PERFORMANCE MANAGEMENT SYSTEM 2010 - 2011

NAME OF THE EMPLOYEE :

PF NO :

INSTITUTE /DEPT :

DESIGNATION : **IN POSITION SINCE :**

QUALIFICATION :

DATE OF BIRTH : **AGE :**

DATE OF JOINING :

NAME OF IMMEDIATE SUPERIOR :

INDIVIDUAL PERFORMANCE OBJECTIVES (April 2010 to March 2011) ***FORM - 1***

(to be filled in by the appraiser and the appraisee jointly)

Sr. No.	Individual Performance Objectives	Measurement Indicators	Key Indicators	% Achievement *** (a)	% of Weighted Achievement (b) (axb)	Individual Performance Review Comments
1.	Academic Activities	a. Documentation of teaching activities b. Abiding by schedules on sessions c. Using various teaching method d. Preparation and development of course content e. Methods of instruction used / use of various teaching method f. Class interaction g. Following up student's punctuality	1. No. of classes taken to No. of classes allotted 2. Timely submission of lesson plans 3. Quality and details in lesson plan b. Innovative methods used in teaching c. % deviation from lesson plan d. No. of case studies/ exercises prepared d. No of projects supervised e. % of students attendance in the class	40		
2.	Research / Publications	a. Contribution to departmental research activities b. Publishing of Books/ Publications /Research papers c. External funding submitted during this period. (Indicate the status of each funded pending/received/rejected)	1. No. of proposal accepted and recommended by the institutional research committee b. No. of Publications accepted / submitted in indexed journals c. Grant Funded c. Grant submissions	15		
3.	University /Community Service	a. Involvement in all committee /council /taskforce and other university governance assignments b. Contributions to activities organised by the University c. Participating and conducting external seminars, workshops, Training programs	1. Participation rates b. No. of seminars / workshops participated / conducted	15		

		etc				
4.	Faculty Behaviour / Conduct	a. Faculty relationship with colleagues, superiors, students & Patients (applicable only to clinical staff) b. Commitment to work ethics c. Demonstrate responsible behaviour in the performance of his/her duties	a. Number of grievances b. Punctuality & observes work hours strictly c. Ability to work with others d. Showing positive attitude towards the institution and contributing towards the furtherance of the same	10		
5.	Recognition / National & International conference	a. Honours received including State, Regional, National and / or International recognition during the year b. Actively Participating and presenting papers in National and International conferences/ workshops	a. No of conference / presentations attended/ made	10		
6	Student Services	a. Scores of Student evaluation		10		
		TOTAL	100			

APPRAISER: _____ APPRAISEE: _____ DATE : _____

INDIVIDUAL DEVELOPMENT OBJECTIVES **(April 2010 to March 2011)** ***FORM - 2***

Current Position	
Development Objective :	***Development Action Planned :***

Development Review Comments (to be filled in at the end of the performance year) :

APPRAISER : _____ APPRAISEE : _____ DATE : _____

CAREER PROGRESSION ***FORM - 3***

(to be filled by appraiser and reviewed by the next higher level)

Future Job Orientation (if relevant)	
Development Objective(Potential to grow/higher responsibility for career enhancement)	***Development Action Planned:***
Development Review Comment (to be filled in at the end of the performance year) :	

APPRAISER : _____ REVIEWER : _____DATE: _____

CREATIVITY AND INNOVATION

Generating viable, new approaches and solutions

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Acknowledges that new approaches can be used	**Modifies current approaches**	**Identifies new approaches**	**Nurtures creativity**	**Develops high-impact approaches**
• Is willing to do things differently • Constructively questions current practices and processes • Suggests improvements to current approaches	• Modifies current approach to better meet needs • Thinks about problems from a new perspective • Expands on the thinking or solutions proposed by others • Demonstrates curiosity, digging for information below the surface	• Creates new ideas, solutions or approaches to ongoing challenges • Uses unconventional areas as sources of inspiration and insight into new options and solutions • Solves complex problems through developing new explanations or applications	• Provides expert insight into problems to assist others in researching and creating new approaches • Sponsors experimentation to maximise potential for innovation • Supports others in generating new and innovative approaches • Encourages challenges to conventional approaches	• Creates new concepts, models, innovations or theories that have wide-ranging impacts on a field, policy area or program, nationally and possibly internationally • Identifies unique approaches to deal with situations for which no know precedent exists

ABILITY TO IMPACT AND INFLUENCE

Influencing and gaining other's support

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Appeals to reason	**Appeals to other's interests**	**Capitalizes on success**	**Builds coalitions**	**Uses complex influence strategies**
• Persuades by appealing to reason • Uses available data to persuade • Presents information in a confident manner • Uses concrete examples to make a point	• Adapts arguments to other's needs/interests • Anticipates other's reactions • Uses the process of give-and-take to gain support • Considers other's viewpoints when formulating a persuasive rationale	• Builds on successful organisational initiatives to gain support for ideas • Anticipates and builds on other's reactions to keep momentum and support for an approach • Makes multiple, tailored efforts to persuade.	• Builds "behind the scenes" support for initiatives • Builds coalitions of partners to support proposals • Uses expert or other third parties to influence	• Uses understanding of competing interests to manoeuvre successfully to a win/win outcome • Uses chains of indirect influence • Gains support by capitalizing on understanding of political forces affecting the organisation

FOSTERING LEARNING & DELIVERY

Fostering learning by providing a supportive learning environment with a high delivery mechanism

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Improves learning process and content	**Facilitates learning activities**	**Designs learning methodologies/interventions**	**Operationalizes the strategic learning framework**	**Fosters organisational learning**
• Organises instructor guides and notes, learning materials and media so that they are easy to use • Discusses and reviews learning documents, processes, roles and responsibilities to identify areas needing clarification • Refers to multiple resources to enhance learning activities and/or materials	• Modifies learning activities to fit learner needs as part of a broader learning initiative, program or curriculum • Works with employees/students to identify areas for performance improvement • Facilitates learning activities • Assesses and provides feedback and coaching on employee performance in learning activities	• Uses varied, creative and effective training methods in designing and developing learning methodologies/interventions • Conducts development and career planning dialogues with students/employees • Applies a learning framework to encourage students/employees development • Establishes a training support partnership	• Establishes learning objectives and scope of learning program congruent with strategic learning framework • Identifies effective and economically viable learning approaches • Oversees development of learning methodologies/interventions • Designs methodology for evaluating the effectiveness of learning programs	• Develops a strategic learning framework for the organisation that addresses business needs • Alerts organisation to broad future learning needs that may affect organisational capability • Ensure that system-wide policies, systems and processes are in place to support continuous learning and that they achieve the intended results • Identifies organisational roadblocks to learning as well as approaches to overcome them

CONTINUOUS LEARNING

Identifying and addressing learning and developmental needs to enhance performance

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Learns from available opportunities	**Seeks learning opportunities**	**Implements a self-directed development plan**	**Expands own skill set for current job**	**Focuses learning on future needs**
• Self-assesses against standards for current position to identify learning needs • Takes advantage of learning opportunities provided to meet requirements of current job • Reflects on completed activities, identifying what worked well, what didn't and how to improve own performance	• Requests additional feedback to clarify learning needs • Follows-up on issues to maintain knowledge and skills • Seeks coaching in areas where techniques are rapidly evolving • Continually acquires and applies new knowledge and learning to improve job performance	• Gathers information from varied sources to identify own strengths and weaknesses in current position • Identifies and plans learning targeted to specific developmental needs in current position • Monitors progress in meeting learning goals and updates learning plan as needed	• Stays abreast of emerging trends in own area, identifying emerging new requirements • Pursues challenging experiences beyond customary role or area of expertise to add value in current area • Strategically undertakes learning activities that, while not obviously linked to current position, ultimately provide contacts and content that will impact significantly on current work	• Continuously scans environment to keep abreast of emerging developments in the broader work context • Undertakes development opportunities to meet future organisational needs beyond own area

TEAM WORK, HUMAN RELATIONS & LEADERSHIP

Working collaboratively with others to achieve organizational goals & steers a team and achieves results through leadership

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Collaborates with others	**Proactively assists and involves others**	**Fosters teamwork**	**Coaches others/resolves conflicts**	**Builds bridges between teams**
• Deals honestly and fairly with others, showing consideration and respect for individual differences • Does own fair share of the work • Seeks assistance from other team members, as needed • Assists other team members • Shares all relevant information with others • Is a loner, aloof from others • Keeps information to self • Takes credit to self from team success	• Initiates collaboration with others • Assumes additional responsibilities to facilitate the achievement of team goals • Helps build consensus among team members • Encourages others to share their views / thoughts • Takes a reciprocal approach to problem solving • Is able to collaborate with the team to achieve common objectives • Shows respect for others in own team / cross functions	• Gives credit and acknowledges contributions and efforts of other team members • Makes outstanding efforts to help other team members • Fosters team spirit • Ensures that all group members have an opportunity to contribute to group discussions • Help build consensus among team members • Maintains effective interpersonal relationship across the organisation • Transfers knowledge and own expertise to others. • Resolves conflicts within the team • Demonstrates facilitation skills to encourage creativity and idea contribution by the team	• Coaches others on teamwork skills to promote high team performance • Provides constructive feedback to fellow team members • Facilitates beneficial resolutions to conflict among team members • Creates a sense of team spirit by encouraging harmony, co-operation and communication • Encourages team to get involved in decision making process • Effectively implements creative team building exercises. • Champions team in order to give them greater exposure in the organisation	• Facilitates collaboration across teams to achieve a common goal • Breaks down barriers between teams, facilitating the sharing of expertise and resources • Creates opportunities for groups to work together and get to know each other to further organisational objectives • Promotes agendas that support the organisation's broader goals • Creates cross-functional teams to solve problems • Empowers subordinates to achieve goals • Puts policies and procedures for facilitation of effective team functioning • Drives consensus decisions

CUSTOMER FOCUS

Providing service excellence to internal and/or external customers

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Responds to immediate customer needs	**Maintains customer contacts**	**Provides added value**	**Provide seasoned advice**	**Ensures continued service excellence**
• Accepts a degree of dissatisfaction in customer perception as inevitable. • Is responsive to customer feedback • Interacts with customers on a reactive basis • Clearly shows clients treat their perspectives are valued	• Follows through on customer requests & complaints in a timely manner • Keeps abreast of market trends and competitor activity • Has frequent interaction with customers and sees that their requirements are met • Monitors customer needs and keeps them informed about progress • Is committed to maintaining a high level of customer service	• Takes initiative in going the extra mile for the customer • Seeks feedback, acts on & improves service. • Focuses on building long term sustainable customer relationships. • Ensures consistent quality service is delivered to the customer	• Can proactively assess what the customer requires • Grows the business through exceptional service • Thinks from a customer perspective • Develops a system to reward & recognise excellent service • Seeks to add value to the customer	• Aligns the organisation to customer needs • Promotes a culture where customer delight is the norm • Ensures that the customer is treated as an insider, one of our own • Guarantee superior services than that offered by competitors.

COMMUNICATION SKILLS

Listening to others and communicating articulately, fostering open communication

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Listens and clearly presents information	**Fosters two-way communication**	**Adapts communication**	**Communicates complex messages**	**Communicates strategically**
• Listens actively and objectively. • Presents information and facts in a logical manner, using appropriate phrasing and vocabulary • Shares information willingly and on a timely basis • Communicates with others honestly, respectfully and sensitively	• Recalls other's main points and takes them into account in own communication • Checks own understanding of other's communication • Elicits comments or feedback on what has been said • Maintains continuous, open and consistent communication with others	• Tailors communication to diverse audiences • Reads cues from diverse listeners to assess when and how to change planned communication approach to effectively deliver message • Communicates equally effectively with all organisational levels • Understands other's complex or underlying needs, motivations, emotions or concerns and communicates effectively despite the sensitivity of the situation	• Communicates complex issues clearly and credibly with widely varied audiences • Handles difficult on-the-spot questions • Overcomes resistance and secures support for ideas or initiatives through high-impact communication	• Scans the environment for key information and messages to form the development of communication strategies • Communicates strategically to achieve specific objectives • Uses varied communication vehicles and opportunities to promote dialogue and develop shared understanding and consensus

PLANNING AND ORGANISING

Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Plans and organises own activities	**Plans and organises group activities**	**Plans and organises major activities**	**Plans and organises multiple complex activities**	**Plans and organises at a strategic level**
• Plans and organises own activities to accomplish pre-determined standards or procedures • Seeks clarity on priorities as needed • Monitors the quality and timeliness of own work • Responsibly uses the resources at one's immediate disposal	• Identifies who needs to be involved and when • Identifies who will do what, when, taking into account group member's skills, needs and, if possible, preferences • Sets timelines and work steps Continually plans for effective accomplishment of next steps	• Identifies varied resources needed • Produces realistic and achievable work plans • Develops back-up plans to handle potential obstacles • Breaks activities into smaller components to facilitate completion • Evaluates the extent to which the objective has been achieved	• Identifies and prioritizes resources across initiatives/programs • Ensures that activities are not duplicated • Ensures that outcomes are evaluated • Ensures coordination, as needed, across related projects	• Determines and communicates objectives, priorities and strategies that provide direction for the organisation • Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed • Secures and allocates program or project resources in line with strategic direction

RESOURCE MANAGEMENT & PEOPLE DEVELOPMENT

Manages resources (financial, human, physical and information resources) to achieve planned goals & inspires and empowers others to achieve by providing constructive feedback, reassurance and encouragement.

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Uses resources effectively	**Monitors the use of resources**	**Manages the use of resources**	**Evaluates effective use of resources**	**Sets direction for use of resources**
• Uses resources in a conscientious and effective manner • Sets priorities and manages time to accomplish objectives • Seeks ways to improve personal and organisational efficiency and effectiveness • Demonstrates poor sensitivity to people's feelings • Does not delegate responsibility • Uses authority to motivate others	• Identifies resourcing needs to effectively support current programs • Communicates expectations and objectives, provides ongoing feedback, and addresses shortcomings • Considers the workload, commitments and priorities of individuals when setting expectations and assigning work • Monitors and ensures the efficient and appropriate use of resources • Shares credit for success • Open to ideas and accessible • Actively motivates team by showing appreciation and recognition • Is willing to listen and offers advice and support where capable	• Allocates and controls resources within own area • Implements ways of more effectively utilising resources • Implements processes that improve the quality of planning, control and decision-making • Provides models, encouragement for managing resources effectively • Takes full responsibility for team's actions at all times • Recognizes and deals with non-performers • Understands own style as a leader and the implications of the same • Shows understanding and sensitivity to people issues	• Evaluates the effectiveness of resource utilisation and adjusts accordingly • Identifies gaps in resources that impact on the organisation's effectiveness • Develops strategies to address resource issues • Champions team cause across the organization • Creates a sense of team spirit • Strong visibility, carries people and gains their acceptance and loyalty • Diagnoses training needs, creates development opportunities, creates second line leadership	• Sets overall direction for how resources are to be used in order to achieve the vision, values and goals of the organisation • Institutes organisation-wide mechanisms and processes to promote and support resource management • Clearly and consistently communicates and reinforces priorities for usage of resources • Creates a vision / mission across the organization • Creates challenging opportunities for increased job satisfaction and delivering excellence • Creates a culture where people will stretch themselves • Tackles motivation across the organization •

RESEARCH

Delve into the field of study more in depth and comprehensive manner

Introductory	Basic	Intermediate	Advanced	Expert
1 2	3 4	5 6	7 8	9 10
Basic understanding of the subject	**Thorough understanding of the subject**	**Able to critically analyse the subject**	**Able to drive the research with some specific guidance**	**Able to drive the research independently and come out with suitable findings**
• May not like to go in depth and understand the subject thoroughly. • May stick to superficial knowledge/understanding	• Is able to go beyond the obvious and try to understand know more about the subject however may need good guidance and monitoring	• Has an analytical bent of mind and is able to understand and analyse the subject, however may need guidance to use analysis for practical applications	• Has the tenacity to complete the undertaken research even under the most trying situations. • Is able to collaborate and network to see the project through	• Is capable of going in depth of a subject and research the subject to come up with hitherto undeveloped applications/understanding

FORM 3

COMPETENCIES ASSESSMENT - RATINGS & COMMENTS

	COMPETENCIES	RATING
1	CREATIVITY AND INNOVATION	
2	ABILITY TO INFLUENCE AND IMPACT	
3	FOSTERING LEARNING & DELIVERY	
4	CONTINOUS LEARNING	
5	TEAM WORK, HUMAN RELATIONS & LEADERSHIP	
6	CUSTOMER FOCUS	
7	COMMUNICATION SKILLS	
8	PLANNING AND ORGANISING	
9	RESOURCE MANAGEMENT & PEOPLE DEVELOPMENT	
10	RESEARCH	
	TOTAL SCORE (out of 100)	

COMPETENCY LEVEL
(refer to the behavioural indicators)

INTRODUCTORY- 1 – 2

BASIC - 3 – 4

INTERMEDIATE- 5 – 6

ADVANCE - 7 – 8

EXPERT - 9 – 10

APPRAISER COMMENTS	APPRAISEE COMMENTS

APPRAISER : _____ APPRAISEE : _____ DATE _____