reports of the subordinates. They are expected to do this objectively. What usually happens is that the superior officer judges the performance of the subordinates on the basis of his own value-system. Different persons believe in different value-systems based on their own socio-cultural conditions. Often it is found that the reports are influenced by the superior officer's value-system. This subjective element has great impact on the Appraisal Report which is based on superior's final judgment.

Dominant Work Orientation

Sometimes the performance Appraisal Report of a subordinate written by his superior is found to be influenced by the dominant work orientation of the superior officer. There is over-emphasis on certain aspect of the work by the superior. This dominant work orientation introduces Subjectivity in the system of performance appraisal. A superior judges the performance of the
subordinate on the basis of elements like preference for work of dynamic nature; preference for strict maintenance of routine work; emphasis on status and inter-personal relations; emphasis on qualities which do not have much functional utility; and emphasis on conformity to some ideology. These elements introduce subjectivity in the process of assessment, influence the judgment of the superior and create distortions in the performance appraisal of the subordinates.

**Inter-Personal Relations**

Many times the psychological make-up of the subordinate and the superior influences their personal relationship, apart from other situational influences. The subordinates very often take those actions which are liked by their superiors. Subordinate judges his own actions on the basis of the approval and appreciation of the superior. Such action of the subordinates satisfy the superior psychologically. The adaptability or otherwise of the subordinate plays important role in the system of performance appraisal. The inter-personal relations introduce considerable amount of subjectivity in the system of appraisal.

**Loyalty**

On many occasions and particularly in the Indian context 'loyalty' factor has considerable influence on the performance assessment. Loyalty may be due to common values, objectives, emotional needs, interests, caste, religion, language or region. Loyalty factor usually brings the superior and the loyal subordinate closer and closer to each other. It also increases the distance and distrust between the superior and other less loyal subordinates. This brings subjectivity in the performance appraisal system as every superior judges the subordinates on the basis of the extent of loyalty to himself.
Level of Achievement

Superior officer's own level of achievement affects the appraisal of the subordinate. If the actual difference between the levels of achievement of the superior and subordinate is quite wide, it can create problems of adjustment and objective evaluation of performance.'

Factor hindering objective Assessment

There are several factors which hinder the objective appraisal of the performance of the subordinates. These factors make it almost impossible for the superior to make objective assessment of the performance of the subordinates. They are superiority complex of the superior or reporting officer; instead of assessment of overall performance, insistence of the superior to assess only specific aspect of the work; past-record of the subordinate; overall personality of the subordinate; extent of work-contact between the subordinate and the reporting superior; social status of the subordinate; and the capacity of the subordinate to exercise influence at higher level.

1.3.5 Approaches of Performance Appraisal

Performance appraisal - Traditional approach

Traditionally, performance appraisal has been used as just a method for determining and justifying the salaries of the employees. Than it began to be used a tool for determining rewards (a rise in the pay) and punishments (a cut in the pay) for the past performance of the employees.

This approach was a past oriented approach which focused only on the past performance of the employees i.e. during a past specified period of time. This approach did not consider the developmental aspects of the employee performance i.e. his training and development needs or
career developmental possibilities. The primary concern of the traditional approach is to judge
the performance of the organization as a whole by the past performances of its employees.

Therefore, this approach is also called as the overall approach. In 1950s the performance
appraisal was recognized as a complete system in itself and the Modern Approach to
performance appraisal was developed.

Performance appraisal -Modern approach

The modern approach to performance development has made the performance appraisal
process more formal and structured. Now, the performance appraisal is taken as a tool to identify
better performing employees from others, employees’ training needs, career development paths,
rewards and bonuses and their promotions to the next levels.

Appraisals have become a continuous and periodic activity in the organizations. The
results of performance appraisals are used to take various other HR decisions like promotions,
demotions, transfers, training and development, reward outcomes. The modern approach to
performance appraisals includes a feedback process that helps to strengthen the relationships
between superiors and subordinates and improve communication throughout the organization.

The modern approach to Performance appraisal is a future oriented approach and is
developmental in nature. This recognizes employees as individuals and focuses on their
development. Both these methods are depicted in Fig 1.
Fig 1: Methods of Performance Appraisal

The above methods of performance appraisals are required as organizations and work as a whole are undergoing dramatic changes (Cooper & Jackson, 1997; Howard, 1995) which have implications for conceptualizing and understanding performance (Ilgen & Pulakos, 1999). The current trend in society reflects the importance of continuous learning, the relevance of proactivity, increase in teamwork, globalization, and technology. Thus there is a obvious need...
to study and find ways of improving work performance. Due to the use of technological innovations and changes in organizational structures and processes, individual work requirements are quickly changing.

As a consequence, continuous learning and competence development become increasingly important. First of all, individuals need to be willing and able to engage in continuous learning processes in order to accomplish their present and future tasks successfully. Secondly, in today’s work environment proactivity becomes increasingly important. To perform well it is no longer sufficient to comply with prescribed job requirements but to go beyond what is formally requested (Frese, 1997; Parker, Wall, & Jackson, 1997). Third, organizations are increasingly implementing teamwork and other group work arrangements (Ilgen, 1999; West, Borrill, & Unsworth, 1998).

Furthermore ‘Globalization’ has become a catchword when describing today’s business world. Globalization comprises two major developments: first, production and services are produced for a global market and they compete worldwide; second, companies’ workforces become increasingly global, i.e., ‘culturally diverse’. Keeping pace with this, technology, particularly computer and information systems play an important role in most work processes. In many jobs, individual work behavior, their performance, is very closely linked to the use of technology-based systems. The ongoing changes in the today’s organizations have implications for our conceptualization and research endeavors on performance.

Therefore it becomes imperative for us to study and find ways of enhancing the work performance. For an employee to perform well there are several factors. But these factors
essentially intervene with the physical, emotional and spiritual wellbeing of an individual. These
three dimensions of an individual influence the performance of an individual. The following
pages will elucidate the relationship between work performance and the physical, emotional and
spiritual wellbeing.

1.4 DIMENSIONS AFFECTING WORK PERFORMANCE

After in depth analysis, that although there are several factors related and responsible
towards work performance, by and large all the factors influence the physical, emotional and
also the spiritual states of an individual. These three dimensions give a holistic approach in
understanding the influence over work performance. The employees in an organization with
disoriented physical, mental and emotional states deteriorate their work performance. In order to
evaluate these three states, the General Health, Emotional Intelligence and Spiritual Intelligence
were studied. Fig 2 represents the dimensions affecting Work Performance.

Fig 2: Dimensions affecting Work Performance
The relationship of each of these three variables with Work Performance will throw sufficient light on the need to base the present research on these dimensions. The following section explains the effect of these three dimensions on the work performance:

1.4.1 General Health and Work Performance

The relationship between health and job performance problems have received increased attention in business and scientific communities. Associations between physical health, particularly somatic complaints and hypertension, and performance have been made by many psychologists. The direct medical costs for employee ill-health of organizations and society are well documented and have been quantified through analysis of health care and medical expenditures. However, there has been evidence that a majority of organizational costs associated with health conditions are in the form of impaired performance (Hemp, 2004).

An analysis conducted in the United States in Bank One suggested that 63% of health related costs are a function of employees being at work but not at full strength, this compares 24 % of costs associated with direct medical and pharmaceutical expenditure (Hemp, 2004). Ford, Cerasoli, Higgins, Decesare (2011) found in their study that alcohol consumption, and smoking were weakly and sleep problems moderately associated with performance problems. This implies that interventions to improve health may have an impact on performance.

High levels of fatigue cause reduced performance and productivity, and increases the risk of accidents and injuries. Fatigue affects the ability to think clearly. As a result people who are
fatigued are unable to gauge their own level of impairment, and are unaware that they are not functioning as well or as safely as they would be if they were not fatigued.

Performance levels drop as work periods become longer and sleep loss increases. Staying awake for 17 hours has the same effect on performance as having a blood alcohol content of 0.05%. Staying awake for 21 hours is equivalent to a blood alcohol content of 0.1%.

The most common effects associated with fatigue are desire to sleep; lack of concentration; impaired recollection of timing and events; irritability; poor judgment; reduced capacity for communicating with others; reduced hand-eye coordination; reduced visual perception; reduced vigilance; reduced capacity to judge risk; and slower reaction times.

Not only do these effects decrease performance and productivity within the workplace, but they simultaneously increase the potential for incidents and injuries to occur. People working in a fatigued state may place themselves and others at risk, most particularly when operating machinery (including driving vehicles); when performing critical tasks that require a high level of concentration; and where the consequence of error is serious.

Thus, it is very clearly seen that ill health can lead to poor work performance. That is an improved physical wellbeing will obviously yield positive effects on the work performance. An employee with no physical ailments, tension, fatigue, lack of sleep will surely exhibit good work performance.
1.4.2 Emotional Intelligence and Work Performance

Simply put, EQ denotes ‘Emotional Quotient’ and is used interchangeably with ‘Emotional Intelligence’, a term derived from ‘Intelligent Quotient’ (IQ). In a layperson’s language this could be defined as knowing what feels good, what feels bad, and how to get from bad to good. A more formal academic definition refers to emotional awareness and emotional management skills, which enable you to balance emotion and reason so as to maximize your long-term happiness. Emotional Intelligence includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like cooperation and leadership. The level of emotional intelligence is neither genetically fixed, nor does it develop only in early childhood. Unlike IQ, which does not increase after adolescence, emotional intelligence is largely learned and continues to develop throughout life and is conditioned by life’s experiences. Unlike IQ, emotional intelligence can be improved throughout life. In normal course of a lifetime, emotional intelligence tends to increase as you learn to be more aware of your moods, to effectively handle distressing emotions, and to listen and empathize. In short, as one becomes more mature you can acquire certain emotional competencies which will lead to excellence.

It is necessary to develop Emotional Intelligence because people with high EQ are happier, healthier and more successful in their relationships. These people strike a balance between emotion and reason, are aware of their own feelings, show empathy and compassion for others, and have high self-esteem.

Côté and Miners (2006) emphasized that emotional intelligence can be conceptualized as the ability to grasp and reason correctly with emotional abstractions (emotional concepts) and solve emotional problems. Mayer and Salovey’s (1997) model of emotional intelligence focuses
strictly on abilities and hence satisfies the conceptual criterion of an intelligence. Abilities reflect “the possible variations over individuals in the luminal [threshold] levels of task difficulty at which, on any given occasion in which all conditions appear to be favorable, individuals perform successfully on a defined class of tasks” (Carroll, 1993). Abilities represent what a person does in situations—situations in which conditions are favorable. By contrast, personality traits represent what a person typically does across situations and over time (McCrae and John, 1992).

Job performance is attained through emotional intelligence via multiple complementary mechanisms. The first mechanism concerns expertise at identifying and understanding the emotions of other individuals. In most, if not all jobs, organization members interact with supervisors, coworkers, support staff, and outsiders such as customers, clients, or patients. These individuals publicly display their emotions through facial, vocal, and bodily signals that provide important information about their goals, attitudes, and intentions (Rafaeli and Sutton, 1987; Sutton, 1991). This information may, in turn, be converted into high task performance by individuals with high emotional intelligence. An employee who accurately detects colleagues’ emotions may facilitate coordination and interpersonal functioning that may, in turn, enhance task performance (Law, Wong, and Song, 2004). Information about other people’s goals, attitudes, and intentions may also be converted into frequent Organizational citizenship behavior (OCB) by individuals with high emotional intelligence. For example, these individuals can detect other individuals’ sadness and anxiety, which often signal a need for assistance (Eisenberg, 2000), and therefore they may exhibit frequent Organizational citizenship behavior.

A second mechanism by which emotional intelligence may enhance the job performance of individuals concerns how regulating emotion influences the quality of social
relationships. Employees who generate and display genuine emotions elicit more favorable reactions than employees who choose to display fake emotions (Grandey, 2003; Grandey et al., 2005). Employees who display genuine concern about their coworkers’ problems should build stronger relationships than employees whose concern seems less genuine. Individuals with high emotional intelligence may employ their abilities to manage emotions to develop good social relationships (Wong and Law, 2002) that may in turn enhance task performance via advice and social support (Sparrowe et al., 2001; Pearce and Randel, 2004). Good social relationships may also compel employees to engage in Organizational citizenship behavior frequently to benefit close colleagues.

A third mechanism by which emotional intelligence may enhance the job performance of individuals concerns the effects of emotions on how people think and act (Loewenstein and Lerner, 2003; Seo, Feldman Barrett, and Bartunek, 2004). Emotionally intelligent individuals may achieve high levels of task performance and OCB in most, if not all jobs by managing their emotions in ways that enhance their motivation and the quality of their decisions (Law, Wong, and Song, 2004). A manager who understands that anger tends to lead people to underestimate the degree of risk in situations (Lerner and Keltner, 2001) may suppress anger before making an important financial decision and, in turn, exhibit good task performance. In addition, an organization member who understands that motivation is often enhanced by positive emotions (Erez and Isen, 2002) and successfully boosts positive emotions may exert more effort to engage in OCB.

Thus, emotional intelligence may positively relate to the job performance of organization members.
1.4.3 Spiritual Intelligence and Work Performance

Speed is the modern god. Choice and flexibility rule happens to prevail all around. In this environment a new and deeper intelligence is required to help managers manage better and leaders lead more effectively. Khalil Gibran, the 19th century poet philosopher, foresaw a time when spirituality would meet business and so-called spiritual intelligence would find its way into the workplace. It is important that work is not just seen as a functional process, but more effort is put on generating a cohesive team and release the potential of each individual or employee. The three conditions of Spiritual Intelligence at work are: personal security and how that affects personal effectiveness; and building relationships and interpersonal communication.

Spiritual intelligence is something everyone has but few learn to develop. The academic education contributes to rational intelligence, whereas experience and training promotes emotional intelligence. Rational intelligence manages facts and information, using logic and analysis to make decisions. Emotional intelligence is necessary to understand and control one’s emotions and feelings, while being sensitive to the feelings of others.

Spiritual intelligence, on the other hand, is necessary to find and use the deepest inner resources from which comes the capacity to care and the power to tolerate and adapt; to develop a clear and stable sense of identity as an individual in the context of shifting workplace relationships; to be able to discern the real meaning of events and circumstances, and be able to make work meaningful; to identify and align personal values with a clear sense of purpose; to live those values without compromise and thereby demonstrate integrity by example and to understand where and how each of the above is sabotaged by the ego, which means being able to understand and influence true cause.
Results can include an ability to stay calm and focused in the face of crisis and chaos, a more selfless and altruistic attitude towards others and a more enlightened and relaxed perspective on life. While many people think there is nothing spiritual about work, there are many areas of working life in which spiritual intelligence can be applied. These are perhaps three of the most important:

**Personal security and how that affects personal effectiveness:**

Chiroda of Jay & Company expresses that spiritual intelligence has given a new insight, boosted my self-confidence and a stress-free mind set. He further adds that he feels less hurried, less worried and in need to connect with others at a deeper level. It is obvious that self-awareness is the core competency of spiritual intelligence. Unfortunately it is never formally taught so it is learnt by accident, and even then only to a shallow and superficial level. It is generally believed that man is a physical/material being, that life is a physical/material experience – hence the obsession with faces, forms, functions and facts. It is also believed that security is dependent on the physical/material components of life (money, property, objects etc) which, in turn, depend on the job. In fact, this material mindset creates feelings of insecurity, as everyone knows that jobs and possessions come and go, and there is no control over when they do. This insecurity generates fear, otherwise known as stress, which then affects performance at work and relationships within the workplace.

The development of spiritual intelligence is the awakening of a deeper awareness of oneself as a non-material being, a source of many intangible talents, previously undiscovered character traits, undeveloped personal qualities and innate values. These invisible inner attributes of the self can
never be taken away, and when consciously developed and used they become the ground within the self in which a stable sense of security is anchored.

For example, Person A exhibits feature like always competing with others; getting upset with others which means they are attempting to control others and failing; always expressing their insecurity by criticizing others/organization/authority; always fearing and therefore worrying about themselves should the worst happen, and thereby demonstrating a self-centered approach in their relationships with others. And Person B who always offers to help and support others; always sees the positives even in what seem to be negative events; realizes their value to others and is able to express their innate personal values such as caring, trusting, understanding and empathy.

It is obvious that people would like to work with Person B and the organization too would retain Person B. Person B has learned to use these internal attributes and capacities to define the spirit of their interactions. Even if organizational change results in job loss, their inner resilience and stability, based on their innate values, plus their awareness of their value to others, assures them that they will easily find a position elsewhere. And if they don’t, they are prepared to do something completely different. Person A will have a low spiritual quotient (SQ), a low level of self-awareness and infrequent access to their inner resources and innate qualities of being. Their sense of personal security is extrinsic and therefore unstable. Person B will have a high SQ, a developed awareness of their inner resources and qualities, and will know how to use them in work and relationships at work. Their sense of security is intrinsic and therefore more stable.
Building relationships and interpersonal understanding:

One of the foundations for healthy relationships is empathy. The building of an empathic relationship is difficult for many managers as it challenges them to reach beyond the facts and functions of a task, and into the feelings and emotions of the person carrying out the task. Being able to recognize, understand and respond to the emotions of others requires a level of emotional literacy that can only be developed by learning to recognize one’s own feelings and emotions (self-awareness again). This falls squarely in the arena of emotional intelligence. However there is another layer below, which is the cause of the emotions. It is learnt over time that the cause of the feelings and emotions are external events and other people’s actions. But they are not. All emotions are caused by the self. Seeing the original cause, and understanding what it means, is the territory of spiritual intelligence.

When a manager coaches staff through performance problems they will need intelligence quotient (IQ) to gather and marshal the facts, emotional quotient (EQ) to identify the emotions that are affecting performance and SQ to discern the true cause and why the emotions were created in the first place. It doesn’t mean today’s manager becomes a psychologist or spiritual teacher, but it helps to know and understand specific aspects of this inner landscape.

Thus the present research appropriately studies the General Health, Emotional Intelligence and Spiritual Intelligence of the employees based on an intervention programme in order to enhance the work performance of the employees.
1.5 PERFORMANCE INTERVENTIONS

According to Van Tiem, Moseley, & Dessinger (2000), many intervention classification systems exist, however all interventions can be classified as either instructional or non-instructional interventions. Implementing performance interventions is about change. Understanding and managing the impact these changes have on the work and the workers within a client organization is key to the successful implementation of any intervention.

1.5.1 Instructional Design

Despite their potential expense, instructional interventions can be very powerful performance interventions. Instructional design (ID) processes and models mirror the frameworks used to study comprehensive performance problems. Some of the interventions are:

- Classroom Instruction:
- Team Activities:
- Mentoring
- Multimedia/e-learning
- On-the-Job Training
- Distance Education and Distributed Learning
- Self-Directed Learning
- Knowledge Management

All the above interventions can also be combined and overlapped to form different types of instructional interventions. For example, multimedia technology can be incorporated into classroom instruction, distance, distributed, and self-directed learning, and team activities. Mentoring and OJT can be incorporated. Knowledge
management systems can be designed to enhance self-directed learning, mentoring relationships, or collaborative team activities. Instructional interventions can also be combined with non-instructional interventions to provide comprehensive solutions for improving performance.

1.5.2 Non-Instructional Interventions

These interventions can be of two types. They can be organizational and job structure interventions; and communication and documentation interventions.

Organizational & Job Structure Interventions

- Job Analysis and Workplace Design
- Motivational and Compensation Systems
- Organizational Development and Design
- Analyzing Corporate Culture
- Employee/HR Selection

Communication & Documentation Interventions

- Performance Support Tools
- Job Aids
- Feedback & Communication Systems
- Organizational Communication Systems
- Financial Systems & Analysis
Non-instructional interventions are also combined. For example, the distinction between job aids and performance support systems can be blurred when they are delivered electronically. Feedback systems may be an integral part of job design, organizational development, and motivating employees. Further, instructional and non-instructional interventions are often used in collaboration to provide comprehensive solutions for improving performance.

1.5.3 Transpersonal Twelve Step Programme

A combination and an influence of the above instructional and instrumental interventions is this ‘transpersonal twelve step programme’. It is based on Ken Wilber’s theory – ‘1-2-3 of God’ and the essence of the twelve step principles. This intervention first begins with a meditative session followed by an inventory to write. The meditation and daily journal reflects the holistic essence of the field of Transpersonal psychology as well as the concept of the Twelve Step programme.

1.6 NEED FOR STUDY

The basic thought that every individual can make a family achieve excellence, and every family can make a society successful, laid the foundation for the awareness, that every employee in an organization can contribute towards good performance. It is mandatory that, for a man to flourish, he needs to perform well. He needs to rise up above various factors that prevent him from performing. These factors may be internal as well as external. The productivity of every organization definitely depends on its employees and their level of performance. Furthermore, the current trend in society reflecting the importance of continuous learning, the relevance of proactivity, increase in teamwork, globalization, and technology provoked the need to study and improve the performance of employees through this research.
An effective workplace performance is the key element in the success of an organization. And the competency of the workers employed will determine just how successful the organization will be. Effective communication, good organizational skills, good time management skills, adequate education and training, goal setting, and teamwork are crucial in shaping employee competency and improving job performance. The factors that generally affect the performance of an employee are based on the ability of the employee, the efforts taken by him, their level of motivation, their expectations, perception of their task or role and finally environmental factors. Furthermore, for an employee to perform well, a clear picture of the ends to be attained, a suitable repertoire, knowledge of the structure of the situation, a functioning feedback loop, sound mental models, adequate motivation and a supportive or manageable task environment is compulsory. But this entirely depends on the holistic functioning of the individual. It is hence important that the physical, emotional and spiritual well-being is well taken care of. In order to measure and improve the actual performance of the employee and also to assess the future potential of the employee, there is a need to conduct performance appraisals.

Associations between physical health, particularly somatic complaints and hypertension, and performance have been made by many psychologists. There has been evidence that a majority of organizational costs associated with health conditions are in the form of impaired performance. The number of studies revolving around the general health of an individual envisaged that General Health is an important dimension determining performance.

It is a common belief that as you become more mature you can acquire certain emotional competencies which will lead to excellence. The need to study the emotional intelligence occurred as people with a high level of emotional intelligence are happier, healthier
and more successful in their relationships. These people strike a balance between emotion and reason, are aware of their own feelings, show empathy and compassion for others, and have high self-esteem. This thereby enhances their work performance. Thus, Emotional Intelligence was considered as another vital dimension determining performance.

Emotional intelligence is necessary to understand and control one’s emotions and feelings, while being sensitive to the feelings of others. But, Spiritual intelligence is something everyone has but few learn to develop. It is necessary for every individual to find the capacity to care, tolerate and adapt; to develop a sense of identity; to discern the meaning of events and circumstances, to align values with purpose and integrity; and finally to influence all this without any ego. Thus Spiritual intelligence proved to be an equally important dimension.

It was felt and strongly believed that the study of these three dimensions can promote the work performance to higher levels. For this purpose the researcher developed a therapeutic technique called ‘Transpersonal Twelve Step’ to have a positive effect on the General Health, Emotional Intelligence and Spiritual Intelligence in order to enhance the performance of the employees.

Above all there was a need to sincerely enable an employee to function holistically in order to exhibit good performance and achieve excellence. The burning desire to contribute towards enabling a therapeutic method which will enhance the performance of an individual framed the pivotal need for this study.