

# Methods of Performance Appraisal

By

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# Methods

- Traditional Method
  - Essay appraisal
  - Graphic rating scale
  - Field review
  - Ranking method
  - Paired Comparison Method
  - Forced Distribution Method
  - Critical Incident Method
  - Checklist Method
  - Forced choice Method
- Modern Method
  - 360 degree appraisal
  - Assessment Centre
  - Management by objectives
  - BARS
  - HRA
  - Balanced scorecard

# Essay Appraisal

- It is the simplest form where the rater writes or is asked to write covering individual strengths, weaknesses, potentials and so on.
- It is qualitative technique of appraisal.
- The biggest drawback is its variability in length and content.
- Since different essays touch on different aspects of performance, it becomes difficult for comparison.

# Graphic Rating Scale

- It is the most simplest and most popular technique.
- The scale lists traits, such as quality and a range of performance values (from unsatisfactory to outstanding for each trait).
- The supervisor rates by checking the score that best describes his or her performance for each trait.
- The assigned values for the traits are then totaled.
- Merits:
  - Easy to construct, understand & use.
  - In expensive as traits are defined without any ambiguity.
- Demerits:
  - Very high degree of subjectivity.
  - Easy to manipulate.

# Graphic Rating Scale with Space for Comments

**Performance Appraisal**

Employee Name \_\_\_\_\_ Title \_\_\_\_\_

Department \_\_\_\_\_ Employee Payroll Number \_\_\_\_\_

Reason for Review:  Annual  Promotion  Unsatisfactory Performance  
 Merit  End Probation Period  Other \_\_\_\_\_

Date employee began present position \_\_\_\_/\_\_\_\_/\_\_\_\_

Date of last appraisal \_\_\_\_/\_\_\_\_/\_\_\_\_ Scheduled appraisal date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Instructions:** Carefully evaluate employee's work performance in relation to current job requirements. Check rating box to indicate the employee's performance. Indicate N/A if not applicable. Assign points for each rating within the scale and indicate in the corresponding points box. Points will be totaled and averaged for an overall performance score.

**RATING IDENTIFICATION**

**O—Outstanding**—Performance is exceptional in all areas and is recognizable as being far superior to others.

**V—Very Good**—Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.

**G—Good**—Competent and dependable level of performance. Meets performance standards of the job.

**I—Improvement Needed**—Performance is deficient in certain areas. Improvement is necessary.

**U—Unsatisfactory**—Results are generally unacceptable and require immediate improvement. No merit increase should be granted to individuals with this rating.

**N—Not Rated**—Not applicable or too soon to rate.

| GENERAL FACTORS  | RATING SCALE   | SUPPORTIVE DETAILS OR COMMENTS  |
|--|--|---|
| 1. <b>Quality</b> —The accuracy, thoroughness, and acceptability of work performed.                                | O <input type="checkbox"/> 100-90<br>V <input type="checkbox"/> 90-80<br>G <input type="checkbox"/> 80-70<br>I <input type="checkbox"/> 70-60<br>U <input type="checkbox"/> below 60 | Points <input style="width: 30px; height: 30px;" type="text"/><br>_____<br>_____<br>_____ |
| 2. <b>Productivity</b> —The quantity and efficiency of work produced in a specified period of time.                | O <input type="checkbox"/> 100-90<br>V <input type="checkbox"/> 90-80<br>G <input type="checkbox"/> 80-70<br>I <input type="checkbox"/> 70-60<br>U <input type="checkbox"/> below 60 | Points <input style="width: 30px; height: 30px;" type="text"/><br>_____<br>_____<br>_____ |
| 3. <b>Job Knowledge</b> —The practical/technical skills and information used on the job.                           | O <input type="checkbox"/> 100-90<br>V <input type="checkbox"/> 90-80<br>G <input type="checkbox"/> 80-70<br>I <input type="checkbox"/> 70-60<br>U <input type="checkbox"/> below 60 | Points <input style="width: 30px; height: 30px;" type="text"/><br>_____<br>_____<br>_____ |
| 4. <b>Reliability</b> —The extent to which an employee can be relied upon regarding task completion and follow-up. | O <input type="checkbox"/> 100-90<br>V <input type="checkbox"/> 90-80<br>G <input type="checkbox"/> 80-70<br>I <input type="checkbox"/> 70-60<br>U <input type="checkbox"/> below 60 | Points <input style="width: 30px; height: 30px;" type="text"/><br>_____<br>_____<br>_____ |

Figure 9-3

# Field Review

- A member of the personal or central administrative staff meets small group of rater from each supervisory unit and goes over each employee's rating with them to :
  - (a) identify areas of inter-rater disagreement
  - (b) help the group arrive at consensus
  - (c ) determine that each rater consists the standard similarly.
- It tends to be more fair and valid,
- On the negative side the process is more time consuming.

# Ranking Method

- Employees are compared directly against one another.
- It is easy to explain, understand & use.
- The simplest ranking procedure is straight ranking in which the evaluator arranges employees in order from best to worst on the basis of their overall performance.
- A variation to it is alternate ranking ,where the evaluator first ranks the best employee, next the worst employee, then the second best, then the second worst, and so on until all employees are ranked.

# Alternation Ranking Scale

**ALTERNATION RANKING SCALE**

For the Trait: \_\_\_\_\_

For the trait you are measuring, list all the employees you want to rank. Put the highest-ranking employee's name on line 1. Put the lowest-ranking employee's name on line 20. Then list the next highest ranking on line 2, the next lowest ranking on line 19, and so on. Continue until all names are on the scale.

Highest-ranking employee

|           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

Lowest-ranking employee

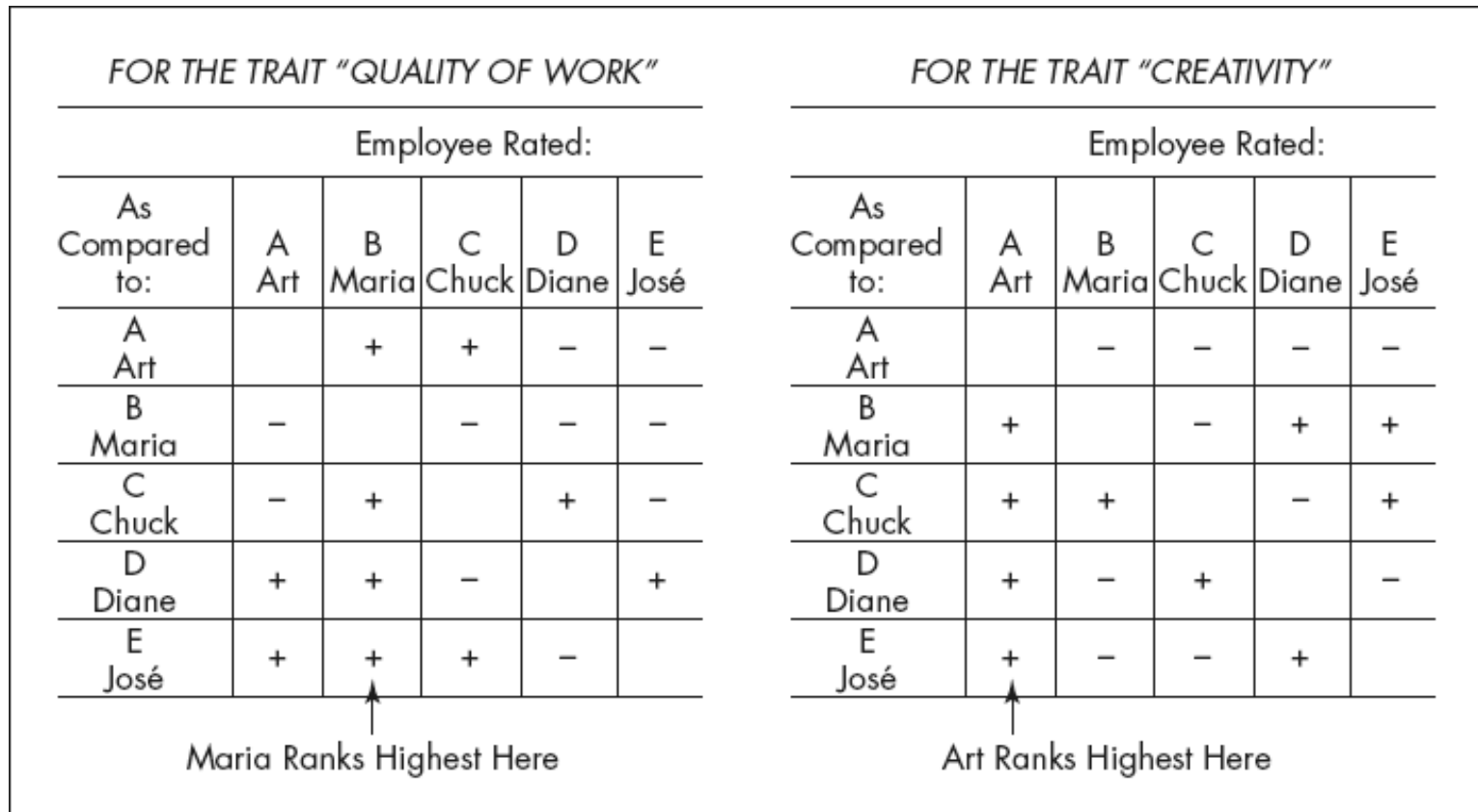
Figure 9–6



# Paired-Comparison Method

- Ranking employees by making a chart of all possible pairs of the employees for each trait and indicating which is the better employee of the pair.

# Ranking Employees by the Paired Comparison Method



*Note: + means "better than." - means "worse than." For each chart, add up the number of 1's in each column to get the highest-ranked employee.*

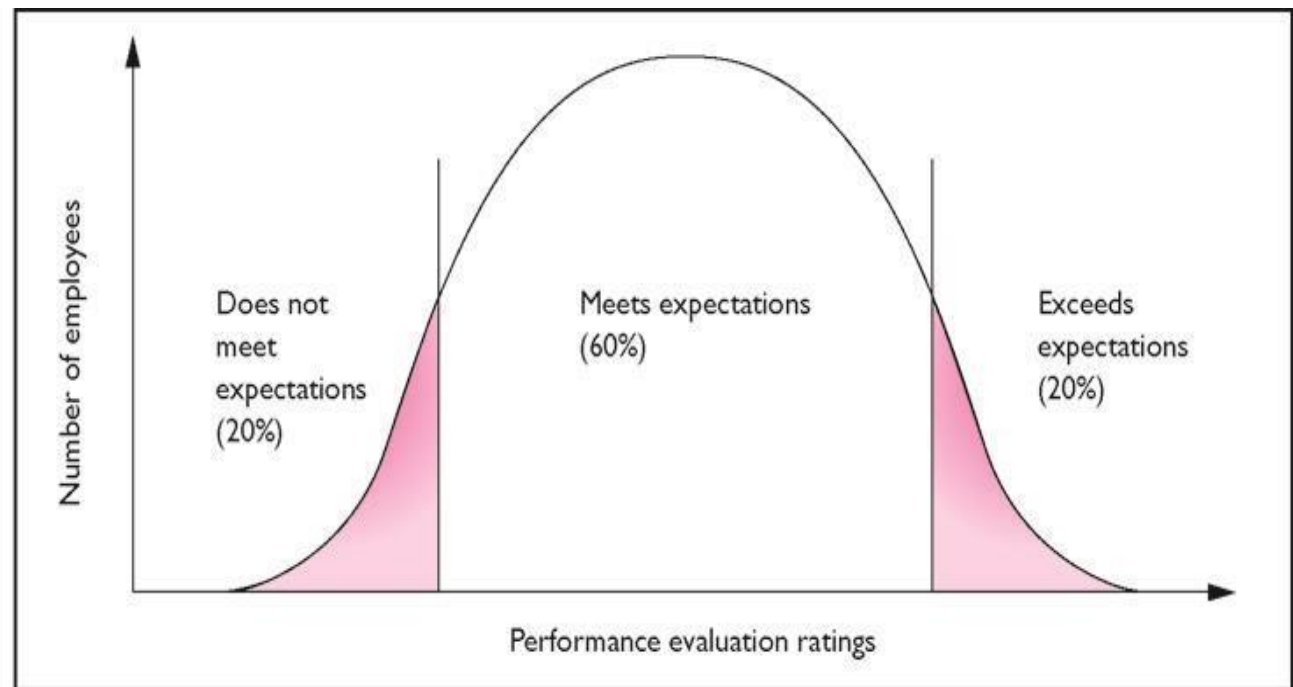
Figure 9-7

# Forced Distribution Method

- It operates under an assumption that employee performance level conforms to a normal statistical distribution.
- It seeks to overcome the problem by compelling the rater to distribute the rates on all points on the rating scale.
  - Example:
    - 15% high performers
    - 20% high-average performers
    - 30% average performers
    - 20% low-average performers
    - 15% low performers
- It is assumed that employee performance levels conform to a bell-shaped curve.
- Merit: eliminates the error of leniency.
- Demerit: Affects employee morale.

# Forced-Distribution Curve

**FIGURE 11.1**  
Forced-Distribution Curve



# Critical Incidents Method

- Here the supervisor keeps a log of positive and negative examples of a subordinate's work-related behaviour.
  - Advantages:
    - Provides actual examples of good and poor performance .
    - Ensures that the supervisor thinks about the subordinates appraisal all during the year.
- Disadvantages:
  - Supervisor need to jot down.
  - Delay feedback to employees.

## Examples of Critical Incidents for an Assistant Plant Manager

| <b>Continuing Duties</b>                                     | <b>Targets</b>  | <b>Critical Incidents</b>  |
|--|---|--|
| Schedule production for plant                                | 90% utilization of personnel and machinery in plant; orders delivered on time | Instituted new production scheduling system; decreased late orders by 10% last month; increased machine utilization in plant by 20% last month |
| Supervise procurement of raw materials and inventory control | Minimize inventory costs while keeping adequate supplies on hand              | Let inventory storage costs rise 15% last month; overordered parts "A" and "B" by 20%; underordered part "C" by 30%                            |
| Supervise machinery maintenance                              | No shutdowns due to faulty machinery  | Instituted new preventative maintenance system for plant; prevented a machine breakdown by discovering faulty part                             |

Table 9–1

# Checklist Method

- Here rater is given a list of job-related characteristics or behaviours and is asked to check the items that are typical of a particular employee.
- Relative weights are then calculated.

**TABLE 11.5**

**Sample Checklist Questions**

|   | Yes | No |
|---|-----|----|
| 1. Does the employee lose his or her temper in public?                          | —   | —  |
| 2. Does the employee play favorites?  | —   | —  |
| 3. Does the employee praise employees in public when they have done a good job? | —   | —  |
| 4. Does the employee volunteer to do special jobs?                              | —   | —  |

# Forced-choice Method

- Here the items are assembled in pairs and the rater has to choose the item that is more characteristic of the employee.
- The pairs are designed so that both items appear equally good or bad to the rater, but only one is related to actual job performance.