

**Performance Appraisal System
Appraisal System at
National Database and Registration Authority
(NADRA)**

By
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INTRODUCTION

Almost every organization, in one way or another, goes through a periodic ritual, formally or informally, known as performance appraisal. The formal performance appraisal has been called a tool of management, a control process, an activity and a critical element in human resources allocation. Uses for performance appraisal have included equal training and development need assessment, employment opportunity considerations, promotions, transfer and salary increases. Primarily performance appraisal has been considered an overall system for controlling an organization. Performance appraisal has also been called an audit function of an organization regarding the performance of individuals, groups and entire divisions. The performance appraisal has been defined as any personnel decision that affects the status of employees regarding retention, termination, promotion, demotion, transfer, salary increases or decreases, or admission into a training program.

Appraisals have been cited to range from official, prescribed meetings between an evaluator and evaluatee to causal, change occasions where an evaluator observed work activities and indicated his or her assessment with an informal comment. Performance appraisal can be used to positively affect employee motivation, productivity, efficiency development, improvement in performance etc.

STATEMENT OF PROBLEM

This research revolves around the performance appraisal system in National Database and Registration Authority (NADRA) with a view to critically analyze it in the light of modern management literature. The author has tried to identify whether the performance appraisal system has been effective enough to meet its stated goals or not. In case any loopholes are found, the corrective action to rehash the performance appraisal system would follow the analysis of the problem

SCOPE AND LIMITATIONS

The scope of my thesis will be limited to the Headquarters of NADRA based in Islamabad where more than one thousand out of total ten thousand employees are

working. Since performance management system is a quite huge a subject, therefore only performance appraisal system of NADRA would be discussed however other areas of performance management would also be touched as deemed necessary by the author in order to create more relevance between theory and practice.

Employees in NADRA belong to two different grades: Technical Grade (T) and Officer Grade (O). The questionnaires and interviews have been conducted considering both the grades. However contractual staff in the Grade 17 (or equivalent in T and O Grade) have been considered. Employees in this category represent the middle management of the organization. Information regarding the efficacy of the performance appraisal is not a matter of public record, therefore the information is based unofficial documents received from the HR Department and the interviews conducted with the employees. The employees gave interviews on condition of anonymity therefore the names and designations cannot be published.

BACKGROUND INFORMATION

National Database and Registration Authority (NADRA) was established on 10 March 2000 by merger of National Database Organization (NDO) and Directorate General of Registration with the objective of introducing a new, improved and modernized registration system for the entire population. Culminating among other things is the issuance of state-of-the-art National Identity Cards (NICs) to all adult citizens of Pakistan. These NICs shall be duly backed by the computerized database and data warehouse respectively called the Citizens' Database and National Data Warehouse (NDW).

The concept was developed to help government in implementing a fact-based system of good governance in the country by encountering evils of undocumented population growth and registration of items belonging to citizens and organizations.

NADRA is one of the largest technology-based semi government organization with employees more than 10,000. An organization of such a size is an ideal case for studying the human resource practices. In view of a newly introduced NADRA Web Portal-based

online performance appraisal system, it has been decided to study the employee evaluation process at NADRA in the light of modern management literature. The purpose of this study is to critically analyze the performance appraisal system in NADRA against the stated objectives and bring to light any discrepancies or pitfalls in the evaluation process. The research paper will also proposed a corrective action through recommendations to make the evaluation process more effective and goal oriented.

NADRA HEADQUARTERS

NADRA is located in the State Bank Building, which constitutes history of being the National Assembly building in the old days where in the historical Parliament Hall, the 1973 Constitution was discussed and approved by the Parliament. NADRA is working with speed and efficiency to establish a countrywide data communication network for linking central data warehouse with 5 Provincial Islamabad, Karachi, Lahore, Peshawar, Quetta and 3 Regional Head Quarters located at Sukkur, Multan and Sargodha.

Currently there are more than ten thousand employees not only stationed all over Pakistan but also in many countries as well. NADRA Employee Handbook (2005, p.7) states that there are 3 categories of employees in NADRA:

- Contractual staff
- Director General Registration Staff
- Staff on deputation

Since contractual staff constitutes the major strength of the employees therefore only contractual staff will be studied in this thesis. In 2003 a new section by the name of Human Resource Management System (HRMS) was established. This section was integrated with the previous HR Department however the overall working of HR Department changed manifold. Many new policies and practices have been introduced since then, which will be discussed in the thesis. With this brief description now a detailed literature review will be presented which will form the basis of the research.

LITERATURE REVIEW

INTRODUCTION

The history of performance appraisal is quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. But this is not very helpful, for the same may be said about almost everything in the field of modern human resources management. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War - not more than 60 years ago. Yet in a broader sense, the practice of appraisal is a very ancient art.

There is a basic human tendency to make judgments about those one is working with as well as about oneself. Appraisal, it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgments made will be lawful, fair, defensible and accurate.

Performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little consideration, if any, was given to the developmental possibilities of appraisal. It was felt that a cut in pay, or a rise, should provide the only required impetus for an employee to either improve or continue to perform well.

Sometimes this basic system succeeded in getting the results that were intended; but more often than not, it failed. For example, early motivational researchers were aware that different people with roughly equal work abilities could be paid the same amount of money and yet have quite different levels of motivation and performance.

These observations were confirmed in empirical studies. Pay rates were important, yes; but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence.

WHAT IS PERFORMANCE MANAGEMENT SYSTEM (PMS)?

PMS is the process through which managers ensure that employee's activities and outputs are congruent with the organization's goals. It is intended to assist every employee in realizing his/her full performance potential in his/her current job. It helps employees experiencing performance difficulties by identifying training and other developmental opportunities that will help to prepare motivated employees to progress in their careers. It assists the employee by providing coaching, counseling, training & development thus increasing the organization's human resource capacity.

We can also define PMS in a more elaborate manner by saying that it is an ongoing communication process that involves both the performance manager and the employee in:

- Identifying and describing essential job functions and relating them to the mission and goals of the organization
- Developing realistic and appropriate performance standards
- Giving and receiving feedback about performance
- Writing and communicating constructive performance appraisals
- Planning education and development opportunities to sustain, improve or build on employee work performance through performance development.

PMS has five parts:

- Performance Planning (goal setting)
- Performance Management (collecting facts and data)
- Performance Appraisal (comparing goals with recorded performance)
- Performance Feedback (feedback interview)
- Action (rewards, training analysis, counseling etc)

First performance management system specifies which aspects of performance are relevant to the organization, primarily through job analysis, which is a process of getting detailed information about job. Second, it measures those aspects of performance through performance appraisal. Third it provides feedback to employees through performance feedback sessions so that they can adjust their performance to the organization's goals. Performance feedback is also fulfilled through tying rewards to performance via the compensation system.

Since the difference of performance management and performance appraisal is sometimes overlooked therefore we can differentiate between these terms using the following definitions (Stern & Associates Website):

- **Performance Appraisal:** A methodology for periodically evaluating, documenting and discussing employee performance. Traditional performance appraisal relies on the promise of economic reward and the threat of punishment to motivate employees toward desired behaviors.
- **Performance Management:** A methodology for continually motivating employees toward desired behaviors by means of ongoing training, coaching, guiding, demonstrating, counseling and encouraging. Performance management relies on continuous feedback and positive reinforcement.

Two approaches have known to be in practice. The first approach has been the traditional approach. This approach has also been known as the organizational or overall approach. The traditional approach has been primarily concerned with the overall organization and has been involved with past performance. The second approach to performance appraisal has been the developmental approach. This approach viewed the employees as individuals and has been forward looking through the use of goal setting.

PURPOSE OF TRADITIONAL PERFORMANCE APPRAISAL SYSTEM

- Promotion, separation, and transfer decisions.

- Feedback to the employee regarding how the organization viewed the employee's performance.
- Evaluations of relative contributions made by individuals and entire departments in achieving higher-level organization goals.
- Criteria for evaluating the effectiveness of selection and placement decisions, including the relevance of the information used in the decisions within the organization.
- Reward decisions, including merit increases, promotions, and other rewards.
- Criteria for evaluating the success of training and development decisions.
- Information upon which work scheduling plans, budgeting, and human resources planning can be used.

Two serious flaws in the traditional appraisal approach exist. They are:

- Organizational performance appraisal is typically primarily concerned with the past rather than being forward looking through the use of setting objectives or goals.
- Performance appraisal is usually tied to the employees' salary review. Dealing with salary generally overwhelmed and blocked creative, meaningful, or comprehensive consideration of performance goals.

PURPOSE OF DEVELOPMENTAL PERFORMANCE APPRAISAL SYSTEM

Dexter (2005) says that the developmental approach to performance appraisal has been related to employees as individuals. This approach has been concerned with the use of performance appraisal as a contributor to employee motivation, development, and human resources planning. The development approach contained all of the traditional overall organizational performance appraisal purposes and the following additional purposes:

- Provide employees the opportunity to formally indicate the direction and level of the employee's ambition.
- Show organizational interest in employee development, which was cited to help the enterprise retain ambitious, capable employees instead of losing the employees to competitors.

- Provided a structure for communications between employees and management to help clarify expectations of the employee by management and the employee.
- Provide satisfaction and encouragement to the employee who has been trying to perform well.

BASIC PURPOSES

Effective performance appraisal systems contain two basic systems operating in conjunction: an *evaluation system* and a *feedback system*. The main aim of the evaluation system is to identify the *performance gap* (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable.

The main aim of the feedback system is to inform the employee about the quality of his or her performance. (However, the information flow is not exclusively one way. The appraisers also receive feedback from the employee about job problems, etc.) One of the best ways to appreciate the purposes of performance appraisal is to look at it from the different viewpoints of the main stakeholders: the employee and the organization.

Appraisal results are used to identify the poorer performers who may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in pay. (Organizations need to be aware of laws in their country that might restrict their capacity to dismiss employees or decrease pay.) Whether this is an appropriate use of performance appraisal - the assignment and justification of rewards and penalties - is a very uncertain and contentious matter.

There are those, for instance, who believe that performance appraisal has many important employee development uses, but scorn any attempt to link the process to reward outcomes - such as pay rises and promotions. This group believes that the linkage to reward outcomes reduces or eliminates the developmental value of appraisals. Rather than an opportunity for constructive review and encouragement, the reward-linked process is perceived as judgmental, punitive and harrowing. For example, how many

people would gladly admit their work problems if, at the same time, they knew that their next pay rise or a much-wanted promotion was riding on an appraisal result? Very likely, in that situation, many people would deny or downplay their weaknesses.

Nor is the desire to distort or deny the truth confined to the person being appraised. Many appraisers feel uncomfortable with the combined role of judge and executioner. Such reluctance is not difficult to understand. Appraisers often know their appraisees well, and are typically in a direct subordinate-supervisor relationship. They work together on a daily basis and may, at times, mix socially. Suggesting that a subordinate needs to brush up on certain work skills is one thing; giving an appraisal result that has the direct effect of negating a promotion is another.

The result can be resentment and serious morale damage, leading to workplace disruption, soured relationships and productivity declines. On the other hand, there is a strong rival argument which claims that performance appraisal must unequivocally be linked to reward outcomes. The advocates of this approach say that organizations must have a process by which rewards - which are not an unlimited resource - may be openly and fairly distributed to those most deserving on the basis of merit, effort and results. There is a critical need for remunerative justice in organizations. Performance appraisal - whatever its practical flaws - is the only process available to help achieve fair, decent and consistent reward outcomes.

Gemmy Allen (1998) claims that appraisees themselves are inclined to believe that appraisal results should be linked directly to reward outcomes - and are suspicious and disappointed when told this is not the case. Rather than feeling relieved, appraisees may suspect that they are not being told the whole truth, or that the appraisal process is a sham and waste of time. Evaluating individual work performance is a form of control because it ties performance feedback to rewards and corrective actions.

EMPLOYEE VIEWPOINT

From the employee viewpoint, the purpose of performance appraisal is four-fold:

- Tell me what you want me to do.

- Tell me how well I have done it.
- Help me improve my performance.
- Reward me for doing well.

ORGANIZATIONAL VIEWPOINT

From the organization's viewpoint, one of the most important reasons for having a system of performance appraisal is to establish and uphold the *principle of accountability*. For decades it has been known to researchers that one of the chief causes of organizational failure is "non-alignment of responsibility and accountability." Non-alignment occurs where employees are given responsibilities and duties, but are not held accountable for the way in which those responsibilities and duties are performed. What typically happens is that several individuals or work units appear to have overlapping roles.

The overlap allows - indeed actively encourages - each individual or business unit to "pass the buck" to the others. Ultimately, in the severely non-aligned system, no one is accountable for anything. In this event, the principle of accountability breaks down completely. Organizational failure is the only possible outcome.

In cases where the non-alignment is not so severe, the organization may continue to function, albeit inefficiently. Like a poorly made or badly tuned engine, the non-aligned organization may run, but it will be sluggish, costly and unreliable. One of the principal aims of performance appraisal is to make people accountable. The objective is to align responsibility and accountability at every organizational level.

ORGANIZATIONAL MODEL OF PERFORMANCE MANAGEMENT

As Noe & Hellenbeck (2004, p.328) note, performance appraisal system has always been used as a measurement technique especially in the work environment prevalent in Pakistan. The goal of such performance appraisal system is to measure individual employee performance reliably and validly. This narrow perspective, however, tends to ignore a very important aspect. Thus it is required that purpose of performance

management is understood not from an employees' perspective rather from organization's perspective. For this we need to understand the process of performance.

The raw materials of performance are the individual's attributes i.e. their knowledge skills, abilities etc. These raw materials are transformed into objective results through the employee's behavior. We will talk about individual behavior in more detail later when the issue of Competency Dictionary would be discussed. Employees can exhibit behaviors only if they have necessary knowledge, skills, abilities and other characteristics. Therefore employees with good knowledge about their work coupled with relevant abilities can display a better behavior than those employees who do not possess the required knowledge and abilities. The objective results are the measurable, tangible outputs of the work, and they are a consequence of the employee's or the work group's behavior.

The important aspect, which is neglected when the purpose is solely to measure employee performance for compensation purpose, is the missing link between organization's strategy and the performance management system. Organizations pursue some type of strategy in order to attain their goals and objectives. Divisions, departments, work groups and individuals within the company must align their activities with these strategies and goals. If they are not aligned then the likelihood of achieving the goals become small. This missing link can be established by specifying what needs to be accomplished and what behaviors must be exhibited for the company's strategy to be implemented.

A true performance management system tells each and every employee what is to be done and then keeps a track of achievements or failures. In this way an employee can see his/her individual input in the achievement of organizational goals and objectives. And if the organization also compensates the employee as well then this results in the achievement of intrinsic and extrinsic rewards. Intrinsic in the sense that employee can see the individual contribution which is a source of motivation and extrinsic in the sense that the employee is compensated for his/her performance.

In the perspective of Organizational Model of Performance Management, so far we have talked about individual attributes, individual behaviors, objective results and the governing element of organizational strategy. The last issue to be discussed in this model is the impact of situational constraints, which are always at work within the performance management system. An employee may have necessary skills and yet not exhibit the necessary from doing effective things. Work group norms often dictate what the group's members do and the results they produce. On the other hand some employees are simply not motivated to exhibit the right behaviors. This often occurs if the employees do not believe their behaviors will be rewarded with pay raises, promotions and so forth.

Then there is systems impact i.e. catering to those elements which are beyond the control of the employee. For example sales of an organization going down due to an overall economic slump. Now in this situation no matter how brilliant an employee performs, the output would always be below the agreed objectives. The inclusion of systems effect beautifies the process of PMS and adds to the flexibility. It creates a balance between objectivity and subjectivity. It keeps managerial discretion alive by giving appraiser enough power to judge where employee's efforts end and where effect of the environment beyond an employee's control begin.

PURPOSE OF PERFORMANCE MANAGEMENT SYSTEM

The purposes of performance management system, as stated Noe & Hellenbeck (2004, p.330), are of three kinds: strategic, administrative and developmental.

STRATEGIC PURPOSE

First and foremost, a performance management system should link employee activities with the organization's goals. One of the primary ways strategies are implemented is through defining the results, behaviors and to some extent, employee characteristics that are necessary for carrying out that strategy. This is followed by development of measurement and feedback systems that will maximize the extent, to which employees exhibit the characteristics, engage in behaviors and produce results.

To achieve this strategic purpose, the system must be flexible, because when goals and strategies change, the results, behaviors and employee characteristics usually need to change correspondingly. However, performance management systems do not commonly achieve this purpose. In practice, very few companies actually use their performance appraisal system to communicate company objectives to their employees. Performance management systems can also be useful for communicating corporate culture and values in companies whose business operations are becoming more global.

ADMINISTRATIVE PURPOSE

Organizations use performance management information (performance appraisal, in particular) in many administrative decisions: salary administration (pay raises), promotions, retention-termination, layoffs and recognition of individual performance. Despite the importance of these decision, however, many managers, who are the source of information, see the performance appraisal process only as a necessary evil they must go through to fulfill their job requirements. They feel uncomfortable evaluating others and feeding those evaluations back to the employees. Thus, they tend to rate everyone high or at least rate them same, making the performance appraisal information relatively useless.

DEVELOPMENTAL PURPOSE

A third purpose of performance management system is to develop employees who are effective at their jobs. When employees are not performing as well as they should, performance management seeks to improve their performance. The feedback given during a performance evaluation process often pinpoints the employee's weaknesses. Ideally, however, the performance management system identifies not only any deficient aspects of the employee's performance but also the causes of these deficiencies for example a skill deficiency, a motivational problem or some obstacles holding the employee back.

Managers are often uncomfortable confronting employees with their performance weaknesses. Such confrontations, although necessary to the effectiveness of the work group, often strain everyday working relationship. Giving high ratings to all employees

enables a manager to minimize such conflicts, but then the developmental purpose of the performance management system is not fully achieved.

The purposes of an effective performance management system are to link employee activities with the organization's strategic goals, furnish valid and useful information for administrative decisions about employees, and give employees useful developmental feedback. Fulfilling these three purposes is central to gaining competitive advantage through human resources. A vital step in performance management is to develop the measures by which performance will be evaluated. Thus we next discuss the issues involved in developing and using different measures of performance.

TYPES OF PERFORMANCE ASSESSMENTS

According to Chapman (2005), all of the following performance assessment methods can be used in conjunction with others in the list, depending on situation and organizational policy. Where any of these processes is used, the manager must keep a written record, and must ensure agreed actions are followed up. The notes of all review situations can then be referred to at the formal appraisal. Holding regular informal one-to-one review meetings greatly reduces the pressure and time required for the annual formal appraisal meeting.

- Formal annual performance appraisals
- Probationary reviews
- Informal one-to-one review discussions
- Counseling meetings Observation on the job
- Skill- or job-related tests
- Assignment or task followed by review
- Assessment centers, including tests presentations, etc.
- Survey of opinion of others who have dealings with the individual
- Graphology (handwriting analysis)
- Psychometric tests and other behavioral assessments

PERFORMANCE MEASURES CRITERIA

According to Noe & Hellenbeck (2004, p.333), once the company has determined, through job analysis and design, what kind of performance it expects from its employees, it needs to develop ways to measure that performance. This section presents the criteria underlying job performance measures. These measures are:

- Strategic congruence
- Validity
- Reliability
- Acceptability
- Specificity

STRATEGIC CONGRUENCE

It is the extent to which a performance management system elicits job performance that is congruent with the organization's strategy, goals and culture. If a company emphasizes customer service, then its performance management system should assess how well its employees are serving the company's customers. Strategic congruence emphasizes the need for the performance management system to guide employees in contributing to the organization's success.

Including critical success factors (CSFs) into the performance management systems of an organization can do this. CSFs are factors in a company's business strategy that give it a competitive edge. Companies measure employee behavior that relates to attainment of CSFs, which increases the importance of these behaviors for employees. Employees can be held accountable and rewarded for behaviors that directly to the company attaining the CSFs.

VALIDITY

Validity is the extent to which a performance measure assesses all the relevant – and only relevant – aspects of performance. This is often referred to as “content validity”. For a performance measure to be valid, it must not be deficient or contaminated. A performance measure is *deficient* if it does not measure all aspects of performance. An

example is a system of large university that assess faculty members based more on research than teaching, thereby relatively ignoring a relevant aspect of performance.

A *contaminated* measure evaluates irrelevant aspects of performance or aspects that are not job related. The performance should seek to minimize contamination, but its complete elimination is seldom possible. An example of a contaminated measure is the use of actual sales figures for evaluating salespersons across very different regional territories. A sales person who works harder and better than others might not have the highest sales totals because the territory simply does not have as much potential as others. Thus these figures alone would be a measure that is strongly affected by things beyond the control of the individual employee.

RELIABILITY

Reliability refers to consistency of a performance measure. One important type of reliability is *interrater reliability* which is the consistency among the individuals who evaluate the employee's performance. A performance measure has interrater reliability if two individuals give the same (or close to the same) evaluations of a person's job performance. Evidence seems to indicate that most subjective supervisory measures of job performance exhibit low reliability. With some measures, the extent to which all the items rated are internally consistent is important (*internal consistency reliability*).

In addition, the measure should be reliable over time (*test-retest reliability*). A measure that results in drastically different ratings depending on when the measures are taken lacks test-retest reliability. For example measuring the sales of a sales person in any one month might give a different picture as seasonal changes may affect the sales. Therefore consistency of the measure over time is critical to the performance measurement.

ACCEPTABILITY

Acceptability refers to whether the people who use a performance measure accept it. Many elaborate performance measures are extremely valid and reliable, but they consume so much of managers' time that they refuse to use it. Alternatively, those being evaluated by a measure may not accept it.

Acceptability is affected by the extent to which employees believe the performance measurement system is fair. There are three categories of perceived fairness: procedural, interpersonal and outcome fairness. Procedural fairness gives managers and employees opportunity to participate in development of system and ensures consistent standards when evaluating different employees. It also helps in minimizing rating errors and biases. Interpersonal fairness not only gives timely and complete feedback but also allows employees to challenge the evaluation. This also ensures feedback from the appraisee in an atmosphere of respect and courtesy. Lastly, outcome fairness communicates expectations regarding performance evaluations and standards. It also communicates expectations regarding rewards.

SPECIFICITY

It is the extent to which a performance measure tells employees what is expected of them and how they can meet those expectations. Specificity is relevant to both the strategic and developmental purposes of performance management. If a measure does not specify what an employee must do to help the company achieve its strategic goals, it does not achieve the strategic purpose. Additionally, if the measure fails to point out employees' performance problems, it is almost impossible for the employees to correct their performance.

APPROACHES TO MEASURING PERFORMANCE

Performance can be managed by focusing on employee attributes, behaviors or results. In addition we can measure performance in a relative way, making overall comparisons among individuals' performance. Finally, we can develop performance measurement system that incorporates some variety of the preceding measures, as evidenced by the quality approach to measuring performance. According to Oberg (2005), various techniques combine these approaches. Following are the approaches/methods to performance measurement:

- a. The Comparative Approach
- b. The Attribute Approach
- c. The Behavioral Approach

- d. The Results Approach
- e. The Quality Approach
- f. Essay Method
- g. Balanced Scorecard Method

THE COMPARATIVE APPROACH

The comparative approach to performance measurement requires the rater to compare an individual's performance with that of others. This approach usually uses some overall assessment of an individual's performance or worth and seeks to develop some ranking of the individuals within a work group. At least three techniques fall under the comparative approach: ranking, forced distribution and paired comparison.

RANKING

Simple ranking requires managers to rank employees within their performance within their departments from highest performer to poorest performer (or best to worst). *Alternation ranking*, on the other hand, consists of a manager looking at a list of employees, deciding who the best employee is, and crossing that person's name off the list. From the remaining names, the manager decides who the worst employee is and crosses that name off the list—and so forth.

FORCED DISTRIBUTION

The *forced distribution* method also uses a ranking format, but employees are ranked in groups. This technique requires the manager to put certain percentages of employees into predetermined categories. The following example will help in understanding the group based ranking used in *forced distribution*:

TF	Top 5%
TQ	Top quintile
OU	Outstanding
VG	Very good

GD	Good
LF	Lower 5%
NA	Not acceptable
PR	Progressing

Proponents of *forced distribution* argue that they guard against managers who are afraid to fire poor performers. Critics say they make managers penalize a good but not great employee who is part of an outstanding team. A mediocre employee in struggling work team can also come out looking like an outstanding employee. Also, it is difficult to rank employees into distinctive categories when criteria are subjective or when it is difficult to differentiate employees on the criteria such as teamwork or communicate skills.

PAIRED COMPARISON

The *paired comparison* method requires managers to compare every employee with every other employee in the work groups, giving an employee a score of 1 every time he or she is considered. Once all the pairs have been compared, the manager computes the number of times each employee received the favorable decision (that is, counts up the points), and this becomes the employee's performance.

The paired comparison method tends to be time-consuming for managers and will become more so as organizations become flatter with an increased span of control. For example a manager with 10 employees must make 45 ($10 \times 9/2$) comparisons. However, the group increases to 15 employees, 105 comparisons must be made.

EVALUATING THE COMPARATIVE APPROACH

The comparative approach to performance measurement is an effective tool in differentiating employee performance; it virtually eliminates problems of leniency, central tendency and strictness. This is especially valuable if the results of the measures are to be used in making administrative decisions such as pay raises and promotions. In addition, such systems are relatively easy to develop and in most cases easy to use; thus, they are often accepted by users.

One problem with these techniques, however, is their common failure to be linked to the strategic goals of the organization. Although raters can evaluate the extent to which individuals' performances support the strategy, this link is seldom made explicit. In addition, because of the subjective nature of ratings, their actual validity and reliability depend on the raters themselves. Some firms use multiple evaluators to reduce the biases of any individual, but most do not. At best, we could conclude that their reliability and validity are modest.

These techniques lack specificity for feedback purposes. Based only on their relative rankings, individuals are completely unaware of what they must do differently to improve their ranking. This puts a heavy burden on the manager to provide specific feedback beyond that of the rating instrument itself. Finally, many employees and managers are less likely to accept evaluations based on comparative approaches. Evaluations depend on how employees' performance relates to other employees in a group, team or department rather than on absolute standards of excellent, good, fair and poor performance.

THE ATTRIBUTE APPROACH

The attribute approach to performance management focuses on the extent to which individuals have certain attributes (characteristics or traits) believed desirable for the company's success. The techniques that use this approach define a set of traits—such as initiative, leadership and competitiveness—and evaluate individuals on them. Forget what he does; ignore the results he produces. Just ask the question, what kind of guy he is?

GRAPHIC RATING SCALES

The most common form that the attribute approach to performance management takes is the graphic rating scale. Table 1 shows a graphic rating scale used in a manufacturing company. As you can see, a list of traits is evaluated by a five-point (or some other number of points) rating scale. The manager considers one employee at a time, circling the number that signifies how much of that trait the individual has. Graphic rating scales can provide a number of different points (a discrete scale) or a continuum along which

the rater simply places a check mark (a continuous scale).

PERFORMANCE DIMENSION	RATING				
	Distinguished	Excellent	Commendable	Adequate	Poor
Knowledge	5	4	3	2	1
Communication	5	4	3	2	1
Judgment	5	4	3	2	1
Managerial Skill	5	4	3	2	1
Quality performance	5	4	3	2	1
Teamwork	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Initiative	5	4	3	2	1
Creativity	5	4	3	2	1
Problem Solving	5	4	3	2	1

ADVANTAGES

The greatest advantage of rating scales is that they are structured and standardized. This allows ratings to be easily compared and contrasted - even for entire workforces. Each employee is subjected to the same basic appraisal process and rating criteria, with the same range of responses. This encourages equality in treatment for all appraisees and imposes standard measures of performance across all parts of the organization.

Rating scale methods are easy to use and understand. The concept of the rating scale makes obvious sense; both appraisers and appraisees have an intuitive appreciation for the simple and efficient logic of the bipolar scale. The result is widespread acceptance and popularity for this approach.

DISADVANTAGES

Trait Relevance

Are the selected rating-scale traits clearly relevant to the jobs of all the appraisees? It is inevitable that with a standardized and fixed system of appraisal, certain traits will have a greater relevance in some jobs than in others.

For example, the trait "initiative" might not be very important in a job that is tightly defined and rigidly structured. In such cases, a low appraisal rating for initiative may not mean that an employee lacks initiative. Rather, it may reflect that fact that an employee has few opportunities to use and display that particular trait. The relevance of rating scales is therefore said to be context-sensitive. Job and workplace circumstances must be taken into account.

Systemic Disadvantage

Rating scales, and the traits they purport to measure, generally attempt to encapsulate all the relevant indicators of employee performance. There is an assumption that all the true and best indicators of performance are included, and all false and irrelevant indicators are excluded.

This is an assumption very difficult to prove in practice. It is possible that an employee's performance may depend on factors that have not been included in the selected traits. Such employees may end up with ratings that do not truly or fairly reflect their effort or value to the organization. Employees in this class are systemically disadvantaged by the rating scale method.

Perceptual Errors

This includes various well-known problems of selective perception (such as the horns and halos effect to be discussed later) as well as problems of perceived meaning. Selective perception is the human tendency to make private and highly subjective assessments of what a person is "really like", and then seek evidence to support that view (while ignoring or downplaying evidence that might contradict it).

This is a common and normal psychological phenomenon. All human beings are affected by it. In other words, we see in others what we want to see in them. An example is the

supervisor who believes that an employee is inherently good (halo effect) and so ignores evidence that might suggest otherwise. Instead of correcting the slackening employee, the supervisor covers for them and may even offer excuses for their declining performance.

On the other hand, a supervisor may have formed the impression that an employee is bad (horns effect). The supervisor becomes unreasonably harsh in their assessment of the employee, and always ready to criticize and undermine them. The horns and halo effect is rarely seen in its extreme and obvious forms. But in its more subtle manifestations, it can be a significant threat to the effectiveness and credibility of performance appraisal.

Perceived Meaning

Problems of perceived meaning occur when appraisers do not share the same opinion about the meaning of the selected traits and the language used on the rating scales. For example, to one appraiser, an employee may demonstrate the trait of initiative by reporting work problems to a supervisor. To another appraiser, this might suggest an excessive dependence on supervisory assistance - and thus a lack of initiative.

As well, the language and terms used to construct a scale - such as "Performance exceeds expectations" or "Below average skill" - may mean different things to different appraisers.

Rating Errors

The problem here is not so much errors in perception as errors in appraiser judgment and motive. Unlike perceptual errors, these errors may be (at times) deliberate. The most common rating error is central tendency. Busy appraisers, or those wary of confrontations and repercussions, may be tempted to dole out too many passive, middle-of-the-road ratings (e.g., "satisfactory" or "adequate"), regardless of the actual performance of a subordinate. Thus the spread of ratings tends to clump excessively around the middle of the scale.

This problem is worsened in organizations where the appraisal process does not enjoy strong management support, or where the appraisers do not feel confident with the task of appraisal.

MIXED-STANDARD SCALES

Mixed standard scales were developed to get around some of the problems with graphic rating scales. To create a mixed standard scale, we define the relevant performance dimensions and then develop statements representing good, average, and poor performance along each dimension. These statements are then mixed with the statements from other dimensions on the actual rating instrument.

The rater is asked to complete the rating instrument by indicating whether the employee's performance is above (+), at (0), or below (-) the statement. A special scoring key is then used to score the employee's performance for each dimension. Thus, for example, an employee performing above all three statements receives a 7. If the employee is below the good statement, at the average statement, and above the poor statement, a score of 4 is assessed. An employee below all three statements is given a rating of 1. This scoring is applied to all the dimensions to determine an overall performance score.

The mixed standard scales were originally developed as trait-oriented scales. However, this same technique has been applied to instruments using behavioral rather than trait-oriented statements as a means of reducing rating errors in performance appraisal.

EVALUATING THE ATTRIBUTE APPROACH

Attribute, based performance methods are the most popular methods in organizations. They are quite easy to develop and are generalizable across a variety of jobs, strategies, and organizations. In addition, if much attention is devoted to identifying those attributes relevant to job performance and carefully defining them on the rating instrument, they can be as reliable and valid as more elaborate measurement techniques.

However, these techniques fall short on several of the criteria for effective performance management. There is usually little congruence between the techniques and the

company's strategy. These methods are used because of the ease in developing them and because the same method (list of traits, comparisons) is generalizable across any organization and any strategy. In addition, these methods usually have very vague performance standards that are open to different interpretations by different raters. Because of this, different raters often provide extremely different ratings and rankings. The result is that both the validity and reliability of these methods are usually low.

Last but not the least, trait based appraisal approach is not at all predictive. The presence or absence of the trait tells little about how well the person has done the job. It tells the appraisee only what his boss's judgement is; it provides no usable data for change. Therefore, we can safely say that in view of sophisticated approaches like Balanced Scorecard (to be discussed later) emphasis should not be on the traits the individual possess but on actual observations of behaviors.

THE BEHAVIORAL APPROACH

The behavioral approach to performance management attempts to define the behaviors an employee must exhibit to be effective in the job. The various techniques define those behaviors and then require managers to assess the extent to which employees exhibit them. We discuss five techniques that rely on the behavioral approach.

CRITICAL INCIDENTS

The critical incident approach requires managers to keep a record of specific examples of effective and ineffective performance on the part of each employee. Here's an example of an incident described in the performance evaluation of an appliance repair person:

A customer called in about a refrigerator that was not cooling and was making a clicking noise every few minutes. The technician pre-diagnosed the cause of the problem and checked his truck for the necessary parts. When he found he did not have them, he checked the parts out from inventory so that the customer's refrigerator would be repaired on his first visit and the customer would be satisfied promptly.

These incidents give specific feedback to employees about what they do well and what

they do poorly, and they can be tied to the company's strategy by focusing on incidents that best support that strategy. However, many managers resist having to keep a daily or weekly log of their employees' behavior. It is also often difficult to compare employees because each incident is specific to that individual.

BEHAVIORALLY ANCHORED RATING SCALES

A behaviorally anchored rating scale (BARS) builds on the critical incidents approach. It is designed to specifically define performance dimensions by developing behavioral anchors associated with different levels of performance. As you can see, the performance dimension has a number of examples of behaviors that indicate specific levels of performance along the dimension.

To develop BARS, we first gather a large number of critical incidents that represent effective and ineffective performance on the job. These incidents are classified into performance dimensions, and the ones that experts agree clearly represent a particular level of performance are used as behavioral examples (or anchors) to guide the rater.

The manager's task is to consider an employee's performance along each dimension and determine where on the dimension the employee's performance fits using the behavioral anchors as guides. This rating becomes the employee's score for that dimension.

Behavioral anchors have advantages and disadvantages. They can increase inter-rater reliability by providing a precise and complete definition of the performance dimension. A disadvantage is that they can bias information recall that is, behavior that closely approximates the anchor is more easily recalled than other behavior. Research has also demonstrated that managers and their subordinates do not make much of a distinction between BARS and trait scales.

BEHAVIORAL OBSERVATION SCALES

A behavioral observation scale (BOS) is a variation of BARS. Like a BARS, a BOS is developed from critical incidents. However, a BOS differs from BARS in two basic ways. First, rather than discarding a large number of the behaviors that exemplify

effective or ineffective performance, a BOS uses many of them to more specifically define all the behaviors that are necessary for effective performance (or that would be considered ineffective performance). Instead of using, say, 4 behaviors to define 4 levels of performance on a particular dimension, a BOS may use 15 behaviors.

A second difference is that rather than assessing which behavior best reflects an individual's performance, a BOS requires managers to rate the frequency with which the employee has exhibited each behavior during the rating period. These ratings are then averaged to compute an overall performance rating.

The major drawback of a BOS is that it may require more information than most managers can process or remember. A BOS can have 80 or more behaviors, and the manager must remember how frequently an employee exhibited each of these behaviors over a 6, or 12, month rating period. This is taxing enough for one employee, but managers often must rate 10 or more employees.

A direct comparison of BOS, BARS, and graphic rating scales found that both managers and employees prefer BOS for differentiating good from poor performers, maintaining objectivity, providing feedback, suggesting training needs, and being easy to use among managers and subordinates.

ORGANIZATIONAL BEHAVIOR MODIFICATION

Organizational behavior modification (OBM) entails managing the behavior of employees through a formal system of behavioral feedback and reinforcement. This system builds on the behaviorist view of motivation, which holds that individuals' future behavior is determined by past behaviors that have been positively reinforced. The techniques vary, but most have four components. First, they define a set of key behaviors necessary for job performance. Second, they use a measurement system to assess, whether the behaviors are exhibited. Third, the manager or consultant informs employees of those behaviors, perhaps even setting goals for how often the employees should exhibit the behaviors. Finally, feedback and reinforcement are provided to employees.

OBM techniques have been used in a variety of settings. For example, OBM was used to increase the rates and timeliness of critical job behaviors by showing the connection between job behaviors and the accomplishments of a community mental health agency. Job behaviors were identified that related to administration, record keeping and service provided to clients. Feedback and reinforcement improved staff performance. It increases in staff performance in record Keeping following the, feedback and reinforcement intervention. Baseline refers to measures of record keeping prior to the intervention. "Interview", refers to record keeping when interviews were being conducted with staff to better explain their jobs. Similar results' have been observed with the frequency of safety behaviors in a processing plant.

ASSESSMENT CENTERS

Although assessment centers are usually used for selection and promotion decisions, they have also been used as a way of measuring managerial performance. At an assessment center, individuals usually perform a number of simulated tasks, such as leaderless group discussions, in- basket management, and role, playing. Assessors observe the individuals' behavior and evaluate their skill or potential as managers.

The advantage of assessment centers is that they provide a somewhat objective measure of an individual's performance at managerial tasks. In addition, they allow specific performance feedback, and individualized developmental plans can be de, signed. For example, ARCO Oil & Gas Corporation sends its managers through assessment centers to identify their individual strengths and weaknesses and to create developmental action plans for each manager.

EVALUATION OF THE BEHAVIORAL APPROACH

The behavioral approach can be very effective. It can link the company's strategy to the specific behavior necessary for implementing that strategy. It provides specific guidance and feedback for employees about the performance expected of them. Most of the techniques rely on including job analysis, so the behaviors that are identified and measured are valid. Because those who will use the system develop the measures, the acceptability is also often high. Finally, with a substantial investment in training raters,

the techniques are reasonably reliable.

The major weaknesses have to do with the organizational context of the system. AI, though the behavioral approach can be closely tied to a company's strategy, the behaviors and measures, must be constantly monitored and revised to ensure that they are still linked to the strategic focus. This approach also assumes that there is "one best way" to do the job and that the behaviors that constitute this best way can be identified. One study found that managers seek to control behaviors when they perceive a clear relationship between behaviors and results. When this link is not clear, they tend to rely on managing results. The behavioral approach might be best suited to less' complex jobs' (where the best way to achieve results is somewhat clear) and least suited to complex jobs (where there are multiple ways, or behaviors, to achieve success).

THE RESULTS APPROACH

The results approach focuses on managing the objective, measurable results of a job or work group. This approach assumes that subjectivity can be eliminated from measurement process and that results are the closest indicator of one's contribution to organizational effectiveness. We will examine two performance management systems that use results: management by objectives and the productivity measurement and evaluation system.

MANAGEMENT BY OBJECTIVES

Management 'by objectives (MBO) is popular in both private and public organizations. The original concept came from the accounting firm of Booz, Allen, and Hamilton and was called a "managers letter." The process consisted of having all the subordinate managers write a letter to their superiors, detailing what their performance goals were for the coming year and how they planned to achieve them. Harold Smiddy applied and expanded this idea at General Electric in the 1950s, and Douglas McGregor has since developed it into a philosophy of management.

In an MBO system, the top management team first defines the company's strategic goals for the coming year. These goals are passed on to the next layer of management, and

these managers define the goals they must achieve for the company to reach its goals. This goal-setting process cascades down the organization so that all managers set goals that help the company achieve its goals. These goals are used as the standards by which an individual's performance is evaluated.

MBO systems have three common components. They require specific, difficult, objective goals. The goals are not usually set unilaterally by management but with the managers' and subordinates' participation. And the manager gives objective feedback throughout the rating period to monitor progress toward the goals.

Research on MBO has revealed two important findings regarding its effectiveness. Of 70 studies examined, 68 showed productivity gains, while only 2 showed productivity losses, suggesting that MBO usually increases productivity. Also, productivity gains tend to be highest when there is substantial commitment to the MBO program from top management: an average increase of 56 percent when commitment was high, 33 percent when commitment was moderate, and 6 percent when commitment was low.

Clearly, MBO can have a very positive effect on an organization's performance. Considering the process through which goals are set (involvement of staff in setting objectives), it is also likely that MBO systems effectively link individual employee performance with the firm's strategic goals.

ADVANTAGES

The MBO approach overcomes some of the problems that arise as a result of assuming that the employee traits needed for job success can be reliably identified and measured. Instead of assuming traits, the MBO method concentrates on actual outcomes. If the employee meets or exceeds the set objectives, then he or she has demonstrated an acceptable level of job performance. Employees are judged according to real outcomes, and not on their potential for success, or on someone's subjective opinion of their abilities.

The guiding principle of the MBO approach is that direct results can be observed, whereas the traits and attributes of employees (which may or may not contribute to performance) must be guessed at or inferred. The MBO method recognizes the fact that it is difficult to neatly dissect all the complex and varied elements that go to make up employee performance. MBO advocates claim that the performance of employees cannot be broken up into so many constituent parts - as one might take apart an engine to study it. But put all the parts together and the performance may be directly observed and measured.

DISADVANTAGES

MBO methods of performance appraisal can give employees a satisfying sense of autonomy and achievement. But on the downside, they can lead to unrealistic expectations about what can and cannot be reasonably accomplished. Supervisors and subordinates must have very good "reality checking" skills to use MBO appraisal methods. They will need these skills during the initial stage of objective setting, and for the purposes of self-auditing and self-monitoring. Unfortunately, research studies have shown repeatedly that human beings tend to lack the skills needed to do their own "reality checking". Reality itself is an intensely personal experience, prone to all forms of perceptual bias.

One of the strengths of the MBO method is the clarity of purpose that flows from a set of well-articulated objectives. But this can be a source of weakness also. It has become very apparent that the modern organization must be flexible to survive. Objectives, by their very nature, tend to impose certain rigidity.

Of course, the obvious answer is to make the objectives more fluid and yielding. But the penalty for fluidity is loss of clarity. Variable objectives may cause employee confusion. It is also possible that fluid objectives may be distorted to disguise or justify failures in performance.

EVALUATION OF THE RESULTS APPROACH

The result approach minimizes subjectivity, relying on objective, quantifiable indicators

of performance. Thus, it is usually highly acceptable to both managers and employees. Another advantage is that it links an individual's results with the organization's strategies and goals.

However, objective measurements can be both contaminated and deficient-contaminated because they are affected by things that are not under the employee's control, such as economic recessions, and deficient because not all the important aspects of job performance are amenable to objective measurement. Another disadvantage is that individuals may focus only on aspects of their performance that is measured, neglecting those that are not. For example, if the large majority of employees' goals relate to productivity, it is unlikely they will be concerned with customer service.

One study found that objective performance goals led to higher performance but that they also led to less helping of coworkers. A final disadvantage is that, though results measures provide objective feedback, the feedback may not help employees learn how they need to change their behavior to increase their performance. If baseball players are in a hitting slump, simply telling them that their batting average is 190 may not motivate them to raise it. Feedback focusing on the exact behavior that needs to be changed (like taking one's eye off the ball or dropping one's shoulder) would be more helpful.

THE QUALITY APPROACH

Thus far we have examined the traditional approaches to measuring and evaluating employee performance. According to Noe & Hellenbeck (2004, p.349), there are two fundamental characteristics of the quality approach i.e. customer orientation and a prevention approach to errors. Improving customer satisfaction is the primary goal of the quality approach. Customers can be internal or external to the organization. A performance management system designed with a strong quality orientation can be expected to;

- Emphasize an assessment of both person and system factors in the measurement system.
- Emphasize that managers and employees work together to solve performance

problems.

- Involve both internal and external customers in setting standards and measuring performance.
- Use multiple sources to evaluate person and system factors.

Based on this chapter's, earlier discussion of the characteristics of an effective performance management system, it should be apparent to you that these characteristics are not just unique to the quality approach but are characteristics of an effective appraisal system. Advocates of the quality approach believe that most U.S. companies' performance management systems are incompatible with the quality philosophy for a number of reasons:

- Most existing systems measure performance in terms of quantity, not quality.
- Employees are held accountable for good or bad results to which they contribute but do not completely control.
- Companies do not have the financial rewards of successes with employees according to how much they have contributed, to them.
- Rewards are not connected to business results.

Sales, profit margins, and behavioral ratings are often collected by managers to evaluate employees' performance. These are people based outcomes. An assumption of using these types of outcomes is that the employee completely controls them. However, according to the quality approach, these types of outcomes should not be used to evaluate employees' performance because they do not have complete control over them (that is, they are contaminated). For example, for salespersons, performance evaluations (and salary increases) are often based on attainment of a sales quota.

It is assumed that salespersons' abilities and motivation are directly responsible for their performance. However, quality approach advocates argue that better determinants of whether a salesperson reaches the quota are "systems factors" (such as competitors' product price changes) and economic conditions (which are not under the salesperson's control). Holding employees accountable for outcomes affected by systems factors is

believed to result in dysfunctional behavior, such as falsifying sales reports, budgets, expense, accounts, and other performance measures, as well as lowering employees' motivation for continuous improvement.

Quality advocates suggest that the major focus of performance evaluations should be to provide employees with feedback about areas in which they can improve. Two types of feedback are necessary: (1) subjective feedback from managers, peers, and customers about the personal qualities of the employee and (2) objective feedback based on the work process itself using statistical quality control methods.

Performance feedback from managers, peers, and customers should be based on such dimensions as cooperation, attitude, initiative, and communication skills. Performance evaluation should include a discussion of the employee's career plans. The quality approach also strongly emphasizes that performance appraisal systems should avoid providing overall evaluations of employees (like ratings such as excellent, good, poor). Categorizing employees is believed to encourage them to behave in ways that are expected based on their ratings. For example, "average" performers may not be motivated to improve their performance but rather may continue to perform at the expected level. Also, because employees do not have control over the quality of the system in which they work, employee performance evaluations should not be linked to compensation.

Compensation rates should be based on prevailing market rates of pay, seniority, and business results, which are distributed equitably to all employees. Statistical process control techniques are very important in the quality approach. These techniques provide employees with an objective tool to identify causes of problems and potential solutions. These techniques include process-flow analysis, cause and-effect diagrams, Pareto charts, control charts, histograms, and scattergrams.

Process-flow analysis identifies each action and decision necessary to complete work, such as waiting on a customer or assembling a television set. Process-flow analysis is useful for identifying redundancy in processes that increase manufacturing or service time. For example, one business unit at Owens-Coming was able to confirm that

customer orders were error free only about 25 percent of the time (an unacceptable level of service). To improve the service level, the unit mapped out the process to identify bottlenecks and problem areas. As a result of this mapping, one simple change (installing an 800 number for the fax machine) increased overall accuracy of orders as well as transaction, speed.

In cause-and-effect diagrams, events or causes that result in undesirable outcomes are identified. Employees try to identify all possible causes of a problem. The feasibility of the causes is not evaluated, and as a result, cause-and-effect diagrams produce a large list of possible causes. A Pareto chart highlights the most important cause of a problem. In a Pareto chart, causes are listed in decreasing order of importance, where importance is usually defined as the frequency with which that cause resulted in a problem. The assumption of Pareto analysis is that the majority of problems are the result of a small number of causes.

Control charts involve collecting data at multiple points in time. By collecting data at different times, employees can identify what factors contribute to an outcome and when they tend to occur. The percentage of employees hired internally for a company for each quarter between 1993 and 1995. Internal hiring increased dramatically during the third quarter of 1994. The use of control charts helps employees understand the number of internal candidates who can be expected to be hired each year. Also, the control chart shows that the amount of internal hiring conducted during the third quarter of 1994 was much larger than normal.

Histograms display distributions of large sets of data. Data are grouped into a smaller number of categories or classes. Histograms are useful for understanding the amount of variance between an outcome and the expected value or average outcome. It is a histogram showing the number of days it took a company to fill nonexempt job vacancies. The histogram shows that most nonexempt jobs took from 17 to 21 days to fill, and the amount of time to fill nonexempt jobs ranged from 1 to 33 days. If an HR manager relied simply on data from personnel files on the number of days it took to fill nonexempt positions, it would be extremely difficult to understand the variation and

average tendency in the amount of time to fill the positions.

Scattergrams show the relationship between two variables, events, or different pieces of data. Scattergrams help employees determine whether the relationship between two variables or events is positive, negative, or zero.

EVALUATION OF THE QUALITY APPROACH

The quality approach relies primarily on a combination of the attribute and results approaches to performance measurement. However, traditional performance appraisal systems focus more on individual employee performance, while the quality approach adopts a systems oriented focus. Many companies may be unwilling to completely abandon their traditional performance management system because it serves as the basis for personnel selection validation, identification of training needs, or compensation decisions. Also, the quality approach advocates evaluation of personal traits (such as cooperation), which are difficult to relate to job performance unless the company has been structured into work teams.

In summary, organizations can take five approaches to measuring performance: comparative, attribute, behavioral, results, and quality. Table summarizes the various approaches to measuring performance based on the criteria we set forth earlier and illustrates that each approach has strengths and weaknesses. As the quality approach illustrates, the most effective way of measuring performance is to rely on a combination of two or more alternatives. For example, performance management systems in many companies evaluate the extent to which managers reach specific performance goals or results as well as evaluate their behavior.

ESSAY METHOD

In the essay method approach, the appraiser prepares a written statement about the employee being appraised. The statement usually concentrates on describing specific strengths and weaknesses in job performance. It also suggests courses of action to remedy the identified problem areas. The statement may be written and edited by the appraiser alone, or it be composed in collaboration with the appraisee.

ADVANTAGES

The essay method is far less structured and confining than the rating scale method. It permits the appraiser to examine almost any relevant issue or attribute of performance. This contrasts sharply with methods where the appraisal criteria are rigidly defined.

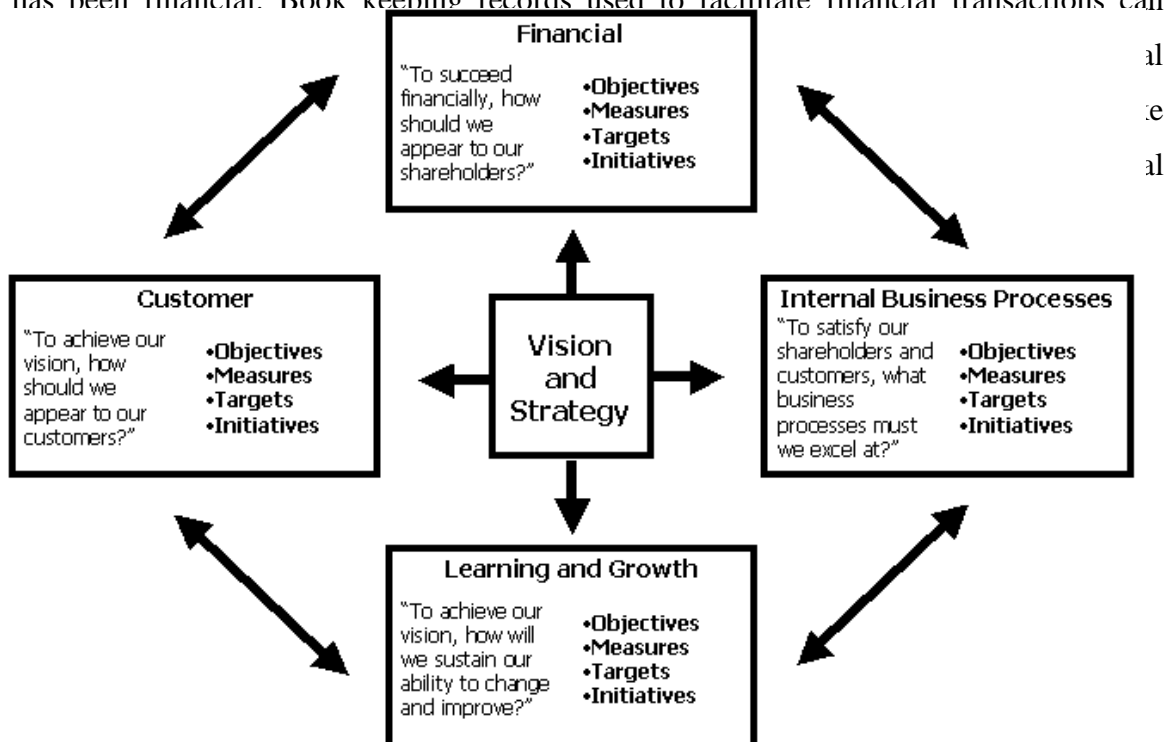
Appraisers may place whatever degree of emphasis on issues or attributes that they feel appropriate. Thus the process is open-ended and very flexible. The appraiser is not locked into an appraisal system the limits expression or assumes that employee traits can be neatly dissected and scaled.

DISADVANTAGES

Essay methods are time-consuming and difficult to administer. Appraisers often find the essay technique more demanding than methods such as rating scales. The techniques greatest advantage - freedom of expression - is also its greatest handicap. The varying writing skills of appraisers can upset and distort the whole process. The process is subjective and, in consequence, it is difficult to compare and contrast the results of individuals or to draw any broad conclusions about organizational needs.

BALANCED SCORECARD

As long as business organizations have existed, the traditional method of measurement has been financial. Book keeping records used to facilitate financial transactions can



However with emphasis turning to customer satisfaction, innovation and empowerment, overabundant use of financial measure was felt. The financial view of performance lacks predictive power for future. It only tells what has actually happened and this can be greatly misleading as excellent financial profits in one month might crash down to severe losses in the next month.

ORIGINS OF BALANCED SCORECARD

The Balanced Scorecard (BSC) was developed by two men, Robert Kaplan, a professor at Harvard University; and David Norton, a consultant also from the Boston area. In 1990, Kaplan and Norton led a research study of a dozen companies exploring new methods of performance measurement. The impetus for the study was a growing belief that financial measures of performance were ineffective for the modern business enterprise. In the past ten years a number of organizations have successfully adopted BSC and yielded its positive results.

WHAT IS A BALANCED SCORECARD?

Balanced Scorecard is a carefully selected set of measures derived from an organization's strategy. The measures selected for the BSC represent a tool for leaders to use in communicating to employees and external stakeholders the outcomes and performance drivers by which the organization will achieve its mission and strategic objectives. A simple definition, however, cannot tell us everything about the BSC. It not only concentrates on the financial aspect of performance but also takes into consideration other factors like internal process, learning and development, customer satisfaction etc. This feature of BSC eliminates the problem of narrowing measurement approach to financial perspective.

We can call financial measure *lag indicator*. The outcome of actions previously taken. The Balanced Scorecard complements these lag indicators with the drivers of future economic performance, or *lead indicator*. These lead and lag measures are derived from

the strategy of the organization. This is another factor, which differentiates BSC from other approaches as its gives a clear line of sight to all the employees. All the measures on the Balanced Scorecard serve as a translation of the organization’s strategy. A Balanced Scorecard has the following perspectives that are used for the measurement process, though there is no binding of any sort and any of these perspectives can be deleted to add any new perspective as per the requirement of the organization.

- Customer Perspective
- Internal Process Perspective
- Learning and Growth Perspective
- Financial Perspective

EVALUATION OF APPROACHES TO PERFORMANCE MEASUREMENT

Approach	CRITERIA				
	Strategic Congruence	Validity	Reliability	Acceptability	Specificity
Comparative	Poor, unless manager takes time to make link	Can be high if ratings are done carefully	Depends on rater, but usually no measure of agreement used	Moderate; easy to develop and use but resistant to normative standard	Very low
Attribute	Usually low; requires manager to make link	Usually low; can be fine if developed carefully	Usually low; can be improved by specific definitions of attributes	High; easy to develop and use	Very low
Behavioral	Can be quit high	Usually high; minimizes	Usually high	Moderate; difficult to develop, but	Very high

		contaminati on and deficiency		accepted will for use	
Results	Very high	Usually high; can be both contaminat ed and deficient	High; main problem can be test-retest – depends on timing of measure	High; usually developed with input from those to be evaluated	High regarding results, but low regarding behaviors necessary to achieve them
Quality	Very high	High, but can be both contaminat ed and deficient	High	High; usually developed with input from those to be evaluated	High regarding results, but low regarding behaviors necessary to achieve them

COMPETENCY DICTIONARY

Grote (2000) says that over the past several years, one of the significant advances in the technology of performance appraisal has been the identification of specific "core competencies" by organizations. Limited in number and critical to organizational success, competencies define for all members of the organizations the critical behaviors, skills, attributes and proficiencies that every organization member is expected to possess and display. A collection of such important behaviors or competencies is called competency dictionary.

Competencies are determined on a corporate basis and apply to all; individual raters and ratees may at most determine which ones to particularly emphasize. Goals change; competencies do not. Competencies tend to be permanent; objectives are ephemeral. As a result, it is vital for the organization to choose wisely when it publishes the list of competencies against which individuals will be assessed. In putting forth its list of competencies, the organization is telling its members that these few are the most important attributes that we seek in members of our team.

Of course, there will be other attributes expected of corporate citizens no one will argue that any list of competencies, no matter how long, is exhaustive. But whatever items do not appear on the list must necessarily be less important than those factors that do make the cut. Every effective performance evaluation system focuses on both competencies and results.

CHOOSING A SOURCE FOR PERFORMANCE INFORMATION

Noe & Hellenbeck (2004, p.356) says that whatever approach to performance management is used, it is necessary to decide whom to use as the source of the performance measures. Each source has specific strengths and weaknesses. We discuss five primary sources: managers, peers, subordinates, self, and customers.

MANAGERS

Managers are the most frequently used source of performance information. It is usually safe to assume that supervisors have extensive knowledge of the job requirements and that they have had adequate opportunity to observe their employees – in other words, that they have the ability to rate their employees. In addition, because supervisors have something to gain from the employees' high performance and something to lose from low performance, they are motivated to make accurate ratings. Finally, feedback from supervisors is strongly related to performance and to employee perceptions of the accuracy of the appraisal if managers attempt to observe employee behavior or discuss performance issues in the feedback session.

Problems with using supervisors as the source of performance information can occur in

particular situations. In some jobs, for example, the supervisor does not have an adequate opportunity to observe the employee performing his job duties. For example, in outside sales jobs, the supervisor does not have the opportunity to see the salesperson at work most of the time. This usually requires that the manager occasionally spend a day accompanying the salesperson on sales calls. However, on those occasions the employee will be on best behavior, so there is no assurance that performance that day accurately reflects performance when the manager is not around.

Also, some supervisors may be so biased against a particular employee that to use the supervisor as the sole source of information would result in less-than-accurate measures for that individual. Favoritism is a fact of organizational life, but it is one that must be minimized as much as possible in performance management. Thus, the performance evaluation system should seek to minimize the opportunities for favoritism to affect ratings. One way to do this is not to rely on only a supervisor's evaluation of an employee's performance.

PEERS

Another source of performance information is the employee's coworkers. Peers are an excellent source of information in a job such as law enforcement, where the supervisor does not always observe the employee. Peers have expert knowledge of job requirements, and they often have the most opportunity to observe the employee in day-to-day activities. Peers also bring a different perspective to the evaluation process, which can be valuable in gaining an overall picture of the individual's performance. In fact, peers have been found to provide extremely valid assessments of performance in several different settings.

One disadvantage of using peer ratings is the potential for friendship to bias ratings. Little empirical evidence suggests that this is often a problem, however. Another disadvantage is that when the evaluations are made for administrative decisions, peers often find the situation of being both rater and ratee uncomfortable. When these ratings are used only for developmental purposes, however, peers react favorably.

SUBORDINATES

Subordinates are an especially valuable source of performance information when managers are evaluated. Subordinates often have the best opportunity to evaluate how well a manager treats employees. One recent study found that managers viewed" receiving upward feedback more positively when receiving feedback from subordinates who were identified, but subordinates preferred to provide anonymous feedback. When subordinates were identified, they inflated their ratings of the manager.

One problem with subordinate evaluations is that they give subordinates power over their managers, thus putting the manager in a difficult situation. This can lead to managers' emphasizing employee satisfaction over productivity. However, this happens only when administrative decisions are made from these evaluations. As with peer evaluations, it is a good idea to use subordinate evaluations only for developmental purposes. To assure subordinates that they need not fear retribution from their managers, it is necessary to use anonymous evaluations and at least three subordinates for each manager.

SELF

Although self-ratings are not often used as the sole source of performance information, they can still be valuable. Obviously, individuals have extensive opportunities to observe their own behavior, and they usually have access to information regarding their results on the job.

One problem with self-ratings, however, is a tendency toward inflated assessments. This stems from two sources. If the ratings are going to be used for administrative decisions (like pay raise), it is in the' employees' interests to inflate their ratings. And there is ample evidence in the social psychology literature that individuals attribute their poor performance to external causes, such as a coworker who they think has not provided them with timely information. Although self-ratings are less inflated when supervisors provide frequent performance feedback, it is not advisable to use them for administrative purposes. The best use of self-ratings is as a prelude to the performance feedback session to get employees thinking about their performance and to focus discussion on areas of disagreement.

CUSTOMERS

Nowadays the success of any product or service depends not on what a company can produce but on what the customers want. In today's want-driven market, the customer has become very powerful. This changing scenario has forced many companies in service industries to move toward customer evaluations of employee performance. "Services is something which can be bought and sold but which you cannot drop on your foot." Marriott Corporation provides a customer satisfaction card in every room and mails surveys to a random sample of customers after their stay in a Marriott hotel. Whirlpool's Consumer Services Division conducts both mail and telephone surveys of customers after factory service technicians have serviced their appliances. These surveys allow the company to evaluate an individual technician's customer service behaviors while in the customer's home.

Because of the unique nature of services the product is often produced and consumed on the spot and supervisors, peers and subordinates often do not have the opportunity to observe employee behavior. Instead, the customer is often the only person present to observe the employee's performance and thus is the best source of performance information.

Using customer evaluations of employee performance is appropriate in two situations. The first is when an employee's job requires direct service to the customer or linking the customer to other services within the company. Second, customer evaluations are appropriate when the company is interested in gathering information to determine what products and services the customer wants. That is, customer evaluations serve a strategic goal by integrating marketing strategies with human resource activities and policies. Customer evaluations collected for this purpose are useful for both evaluating the employee and helping to determine whether changes in other HRM activities (such as training or the compensation system) are needed to improve customer service.

The weakness of customer surveys is their expense. Printing, postage, telephone, and labor can add up to hundreds of dollars for the evaluation of one individual. Thus many

companies conduct such evaluations only once a year for a short time.

In conclusion, the best source of performance information often depends on the particular job. One should choose the source or sources that provide the best opportunity to observe employee behavior and results. The "Competing by Meeting Stakeholders' Needs" box shows how Synergy, Inc., includes multiple evaluations in the performance measurement system. Table summarizes this information for most jobs. Often, eliciting performance information from a variety of sources results in a performance management process that is accurate and effective. In fact, one recent popular trend in organizations is called 360 degree appraisals. This technique consists of having multiple raters (boss, peers, subordinates, customers) provide input into a manager's evaluation. The major advantage of the technique is that it provides a means for minimizing bias in an otherwise subjective evaluation technique. It has been used primarily for strategic and developmental purposes.

RATER ERRORS IN PERFORMANCE MEASUREMENT

Research consistently reveals that humans have tremendous limitations in processing information. Because we are so limited, we often use "heuristics," or simplifying mechanisms, to make judgments, whether about investments or about people. These heuristics, which appear often in subjective measures of performance, can lead to rater errors. Performance evaluations may also be purposefully distorted. We discuss rater errors and appraisal politics next.

SIMILAR TO ME

"Similar to me" is the error we make when we judge those who are similar to us more highly than those who are not. Research has demonstrated that this effect is strong, and when similarity is based on demographic characteristics such as race or sex, it can result in discriminatory decisions. Most of us tend to think of ourselves as effective, and so if others are like us – in race, gender, background or beliefs — we assume that they too are effective.

CONTRAST

Contrast error occurs when we compare individuals with one another instead of against an objective standard. Consider a completely competent performer who works with a number of peers who are outstanding. If the competent employee receives lower-than-deserved ratings because of the outstanding colleagues, that is contrast error.

DISTRIBUTIONAL ERRORS

Distributional errors are the result of a rater's tendency to use only one part of the rating scale. Leniency occurs when a rater assigns high (lenient) ratings to all employees. Strictness occurs when a manager gives low ratings to all employees — that is, holds all employees to unreasonably high standards. Central tendency reflects that a manager rates all employees in the middle of the scale. These errors pose two problems. First, they make it difficult to distinguish among employees rated by the same person. Second, they create problems in comparing the performance of individuals rated by different raters. If one rater is lenient and the other is strict, employees of the strict rater will receive significantly fewer rewards than those rated by the lenient rater.

HALO AND HORNS

These errors refer to a failure to distinguish among different aspects of performance. Halo error occurs when one positive performance aspect causes the rater to rate all other aspects of performance positively — for example, professors who are rated as outstanding researchers because they are known to be outstanding teachers. Horns error works in the opposite direction: one negative aspect results in the rater assigning low ratings to all the other aspects.

Halo and horns errors preclude making the necessary distinctions between strong and weak performance. Halo error leads to employees believing that no aspects of their performance need improvement. Horns error makes employees frustrated and defensive.

REDUCING RATER ERRORS

Two approaches to reducing rating errors have been offered. Rater error training attempts to make managers aware of rating errors and helps them develop strategies for

minimizing those errors. These programs consist of having the participants view videotaped vignettes designed to elicit rating errors such as "contrast." They then make their ratings and discuss how the error influenced the rating. Finally, they get tips to avoid committing those errors. This approach has been shown to be effective for reducing errors, but there is evidence that reducing rating errors can also reduce accuracy.

Rater accuracy training, also called frame-of-reference training, attempts to emphasize the multidimensional nature of performance and thoroughly familiarize raters with the actual content of various performance dimensions. This involves providing examples of performance for each dimension and then discussing the actual or "correct" level of performance that the example represents. Accuracy training seems to increase accuracy, provided that in addition the raters are held accountable for ratings, job-related rating scales are used, and raters keep records of the behavior they observe.

APPRAISAL POLITICS

Appraisal politics refer to evaluators purposefully distorting a rating to achieve personal or company goals. Research suggests that several factors promote appraisal politics. These factors are inherent in the appraisal system and the company culture. Appraisal politics are most likely to occur when raters are accountable to the employee being rated, there are competing rating goals, and a direct link exists between performance appraisal and highly desirable rewards. Also, appraisal politics are likely to occur if top executives tolerate distortion or are complacent toward it, and if distortion strategies are part of "company folklore;" and are passed down from senior employees to new employees.

It is unlikely that appraisal politics can be completely eliminated. Unfortunately, there is little research on the best methods to eliminate appraisal politics. To minimize appraisal politics, managers should keep in mind the characteristics of a fair appraisal system. In addition, managers should;

- Train raters on the appropriate use of the process as discussed previously.
- Build top management support for the appraisal system and actively discourage distortion.

- Give raters some latitude to customize performance objectives and criteria for their ratees.
- Recognize employee accomplishments that are not self promoted.
- Make sure constraints such as budget do not drive the process.
- Make sure appraisal processes are consistent across the company.
- Foster a climate of openness to encourage employees to be honest about weaknesses.

CONFLICT AND CONFRONTATION

Invariably the need arises during a performance appraisal to provide an employee with less than flattering feedback. The skill and sensitivity used to handle these often difficult sessions is critical. If the appraisee accepts the negative feedback and resolves to improve, all is well. But if the result is an angry or hurt employee, then the process of correction has failed. The performance of an employee in such cases is unlikely to improve and may deteriorate even further.

SELF-AUDITING

Appraisers should not confront employees directly with criticism. Rather, they should aim to let the evidence of poor performance emerge "naturally" during the course of the appraisal interview. This is done by way of open-ended questioning techniques that encourage the employee to identify their own performance problems. Instead of blunt statements or accusations, the appraisers should encourage an employee to talk freely about their own impressions of their performance.

For example, consider the case of employee who has had too many absent days. The appraiser, in accusatory mode, might say:

Your attendance record is unacceptable. You'll have to improve it.

A better way to handle this might be to say:

Your attendance record shows that you had 7 days off work in 6 months. What can you tell me about this?

The technique is to calmly present the evidence (resisting the temptation to label it as good or bad) and then invite the employee to comment. In many cases, with just a gentle nudge from the appraiser here and there, an employee with problems will admit that weaknesses do exist.

This is much more likely when an employee does not feel accused of anything, nor forced to make admissions that they do not wish to make. If an appraiser can get an employee to the stage of voluntary admission, half the battle is won. The technique described by Krein is a type of self-auditing, since it encourages the employee to confront themselves with their own work and performance issues.

The technique is useful because it is more likely to promote discussion and agreement on the need for change. Confrontation techniques that rely on "charge and counter-charge" tend to promote adversarial relationship - and that leads to denial and resentment.

OWNERSHIP OF PROBLEMS

Perhaps the most powerful aspect of the self-auditing process is that employees are more willing generally to accept personal "ownership" of problems that have been self-identified. This sense of ownership provides an effective basis for stimulating change and development. (Some would argue that it provides the *only* basis.) Nevertheless there are individuals who will not admit to anything that appears to reflect poorly on them. With ego defenses on full-alert, they will resist the process of self-auditing very strongly. In such cases, appraisers may have no choice but to confront the poor performer directly and firmly with the evidence they have.

Sometimes the shock of direct confrontation will result in the employee admitting that they do need to make improvements. But sometimes it will just make their denial of the problem worse. In providing any feedback - especially negative feedback - appraisers should be willing and able to support their opinions with specific and clear examples. Vague generalizations should be avoided. The focus should be on job-related behaviors and attitudes. If a specific observation cannot be supported by clear evidence, or touches

on issues that are not job-related, it may be best to exclude all mention of it. Appraisers must carefully scrutinize their own perceptions, motives and prejudices.

COMMON MISTAKES

Where performance appraisal fails to work as well as it should, lack of support from the top levels of management is often cited as a major contributing reason. Opposition may be based on political motives, or more simply, on ignorance or disbelief in the effectiveness of the appraisal process. It is crucial that top management believe in the value of appraisal and express their visible commitment to it. Top managers are powerful role models for other managers and employees. Those attempting to introduce performance appraisal, or even to reform an existing system, must be acutely aware of the importance of political issues and symbolism in the success of such projects. Bacal (1998) writes that other common mistakes that the supervisors do are comparison between employees rather than employee and his goals and spending more time on appraisal and less on planning. Moreover using appraisal for blaming not for improvement and using appraisal as a surprise rather than taking the employee into full confidence through employee feedback also kill the basic purpose of appraisal.

FEAR OF FAILURE

There is a stubborn suspicion among many appraisers that a poor appraisal result tends to reflect badly upon them also, since they are usually the employee's supervisor. Many appraisers have a vested interest in making their subordinates "look good" on paper. When this problem exists (and it can be found in many organizations), it may point to a problem in the organization culture. The cause may be a culture that is intolerant of failure. In other words, appraisers may fear the possibility of repercussions - both for themselves and the appraisee.

The fudging motives of appraisers have, at times, certain plausibility. For instance, a supervisor who has given an overly generous appraisal to a marginal performer might claim that their 'legitimate' motive was the hope of encouraging a better performance. On the other hand, fudging motives can be a lot less admirable and sometimes devious: the

appraiser who fudges to avoid the possibility of an unpleasant confrontation, the appraiser who fudges to hide employee difficulties from senior managers, the appraiser who fudges in order to punish or reward employees.

JUDGMENT AVERSION

Many people have a natural reluctance to "play judge" and create a permanent record which may affect an employee's future career. This is the case especially where there may be a need to make negative appraisal remarks. Training in the techniques of constructive evaluation (such as self-auditing) may help. Appraisers need to recognize that problems left unchecked could ultimately cause more harm to an employee's career than early detection and correction. Organizations might consider the confidential archiving of appraisal records more than, say, three years old.

FEEDBACK-SEEKING

Many supervisors will recognize the game at once and may have been its victims. The game is called feedback-seeking. It occurs where a poor performing employee regularly seeks informal praise from his or her supervisor at inappropriate moments. Often the feedback-seeker will get the praise they want, since they choose the time and place to ask for it. In effect, they "ambush" the supervisor by seeking feedback at moments when the supervisor is unable or unprepared to give them a full and proper answer, or in settings that are inappropriate for a frank assessment.

The supervisor may feel "put on the spot", but will often provide a few encouraging words of support. The game seems innocent enough until appraisal time comes around. Then the supervisor will find that the employee recalls, with perfect clarity, every casual word of praise ever spoken. This places the supervisor in a difficult bind. Either the supervisor lied when giving the praise, or least, misled the employee into thinking that their performance was acceptable (in fact, this is the argument that feedback-seekers will often make).

The aim of the game is that the feedback- seeker wants to deflect responsibility for their own poor performance. They also seek to bolster their appraisal rating by bringing in all the "evidence" of casual praise. Very often the feedback seeker will succeed in making the supervisor feel at least partly responsible. As a result, their appraisal result may be upgraded.

Feedback based on observed or verifiable data is more likely to influence employee behavior than feedback, which cannot be supported by firsthand information. It is not always possible to observe employees at work, but the supervisor should build occasions to observe their performance. In that way, he provides opportunities to understand what they do, to talk with and get feedback from them, to see employees as they perform at their best and to recognize areas in which their performance could be improved (University of California Website).

APPRAISER PREPARATION

The bane of any performance appraisal system is the appraiser who wants to "play it by ear". Such attitudes should be actively discouraged by stressing the importance and technical challenge of good performance appraisal. Perhaps drawing their attention to the contents of this web site, for example, may help them to see the critical issues that must be considered (Management Resources Website).

EMPLOYEE PARTICIPATION

Employees should participate with their supervisors in the creation of their own performance goals and development plans. Mutual agreement is a key to success. A plan wherein the employee feels some degree of ownership is more likely to be accepted than one that is imposed. This does not mean that employees do not desire guidance from their supervisor; indeed they very much do.

PERFORMANCE MANAGEMENT

One of the most common mistakes in the practice of performance appraisal is to perceive appraisal as an isolated event rather than an ongoing process. Employees generally

require more feedback, and more frequently, than can be provided in an annual appraisal. While it may not be necessary to conduct full appraisal sessions more than once or twice a year, performance management should be viewed as an ongoing process. Frequent mini-appraisals and feedback sessions will help ensure that employees receive the ongoing guidance, support and encouragement they need.

Of course many supervisors complain they don't have the time to provide this sort of ongoing feedback. This is hardly likely. What supervisors really mean when they say this is that the supervision and development of subordinates is not as high a priority as certain other tasks.

In this case, the organization may need to review the priorities and values that it has instilled in its supervisory ranks. After all, supervisors who haven't got time to monitor and facilitate the performance of their subordinates are like chefs who haven't got time to cook, or dentists who are too busy to look at teeth. It just doesn't make sense. If appraisal is viewed as an isolated event, it is only natural that supervisors will come to view their responsibilities in the same way. Just as worrying, employees may come to see their own effort and commitment levels as something that needs a bit of a polish up in the month or two preceding appraisals.

AWARENESS TRAINING

The first line of defense lies in raising awareness of the problem. Supervisors need to be informed of the types of subtle bias that can interfere with their performance as appraisers. They need to understand that the ingroup/outgroup bias, for instance, reduces the morale and motivation of their subordinates.

DEVELOPING POOR PERFORMERS

Incentives, financial or non-financial, may offered to encourage supervisors to make special efforts to help poor performers improve. Supervisory appraisals, for example, might stress the importance of working with poor performers to upgrade their performance. The possibilities are extensive.

COUNSELING, TRANSFER, TERMINATION

There is always the possibility that an employee who receives poor appraisal results is in fact a chronic poor performer. No employer is obliged to tolerate poor performance forever. Consistently poor appraisal results will indicate a need for counseling, transfer or termination. The exact remedy will depend on the circumstances.

THE LINK TO REWARDS

Gregorio (2004) has suggested that the performance appraisal should not be tied to decisions about pay raises. When appraisals are tied to pay raises, they argue, employees are more defensive and less open to change. The rewards are an important motivator for the employee towards achievement of high performance. However by creating an absolute link between reward and performance, the element of innovation and development might be restricted because then the employee would only be delivering what is necessary for achieving a fixed reward.

NATIONAL DATABASE AND REGISTRATION AUTHORITY

HISTORY

National Database and Registration Authority was created to serve as a central repository where data pertaining to the entire population is maintained and periodically upgraded. Its objective is to modernize the country's governance through the conceptual model of data warehousing. National Database Organization (NDO) was established under Ministry of Interior as an attached department to undertake the function of handling the data being collected through National Data Forms during the Population Census 1998, which was conducted from 2nd March 1998 to 18th March 1998. National Data Forms (NDFs) were designed by a committee of experts encompassing maximum social and fiscal indicators as implements for future planning, documentation of economy and for creation of a comprehensive Citizens' Database. To cater for a cohesive and unified approach in both Registration and Social fields NADRA was created on 10 March 2000 by merging the National Database Organization (NDO) and Directorate General of Registration. NADRA is an independent corporate body with requisite autonomy to remain free of political pressure and interventions for all times to come (NADRA Website).

PREAMBLE

NADRA has been established with the objective of introducing a new, improved and modernized registration system for the entire. Culminating among other things is the issuance of state-of-the-art Computerized National Identity Cards (CNICs) to all adult citizens of Pakistan. These CNICs shall be duly backed by the computerized database and data warehouse respectively called the Citizens' Database and National Data Warehouse (NDW).

The concept was developed to help government in implementing a fact-based system of good governance in the country by encountering evils of undocumented population growth and registration of items belonging to citizens and organizations. NADRA had completed the creation of a comprehensive Citizens' Database by the new millennium based on National Data Forms. An upgraded version of citizen's database is being

collected now days with the help of National Form Application for issuance of new computerized NICs.

NADRA HEADQUARTERS

NADRA is located in the State Bank Building, which constitutes history of being the National Assembly building in the old days where in the historical Parliament Hall, the 1973 Constitution was discussed and approved by the Parliament. NADRA is working to establish a countrywide data communication network for linking central data warehouse with 5 Provincial (Islamabad, Karachi, Lahore, Peshawar and Quetta) and 3 Regional Headquarters (Sukkur, Multan and Sargodha). The quality of data is regularly updated at Provincial and District Offices for use by the authorized users and monitored through the direct inputs from the user and feeder agencies. The data is very comprehensive including statistical details of national and geographic resource and complete biographic details of every citizen.

LEGAL POSITION

NADRA is empowered under President's Ordinance no. VIII of 2000 to establish the National Database & Registration Authority so as to facilitate the registration of all persons in the establishment and maintenance of multipurpose databases, Data Warehouses, networking, interfacing of databases and related facilities. Under the ordinance NADRA must ensure and provide for the due security, secrecy and necessary safeguard for the protection of data and information and shall perform and exercise any other power as may be by entrusted to or vested in the Authority by Federal Government. NADRA is authorized to seek advice for carrying out its work. It is further authorized to charge fees, and other sums for its services, to cause research studies, surveys, experiments and other investigations (NADRA Website).

VISION

In many organizations all over the world despite the availability of more and more powerful computers on everyone's desk and communication networks that span the globe, large number of executives and decision makers can not get their hands on critical information in time that already exists in organizations. This is classified as 'data in jail'.

NADRA's objective is to go beyond the concept of 'data in jail'. For this purpose NADRA has created National Data Warehouse, which is integrated and interfaced with each of the databases other for optimum utilization by all users ensuring economy of effort and resources. NADRA is aiming to bring in this culture and concept so as to meet the basic requirement of IT Super Highway.

STRATEGIC GOALS

The principal goal of National Database and Registration Authority is "to develop a sophisticated Data Warehouse environment with support for multiple database management systems at national level for use by authorized users/feeder agencies."

Secondary goals of the Authority are:

- To develop a National Data Warehouse scalable enough to grow systematically with newly interfaced database of user/ feeder agencies.
- To develop a National Information Infrastructure for online and countrywide access to National Data Warehouse in the shape of Pakistan Intranet.
- To develop a National Spatial Data Warehouse Infrastructure to facilitate establishment of a comprehensive Geographic and Land Information System in Pakistan.
- To prepare National Identity documents for all persons including citizens, foreigners, immigrants, etc.
- To prepare new computerized National Identity Cards for all citizens of Pakistan.
- To prepare National Identity Cards for all Overseas Pakistanis includes Pakistanis with Dual nationalities or Pakistan Origin Nationals living abroad.
- To prepare Card for all those Pakistanis working abroad.
- To prepare identity cards for the employed foreigners living in Pakistan, refugees, and Alien Registration Cards for aliens residing in Pakistan or awaiting decision on their legal status, under the supervision of NARA (National Alien Registration Authority).
- To register and issue all births and deaths at national level.

FUNCTIONS AND POWERS

NADRA has been conceived to perform functions in consonance with the Government's futuristic approach. The functions of NADRA are elucidated below:

- Collect, collate and disseminate data regarding the citizens of Pakistan as per instructions of the Government of Pakistan.
- Maintain Central Data Warehouse at NADRA through necessary liaison with concerned Government agencies.
- Plan, organize arrange continuous updating of National Database by coordinating flow of input from various agencies.
- Provide requisite access into National Database to all Government, Semi-Government and Private Agencies according to the policies and instructions issued by the Federal Government on, as required/authorization basis.
- Ensure due security, secrecy and necessary safeguard for protection and confidentiality of data at individual as well as at collective basis.
- Establish necessary liaison with Provincial Governments to ensure smooth functioning of Regional and District Offices of National Database and Registration Authority.
- NADRA is vested with elaborate powers to:
- Establish and maintain different multipurpose databases, data warehouses networking facilities, interfacing between databases etc.
- Develop and implement Registration Systems for all persons including citizens, foreigners, immigrants, and any other persons or things as may be prescribed by the Federal Government by means of issuing different identity cards including NIC, NICOP, etc

USER AND FEEDER AGENCIES

Sharing of National Data would be based on mutual interfacing, ensuring continuous growth, expansion and updating of National Data Warehouse by inputs from user and feeder agencies. Authorized government agencies, with access levels as ascertained by laws, rules, and regulations, will have a link to the sophisticated database management

system at NADRA. Following are going to be the accredited users and feeders of Data Warehouse of NADRA:

- Federal & Provincial Government
- Federal & Provincial Ministries
- Election Commission of Pakistan
- Private Agencies involved in Planning and Execution of Developmental Work
- Central Board of Revenue
- Excise and Taxation Department
- Land Revenue Department
- Autonomous / Semi-Autonomous Bodies like WAPDA, PTCL, etc.
- Civil Forces
- Armed Forces
- Federal and Provincial Police
- Federal Investigation Agency
- Registration Office

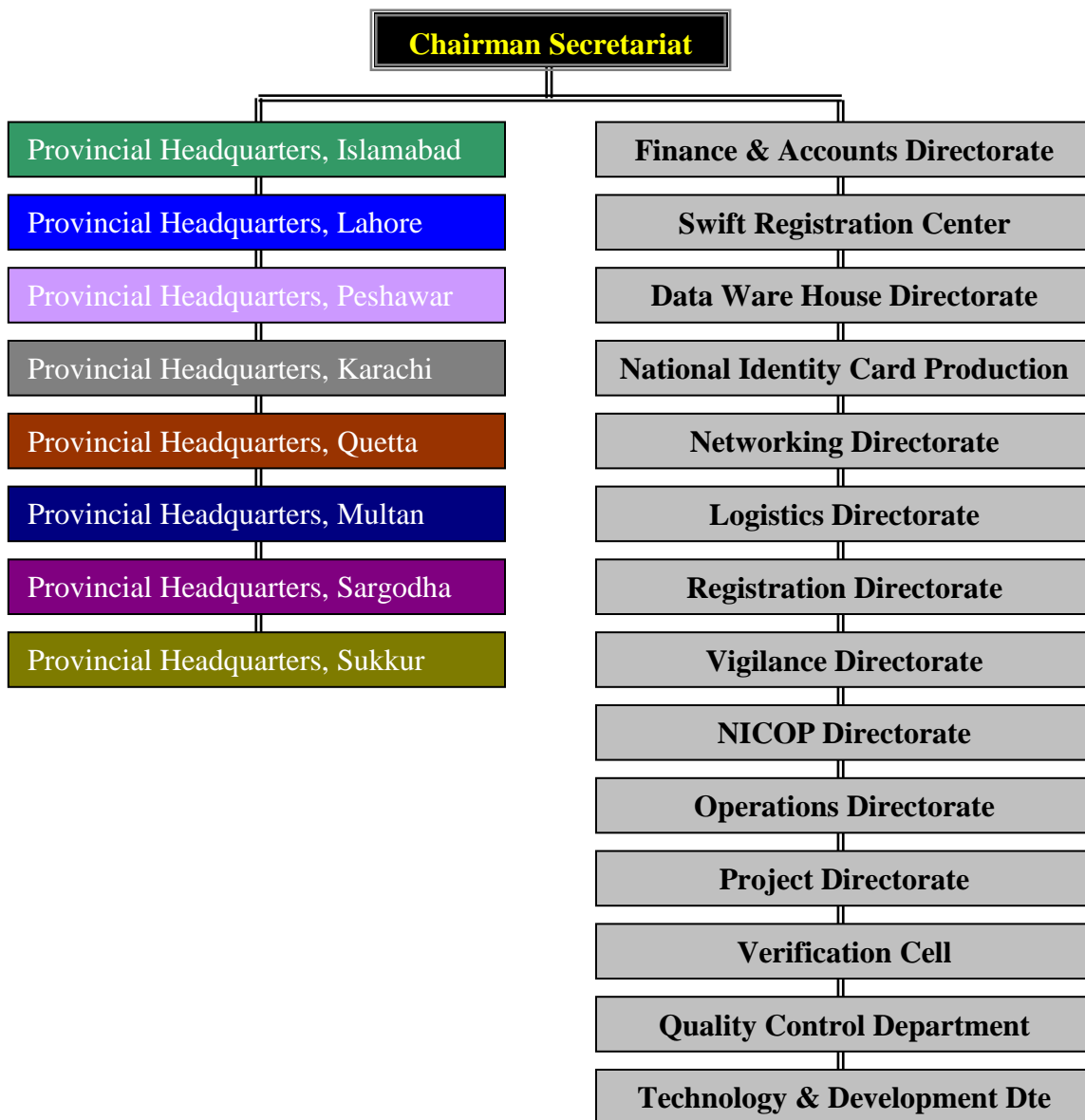
ADVANTAGES THROUGH DOCUMENTATION OF ECONOMY

- Effective Perspective Planning, Monitoring, & Evaluation by all government Ministries and Departments.
- Documentation/ monitoring records in social and economic sectors.
- Monitoring of Medical Facilities and Educational Institutions.
- Functioning link among all Medical, and also Educational Institutions.
- Geographic Information System.
- District Information system.
- Town planning.
- Utilities Management.
- Agricultural Loans, Zakat, Welfare & Rehabilitation Grants.
- Criminal's and Drug Addict's Records.
- Arms Licenses.
- Driving Licenses.

- Poverty Alleviation.
- Welfare Projects.
- Revenue Generation by elimination tax evasions.
- Corruption-free Society.
- Corruption-free Utilities Management in all development areas.
- Authentic & verified particulars.
- Authentic travel documents.
- Population Growth.
- Birth Certificates.

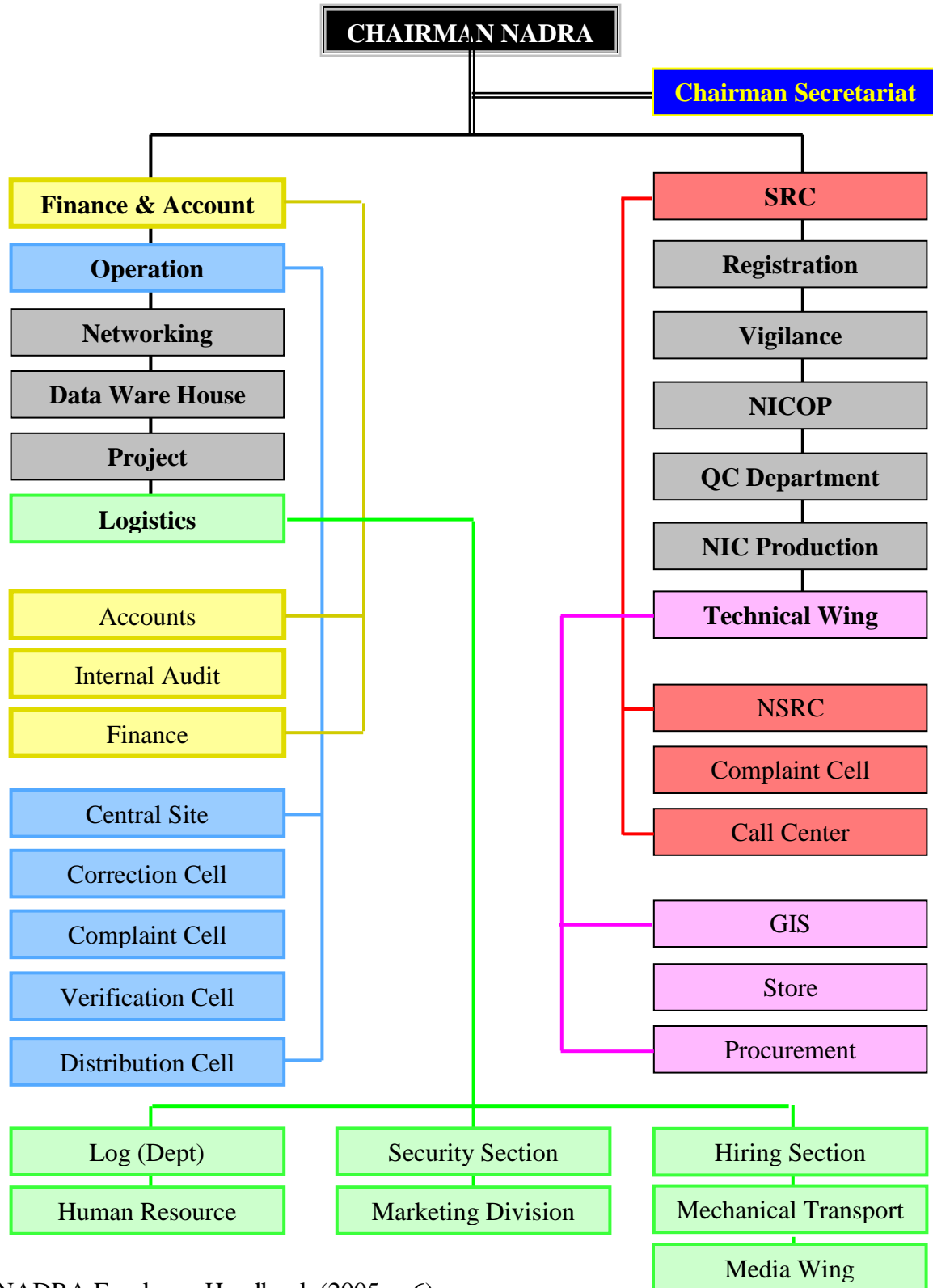
ORGANIZATION CHART OF NADRA

NADRA is a huge organization with employees swelling over 10,000 working not only in entire Pakistan but also serving Pakistanis outside Pakistan in different countries. It has Provincial Headquarters (PHQ) in all the provinces of Pakistan in addition to one in the Capital Islamabad. A Chairman is heading NADRA and a Director General, second to Chairman in hierarchy, heads every PHQ. The NADRA Headquarter is located in sector G5/2 in Islamabad in the State Bank Building, which used to be the previous National Assembly of Pakistan. Apart from PHQs there are 13 Directorates headed by a Director General. The organizational chart is given below:



NADRA Employee Handbook (2005, p.5)

ORGANIZATION CHART OF NADRA HEADQUARTERS



NADRA Employee Handbook (2005, p.6)

PERFORMANCE APPRAISAL AT NADRA

Like in any other well-established organization, NADRA also has a performance appraisal system though it is still in its evolving. Before October 2003, a manual system was in place. However after establishment of a new Human Resource Management System (HRMS), the manual appraisal system was replaced by an online performance appraisal system.

THE PURPOSE

According to NADRA Web Portal, available to employees only, NADRA's Performance Appraisal System (PAS) is carried out semi-annually. NADRA Employee Handbook (2005) states that performance evaluation is being carried out annually. The purpose of the system is not only to evaluate performance of employees based on the responsibilities assigned to them, but also to reward excellence and outstanding achievements while identifying individual areas for development. The system has been designed keeping in mind NADRA's prevalent culture, its complex matrix organizational structure and the nature of the Authority's work.

THE CONCEPT

The PAS primarily revolves around the concept of identification, measurement and development of competencies and skills. A competency can be defined as an underlying characteristic, which causes or predicts performance or behavior. Skills are the abilities that have been acquired by training. For evaluation purposes, these competencies and skills have been defined against each position, giving rise to position specific competency matrices. A competency matrix is composed of a unique combination of managerial, technical and clerical competencies with varying weights, depending upon the nature of work. Weighted technical skills sets are also part of the competency matrix. The PAS also measures employee's achievements over and above their job responsibilities. The information given below has been taken from the NADRA Web Portal available to NADRA employees only and the internal documents of the Human Resource Department.

ROLES

For the purpose of Performance Assessment, the following roles have been defined:

- Initiating Officer (IO): Employee
- Reporting Officer (RO) First Appraiser (Employee's direct supervisor)
- Senior Reporting Officer (SRO) Second Appraiser

INITIATING OFFICER'S FORM

All employees corresponding to BPS 17/O6/T4 and above on the Authority's Management and Technical Scales are required to fill and submit their Initiating Officer's Assessment Form.

REPORTING OFFICER'S ASSESSMENT FORM

After submitting their own achievements in the Initiating Officer's Assessment Form, all supervisors are required to access the Reporting Officers Assessment Form and assess their subordinates on the basis of their competencies and skills. ROs cannot assess competencies and skills of those subordinates who are on deputation because those employees who belong to Armed Forces or Civil Services Group are assessed by their respective departments.

A list outlining the names of the subordinates is provided to every supervisor. The Reporting Officers are required to rate the achievements of the Initiating Officer (direct subordinate). The Reporting Officers are required to assess the competencies and skills of only the contractual Initiating Officers. However, if the Initiating Officer is on deputation, his assessment is not done and his competencies and skills are not displayed. Those employees who are not supervisors are denied access to this form.

SENIOR REPORTING OFFICER'S ASSESSMENT FORM

All those supervisors whose subordinates are also supervisors are classified as Senior Reporting Officers. SROs also cannot assess competencies and skills of those

subordinates who are on deputation. The Senior Reporting Officers are required to rate the achievements of the Initiating Officer.

THE PROCESS OF PERFORMANCE APPRAISAL

In this section we will explain, with the help of illustrative figures given in Appendix A, the process of performance appraisal in NADRA. Despite the fact that the appraisal has to be carried out semi-annually as per NADRA's HR policy, the interviews conducted with the employees suggest that it is not being carried out regularly. Currently the performance appraisal of the employees is being carried out only when the promotion or pay raise is required. This is against the basic purpose of performance appraisal, which is a continuous practice necessary to sustain good performance of employees.

It also creates lack of interest and low level of motivation among good employees who might feel that by not carrying out any appraisal, their efforts are not being appreciated since performance appraisal is the only way that a performance can be measured. Secondly by not carrying out performance appraisal regularly gives a free ride to poor or average performers, which further discourages those who perform well.

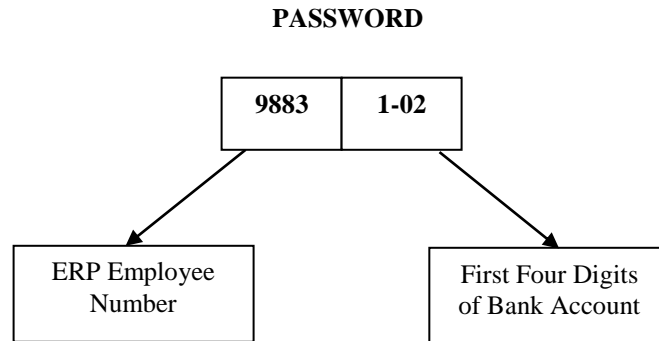
The performance appraisal, which is called Performance Appraisal System (PAS) in NADRA, starts from the Initiating Officer (IO) who is employee whose performance appraisal is being carried out. The next step involves the immediate or direct supervisor of the employee being judged who fills out online forms and gives his ratings. Lastly the second appraiser, generally a senior officer, rates the employee. The entire process is explained below.

THE INITIATING OFFICER

Employees are required to access the URL http://erp_prod_appserver:8000/dev60cgi/f60cgi available on the NADRA Web Portal. When the above mentioned URL is typed in the address bar, a window appears (figure 2, Annex A) asking for the following:

- a. User name
- b. Password

The User name for every employee is his/her employee number which is unique for every employee. The password is composed of the employee number and the first 4 digits of the employee's bank account.



After the password is entered, the employee logs on by pressing the button “Connect” (figure 3, Annex A). The IO double clicks on “Initiating Officer Assessment Form” and enters the period for which he would be appraised. The next window contain the following sections:

- a. Instructions
- b. Employee Information
- c. Job Responsibilities
- d. Employee Achievement Report

The first window of “Instructions” carries all the information necessary for completing the form along with contact information of Assistant Manager Human Resource Management System to provide assistance during filling of the form (figure 5, Annex A). The “Employee Information” section contains the information about the appraisal period and name and designation of Reporting Officer and Senior Reporting Officer (figure 6, Annex A).

The “Job Responsibilities” section displays the job description for the employee. This information was provided to Human Resource Department through a separate form given below where not only the employee wrote the job description but also the required competencies along with the required level of importance were also provided. Since the

HR Department is in an evolutionary phase and many new jobs have been created in the wake of new projects like Machine Readable Passport (MRP), Vehicle Identification and Tracking System (VITS) and Automatic Border Control (ABS) therefore new posts and new job descriptions continue to be created. These are the frozen fields and hence cannot be amended (figure 7, Annex A).

In the last section the employee writes down about his achievements. The most important thing is regarding the classification of the achievement either as innovative or operational. If an employee is working as per routine without innovation however he is doing his routine task with more efficiency, the same can be regarded as operational achievement.

This incorporates those employees as well who do not have much room for innovation and therefore even if they carry out their normal task efficiently, that can also be considered as an achievement and hence can be awarded accordingly. On the other hand, since NADRA is a technology organization and there is great room for innovation therefore an option of “Innovative Achievement” has also been provided to cater for those employees who come up with new ideas or projects (figure 8, Annex A).

This section marks the end of the employee contribution in the entire process of performance appraisal. The employee is not at all involved in any later stage for example 360 degree feedback or appraisal interview etc. Here a big flaw in the process can easily be identified which is linked with the process initiation. For any good performance management system, the first and the foremost thing is the goal setting. The appraiser or supervisor and the appraisee sit together and carve out the goals and objectives for the coming appraisal period.

Even if the work is not innovative in nature and strictly revolves around daily operation, yet there is always room for creativity and enhanced efficiency. Once the goals are set, the supervisor must tell the employee what are the standards that the supervisor expects from the employee. Now the employee not only knows what is required of him but also knows what is the level of good performance. Next, the supervisor must also inform the

employee about the resources required for the achievement of the goals and from where to get them. Moreover, this entire process of goal setting must involve the employee so that mutual acceptance is achieved which would motivate the employee and would drive him towards better performance.

The present system at NADRA is totally devoid of any sort of goal setting what so ever. This fact can be clearly seen from the figures given in Annex A. Moreover, it is totally left on the memory of the employee to keep a track record of his achievements. However the responsibility must lie on the supervisor to do recording of the incidents reflecting good or bad behaviors or important achievements.

In the process of performance appraisal after performance planning, which is the first phase, comes the performance management which is basically keeping a record of what the employee does during the entire appraisal period. There are pre-designed forms, which the supervisors use to record important incidents. These forms along with the goals set in the first phase are used in the last phase of performance appraisal to rate the employee.

In NADRA neither the goals are being set, nor the employee performance is also being recorded. Lack of recorded information further adds to the already highly subject performance appraisal process. Although some level of subjectivity is required to keep the managerial discretion alive however a blend of objectivity is also necessary to make the process error free for acceptability.

THE REPORTING OFFICER

After the initiating officer completes and submits his appraisal form the assessment begins. Out of the two assessments, the immediate supervisor called the Reporting Officer (RO) first completes the online appraisal forms. Reporting Officer, after logging in, double clicks the “Reporting Officer Assessment” and selects the appraisal period (figure 9, Annex A). Then the names of all the immediate subordinates appear. However assessment of only those employees can be further processed who have initiated the process themselves. This is reflected by the word “Initialized” or “Not Initialized” (figure

10 & 11, Annex A). There are three categories, which reflect different phase of performance appraisal of the employee. They are defined below:

- Not Initialized The Initiating Officer (IO) has not initiated or completed his performance appraisal forms.
- Initialized Initiating Officer has completed the forms and the Reporting Officer (RO), who is the immediate supervisor of the Initiating Officer, can start his evaluation.
- Supervised Once the case has been initiated by IO and completed by RO, Senior Reporting Officer (SRO) can now give the final evaluation.

Next is the instruction form for the Reporting Officer. Instructions regarding rating the employee against his achievements are laid in this section. Moreover instructions related to the competencies of the employee are also given in this form (figure 12, Annex A). The next two forms are the same, which show information regarding the employee.

The “Employee Achievement Report” form is the first form where the Reporting Officer uses his managerial discretion and rates the employee against his innovative and operational achievements. However as mentioned above, in the absence of a recorded data, a manger has to rely totally on his own memory and judgement to assess the employee thereby leaving the entire process vulnerable to contradictions and disagreements. Assessing the achievements along with the goals achieved and behaviors displayed is commendable however the way the achievements are being judged is questionable (figure 14, Annex A).

Next in the “Competencies” section, the managerial and technical competencies are rated. Performance appraisal has to be done against a combination of agreed upon Key Result Areas (KRAs) and competencies, which are the requisite set of behaviors required for the

successful completion of the job. The “WA” column carries the minimum required weight assigned by the HR Department. The supervisor then assigns the weight that he feels is possessed by the employee.

By looking at this form, one can easily say that a trait-based approach is being followed. As we know that performer-focused or trait-based approach identifies a constellation of traits or characteristics, qualities or personal attributes, the possession of which is assumed to result in good job performance.

The difficulty with trait assessment is not that it is inaccurate but that it is not predictive. The trait scale assessment tells the appraisee only what his boss’s judgement is; it provides no usable data for change. For example if we refer to figure number 15 attached in annex A and take decision making from the general managerial competencies then what does desired rating of 7 and acquired rating of 5 tell us? Even if we assume that this categorization is valid, does the employee only possess this trait or has he ever applied decision-making capability in any circumstance. What is the proof? From where does the appraiser has sensed that the employee under consideration has a decision making capability of “5” (figure 15, Annex A). Above all do all the stakeholders have the same definition of decision making in mind?

Without answering all these questions we are leaving the appraisal system open to high level of conflict. Once the employees lose confidence in the system due to lack of validity and reliability, the efficacy of the performance appraisal system its terms of providing a foundation for development becomes doubtful. The present appraisal system in NADRA is trait based however there is no competency dictionary which can tell the stakeholders what exactly these competencies mean thereby bringing every body on the same platform. Moreover if we talk about a trait like decision-making then what are the levels of acceptable, mediocre and poor decision-making? How the rating is being quantified?

As for the technical competencies, these are easier to comprehend and no separate definition might be required as technical skills are related to technologies and hence those related to such fields have a clear understanding of these terms. However the

acceptability level of any skill in terms of number is again somewhat hazy. For this some sort of criteria has to be developed. Normally this is done in the planning phase where after goal setting the supervisor also tells the employee about the standards that he expects.

In NADRA since there is no goal setting hence no standards are officially made. Same is true for skills which reflects the grasp of particular software etc by the employee. Again all the stakeholders might be having same level of understanding of any skill like Oracle however the assigned weights still lack validity in the sense that how the appraiser has assigned “5” or as a matter of fact any number to any skill. Is it a total managerial discretion or the result of comparison of performance with any standard?

ASSIGNING WEIGHTS TO COMPETENCIES

The column showing WA (1-10) is the required level of competency that is filled by the HR Department. This information was provided to HR Department for use in the appraisal form by each department using the form given below:

Name of Designation: Assistant Manager Quality Control

A Job Responsibilities:

Job Responsibilities
<i>The employee will be required to:</i>
Inspect all the procured equipment/items according to technical specifications
Test equipment which is to be selected for use in NADRA
Prepare, maintain and submit inspection/test reports of all the inspected equipment/items to Dir QC.
Submit monthly inspection report along with price of equipment/items to Chairman
Carry out market research to compare price with the quoted price in purchase order.
Deal with different technical projects as and when required e.g. fabrication of UV light, laser reader
Submit monthly rejection report of CNICs/NICOPs/POCs to Chairman.

General administration of QC Directorate. Additional Responsibility: Administration of Umer Shairf Plaza
Assist Dir QC in all operational/managerial tasks of QC Directorate
Other tasks can include dealing with lab reports of CNICs

B Competencies

Note Please specify which competencies are required to fulfill the above mentioned job responsibilities, by either writing "Yes" or "No". There are no restrictions on the number of competencies. You can add to the list of competencies already provided according to the need and specification of position. Also indicate the required performance level of every competency on a scale of 1-10

a General Managerial			
Sr	Name	YES / NO	Required level of competency (1-10)
1	Job Knowledge	Yes	10
2	Decision Making	Yes	9
3	Planning and Organizing	Yes	8
4	Problem Solving	Yes	9
5	Dedication / Commitment	Yes	10
6	Initiative	Yes	8
7	Job Flexibility	Yes	7
8	Creativity and Innovation	Yes	8
9	Leadership Skills	Yes	9
10	Interpersonal Skills	Yes	9
11	Intelligence	Yes	10

12	Staff Development	Yes	8
13	Teamwork / Cooperation	Yes	10
14	Ability to Work Under-Pressure	Yes	10
15	Integrity	Yes	8
16	Public Dealing Skills	Yes	8

b General Clerical

Sr	Name	YES / NO	Required level of competency (1-10)
1	Intelligence	Yes	9
2	Perseverance and devotion to duty	Yes	9
3	Cooperation and tact	Yes	7
4	integrity	Yes	8
5	Trustworthiness in confidential matters	Yes	9
6	Referencing and paging of notes and correspondence	Yes	7
7	Keeping files and papers in tidy condition	Yes	8
8	Maintenance of records	Yes	9
9	Noting and drafting skills, where applicable	Yes	7
10	Regularity and punctuality in attendance.	Yes	9
11	Standard of work.	Yes	10

c Technical Competencies

Sr	Name	YES / NO	Required level of competency (1-10)
1	MS Office	Yes	10
2	Administrative/technical managerial skills	Yes	9

3	Familiarity with ISO Standards	Yes	7
4	Basics of Networks	Yes	5
5	Basic hardware ware trouble shoot	Yes	7

Note Please indicate the minimum experience required for the position (not the existing experience of the employee)

d MINIMUM EDUCATIONAL QUALIFICATIONS:

1. Graduate Engineer (Preferably MECHATRONICS)
2. Preferably MBA technology Management (MBA-OTM) or Masters in Engineering Management (MS EM)

e MINIMUM REQUIRED EXPERIENCE:

- 2 years experience in a technical position (preferably background in inspection)

Finally the last form that the first appraiser has to fill is the “Strengths and Weaknesses” form (figure 17, Annex A). “Wt. above EPL” and “Wt. below EPL” is calculated automatically by comparing the required competency level and the allotted competency level by the reporting officer in the previous section of “Competencies”.

The calculations are based on a pre-defined formula, which will be explained when the appraisal by Senior Officer will be discussed. If the rating for any competency is greater than the assigned rating, the competency becomes the strength for the employee. If the rating for any competency is less than required level then the competency is considered a weakness. If the two are equal a zero appears on the weakness side.

The right side column is for the general recommendations from the Reporting Officer in which he can freely give his comments for promotion, pay raise, increment or other wise as the supervisor feels suitable for the employee. Throughout the processes the RO can save his entries up to what ever level he has completed and then he can resume from there in case it is difficult to complete the entire evaluation in one sitting.

SENIOR REPORTING OFFICER

After the Reporting Officer has completed his appraisal the Senior Reporting Officer (SRO) starts doing the final appraisal. SRO has the complete option and authority to agree or disagree with the rating and recommendations of the Reporting Officer. SRO logs in by using his ID and a window appears showing “Senior Reporting Officer” (figure 18, Annex A).

It is possible that a Senior Reporting Officer in one case can be a Reporting Officer or even an Initiating Officer in another case. Once the SRO enters the Oracle-based online performance appraisal environment, he can start the rating process on the similar lines as already done by RO. However, SRO can also view the rating given by RO as it is displayed on the window. The SRO can only proceed with the performance appraisal when the RO has rated the employee.

Next three sections show instructions for the SRO about filling the forms, employee information and job responsibilities. These forms are the same that appear for the Reporting Officer. The forth form is the “Employee Achievement Report” where the SRO, after reviewing the operational and innovative achievements of the employee, gives his assessment in terms of moderate, substantial, special or no achievement.

A corresponding scoring is also generated for the achievements (figure 23, Annex A). This score is generated only when SRO is evaluating. However the total score takes into account the evaluation of RO as well. The weightage of ratings given by RO is 30% and that of SRO is 70%. Minimum score is 0 if both the RO and SRO give “NA” i.e. no achievement to any achievement written by IO and maximum score can be 3 if both give a rating of “SPA”. Before we can calculate the total score the consider the following table:

RATING ABBREVIATION	EQUIVALENT SCORE
NA = No Achievement	0

MA = Moderate Achievement	1
SA = Substantial Achievement	2
SPA = Special Achievement	3

Now if RO has marked “SA” for any achievement of the IO and the SRO marks the same achievement as “MA” then the score would be calculated as follows:

$$\text{RO score} + \text{SRO score} = \text{Total score}$$

$$\text{SA rating equivalent score (30\%)} + \text{MA rating equivalent score (70\%)} = \text{Total score}$$

$$2 \times 0.3 + 1 \times 0.7 = 0.6 + 0.7$$

$$\text{Total Score} = 1.3$$

The next two forms are related to competencies (general and technical) and skills (figure 22, Annex A). The format of the form is same as for the Reporting Officer with a difference that for the SRO appraisal, the ratings by the RO are also displayed. This helps SRO in making the decision by taking into consideration the ratings by RO.

The last online section consists of the “Strengths and Weaknesses” form. Like in the case of RO, strengths and weaknesses are automatically determined by a comparison between the rating given by the SRO for any competency or skill and the minimum level of accepted score already assigned by the HR Department (figure 22, Annex A). A positive result becomes strength and a negative result is called weakness. Using the weaknesses of the employees training need assessment (TNA) is carried out. There is a training policy which allows training of upto 6 months relevant to NADRA (Annex C). If an employee working on any project finds difficulty in handling any technical aspect like Oracle etc can initiate the case for training in the that area which is granted if it fills the pre-requisites as laid down in the training policy of NADRA.

When the ratings are complete, the SRO presses the button “Compute Overall Score” and the competency, skill and total scores are calculated automatically. Unlike the total achievement score discussed above where a single score is calculated by considering the

ratings given by RO and SRO, the RO and SRO scores calculated in “Strengths and Weakness” score remain separate.

CALCULATION OF SCORES

The weightage of competencies and skills is given below:

COMPETENCY/SKILLS	WEIGHTAGE (100%)
General Competency	40%
Technical Competency	40%
Skills	20%

The method for calculating these scores is given below:

GENERAL COMPETENCY SCORE

$$= \frac{\sum(\text{Pre-assigned weightage of competency} \times \text{Rating given by RO/SRO})}{\sum(\text{Pre-assigned weightage of competency})}$$

TECHNICAL COMPETENCY

$$= \frac{\sum(\text{Pre-assigned weightage of competency} \times \text{Rating given by RO/SRO})}{\sum(\text{Pre-assigned weightage of competency})}$$

TOTAL COMPETENCY SCORE (TCS)

$$\text{TCS} = \text{General competency score} \times 0.5^* + \text{Technical competency score} \times 0.5$$

* Competency has 80% weightage and within competencies, General & Technical Competencies share 50% each.

SKILLS

$$= \frac{\sum(\text{Pre-assigned weightage of skill} \times \text{Rating given by RO/SRO})}{\sum(\text{Pre-assigned weightage of skill})}$$

OVERALL SCORE

$$\text{Overall Score} = \text{Total Competency Score} \times 0.8 + \text{Skill Score} \times 0.2$$

Finally the SRO gives his comments. Again the comments already given by RO are visible in a frozen format that cannot be altered. However there are three options given to SRO i.e. fully agreed, partially agreed and not agreed. After this the SRO gives his comments and presses the button “Completed”. Throughout the processes the SRO can save his entries up to what ever level he has completed and then he can resume from there in case it is difficult to complete the entire evaluation in one sitting.

APPROVAL BY THE CHAIRMAN

The process of performance appraisal finishes with the evaluation by the Senior Reporting Officer. However any recommendation for promotion or pay raise has to be approved by the Chairman NADRA. For this a print out of the performance evaluation is taken out and a covering letter is attached over it. This covering letter is called Minute Sheet and is marked to the Chairman and may go through Director General Logistics & HR who heads the HR Department. The Director General is the second highest post in NADRA.

CONCLUSION

NADRA is the largest technology-based semi-government service organization of Pakistan. With number of employees swelling over 10,000, the importance of effective human resource management has become even more than it was some years ago. However, currently NADRA is in a future shock, a term used to refer too much change in too little a time. NADRA has grown more than its supporting systems could support it.

Human Resource Department is one such entity which is striving hard to cope with the burgeoning size of its employees. The new look given to HR Department by establishing the HRMS Department was part of that effort. A new online performance appraisal system was instituted. It was a good effort of moving towards an automated and paper free appraisal system keeping in mind the current state of other government organizations.

However, the new system has failed in achieving the goals in totality. Lack of proper implementation, goal setting, data collection and feedback are major deficiencies that have affected the employees as well as organization. Any performance appraisal system would fail unless the employees being judged, are told about the expected goals, the measuring standards and resources required to meet those goals.

Moreover, during the appraisal period, lack of data collection mechanism leaves the entire system on the whims and wishes of the appraiser. At the end of appraisal period, when the evaluation takes place, employee relies on his memory to write down the achievements whereby the RO or SRO can only agree or disagree with them. What about any such achievement which the employee could not remember? At the end, the employee is not told about his deficiencies.

Last but not the least, the system is used only when a particular case for promotion or pay raise is required. This gives an ideal opportunity for those free riders who just want to sail in between the best and the worst employees.

The repercussion of an ineffective performance appraisal system can be felt both at the macro and micro level where by not only the employee is affected but the organization also suffers. The employees upon observing a lack of recognition of their good performance due to lack of implementation of PAS regularly suffer from low level of motivation. This, in turn, affects the performance level of the employee. The stagnation in innovation and low level of efficiency is bound to affect the organization.

There is no denial of the fact there are individual stars whose performance has been brilliant and they have developed into very productive employees. However that owes to the individual exposure and effort and not due to the performance appraisal system which is responsible for identifying the potential employees.

In short the current system is a great step towards incorporating technology with management. However, it lacks in its implementation and design characteristics due to which the developmental aspect of overall employees in NADRA is not taking place. The goal setting process and information feedback is not at all taking place. In view of the above certain recommendations are proposed in the next section.

RECOMMENDATIONS

Following recommendations have been proposed by the author with a view to make the current Performance Appraisal System (PAS) in National Database and Registration Authority (NADRA) more effective and result oriented:

1. The performance appraisal at NADRA lacks the initiation process in which the employee to be evaluated and the supervisor who is the immediate supervisor sits together and carve out the future strategy. The initiation process begins with goal setting and objective setting. Without clear goals in mind, the employee would be left wandering hither and wither. A performance appraisal system without setting clear goals right at the outset is like a cart without a horse.

The employees in NADRA are generally involved in routine work without any effort for enhancing the operational efficiency. Many people have misconceptions that goals are necessary in an environment where targets have to be achieved in a short time span. However, even in organizations where major work is operational in nature, goals can help in enhancing the efficiency and effectiveness of the task thereby saving time and resources.

Currently there is no formal goal setting-taking place. Moreover, the employees must also be told about the standards for meeting those goals along with sources for getting resources if any required for achieving the targets. In some cases, the job of the incumbent might be too simple in terms of job description however setting objectives for the appraisal period has the same relevance for all the employees irrespective of the job description or complexity of the task.

Before proposing a Performance Planning Form (PPF) we need to throw some light on the goal setting procedure. Because merely accepting the importance of goal setting does not suffice. A mechanism for setting goals or objectives also needs to be mentioned. The goal setting process puts the major responsibility on the RO and can involve SRO. The first step involves the analysis of the job description of the

employee to be appraised. It does not necessarily mean changing the tasks or Key Result Areas (KRAs) every time at the start of the performance-planning phase. Why is it important to review the job description of an employee?

NADRA has really transformed into a major service organization in the past 5 years. Starting from one project of designing and producing Computerized National Identity Cards (CNICs) in year 2000, today numerous important projects are being run simultaneously with many of them either completed or on the verge of completion like Machine Readable Passport, Online Utility Bill Payment Machine (KIOSK), Vehicle Identification and Tracking System, Automatic Border Control, Facial Recognition System etc.

In such a dynamic environment, job descriptions are bound to undergo change. Advent of new technology, new ways of management coupled with intense public dealing demand a continuous up dating of the KRAs and tasks. Therefore, once in a year, a meeting conducted in this regard to review the changed requirements and integrating them into the employee job description might be unavoidable. All the employees should be given appropriate time to come up with suggestions in this regard.

However since the top management is in a better position to analyze the macro as well as micro environment, therefore the final decision should be taken in a joint meeting where brain storming sessions should take place before any decision for adding or changing the job description of an employee could be taken. This might alienate the employees in terms of airing job insecurity. However in order to allay such fears and keep the motivation level of the employees intact, they should be involved in these proceedings.

Furthermore, setting goals is not linked with coming up with some innovation or doing something new. For those jobs where there is hardly any chance of innovation like a Data Entry Operator (DEO) or a Key Punch Operator (DPO) setting goals is still relevant in terms of enhancing the efficiency and productivity of the employee or

optimum utilization of resources. It is believed that only in Headquarter, stationary worth of Rupees 2 million (approximately) is being expended. One can set a goal for optimum utilization of stationary, for example, to cut down on these costs.

PPF is proposed to be used during the performance planning period which will indicate all the information regarding employee, Reporting Officer and Senior Reporting Officer along with goals, performance standards, action to be taken and resources required to do the job. Key result area (KRA) is the broad description of the nature of work being performed by the appraisee. Usually three to four words are used to name a KRA. More than one employee can be working to accomplish the same KRA by dividing the work between them in the shape of Key Goals. The form is given below:

<u>NATIONAL DATABASE AND REGISTRATION AUTHORITY</u>					
PERFORMANCE MANAGEMENT					
<u>PERFORMANCE PLANNING FORM</u>					
Name Of Initiating Officer:			Designation:		
Employee Number:			Department:		
Name of Reporting Officer:			Designation:		
Employee Number:			Department:		
Name of Senior Reporting Officer:			Designation:		
Employee Number:			Department:		
Date of Appraisal:			Appraisal Period:		
Key Result Area	Key Goals	Wtg %	Performance Measure	Action Plan	Resources Required

2. A formal system is required for recording the performance of the employee throughout the evaluation period. Currently, there is no such mechanism whereby a supervisor can accurately know as to what has actually been done by the employee. Relying totally on memory for recalling the operational and innovative achievements leaves the entire process vulnerable to suspicion. The task keeping a record of incidents taking place through out the period is solely left on the employee. However the supervisor must do this job. For this a separate form called STAR Form (Situation, Action, Result Form) is proposed. It is an informal document. It is preferable but not necessary to follow the exact format of STAR. However any STAR Form should have the following information:

- Situation
- Action
- Result

The form is given below:

<u>NATIONAL DATABASE AND REGISTRATION AUTHORITY</u>			
PERFORMANCE MANAGEMENT			
<u>STAR FORM</u>			
STAR FORM In Respect of _____.			
Employee Number:			
Appraisal Period:			
Situation	Action	Result	Date

The appraiser will keep on recording any importing incident that the employee faces along with the action taken and the result produced. During performance appraisal at the end, this form will help the Reporting and Senior Reporting Officer to easily and effectively compare the actual performance and the required performance. The decision following such a performance appraisal system would have a better acceptability among the employees.

3. According to NADRA Web Portal, available to employees only, NADRA's Performance Appraisal System (PAS) is carried out semi-annually. NADRA Employee Handbook (2005) states that performance evaluation is being carried out annually. In practice neither of the two is being followed. PAS is carried out only when there is a requirement for promotion or pay raise. This practice is against the basic purpose of performance appraisal.

Designing a new online appraisal system is a commendable thing when one looks at other government institutions where even the manual system doesn't work. This is a step forward of incorporating the technology into the system to make it efficient and fool proof. However the effectiveness of the system has been marred by lack of implementation. A performance appraisal system, no matter how well designed, would not be more than a piece of paper if the same is not practically implemented. Therefore the system of performance evaluation should strictly be carried out annually. Since it's a tiring process specially for the appraisers, therefore annual system instead of semi annual system should be adopted.

4. General competencies included in the "Competency" section of the online appraisal form should be abolished, which is a performer-focused or trait-based appraisal approach. It should be replaced by behavior-based appraisal approach. Ideally a performance of any employee should be judged on two factors:
 - Achievement of goals or objectives
 - Display of behavior

The first factor has been discussed in the first recommendation. The Competency Matrix is the second part of performance evaluation system on which the appraisee is graded. The traits like job knowledge and decision-making etc are not at all predictive. The possession of these traits doesn't tell whether the performer did a good job or not? It entails that certain characteristics or attributes are judged in the employee behavior which were deemed necessary for the accomplishment of the goals. The presence or absence of any trait tells little about how well the incumbent did the job.

On the other hand assessing behaviors, skills and competencies we are looking not at what the individual is but rather at what the person does. For example an employee working in Finance & Account Directorate would be judged against performance factors like financial planning/forecasting, controlling, asset management, internal control etc. For this we have to build a competency dictionary which is discussed below.

The Matrix relevant to the Department should be provided to the Appraisee. The Reporting Officer in consultation with Senior Reporting Officer should finalize the competencies at the start of the evaluation period. However due to the expected difference in the grade, role and function of the officer, three different sets of competencies should be identified:

- **Across the Board Core Competencies**

These competencies will be applicable to all the employees irrespective of their rank, grade or scale e.g. coordination, accountability etc.

- **Grade Specific Competencies**

These competencies will be specific to any position like Director General or Director e.g. influence, adaptability etc.

- **Function/Department Specific Competencies**

These are departmental/section specific competencies e.g. employees working in Vigilance Directorate would required different set of behaviors to do their job as compared to employees working in Mechanical Transport Section.

CHAIRMAN SECRETARIAT				
Quality Control Department				
Grade	T5		O9	
	Weightage	Level	Weightage	Level
Core Competencies (Across The Board)				
-				
-				
Core Competencies (Grade Specific)				
-				
-				
Core Competencies (Department Specific)				
-				
-				

Level

Same level of competencies cannot be expected from the employees working in different Grades. This option caters for the changing requirement levels as they progress in the organizational hierarchy.

Weightage

Weightage will tell about the comparative importance of competencies applicable to a particular designation. All the competencies applied to each level are not equally important.

Competency Dictionary

Last but not the least, the Human Resource Department must publish a Competency Dictionary. This dictionary will carry detailed definitions of all the competencies required to work in NADRA. The benefit of this dictionary will be establishment of a common perception about same competency so that every employee, whether he is an Initiating Officer, Reporting or Senior Reporting Officer, must share a common view about any competency. This will also help in rooting out any misconception or over expectation from the employee.

5. It is also recommended that once the performance appraisal process ends, the results and the observations should be discussed by Reporting and Senior Reporting Officer with the Initiating Officer in an activity called Performance Appraisal Interview. At times this activity is a difficult ride for both the parties involved in case a negative evaluation has been given. In the literature review this issue has been discussed under the heading of Conflict and Confrontation. Most of the appraisers don't like performance evaluation merely because of this fact that one day they might have to face the employee in an awkward position and would have to tell him about his bad performance.

In NADRA there is no feedback process. There is no discussion on what improvement areas have been identified or why a negative evaluation has been given so that the employee with the assistant of the senior employees can root those problems out. This process will help in doing the gap analysis by identifying the loop holes and pitfalls in employees performance. The interview must include both the Reporting and Senior Reporting Officer.

6. In continuation to the above recommendation, it is also proposed that a 360 degree feedback system should be put in place for getting a better picture of organization. However it might be difficult to have this system due to the fact that lot of time is consumed in giving feedback about all the peers, subordinates and supervisors and that might not be possible. In such a case at least a feedback by the appraisee about

the appraiser should be allowed so that along with top down flow of information, a bottom up flow of information can also start.

Currently NADRA has a very controlled and bureaucratic style of management. Partly this is correct because of the nature of work that is being done i.e. building and managing national data, which is of great value and hence control has to be maintained. However by keeping the control intact, one can still have reasonable level of employee empowerment and involvement. This will also regain the confidence of the employees who will feel empowered to know that their point of view regarding their supervisors is also being acknowledged.

7. It is also recommended that the Reporting and Senior Reporting must be thoroughly trained in using the new online performance appraisal system. It has been observed through questionnaires and interviews that many ROs and SROs faced difficulty in carrying out performance evaluation which created problems and delayed the process of evaluation.
8. The weightage of the RO ranking should be increased from 30% to 60% and that of SRO should be decreased from 70% to 40%. NADRA is a huge organization and the span of control is huge. It might be difficult for a Director General to keep record of the performance of employees not directly under him rather working 3 or 4 levels below him. Therefore the rating of immediate supervisor should be more as RO is directly watching and observing the performance of an employee. However during the final appraisal of SRO or RO, both can consult each other for reaching a unanimous decision. However still the primary source of information remains the RO due to his direct dealing with IO.
9. The weightage given in the Competency and Skill forms (figure 22, Annex A) are also not appropriate. NADRA is a technology-based organization. Giving 20% weightage to Skills and 40% weightage to General Competencies, which are also vague in terms of their definitions, is not correct. Another important point is the using the same percentage for both the technical and officer grade officers. Should there be

difference in the percentage of technical competencies and skills for employees belonging to officer grades.

The answer is that the percentage must remain the same for both grades. The reason lies in the fact that NADRA is a technical organization and even a Director or a Director General in the officer grade still has to manage technical departments and projects. For example the Director Quality Control or Director VITS (Vehicle Identification and Tracking System) both belong to officer grade but require strong technical skills in dealing with technology-related issues. It is recommended that the following weightage be given to the skills and competencies:

General Competency (Behavior based)	30%
Technical Competency	40%
Skills	30%

ANNEXURE

ANNEXURE A

FIGURE 1

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Stop Home People

Address http://erp_prod_appserver:8000/dev60cgi/f60cgi Go Links



IMPORTANT: Do not close this window

Closing this window will cause Oracle Forms-based applications to close immediately, losing any unsaved data. This window may be minimized safely at any time and may be closed once all work in Oracle Forms-based applications is complete.

Loading Java Applet ...

FIGURE 2



FIGURE 3



Navigator - ASSESSMENT FORM

Functions Documents

Initiating Officer's Assessment Form

Initiating Officer's Assessment Fo	Top Ten List
Reporting Officer Assessment	
Senior Reporting Officer Assessn	

Navigation icons: +, -, + with arrow, + with two arrows, - with two arrows, and a right-pointing arrow.

Open

FIGURE 4



Navigator - ASSESSMENT FORM

Functions Documents

Initiating Officer's Assessment Form

Initiating Officer's Assessment Form
Reporting Officer Assessment
Senior Reporting Officer Assessment

Top Ten List

Selection Criteria

Selection Criteria

Period of Review **Apr-Jun2004**

Cancel OK Open

Employee Assessment Form

Instructions 1. Employee Information 2. Job Responsibilities 3. Employee Achievement Report

The Stakeholders:

- * You are the **Initiating Officer**.
- * Your immediate supervisor is the **Reporting Officer** who will be the first to rate your assessment information.
- * The second appraisal shall be done by the **Senior Reporting Officer**.

The Process:

Your assessment will be done on the basis of the tasks assigned to you in your current position. Hence, it is important that the information in your "**Employee Information**" (**Section 1**) and "**Job Responsibilities**" (**Section 2**) is correct. If the information displayed is incorrect, please contact the HRMS Dept. at (051) 90391555 immediately

The form is divided into three distinct sections:

- * **Section 1:** Employee Information
- * **Section 2:** Job Responsibilities
- * **Section 3:** Employee Achievement Report

Section 1 and **2** contain frozen information fields; therefore the details provided can only be viewed and cannot be amended. Despite the above, you should proceed systematically through these forms one at a time and review the information provided.

Section 3 contains empty fields so that you can document any and all tasks which might be characterized as achievements. There are two types of achievements; Operational and Innovative. These are defined below:

- * **Innovative Achievement:**
An achievement in which a new method, process, policy, task or product is designed, suggested or implemented, which was not in place before and whose introduction significantly benefited NADRA.
- * **Operational Achievement:**
An achievement in which a routine activity is conducted with increased efficiency, in lesser resources or in a shorter time period.

Exit Options:

Press "SAVE" before exiting so that your work is not lost. When you have finished your assessment and would like this form to be reviewed by the first appraiser, press "SUBMIT". The first appraiser will not be able to view the form until you submit it. After you submit the form, you will not be allowed to make changes.

Record: 1/1 ... <OSC>

FIGURE 6

File Edit View Folder Tools Window Help

Employee Assessment Form

Instructions 1. Employee Information 2. Job Responsibilities 3. Employee Achievement Report

Employee Information

Review Period	Apr-Jun2004
Initiating Officer's Name	Cheema, Mr. Ahmad Nawaz
Grade	TECH.OFFR.T-7
Position	AM QUALITY ASSURANCE
Department	PROJECT
Working in Position since	26-APR-2004

First Appraisal

Reporting Officer	Shahid, Mrs. Fizzah
Position	QA MANAGER

Second Appraisal

Senior Reporting Officer	Ahmad, BRIG. Muhammad Zubair
Position	DG PROJECTS

Record: 1/1 ... <OSC>

FIGURE 7

Employee Assessment Form

Instructions 1. Employee Information 2. Job Responsibilities 3. Employee Achievement Report

Please review your job responsibilities carefully as they will help you in identifying any significant achievement you might have made while conducting these tasks

Job Responsibilities

- TO BE RESPONSIBLE FOR ASSISTING IN PLANNING, ESTIMATING AND SCHEDULING THE QUALITY ASSURANCE ACTIVITIES FOR THE SOFTWARE DEVELOPMENT PROJECTS
- TO BE RESPONSIBLE FOR LIAISING FOR INTERDEPARTMENTAL INTERACTIONS
- TO BE RESPONSIBLE FOR ASSISTING IN MANAGING CONTRACTORS DEDICATED TO SOFTWARE TESTING AND QUALITY ASSURANCE
- TO BE RESPONSIBLE FOR ASSUMING RESPONSIBILITY FOR COMMUNICATIONS BETWEEN QA AND TESTING AND THE SOFTWARE DEVELOPMENT TEAM
- TO BE RESPONSIBLE FOR UNDERSTANDING AND SUPPORT THE PROJECT MANAGEMENT METHODOLOGIES



FIGURE 8

Employee Assessment Form


Instructions 1. Employee Information 2. Job Responsibilities 3. Employee Achievement Report

Before giving details of the achievement, indicate whether it is an "Operational Achievement" or an "Innovative Achievement"

Innovative Achievement: □ An achievement in which a new method, process, policy, task or product is designed, suggested or implemented, which was not in place before and whose introduction significantly benefited NADRA.

Operational Achievement: □ An achievement in which a routine activity is conducted with increased efficiency, in lesser resources or in a shorter time period

If you do not have any achievements, press SUBMIT and EXIT.

If you want to add more fields to document your achievements, press  on the menu bar at the top of this screen

Nature of achievement	Details Of Achievement
<input type="radio"/> O <input type="radio"/> I	Responsible for developing the quality assurance schedule for different projects such as MRP and NICOP. Time and Cost was estimated, which was required to achieve the quality assurance activities
<input type="radio"/> O <input checked="" type="radio"/> I	Responsible for leading two projects namely NICOP and CMMI. Also actively participated and involved in performing different quality assurance activities for MRP project. Responsible for leading different team members while performing parallel activities such as planning, team mentoring and execution
<input checked="" type="radio"/> O <input type="radio"/> I	Responsible for Managing a team of about 5 to 6 people at one point of time.
<input type="radio"/> O <input checked="" type="radio"/> I	Defining the Review standards and review templates for different software artifacts

O= Operational I=Innovative

Record: 1/1 ... <OSC>



Navigator - ASSESSMENT FORM

Functions Documents

Reporting Officer Assessment

- Initiating Officer's Assessment Fo
- Reporting Officer Assessment
- Senior Reporting Officer Assesn

Top Ten List

Selection Criteria

Selection Criteria

Period of Review **Apr-Jun2004**

Cancel OK

Open



SELECT_EMPLOYEE

Select Employee

Ahmad, Mr. Syed Salman	NOT INITIALIZED
Ahmad, Mr. Syed Shahzad	NOT INITIALIZED
Ahmed Malik, Mr. Tauqir	NOT INITIALIZED
Ali Shah, Mr. Syed Shabahat	NOT INITIALIZED
Ali, Mr. Zulfiqar	NOT INITIALIZED
Ayub, Mr. Daud	NOT INITIALIZED
Cheema, Mr. Usman	NOT INITIALIZED
Dar, Mr. Adnan Saleem	NOT INITIALIZED
Faisal Mubarik, Mr. Mirza	NOT INITIALIZED
Junaid, Mr. Muhammad	NOT INITIALIZED

Find



FIGURE 11

SELECT_EMPLOYEE

Select Employee

Adnan Ali, Mr. Malik	SUPERVISED
Ahmad, Mr. Nazir	NOT INITIALIZED
Ahmed Haroon, Mr. Sarfraz	INITIALIZED
Ahmed, MAJ.(R) Nabil	SUPERVISED
Hussain, Mr. Lal	NOT INITIALIZED
Jamil, Mr. Tariq	NOT INITIALIZED
Khan, Mr. Noaman Masood	INITIALIZED
Misbah, Mr. Khizar	SUPERVISED
Omer, Mr. Ahmed	SUPERVISED
Saeed, Ms. Shazia	SUPERVISED

Find

**Instructions**

- Step 1** Please view the **Employee's Information (Section 1)**
- Step 2** Please view the **Job Responsibilities (Section 2)**
- Step 3** After that, proceed to **Employee's Achievement Report (Section 3)**, where you will be required to rate the employee's achievements as either "No achievement, Moderate Achievement, Substantial Achievement or Special Achievement". In the comments section, please justify your rating. Press SAVE and move to the next section.
- Step 4** In **Competencies Assessment (Section 4)**, you are required to rate the performance level of the Employee on every competency. The weights assigned to all the competencies are also given (these fields are frozen; they can only be viewed and not amended). The weights signify the desired level of performance from an employee. The scale is from 1 till 10; with 1 being the lowest and 10 being the highest. Finish rating the Employee's Technical and General Managerial and Clerical competencies and press SAVE. Now, proceed to the next section.
- Step 5** For **Skills Assessment (Section 5)**, please follow the same procedure as followed for Competency Assessment (Section 4). After completing the assessment of Skills, press SAVE and proceed to the next section.
- Step 6** **(Section 6) Strengths and Weaknesses** categorizes the competencies and skills rated by you, into either strengths or weaknesses of the employee. These are frozen fields; they can only be viewed and not amended. Please enter your Remarks against each strength or weakness and press SAVE.
- Step 7** Press the COMPUTE button to compute the overall assessment score of the Employee. When you are done, press SAVE.

Note: Step 4, 5 and 6 are not applicable at deputation (Military & Civil)

Exit Options:

Press "SAVE" before exiting so that your work is not lost. When you have finished your assessment and would like this form to be reviewed by the second appraiser, press "SUBMIT". The second appraiser will not be able to view the form until you submit it. After you submit the form, you will not be allowed to make changes.

Save

Submit

Clear

Exit

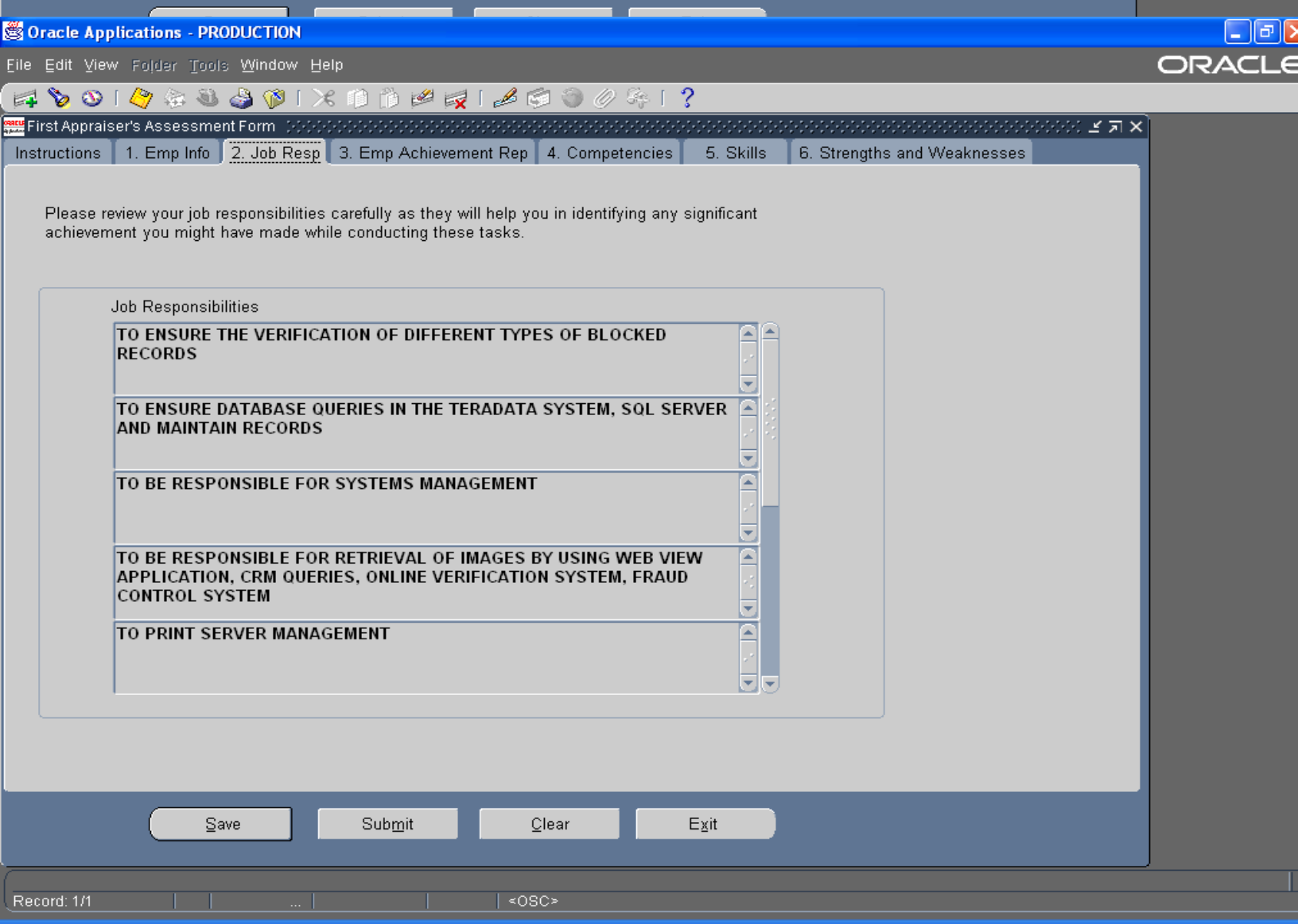
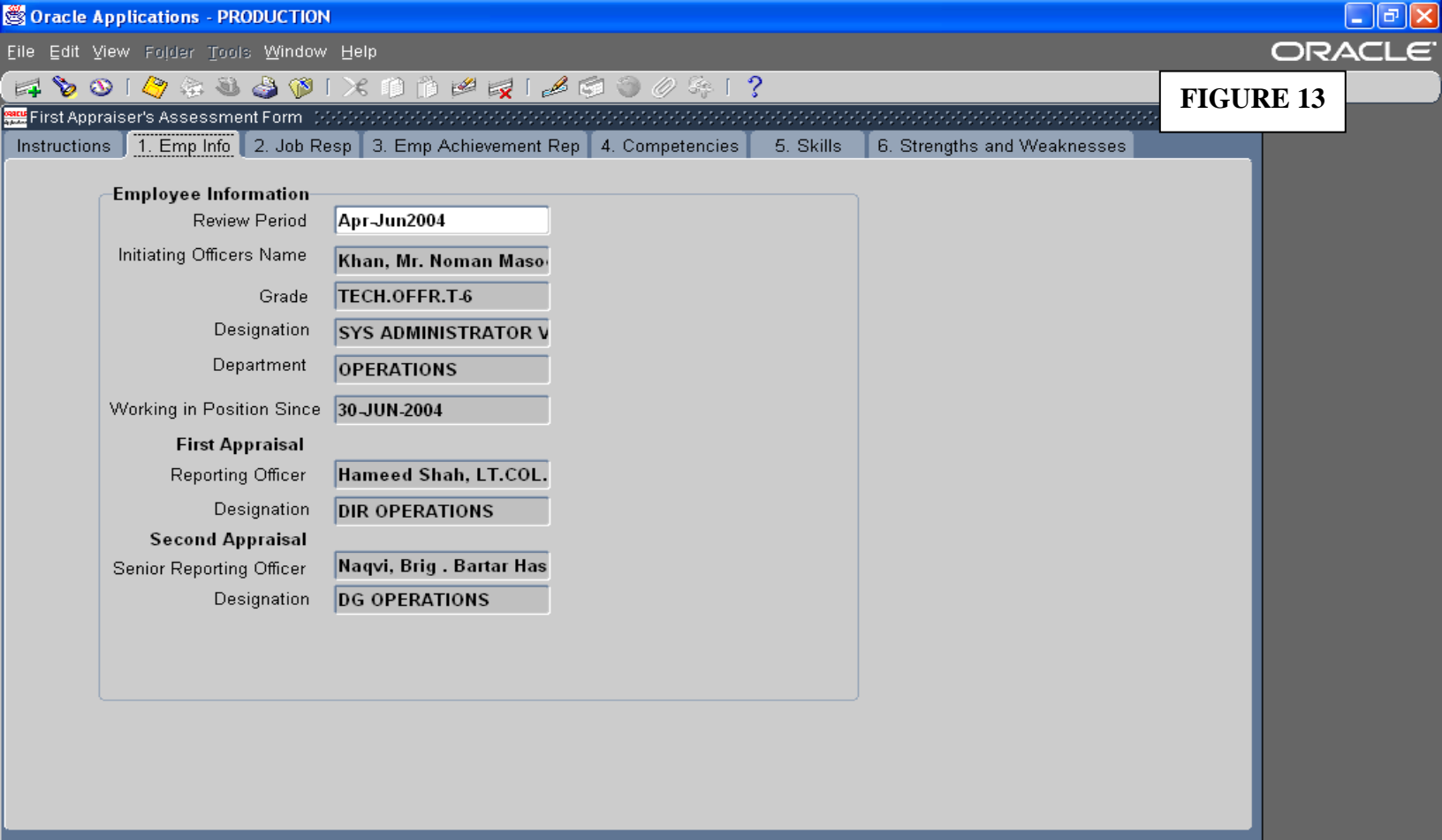


FIGURE 14



Innovative Achievement: An achievement in which a new method, process, policy, task or product is designed, suggested or implemented, which was not in place before and whose introduction significantly benefited NADRA.

Operational Achievement: An achievement in which a routine activity is conducted with increased efficiency, in lesser resources or in a shorter time period.

<input type="radio"/> O	<input type="radio"/> I	Details Of Achievement	NA	MA	SA	SPA	Supervisor's Comments
<input checked="" type="radio"/>	<input type="radio"/>	Verifications of different types of blocked records. Checking records in online verification system, CRM and give images from the quarter concern	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input checked="" type="radio"/>	<input type="radio"/>	Clearance the fraud records by using fraud control system with the approval of A D verification Database queries in the Teradata System	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input checked="" type="radio"/>	<input type="radio"/>	Coordination with Data Warehouse and cleansing facility for the purpose of blocked records. Prepare/update reports based on verification	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

NA= No Achievement ; MA=Moderate Achievement ; SA = Substantial Achievement ; SPA = Special Achievement

O = Operational Achievement ; I = Innovative Achievement

FIGURE 15



A-GENERAL MANAGERIAL/CLERICAL COMPETENCIES

Name of Competency	WA (1-10)	1	2	3	4	5	6	7	8	9	10
JOB KNOWLEDGE	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECISION MAKING	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PLANNING AND ORGANIZING	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROBLEM SOLVING	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEDICATION / COMMITMENT	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INITIATIVE	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JOB FLEXIBILITY	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B-TECHNICAL COMPETENCIES

Name of Competency	WA (1-10)	1	2	3	4	5	6	7	8	9	10
DATABASE DESIGN	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA NORMALIZATION	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA INTEGRITY	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DISTRIBUTED DATABASES	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA MAINTENANCE	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SUB-NETTING	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IP ADDRESSING	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WA = Weight Assigned

Save Submit Clear Exit

FIGURE 16



SKILLS

Name of Skill	Weight	1	2	3	4	5	6	7	8	9	10
PERL	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEVELOPER 2000	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VISUAL BASIC	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TERADATA	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS ACCESS	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ORACLE 9I	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS SQL SERVER 2000	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save Submit Clear Exit

FIGURE 17



First Appraiser's Assessment Form

Instructions 1. Emp Info 2. Job Resp 3. Emp Achievement Rep 4. Competencies 5. Skills 6. Strengths and Weaknesses

Strengths	Wt. above EPL	Competency Specific Recommendations
TASK SCHEDULING	2	
SYSTEM ANALYSIS	1	
SYSTEM DESIGN	1	
PROTOTYPING	1	
IMPLEMENTATION	2	
TROUBLE SHOOTING	1	
SOFTWARE MAINTENANCE	1	

General Recommendations

A competent DBA who has managed Central Data Entry Site very effectly and effciently. it is recommended that keeping in view her dedication, competency and skill she may be given three additional incriments.

Weaknesses	Wt. Below EPL	Competency Specific Recommendations
DATABASE DESIGN	1	
ACQUISITION FUNCTIONS	1	
DATA NORMALIZATION	0	
DATA INTEGRITY	0	
DISTRIBUTED DATABASES	1	
DATA MAINTENANCE	0	
REQ SPECIFICATION	0	

Total Competencies Score **8.5**

Total Skills Score **5.96**

Overall Score: (Competencies + Skills) **7.99**

COMPUTE

EPL = Expected Performance Level

Save Submit Clear Exit

FIGURE 18



Navigator - ASSESSMENT FORM

Functions Documents

Senior Reporting Officer Assessment

Initiating Officer's Assessment For Reporting Officer Assessment
Senior Reporting Officer Assessment

Top Ten List

Selection Criteria

Selection Criteria

Period of Review **Apr-Jun2004**

Cancel OK

Open



SELECT_EMPLOYEE [] [] X

Select Employee

Adnan Hashmi, Mr. Syed Muhammad	INITIALIZED
Afzal, Mr. Imran	NOT INITIALIZED
Akhtar, Mr. Malik Rehan	INITIALIZED
Anwer, Mr. Salman	INITIALIZED
Fahim Khan, Mr. Muhammad	INITIALIZED
Farid, Mr. Ghulam	INITIALIZED
Hafeez, Mr. Abdul	SUPERVISED
Hasan Rasheed, Mr. Muhammad	INITIALIZED
Hassan Rasheed , Mr. Muhammad	INITIALIZED
Hayat Babar, Mr. Nayyar	SUPERVISED

Find

Open

FIGURE 20



Second Appraiser's Assessment Form

- Instructions
- 1. Emp Info
- 2. Job Resp
- 3. Emp Achievement Rep**
- 4. Competencies
- 5. Skills
- 6. Strengths and Weaknesses

Indicate whether it is an "Operational Achievement" or an "Innovative Achievement"

Innovative Achievement: An achievement in which a new method, process, policy, task or product is designed, suggested or implemented, which was not in place before and whose introduction significantly benefited NADRA.

Operational Achievement: An achievement in which a routine activity is conducted with increased efficiency, in lesser resources or in a shorter time period.

O I	Details Of Achievement	Reporting Officer's Rating		Supervisor's Comments	Sr. Rep Officer's Rating				
		NAM	ASA SPA		NAM	ASA SPA	Score		
<input checked="" type="radio"/>	Conducted an operational audit of HQ NSRC and pin pointed the deficiencies regarding	<input type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	.3
<input type="radio"/>	Initiated the policy and procedure of prior appointment at HQ NSRC and made it	<input type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	0
<input checked="" type="radio"/>	Training sessions from 13th till 20th were conducted with full throtel and dedication. The	<input type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	0
<input type="radio"/>	New lectures of Director HR, Director Vigilance and Director QC for the first time were	<input type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	0

NA= No Achievement ; MA=Moderate Achievement ; SA = Substantial Achievement ; SPA = Special Achievement
O = Operational Achievement ; I = Innovative Achievement

- Save
- Completed
- Clear
- Exit

FIGURE 21



Second Appraiser's Assessment Form

- Instructions
- 1. Emp Info
- 2. Job Resp
- 3. Emp Achievement Rep
- 4. Competencies
- 5. Skills
- 6. Strengths and Weaknesses

A - GENERAL COMPETENCIES

Name of Competency	WA (1-10)	Rating	1	2	3	4	5	6	7	8	9	10
JOB KNOWLEDGE	7	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECISION MAKING	7	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PLANNING AND ORGANIZING	7	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROBLEM SOLVING	7	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEDICATION / COMMITMENT	7	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INITIATIVE	7	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JOB FLEXIBILITY	7	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B-TECHNICAL COMPETENCIES

Name of Competency	WA (1-10)	Rating	1	2	3	4	5	6	7	8	9	10
TROUBLE SHOOTING	7	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KNOWLEDE OF BASIC NETWORKS	6	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KNOWLEDGE OF DATABASES	6	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Save
- Completed
- Clear
- Exit



Second Appraiser's Assessment Form

- Instructions
- 1. Emp Info
- 2. Job Resp
- 3. Emp Achievement Rep
- 4. Competencies
- 5. Skills
- 6. Strengths and Weaknesses

Strengths	Wt above EPL	Remarks
COST ACCOUNTING	2	
TAXATION PRINCIPLES	2	
FINANCIAL LAWS/REGULATIONS	2	
DECISION MAKING	3	
PLANNING AND ORGANIZING	1	
PROBLEM SOLVING	2	
INITIATIVE	2	

Weaknesses	Wt below EPL	Remarks
FINANCIAL REPORTING	0	
INTERNAL CONTROL SYS APPRAISA	0	
DOUBLE ENTRY BOOK KEEPING	0	
FIN. STATEMENTS PREPARATION	0	
INTERNATIONAL A/C STANDARDS	3	
INT. AUDITING STANDARDS	3	
JOB KNOWLEDGE	0	

Comments

Fully Agreed
 Partially Agreed
 Not Agreed

AGREED WITH THE REPORTING OFFICER.

COMPUTE OVERALL SC...

Technical Score **7.53**
 General Score **6.44**
 Total Competencies Score **6.44** + Total Skills Score **7.44** = Overall Score **6.64**

EPL = Expected Performance Level

- Save
- Completed
- Clear
- Exit

ANNEXURE B

PAY SCALES AT NADRA

According to NADRA Employee Handbook (2005), there are two categories of pay scales in NADRA: one for management (O stands for Officer) and the other for technical professionals (T stands for Technical). NADRA pay scales for management professional are:

Pay Scale	Minimum	Salary (Rs) Rate of Annual Increment	Maximum
O-10	40,000	2,000	80,000
O-9	25,000	1,500	65,500
O-8	20,000	1,000	40,000
O-7	15,000	750	22,500
O-6	12,000	650	18,500
O-5	10,000	550	15,500
O-4	8,000	450	12,500
O-3	7,000	350	10,500
O-2	4,000	250	7,750
O-1	3,000	150	5,250

NADRA pay scale for technocrats and professionals

Pay Scale	Minimum	Salary (Rs) Rate of Annual Increment	Maximum
T-10	85,000	5,000	1,80,000
T-9	65,000	2,000	1,41,000
T-8	40,000	1,500	62,500
T-7	25,000	1,000	40,000
T-6	20,000	750	27,500

T-5	15,000	650	21,500
T-4	12,000	450	16,500
T-3	9,000	350	12,500
T-2	6,000	250	9,750
T-1	3,500	150	5,750

PAYROLL PROCESSING

At NADRA, salaries are processed using Oracle's ERP Payroll Module.

Departments Processing Payroll

There are two departments responsible for processing payroll.

Accounts Department:

Accounts Department is responsible for the disbursement of salaries of contractual employees

Government Accounts Department:

Government Accounts Dept. processes salaries of ex-DGR employees, Military and Civil Deputationists.

Payroll Cycle

Salaries are transferred to the accounts of all employees by the 25th of every month.

Payroll Period is from the 21st of the last month to the 20th of the month of payroll.

Salary Slips

Every employee can get out a print of his/her salary slip by logging on from his/her account, which shows a break down of gross salary. It also displays important assignment information such as employee number, grade, designation and directorate.

Employee Claims

All employee claims incurred in a particular month are paid with the salary of the next month. However, it is necessary that these claims, duly verified and authorized, be

submitted to the concerned Accounts Department by 15th of the month of payroll. Employees at the Headquarter are eligible to make the following claims, depending on their designations, grades and salary structures.

- TA/DA
- Medical
- Telephone
- Newspaper
- Overtime

TA/DA advance/ settlements:

An employee can either opt for TA/DA in advance before proceeding for official visit or he can claim TA/DA after completion of the visit. The request for payment of advance is based on approved move sanction containing information about name, duty destination and nature of duty, purpose of visit, duration and mode of conveyance. 80% of amount as per entitlement is paid as advance; however, final settlement is after the total claim is submitted.

Medical / Newspaper / Telephone:

Medical, newspaper and telephone claims are required to be submitted by the 15th of the month, of payroll. After approval, these claims must be paid with that month's salary.

Overtime:

Employees in the scale from O-1 to O-6 and T-1 to T-4 are eligible to claim overtime over and above their normal working time. An employee in any directorate/department can submit his/her overtime claim duly verified by department in charge along with the attendance sheet.

ANNEXURE C



- Other Links**
- » Directions
 - » Employee Profiles
 - » Informational Videos
 - » Families Network
 - » Events

NADRA PAY SCALES FOR MANAGEMENT PROFESSIONAL

All employees fall under Regulation-49(2) of Management Professionals category shall be entitled to pay, allowance and perquisites as detailed here under.

Pay Scale	Minimum	Salary (Rs) Rate of Annual Increment	Maximum
0-10	40,000	2,000	80,000
0-9	25,000	1,500	65,500
0-8	20,000	1,000	40,000
0-7	15,000	750	22,500
0-6	12,000	650	18,500
0-5	10,000	550	15,500
0-4	8,000	450	12,500
0-3	7,000	350	10,500
0-2	4,000	250	7,750

NADRA Products

- Computerized National Identity Card
- The National ID Card (NIC)
- http://www.nadra.gov.pk

GIS Web Site

- PakGIS Web Site

0-4	8,000	450	12,500
0-3	7,000	350	10,500
0-2	4,000	250	7,750
0-1	3,000	150	5,250

NADRA Say scale for Technocrats and Professionals

All employees fall under Regulation-49(3) of Technocrats Professionals Category shall be entitled to pay, allowances and perquisites as detailed here under.

Pay Scale	Minimum	Salary (Rs) Rate of Annual Increment	Maximum
T-10	85,000	5,000	1,80,000
T-9	65,000	2,000	1,41,000
T-8	40,000	1,500	62,500
T-7	25,000	1,000	40,000
T-6	20,000	750	27,500
T-5	15,000	650	21,500
T-4	12,000	450	16,500
T-3	9,000	350	12,500
T-2	6,000	250	9,750
T-1	3,500	150	5,750

GIS Web Site

PakGis Web Site

GIS/LIS Project was started with immediate effect and all the district maps down to Qanogo Halqa and Patwar Circle for rural areas at administrative level were made available in paper format and subsequently converted to GIS format to cover entire country.



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NADRA Products

- Computerized National Identity Card

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PERFORMANCE APPRAISAL SYSTEM (PAS)

The Purpose

NADRA's Performance Appraisal System (PAS) is carried out semi-annually. The purpose of the system is not only to evaluate performance of employees based on the responsibilities assigned to them, but also to reward excellence and outstanding achievements while identifying individual areas for development. The system has been designed keeping in mind NADRA's prevalent culture, its complex matrix organizational structure and the nature of the Authority's work.

The Concept:



The PAS primarily revolves around the concept of identification, measurement and development of competencies and skills. A competency can be defined as an underlying characteristic which causes or predicts performance or behavior. Skills are the abilities that have been acquired by training. For evaluation

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purposes, these competencies and skills have been defined against each position, giving rise to position specific competency matrices. A competency matrix is composed of a unique combination of managerial, technical and clerical competencies with varying weights, depending upon the nature of work. Weighted technical skills sets are also part of the competency matrix. The PAS also measures employee's achievements over and above their job responsibilities.

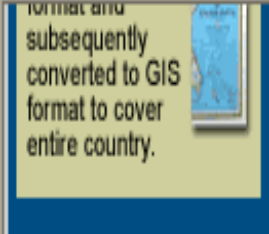
The Process:

Step 1: The Employee

All employees shall be given access to an "Achievements Form" specially designed for capturing their innovative or operational achievements. When a new method, process, policy, task or product is designed, suggested or implemented, which was not in place before and whose introduction significantly benefits the Authority, it shall be categorized as an Innovative Achievement. On the other hand, when a routine activity is conducted with increased efficiency, in lesser resources or in a shorter time period it can be termed as an Operational Achievement.

Step 2: The Initiating Officer or Immediate Supervisor

The Immediate Supervisor will rate the achievements of the employee and categorize them as either moderate, substantial, special or no achievement. The Immediate Supervisor will also conduct an assessment based on the competencies and skills that should be possessed by the employee for performing his job efficiently.



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Step 3: The Reporting Officer

The Reporting Officer also rates the employee's achievements and has the option of viewing the Initiating Officer's comments and rating. Similarly, a rating is given on the competencies and skills. A final score is computed after the Reporting Officer has given his comments. At the end of the assessment process, a report outlining the employee's strengths and weaknesses is generated, on the basis of which further action is taken.

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New Employee Orientation

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GIS Web Site

- PakGis Web Site

TRAINING & SUPPORT POLICY

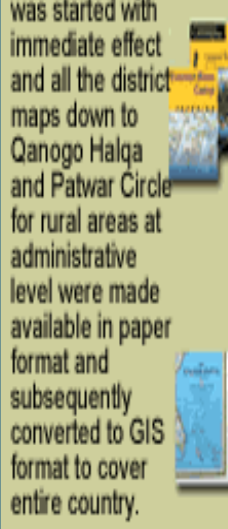
1. No. HR/NADRA/HQ/2004-05.

In accordance with the provision of Regulation 36 of the NADRA Employees (Service) Regulations, 2002, the Authority hereby makes the following policy, namely:-

- Short title, commencement and application: - This may be called the National Database and Registration Employees "Training and Support Policy, 2004".
- This shall come into force with effect from 1st July, 2004.
- This shall be applicable to the employees of the NADRA, as defined in the clause (i) of sub-regulation (1) of the regulation 2 of the National Database and Registration Authority Employees (Service) Regulations, 2002.

2. Objectives

PakGis Web Site
 GIS/LIS Project was started with immediate effect and all the district maps down to Qanogo Halqa and Patwar Circle for rural areas at administrative level were made available in paper format and subsequently converted to GIS format to cover entire country.



2. Objectives

- a. To improve professional competence of various categories of employees in all disciplines akin to NADRA working with a view to maximizing the employee's utility, both in the short and long term, to the Authority.
- b. To provide continued professional education support to the employees, particularly those working on posts of technical or professional nature.
- c. To bring about changes in attitude with a view to improve efficiency of NADRA by means of Job oriented Training.

3. Training Fields.

Short courses upto maximum duration of six months, relevant to NADRA only, will be offered.

4. Eligibility.

All employees, who have rendered more than one year of service in the relevant field in Authority (NADRA) and their Annual Assessment Report has been evaluated by the PAC in at least 'A' grade, can apply for the improvement in their professional/technical qualifications through proper channel.

5. Procedure

- a. All such request complete in all respects with requisite documentation indicating total financial implications will be submitted to HR Department of this HQ at least three months prior to taking admission, through the concerned DG of the Directorate or PHQ/RHQ as the case may be, with his specific recommendations.
- b. Any employee, willing to get admission in any course will submit a Surety Bond equal to the amount of total fee of the course that he/she will serve in the Authority for a period of three years after successful

- 5.7 Procedure**
- a. All such request complete in all respects with requisite documentation indicating total financial implications will be submitted to HR Department of this HQ at least three months prior to taking admission, through the concerned DG of the Directorate or PHQ/RHQ as the case may be, with his specific recommendations.
 - b. Any employee, willing to get admission in any course will submit a Surety Bond equal to the amount of total fee of the course, that he/she will serve in the Authority for a period of three years after successful completion of the course and if he/she will leave prior to that, will be liable to refund the proportionate share of the remaining years of Surety Bond.
 - c. All such requests should contain full detail of the desired course, duration, total expenditure involved, whether full time classes or evening etc.
 - d. All such requests will be scrutinized in HR Department in consultation with F&A Directorate and approval of the Chairman will be obtained.

6. Reimbursement.

Reimbursement will be made by the F&A Directorate or the concerned PHQ/RHQ once an employee successfully completes the respective course, as a whole. However, no payment will be made on successful completion of a semester/part thereof. No advance payment will be allowed in any case. Payment will be made in those cases only, where the admission has been taken after getting prior approval of the Chairman, as mentioned above.

No ex-post facto approval after taking admission in any course will be allowed at any cost.

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