

**A
Summer Training Project Report
On
A Study of
Performance Management System in
N.H.P.C at
Baira Suil Power Station Chamba (H.P)**



A report prepared and submitted for the partial requirement and fulfilment of the XXX program at COLLEGE/UNIVERSITY.

SUBMITTED BY:

YOUR NAME

DECLARATION

I hereby declare that the project report titled “**STUDY OF PERFORMANCE MANAGEMENT SYSTEM**” is a genuine research work undertaken by me under the guidance of **NAME** (AM-HR). This information has been collected from genuine authentic sources.

The report is being submitted in partial fulfillment of the requirement of **MASTERS OF BUSINESS ADMINISTRATION** from **COLLEGE NAME**.

Your NAME

ACKNOWLEDGEMENT

I take this responsibility to express my profound and sincere gratitude to **COLLEGE NAME** for providing me with the opportunity to explore the corridors of the corporate world and gather invaluable knowledge and practical experience via the Summer Training Project.

I take the privilege of offering a deep sense of gratitude and indebtedness to **NAME** (AM.-HR), **Mr. XXXX** (Deputy Manager-HR) NHPC BAIRA SIUL ,CHAMBA (H.P) for providing me their able guidance and inspiration to complete the Summer Training Report.

I express my sincere gratitude to **Mr. XYZ** (AM-HR) who guided me how to carry on with the project. His able guidance and support have been constant source of knowledge and motivation for me.

Above all no words can express my gratitude to my parents and friends who supported me through thick and thin difficulties faced by me during the preparation of the project. I also owe a sense of gratitude to my faculty members, respected, **Mr. XYZ** who guided me throughout my summer training and provided structured guidelines to work and progress.

Last but not the least; I would like to thank all the employees of NHPC BAIRA SIUL POWER STATION for their valuable suggestions and constant encouragement.

The expertise in this study belongs to those listed above. Any errors are mine.

YOUR NAME

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EXECUTIVE SUMMARY

The Performance Management System is a process of setting objectives, making plans to achieve those objectives and accomplishing the desired results. Rewards and recognition are the end stage of this process. Organizations use this system to assess the performance of an individual, a team, a function and then the organization as a total. In this project, the whole performance management system is described for the company NHPC.

This cycle starts when NHPC signs a Memorandum of Understanding (MoU) with the Government of India. In this memorandum the vision, mission and values, targets and action plans are mentioned. In NHPC, system have been devised to cascade Organizational Goals into individual goals by framing out objectives of the company from the MoU at corporate level and there by preparing a Balance Score Card both at corporate and unit level. The summarized feature of this process is sequentially breaking down the organizational goals into an individual's e-MAP.

This project describes about the Performance Management System which is followed in NHPC. This project also describes the problems faced by the appraisees and the appraisers in this system. It also elaborates about the steps taken by the appraisers to improve the performances of the appraisees so that their efficiency can be increased and later the rewards and recognitions are given in the form of promotions, incentives and empowerment.

OBJECTIVE OF THE PROJECT

To study the process and to understand the importance of Performance Management System in NHPC that synchronizes the performance of the employees so as to make the work effective.

- To analyze the Performance Management System of NHPC in detail and its effectiveness.
- To analyze the problems faced by the appraisee and the appraiser in this system.
- To analyze the steps taken by the appraisers for the improvement of the performances of the appraisees.

1. INTRODUCTION OF COMPANY

NHPC LIMITED

NHPC Limited (Formerly **National Hydroelectric Power Corporation**), A Govt. of India Enterprise, was incorporated in the year 1975 with an authorised capital of Rs. 2000 million and with an objective to plan, promote and organize an integrated and efficient development of hydroelectric power in all aspects. Later on NHPC expanded its objects to include other sources of energy like Geothermal, Tidal, Wind etc

Market Value

At present, NHPC is a schedule 'A' Enterprise of the Govt. of India with an authorized share capital of Rs. 1,50,000 Million . With an investment base of over Rs. 2,20,000 million Approx. In 2009-2010 NHPC made a profit after tax of Rs2090 crores . A increase of 94% than the previous year profit of 1050 crores. NHPC is among the top ten companies in India in terms of investment. Department of Public Enterprise, Govt. of India recently conferred prestigious Miniratna status to NHPC.

Initially, on incorporation, NHPC took over the execution of Salal Stage-I, Bairasiul and Loktak Hydro-electric Projects from Central Hydroelectric Projects Control Board. Since then, it has executed 14 projects with an installed capacity of 5295 MW on ownership basis including projects taken up in joint venture. NHPC has also executed 5 projects with an installed capacity of 89.35 MW on turnkey basis. Two of these projects have been commissioned in neighbouring countries i.e. Nepal and Bhutan at a capacity of 14.1 & 60 MW.

On-going work

Presently NHPC is engaged in the construction of 10 projects aggregating to a total installed capacity of 4502 MW . NHPC has planned to add 5322 MW during 11th Plan period. 12 projects of 9651 MW are awaiting clearances/Govt. approval for their implementation. Detailed Projects report or Feasibility Report are being prepared for 7 projects of 5755 MW.

Since its inception in 1975, NHPC has grown to become one of the largest organizations in the field of hydro power development in the country. With its present capabilities, NHPC can undertake all activities from concept to commissioning of hydroelectric projects.

Hydro Power Stations

Total - 5295 MW

S.no.	Power Plant	State	Commissioned Capacity (MW)	year of commission
1	Baira siul	Himachal Pradesh	180	1981
2	Loktak	Manipur	105	1983
3	Salal-I	Jammu & Kashmir	345	1987
4	Tanakpur	Uttarakhand	120	1992
5	Chamera-I	Himachal Pradesh	540	1994
6	Salal-II	Jammu & Kashmir	345	1996
7	Uri-I	Jammu & Kashmir	480	1997
8	Rangit	Sikkim	60	1999
9	Chamera-II	Himachal Pradesh	300	2004
10	Indira Sagar	Madhya Pradesh	1000	2005
11	Dhauliganga-I	Uttarakhand	280	2005
12	Dul Hasti	Jammu & Kashmir	390	2007
13	Omkareshwar	Madhya Pradesh	520	2007
14	Teesta-V	Sikkim	510	2008
15	Sewa-II	Jammu & Kashmir	120	2010

Hydro Power Stations Under construction

Total - 4502 MW

S.no.	Power Plant	State	Total Capacity (MW)	Completion Schedule
1	Kishenganga	Jammu & Kashmir	330	2016
2	Teesta Low Dam-III	West Bengal	1320	2011
3	Parbati-II	Himachal Pradesh	800	2013
4	Subansiri (Lower)	Assam	2000	2012
5	Chamera-III	Himachal Pradesh	231	2010
6	Teesta Low Dam-IV	West Bengal	160	2011
7	Parbati-III	Himachal Pradesh	520	2010
8	Nimmo-Bazgo	Jammu & Kashmir	45	2010
9	Chutak	Jammu & Kashmir	44	2011
10	Uri-II	Jammu & Kashmir	240	2011

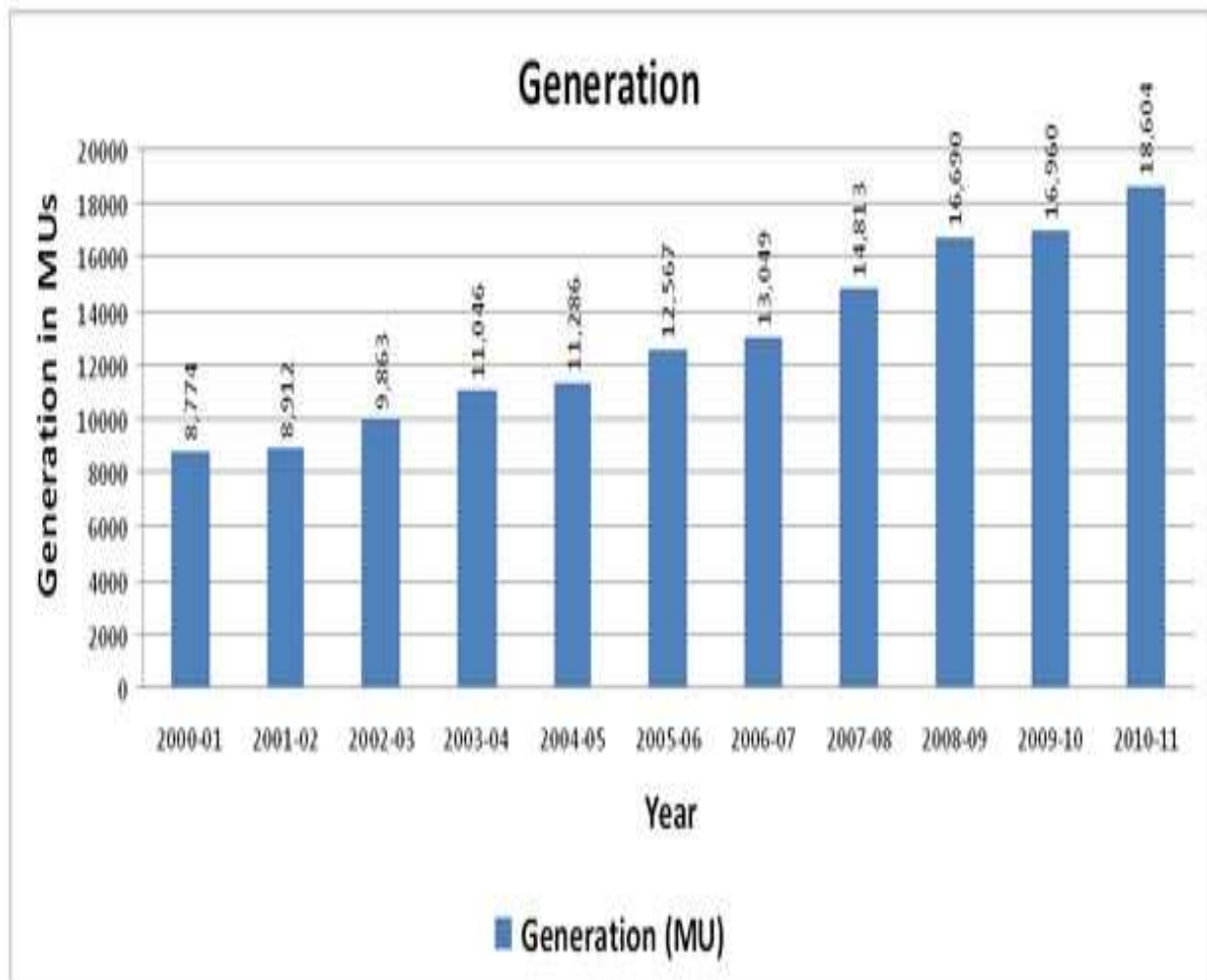
Hydro Power Stations constructed on Deposit/Turnkey Basis

Total - 89.3 MW

S.no.	Power Plant	Country/State	Total Capacity (MW)	Year of Commissioning
1	Devighat	Nepal	14.1	1984
2	Kurichu	Bhutan	60	2002
3	Kalpong	Andaman and Nicobar Islands	5.25	2001
4	Sippi	Arunachal Pradesh	4	2007
5	Kambang	Arunachal Pradesh	6	2008

During the financial year 2010-2011 , NHPC Power Stations achieved the highest ever generation of 18604 MU.

GENERATION



During the period 2010-2011 , NHPC had a sales turnover of 4046.59 crore with a Net Profit of 2166.67 crore.

SALES Vs PROFIT



Presently NHPC is engaged in the construction of 10 projects aggregating to a total installed capacity of 4502 MW. NHPC has added 1970 MW during the 10th Plan period and planned to add 2230 MW during 11th Plan period. 12 projects of 9651 MW are awaiting clearances/Govt. approval for their implementation. Detailed Projects report are being prepared for 7 projects of 2485 MW.

Since its inception in 1975, NHPC has grown to become one of the largest organisation in the field of hydro power development in the country. With its present capabilities, NHPC can undertake all activities from concept to commissioning of Hydroelectric Projects.

2. INTRODUCTION OF BAIRA SIUL POWER STATION

It is located in the Chamba District of Himachal Pradesh at a distance of 135 kms from Pathankot, which is the nearest broad-gauge railhead. It utilizes the combined flow of three tributaries of River Ravi, viz. Baira, Siul and Bhaledh rivers. It has been designed to generate 750 Million Units of energy in a 90% dependable year. Beneficiary States are Himachal Pradesh, Punjab, Haryana and Delhi.

The scheme consists of a 53m high earth and rockfill dam across the Baira River. The dam diverts the water of the Baira and Bhaledh rivers through the intake structure to the main headrace tunnel. The water flows through a 7.63 km long horse-shoe shaped Head Race Tunnel and a 100 m deep, 3.0 m dia drop shaft to the 3 penstocks, each 2.75 m in diameter, a surface power house with three Francis type generating units of 60 MW each. The Power Station was commissioned in the year 1981. The power generated is evacuated through a 96 km long, 220 KV double circuit transmission line in to Northern Grid

Baira Siul Power Station is a major step towards harnessing hydroelectric potential in Himachal Pradesh. It envisages utilization of the combined inflow of three tributaries of the Ravi river, namely Baira, Siul and Bhaledh for generation of power on run-of-the-river basis. The installed capacity is 180 MW (3 x 60 MW). The annual designed energy from the project is 779.28 MU's in a 90% dependable year with 95% availability of installed capacity.

The project headquarter is at Surangani. The construction of the project was undertaken by the Central Government under the erstwhile Ministry of Irrigation and Power in 1970-71. The project was taken over by the National Hydroelectric Power Corporation on 20/01/1978. Units I, II and III were commissioned on 18/05/1980, 19/05/1980 and 13/09/1981 respectively. The commercial production started on 01/04/1982.

Salient Feature	
Location	Distt. Chamba, Himachal Pradesh
Approach	Nearest Rail Head - Pathankot
Capacity	180 MW (3 x 60 MW)
Annual Generation	779.28 million units (90% dependable year)
Project Cost	Rs. 142.5 Crore (Jan '81 price level)
Beneficiary States	H.P., Punjab, Haryana & Delhi
Year of Commissioning/Completion Schedule	1981

VISION & MISSION

VISION

- A world class, diversified & transnational organization for sustainable development of hydro power and water resources with strong environment conscience.

MISSION

- To achieve international standards of excellence in all aspects of hydro power and diversified business.
- To execute and operate projects in a cost effective, environment friendly and socio-economically responsive manner.
- To foster competent trained and multi-disciplinary human capital.
- To continually develop state-of-the-art technologies through innovative R&D and adopt best practices.
- To adopt the best practices of corporate governance and institutionalize value based management for a strong corporate identity.
- To maximize creation of wealth through generation of internal funds and effective management of resources.

3. LITERATURE REVIEW ON PERFORMANCE APPRAISAL

Bendick, M., Egan, M. & Lofhjelm, S. (2001). *HR performance appraisal system*, Vol. 24 No. 2, pp. 10-25.

This article's focus on the US workplace. Organizations can benefit from performance appraisal offering diversity training to employees. That is, training employees to respect others and not to act in a discriminatory manner towards fellow employees.

McGregor, L. (2000). *Career Development International*. Vol. 5 No. 4/5, pp. 244-249. This article presents two models of mentoring. The traditional view of mentoring is facilitated mentoring where the more experienced person (mentor) acts as a role model for the less experienced person (mentee). Another approach is also offered – guided learning. A more experienced co-worker uses guided learning to teach a less experienced worker new skills.

Taylor, W. (2005). *The Age, My Career Section*, p. 11, 26/11/2005.

This paper outlines the experiences of two executive women in developing an internal mentoring program. The experiences demonstrate that the mentoring relationship not only benefits the mentees but also the mentor

While the increased demand for executive coaching in the marketplace has opened up, the increasing number of coaches of every type, training, and perspective has also grown (Brotman et al., 1998; Joo, 2005; Kampa-Kokesh, & Anderson, 2001; Wasylyshyn, 2003). It is surprising that with the increased use of executive coaching and the rising number of coaches, there has not been a professional association formed to develop and monitor the standards, requirements, and competency validation solely for executive coaches (Brotman et al., 1998; ICF, 2006; Wasylyshyn, 2003). This need has brought reactions from executives, coaches, and clients who suggest standardized methods.

Executives have recognized the significance of executive coaching in their professional performance, both personally and organizationally (Effron et al., 2005; Joo, 2005; Kampa-Kokesh, & Anderson, 2001; Turner, 2006; Wasylyshyn, 2003). During the beginning years of executive coaching, it was seen as an executive crutch to assist non-performers. Today, executive coaching is looked upon as a necessary tool and in some cases reserved only for senior executives (Joo, 2005; Kampa-Kokesh, & Anderson, 2001; Stevens, 2005; Turner, 2006; Wasylyshyn, 2003). One reason for the about face attitude could be the value executive coaching brings as a "time-out" break, from the unyielding demands of the corporate world, for inner-thought, assessment, positive criticism, and a co-development of strategies (Bacon & Spear, 2003; Brotman et al., 1998; Joo, 2005; Kampa-Kokesh & Anderson, 2001; Kilburg, 1996a; Orenstein, 2002; Stevens, 2005; Turner, 2006; Wasylyshyn, 2003).

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One of the premier uses of executive coaching is to deliver "just-in-time" strategies for increasing one's personal performance and effectiveness by transforming weaknesses into strengths (Bacon & Spear, 2003; Kampa-Kokesh, & Anderson, 2001; Kilburg, 1996a; Orenstein, 2002; Wasylyshyn, 2003). Due to this increase in personal ROI, corporate America is enamored with executive coaching and the benefits it has brought in recent years (Bacon & Spear, 2003).

With many corporate incomes decreasing over the past few years, corporations have reevaluated their training and development practices, to include the use of external sources (Joo, 2005; Kampa-Kokesh, & Anderson, 2001; Turner, 2006; Wasylyshyn, 2003). As a result, executive coaching focuses on ensuring alignment with corporate strategy (Bluckert, 2005b; Brotman et al., 1998; Edwards, 2003; Levinson, 1996; Joo, 2005; Orenstein, 2006; Peterson, 1996; Saporito, 1996; Turner, 2006). In this changing corporate setting, executive coaching must be used in a laser-focused manner, rather than a liberally used improvised solution (Orenstein, 2006). Those corporations who have identified the need and usefulness of executive coaching have created an inner coaching environment to facilitate coaching through internal coaches (Turner, 2006).

It is in the new corporate coaching culture of companies employing their own coaches (internal) where the chemistry of the coaching relationship takes a back seat to replicable measures in the coaching protocol (Joo, 2005; Kampa-Kokesh & Anderson, 2001; Stevens, 2005; Turner, 2006; Wasylyshyn, 2003). The internal coach, unfortunately, finds him or herself in a dilemma of possibly losing one of his most prized outcomes, which is, assisting clients to become masters of change management (Wasylyshyn, 2003). Another downturn of this "commoditization" of executive coaching is to put a limit on the use of coaching, and to what extent, documenting the benchmarks, stages, and action steps. Doing so, realistically, diminishes the coaching process to a cookie cutter approach including a preset number of sessions and strategies rather than a co-developed strategic plan developed over the course of an ongoing relationship. (Joo, 2005; Kampa-Kokesh & Anderson, 2001; Turner, 2006; Wasylyshyn, 2003).

PERFORMANCE MANAGEMENT SYSTEM IN NHPC

4. PERFORMANCE MANAGEMENT SYSTEM IN NHPC

E-MAP (Moving Ahead through Performance) is the Performance Management System which is followed in NHPC. This system was introduced in the year 2007-08.

E-MAP aims at creating alignment of your goals with those of the company and enables you to effectively manage performance- for yourself and your team.

This system covers Frontline Executives and Middle level Executives of NHPC. Frontline Executives fall in the category from Engineer to Manager (E1-E4) and Middle level Executive starts from Senior Manager to Additional General Manager (E5-E7).

As a trial measure, in the year 2006-07 MAP was filled manually, i.e. it was not e-Enabled. From year 2007-08 it was switched over to e-Enabled. Upto year 2005, performance appraisal of an individual was filled in the form of Annual Confidential Report (ACR).

The features of MAP have been designed to reduce subjectivity and individual biasness that may impact the effectiveness of a performance management system.

The system is divided into two parts:

Part A: Key Result Area (KRA's)

Part B: Skill/ Competency Assessment

THE MAP LOGO

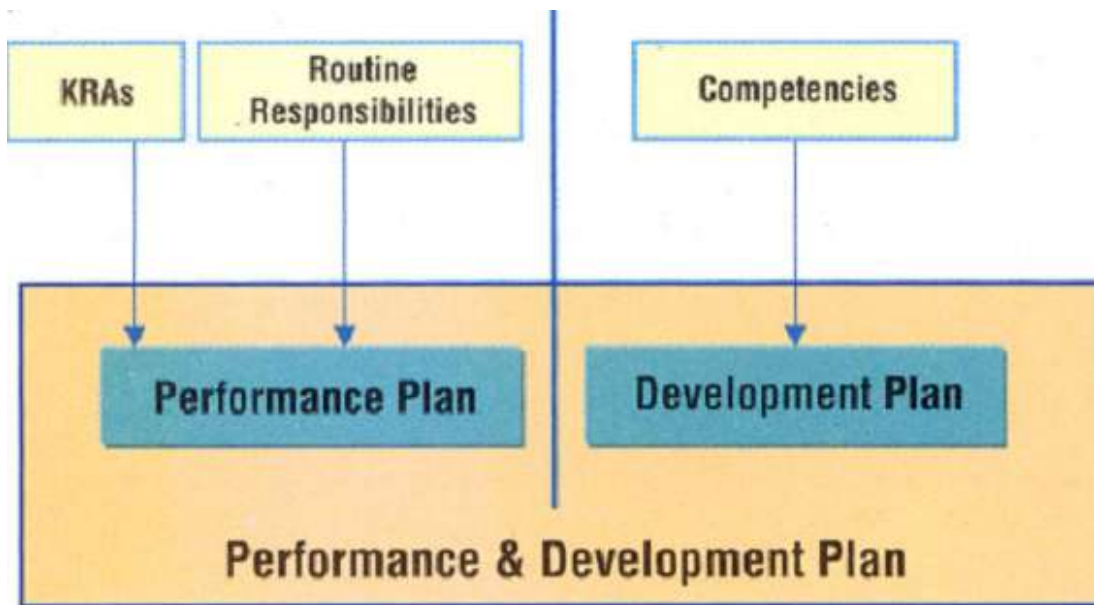


The Map logo represents:

- Excellence
- Focus on people at the center of the system
- Sharp growth through performance
- Alignment
- Measurement

Definition of Performance

- Definition of Performance in MAP is based upon Key Result Areas or KRAs and Routine Responsibilities.
- ~ KRAs are "critical outcomes towards which effort is directed to achieve desired business results."
- ~ Routine Responsibilities are "significant on-going tasks or outcomes that are undertaken or delivered on a day-to-day basis."



- Unique Role and Responsibility (URR) templates provide the KRAs, relative weight of KRAs and Routine Responsibilities, the Competencies and their required Proficiency Levels for a role. The URR Template in MAP helps deliver consistency and clarity on expected performance measures to Appraisees and Appraisers alike.
- MAP allows the Appraisee to define the performance measures applicable to the Appraisee's situation using a combination of KRAs and Routine Responsibilities.
- The achievement against targets set for each of these will together constitute the Appraisee's Performance Plan in the Performance Cycle or Period.

a. MAP PERFORMANCE CYCLE

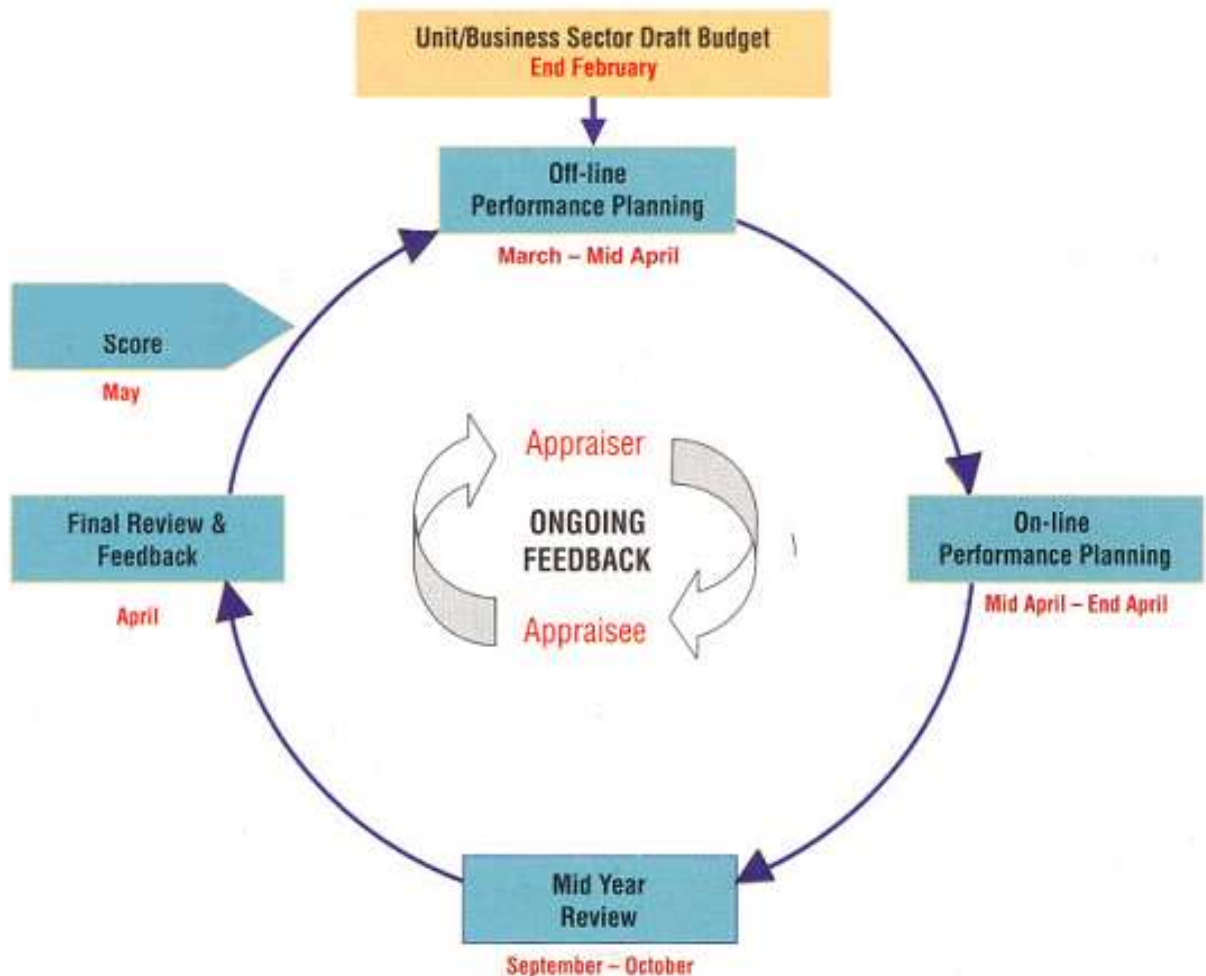
Performance Cycle at a Glance

A Performance Cycle refers to the year for which your performance is being evaluated. The Performance Cycle of MAP is one year coinciding with NHPC financial year.

MAP follows an April to March cycle and consists of three key phases:

1. Performance and Development Planning
2. Mid Year Review
3. Final Review

The figure below provides an overview of the Performance Cycle with key dates for each phase.



PERFORMANCE AND DEVELOPMENT PLANNING

Performance Planning Phase of MAP is initiated in the month of March upon the finalization of the draft budget for NHPC. The targets finalized for the Unit, Product Group, Department and consequently the Section will serve as the starting point for an individual to do his Performance Planning.

BALANCED SCORE CARD (BSC)

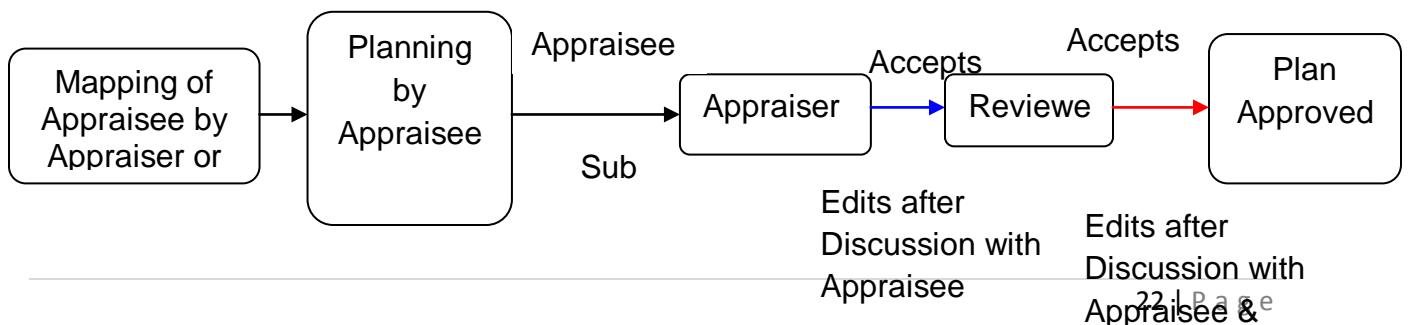
The Balanced Score Card of the company is prepared at the company level at the beginning of the year based on the Strategic Plan as well as the MOU and Budget targets decided for the year.

Based on this, the Balanced Scorecards are also prepared for the following levels:

- Unit Head Level
- Product Group / Function Head Level
- Department Head Level
- Section Head Level

The Strategic Objectives of the Company / Unit / Product Group (PG) / Deptt. / Section for a given financial year is outlined in the Balanced Scorecard prepared for that Level. Although the Balanced Scorecard is prepared outside MAP, it is critical for the success of the system. The individual Performance Plans are derived from the Section Level BSC which will derive its strategic objectives and targets from the Department/ NC/ Unit and Company level BSCs through a process of cascading, thus ensuring proper alignment between the objectives /targets flowing from top to bottom.

Workflow of Performance Planning Phase:



Creating the Performance & Development Plan (P&DP)

The Performance Plan of an individual essentially consists of one section – KRAs. This is the essential component of any Performance Plan and the individual is expected to fill in this section adhering to all guidelines in order to be able to submit his plan to his Appraiser.

1. Selecting the KRAs

The Appraisee will select relevant KRAs from the KRA Master of his function (i.e. the function to which he has been mapped). A minimum of six and a maximum of fifteen KRAs can be selected. (max. 15 from own KRA Master; 5 optional which can be taken from KRA Masters of other functions so as to ensure that the total no. of KRAs per plan does not exceed 15).

2. Target Setting and Action Plans for KRAs

For each KRA, 5 levels of performance must be defined by the Appraisee that quantify the extent of achievement in a given timeframe (L5 being the best and L1 being the lowest level of performance)

Along with these, the Appraisee will develop an Action Plan consisting of specific steps required to achieve the target for each KRA.

3. Assigning Weightage

The Appraisee will propose weightages between 5% and 25% for each KRA. The total weightage for KRA (C) should be equal to or more than the Minimum Weightage for KRA(C) prescribed for the relevant URR to which the individual has been mapped. The total of all KRA weightages should add up to 100%. Maximum limit of weightages have been suggested for all KRAs across all functions for all the categories of URRs. Executives while assigning weightages to the KRAs selected by them in their plan cannot exceed the maximum permissible weightages specified against each KRA. This is ensured through inbuilt system checks.

The P&DP is now ready for submission.

Obtain Appraiser's and Reviewer's Sign-off

After creating his P&DP, the Appraisee will submit his plan to his Appraiser. If the Appraiser wishes to modify the plan, he will discuss the same with the Appraisee and make the necessary modifications. Thereafter, the Appraiser will forward the Performance Plan to the Reviewer for final sign-off. In case the Reviewer wishes to modify the plan, he can make the required modifications in the Plan after discussing with the Appraisee and Reviewee and then grant final approval.

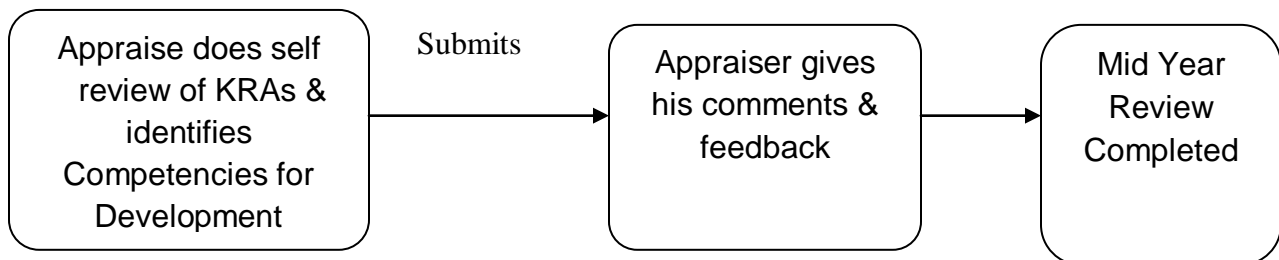
MID YEAR REVIEW

Mid Year Review is an interactive feedback session between the Appraisee and Appraiser, conducted during the month of October for the half-year ended September 30. It is a mid-cycle process for reviewing and tracking achievements thus reducing the scope for year-end surprises.

The Mid Year Review does not result in a performance score and will be treated as a 'course correction mechanism' wherein the Appraiser guides the Appraisee on whether the Appraisee is on track to achieve the Performance and Development Plan finalised in April. The Appraisee is able to incorporate these inputs to ensure achievement.

Mid Year Review begins with the Appraisees' Self-Appraisal. In his self-appraisal, the Appraisee will comment on his/ her current level of achievement on KRAs, which will then be discussed with the Appraiser for his feedback and inputs. During this phase, the Appraisee also identifies both behavioral and functional competencies for his Development.

Mid Year Review Process



Creating the Development Plan using "Competencies and Development Plan Section"

Development Planning in MAP focuses on building Individual Capability using Competencies. From the list of Functional & Behavioral Competencies identified for the function, the Appraisee will identify a minimum of one and maximum of three competencies during this Phase. These will be taken as training requirement which will be met in the following year. The urgent functional competencies will be arranged internally by the department.

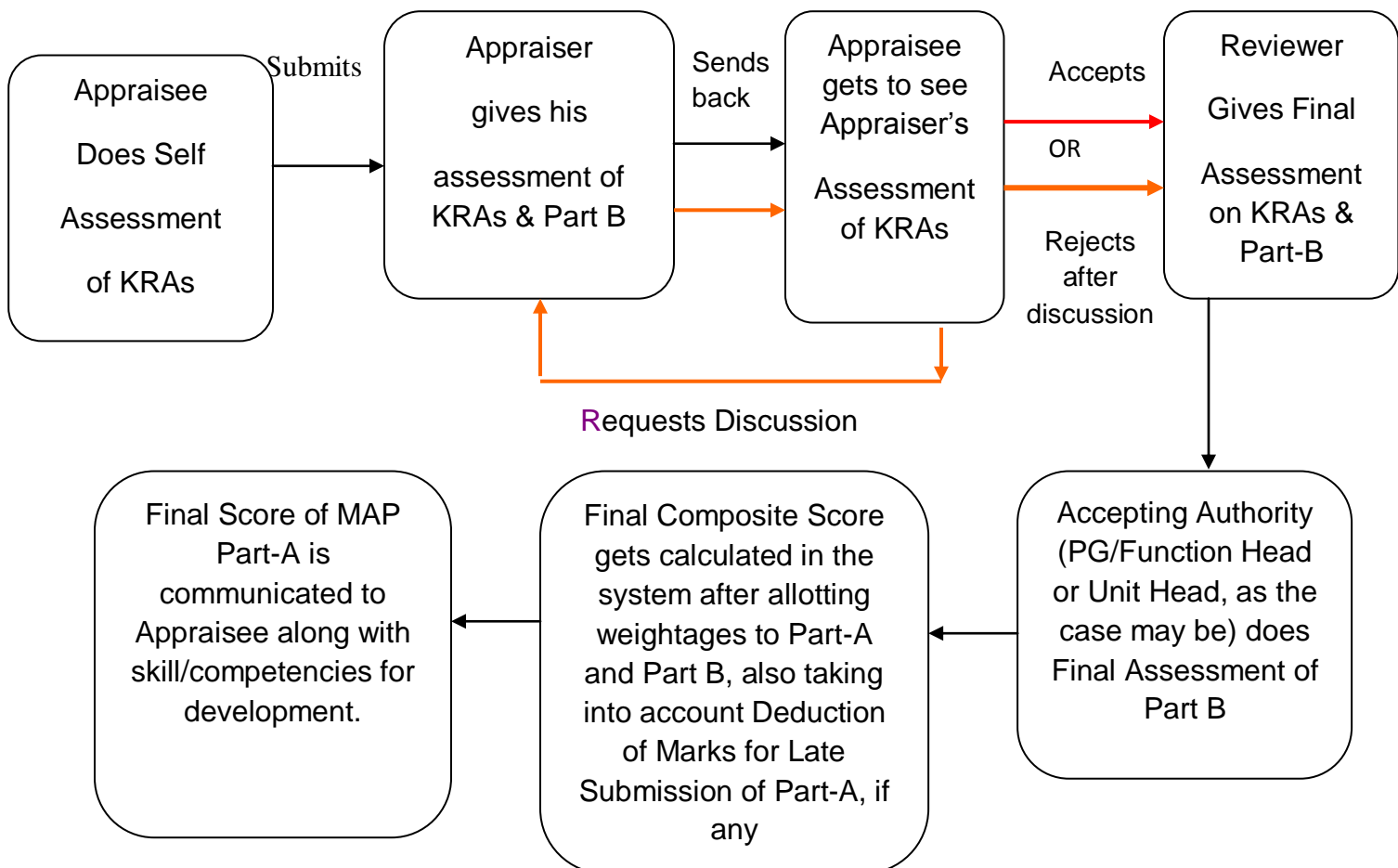
Documentation of the Performance Discussion & completing the Competency Section concludes the Mid-Year Review Phase of MAP.

FINAL REVIEW

The Final Review Phase will begin with the Appraisees' self-appraisal wherein he/she gives the assessment of Target Achievement on each KRA defined in the Performance Plan (Part-A).

The Appraiser will review the outcomes of self-appraisal and give his own assessment of the achievement of the targets in the performance plan for each KRA. In addition, he will also give his assessment on the Skills/ Competencies defined in Part B.

Final Review Process



After appraisal by Appraiser, the plan will come back to the Appraisee for his acceptance of the assessment done for KRAs (the assessment of Part B will not be visible to the Appraisee). If the Appraisee feels that his Appraisers' Assessment is correct, he can 'Accept' and forward it to his Reviewer. However, in case of any issues regarding the assessment, the Appraisee can request for a "Discussion" with his Appraiser. After the discussion, the Appraiser will finalize his assessment and send it back to the Appraisee. The Appraisee at this stage can either 'Accept' the assessment or 'Reject' it. In either case the plan will go to the Reviewer with the appropriate message for his final assessment.

The Reviewer will then give his assessment on the KRAs which will form the basis for calculation of the Consolidated Score of MAP for the individual. He will also give his assessment on the Skills/Competencies specified in Part B.

Thereafter, Part-B alone will travel forward to the Accepting Authority for his final assessment. Once this stage is complete, the Composite Score will get calculated in the system.

The Final Performance Score of MAP (Part-A) will be visible to the Appraisee on his dashboard under the link 'Final Review'. Also visible will be those Competencies of Part B in which he has been given a final score of '2' or less on a five point scale.

The feedback during Mid Year Review will be taken into account to significantly add value to the Final Review. The Appraisee's self-appraisal will not directly contribute to the Performance Score but will be viewed as the Appraisee's opportunity to share his/her perspective on his performance.

Feedback and Coaching by Appraiser will be a key component of the Final Review as this serves as an important input into the next cycle's Plan.

TOOLS OF MAP

The following tools are used in the MAP:

1. Rating Scales.
2. Competencies and development plan.

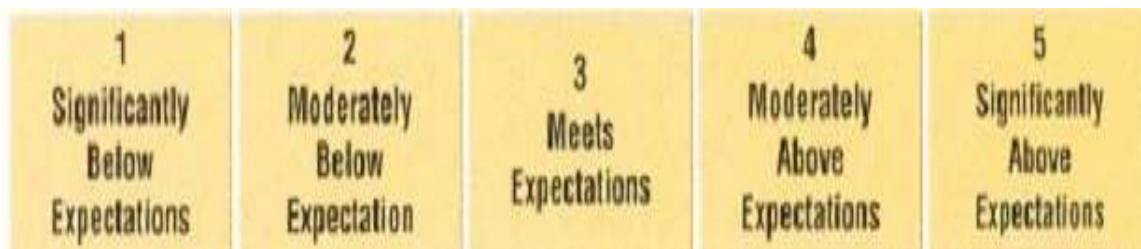
1. RATING SCALES

Performance defined in MAP will be evaluated using 5-point Rating Scales. These Rating Scales will be used to assess the extent of accomplishment on KRA Targets, Routine Responsibilities and Competencies.

One common scale will be used for assessing accomplishment on KRAs and Routine Responsibilities, while another scale will be used for assessing accomplishment on Competencies.

Rating KRAs and Routine Responsibilities

KRAs and Routine Responsibilities have a 5-point scale where each rating has been articulated and explained.



Rating Competencies

The 5-point Rating Scale for Competencies is different from the one used for KRAs and Routine Responsibilities.

The Appraisee will be evaluated on all Competencies in the URR using the Competency Scale.

Each Rating on the scale has been articulated to describe the extent to which an Appraisee has displayed the behaviors described in the required Proficiency Level of the Competency.

Based upon the behaviors observed, the Rating that best describes the set of displayed behaviors is chosen as the Rating on that Competency.

2. COMPETENCIES AND DEVELOPMENT PLAN

Competencies

Competencies are skills and abilities described in terms of behaviors that are coachable, observable, measurable and critical to individual performance skills.

Competencies form the foundation of “what” capabilities are required for the successful execution of roles and responsibilities, thereby driving functional, unit and organization performance.

Competencies have been classified into two:

- a. Behavioral – Are Competencies that define behaviors or attitudes required for performing certain jobs.
- b. Functional / Technical – Competencies which relate to knowledge and skill required for performing the job are called technical /functional competencies.

Accordingly, there are two sets of Competency Masters in MAP:

- a. Behavioral Competency Master**
- b. Functional Competency Master**

The ‘Behavioral’ Competency Master comprises a list of 18 competencies which are common for all Functions.

The ‘Functional’ Competency Master comprises Function-wise list of Competencies pertaining to each function.

Development Plan

The Development Plan Module has been provided with the Mid Year Review Phase when the individuals will identify their development needs for the next year from the two sets of Competency Masters. The unit HRDC/HRDI will take inputs from this module to organize group training programmes in the subsequent year. Training needs which need to be fulfilled immediately can be arranged for by the concerned departments.

The Appraisee will be required to select a minimum of one Competency from each of the two Masters, and a maximum of three Competencies from both Masters put together. These would be competencies which the individual would like to develop/ improve upon for better performance on the job.

BEHAVIOURAL COMPETENCIES OF MAP

1. Planning and Organizing
2. Initiative
3. Commitment to Quality
4. Creativity and Innovation
5. Interpersonal Relations
6. Cost Consciousness
7. Strategic Thinking
8. Customer Focus
9. Decision Making
10. Risk Taking
11. People Capability
12. Analytical Ability
13. Communication Skills
14. Teamwork
15. Achievement Orientation
16. Negotiation Skills
17. Problem Solving
18. Knowledge of Business Environment

FEEDBACK AND COACHING

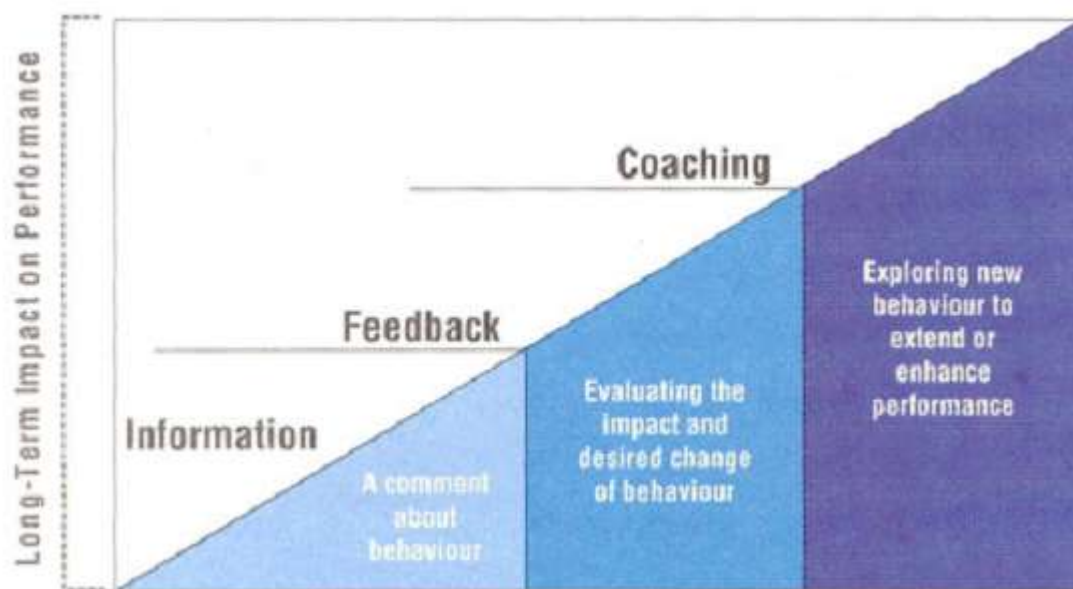
The process of continuous Feedback and Coaching is an inherent and critical part of MAP.

The Mid Year and Final Reviews are specifically focused on Feedback and Coaching and hence require the Appraisee and the Appraiser to have a formal feedback session.

For Feedback and Coaching to be truly effective, it should be provided and received on an on-going basis. When used effectively, Feedback & Coaching is a powerful means of positively impacting performance.

Feedback and Coaching helps an Appraiser in both obtaining information and providing inputs on how an Appraisee is performing and whether or not he / she is headed in the right direction. It is also an opportunity for the Appraisee to solicit resources and help that may be required for enhancing his/ her own performance.

Most people are comfortable in providing positive feedback. However, they are hesitant to initiate a conversation that involves sharing of negative or unpleasant performance-related information. Such hesitation needs to be overcome, considering the importance of feedback in correcting the performance level of the Appraisee, and the consequent benefit to the Appraisee's career.



Coaching Impacts Performance

Feedback is of various types:

- Positive feedback
- Corrective feedback
- Feedback focused on identifying obstacles to performance
- Feedback for the purpose of sharing information etc.

Part B- SKILL/ COMPETENCY ASSESSMENT

The **Objective** of Part B is to assess the Skills/ Competencies possessed by individuals and factor in this assessment for the purpose of Promotion decisions.

There are two sets of Skills/ Competencies mapped to different levels of executives as follows:

E1A to E5 Skill/ Competency Set-1

E6 & E7 Skill/ Competency Set- 2

The weighted average score of Part-A and Part-B will give the Composite Score of the individual for that year which will be reckoned for promotion purposes only. The following weightages operate between Part-A (kRAs) and Part-B (Skills and Competencies) while calculating the Composite Score:

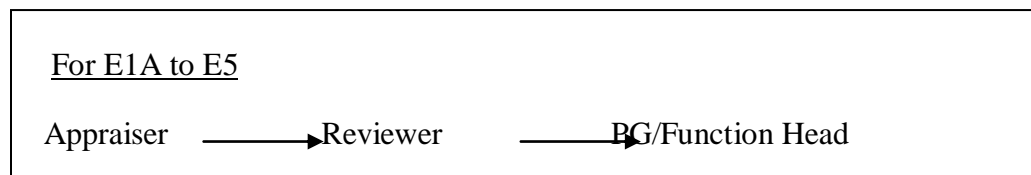
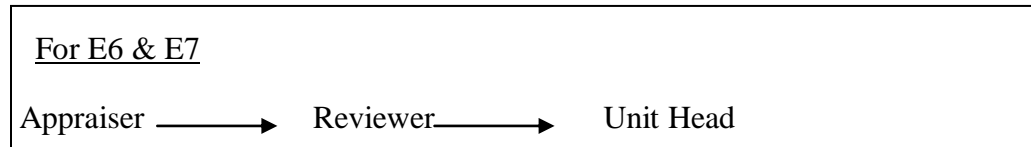
EXECUTIVE BAND	WEIGHTAGE OF PART-A (KRAs of e-MAP)	WEIGHTAGE OF PART-B (Skills/ Competencies)
E1A to E3	80%	20%
E4 & E5	70%	30%
E6 & E7	50%	50%

The following formula is used to arrive at the Composite Score:

$$(\text{Score of Part-A} * \text{Weightage of Part-A}) + (\text{Score of Part-B} * \text{Weightage of Part-B})$$

The **Score of 'Part-A'** will constitute the **'Performance Score'** of the individual for the year whereas the **weighted average Score of 'Part-A' and 'Part-B'** will constitute **'Composite Score'** of the individual for the year.

The Authorities for Assessment of Part-B for various levels of executives are:



Unlike Part- A, there is **NO** 'Self Assessment' of Part-B by the Appraisee and the score of Part-B as also the Composite Performance Score of Part-A and Part-B will not be shared with the Appraisee. The ratings will be given on a scale of 1-5. 5 being the best and 1 being the worst. Any Competency getting a rating of 1 or 2 will be displayed to the Appraisee as an area for development.

LIST OF SKILLS/COMPETENCIES TO BE ASSESSED FOR EXECUTIVES

IN GRADES E1A TO E5

(On a scale of 1 to 5 – 5 being the best and 1 the lowest)

SN	SKILLS/ COMPETENCIES
1	Functional / Technical Knowledge: Possesses knowledge related to function, understands and appropriately applies technical ability related to functional / technical expertise.
2	Leadership: Motivates & develops individuals. Encourages team members in decision making.
3	Interpersonal Relations & Team playing: Sensitive to the needs and problems of others. Collaborates with colleagues to seek solutions that are beneficial to the team. Supports others' contribution and helps in achievement of teams' goals.
4	Analytical ability: Displays the ability to analyse information and draw logical conclusions.
5	Openness to continuous learning: Assesses and recognizes own strengths and weaknesses; pursues self-development.
6	Communication: Displays skill to give and receive instructions accurately; has ability to present issues lucidly and share information with all concerned.
7	Initiative & Resourcefulness: Able to act effectively / imaginatively to accomplish mission ; takes initiative to solve problems/ improve processes.
8	Achievement / Result orientation: Displays zeal to achieve by aggressively and passionately pursuing targets which have a standard of excellence.

9	Sense of Responsibility / Tenacity: Meets targets; shoulders responsibility; minimal follow-up required.
10	Quality of work: Displays thoroughness, accuracy and general excellence of output ; produces work free from errors; shows consistency of output under varying conditions.
11	Customer Focus & Service Orientation: Displays ability to strive for success of both internal & external customers through high responsiveness and delivering value.
12	Administrative / Executive ability: Displays ability to objectively view administrative situations and demonstrates courage in enforcing financial and personal discipline; has ability to appraise subordinates objectively.

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12	Administrative / Executive ability: Displays ability to objectively view administrative situations and demonstrates courage in enforcing financial and personal discipline; has ability to appraise subordinates objectively.
13	Decision Making & Flexibility: Displays ability to diagnose and analyse problems and generate effective solutions by taking practical and calculated decisions; is open and flexible when required.
14	Planning & Organising: Displays ability to plan dynamically and implement the same for achieving desired goals.
15	Creativity & Innovation: Develops new insights into situations; encourage new ideas and innovations; solves problems creatively.

LIST OF SKILLS/COMPETENCIES TO BE ASSESSED FOR EXECUTIVES IN GRADES E6 &E7

SN	COMPETENCIES
1	Business Environment Knowledge: Knowledge and understanding of economic, legal, socio-political trends.
2	Profession Specific Knowledge: Knowledge related to profession as a whole. Knowledge which is determined by authority & responsibility of other positions, knowledge of mission, values and standard operating procedures, policies.
3	Making Business Decisions: Use business related data to sport effective and timely business decisions by *Systematically gathering relevant business information *Identifying the strengths and weaknesses of a particular business line *Recognizing opportunities or threats and acting on them rapidly *Using business facts collected in daily decision making.
4	Vision: Develop a vision for the future of the organization by : *Grasping the meaning of trends & interrelationships between the organization and its environment at the local, national and international level *Identifying fundamental values and beliefs to guide the organization into the future.
5	Systematic Thinking: Identifying connections between situations that are not obviously related *using common sense, past experience and basic rules to identify key underlying issues *Generating and testing hunches which may explain complex situations or problems.
6	Networking: To cultivate an informal network which may help to get things done through *Developing contacts with people outside of the immediate work Unit *Using networks as a source of information & support.
7	Organizing Resources: Ensure that all financial, personnel and/or other resources are in place to meet needs by *Identifying and acquiring the resources. *Allocating and utilizing the resources in a timely and cost effective way *Monitoring and controlling all resources required to maintain the efficiency of operations.
8	Inspire People: To generate a sense of purpose for the work done by the organization instilling enthusiasm, loyalty and commitment among team members at all levels of the organization *Inspiring, motivating and guiding others towards organizational goals and objectives *Setting an example for others by behaving in ways that are consistent with espoused beliefs and values and the organization’s vision and direction.
9	Team Player: To contribute to group objectives in a team environment through *Cooperating and

	interacting well with others *Contributing actively and fully to team projects *Working collaboratively as opposed to competitively with others *Acknowledging diverse opinions, addressing relevant concerns and working towards consensual solutions that enhance the output of the team.
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LIST OF VALUES TO BE ASSESSED FOR EXECUTIVES IN
GRADES E1 TO E7

SN.	VALUES
1	Fairness: Decisions are made objectively, free from patronage and reflect the just treatment of employees and applicants.
2	Transparency: There is open communication about every aspect of managerial decisions which concern people.
3	Trust: Trustworthiness leading to confidence *Allow staff the freedom to grow and develop *Relate to others on the basis of mutual respect * Courage to stand by ones convictions.
4	Candour: Frank and forthright *Give and receive constructive criticism/suggestions *openly discuss performance deficiencies and take corrective action *Appreciate good performance *Be consistent in words and deeds *Face up to ones mistakes.
5	Collaboration: Working in tandem * Open in sharing information and in seeking suggestions / opinion * Sensitive to concerns of others * Honouring commitments *Encourage team work across departments / functions.
6	Involvement: Total commitment *Be dedicated and committed to work. *Build commitment by encouraging wide participation in decision making process to the maximum extent possible.
7	Flexibility: Ability to participate and adapt to changing circumstances using sound judgement *Open to accepting new ideas * Willing to learn from anyone and to do things differently *Prepared to operate and adapt to different environments.
8	Willingness to accept challenge: *Be willing to experiment*Allow for freedom to fail, but learn from it too.

9	Discipline: Adherence to accepted norms *Honour promises and adhere to agreed system *Respect for others time and space * Exercise self control.
10	Ethical Behaviour : Demonstrate honesty and sincerity in every action *Apply sound business and professional ethics *Show consistency with principles, values and behaviors.
S.N	GENERIC ATTRIBUTES
1	Leadership Abilities: Demonstrates ability *For guiding collective decision making *For succession planning *Crisis management and *Ability to take risks.
2	Team Building: Demonstrates effectiveness in re-organizing his/her own department *Manage diverse and divergent views and group processes without losing sight of objectives.
3	Ability to build a strategic Vision: *Demonstrates ability to manage change *Focus on long term issues *strategic thinking *Translate vision into goals.
4	Business Sense: *Commitment to bottom line results by enhancing revenue generation by addressing interest of customers and stakeholders *Balancing need for viable short and long term performance *Optimizing unit/organization's contribution while supporting corporate objectives *Spotting and pursuing new business opportunities wherever possible.
5	Communication skills : Communicate ideas and information effectively and market key points effectively through public speaking and presentation * Ability to convert ideas through action plans and ensure acceptability within the organization and performance at Board meetings

RESEARCH METHODOLOGY

The research design in my case was exploratory research design, which is also known Formulative Research Design.

The main purpose of my study was getting the opinion of people regarding the performance appraisal system and what are the problems which are faced by the appraisees and the appraisers.

The research design in my study was flexible to provide opportunities for considering different aspects of the problem under study.

Types of Data collected:

- Primary: First hand information was received from the employees through questionnaires and personal interviews.
- Secondary: The data from internet was collected to get a better insight and the company's manual.

SIMPLE RANDOM SAMPLING:

Simple random sampling refers to the sampling technique in which each and every item of the population is given equal chance of being included in the sample.

Random sampling is sometimes referred to as REPRESENTATIVE SAMPLING. If the sample is chosen at random and if the sample is sufficiently large, it will represent all groups in the population. A random sample is also known as PROBABILITY SAMPLE because every item of the population has equal opportunity of being selected in the sample.

◆ Sample size:

The sample size of my project is 50.

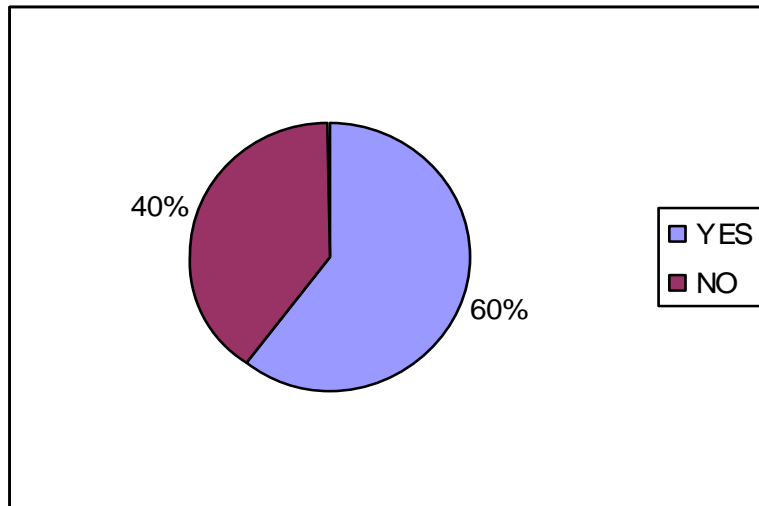
DATA ANALYSIS

1. Are you satisfied with the present performance appraisal system (E-map)?

(a) Yes []

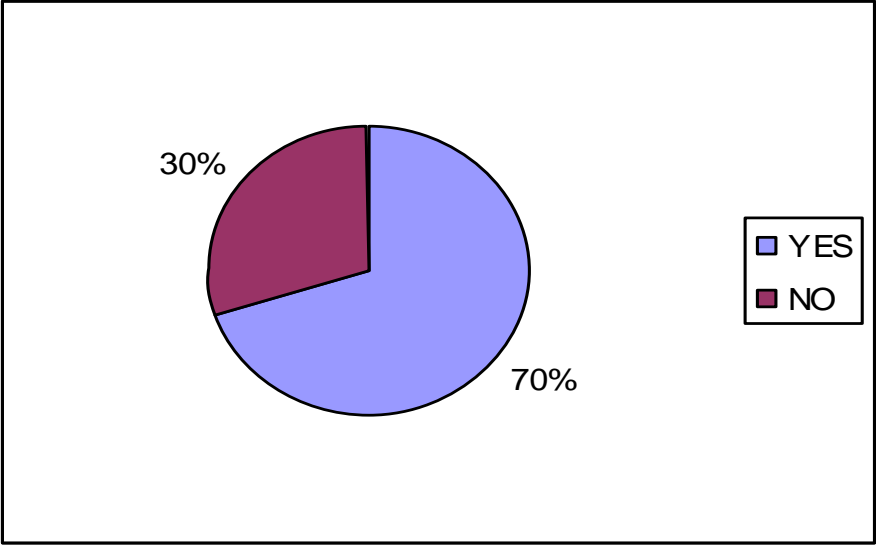
(b) No []

If No, then why



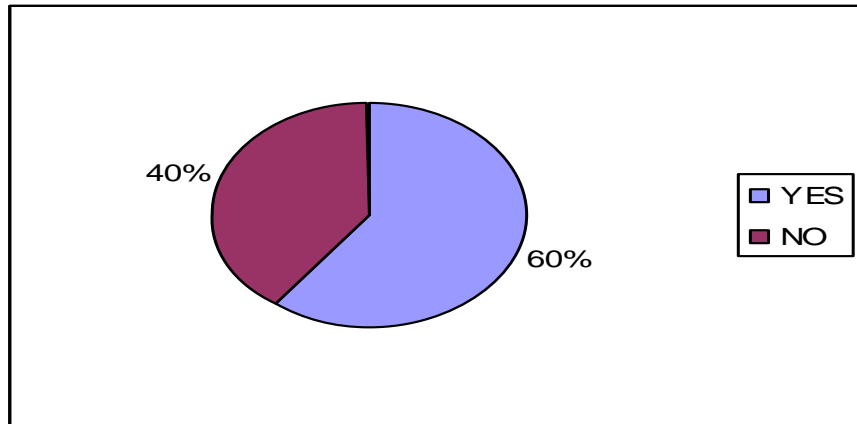
Interpretation: More than half of the employees are satisfied with the present performance appraisal system. The employees who are not satisfied are mainly from E-1 to E-3 level.

2. Do you think the present system is effective / better than the previous appraisal system?
(a) Yes [] (b) No []



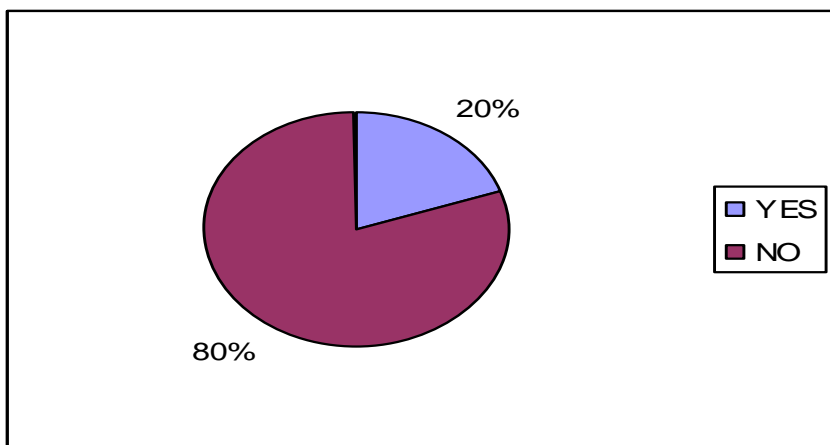
Interpretation: 70% of employees think that the current system (e-Map) is better than the previous system (ACR) because earlier their result was totally confidential and was not known to them.

3. Do you think the e-map system reduces biasness?
(a) Yes [] (b) No []



Interpretation: 60% of the employees think that this system reduces biasness because the KRA evaluation is transparent to each appraisee.

4. As an appraisee do you face any problem while selecting the KRAs?
(a) Yes [] (b) No []

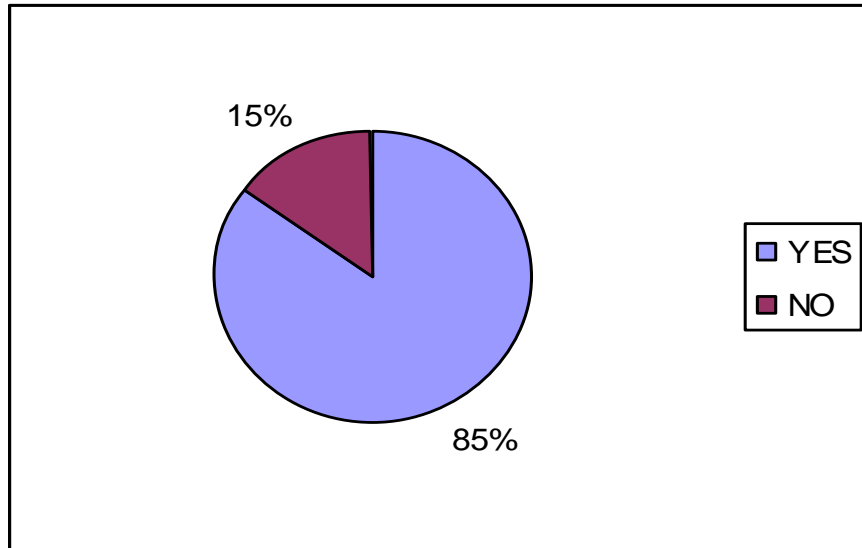


Interpretation: 80% executives have no problem in selecting the KRA's because everything is completely elaborated and they are given choices to choose among many of their caliber.

5. Does your appraiser help you in selecting the KRAs?

(a) Yes []

(b) No []



Interpretation: 85% executives are helped by their appraisers in selecting KRA's. This shows the good inter personal relationship between the appraisee and the appraiser.

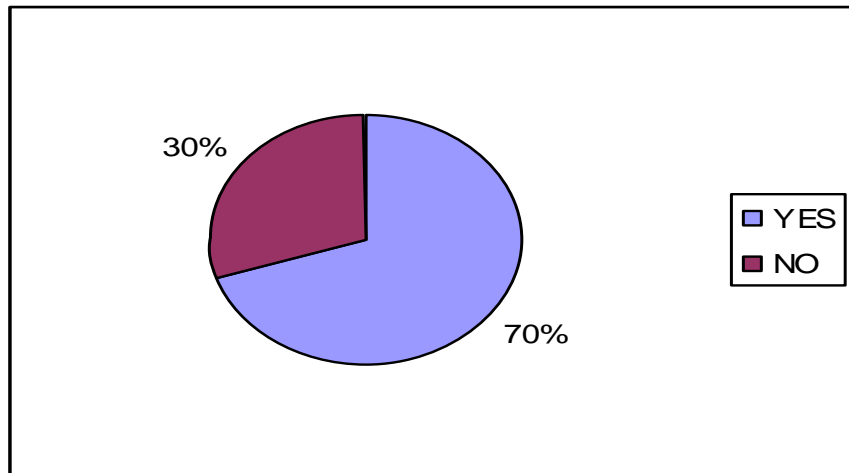
7. Do you think the part B of e-map system should be transparent to an appraisee?
(a) Yes [] (b) No []

Interpretation: More than 65% appraisers feel that part-b should not be transparent to an appraisee as this is the only part through which they can control the performance of their subordinates.

8. Do you get any formal feedback regarding your performance?

(a) Yes []

(b) No []

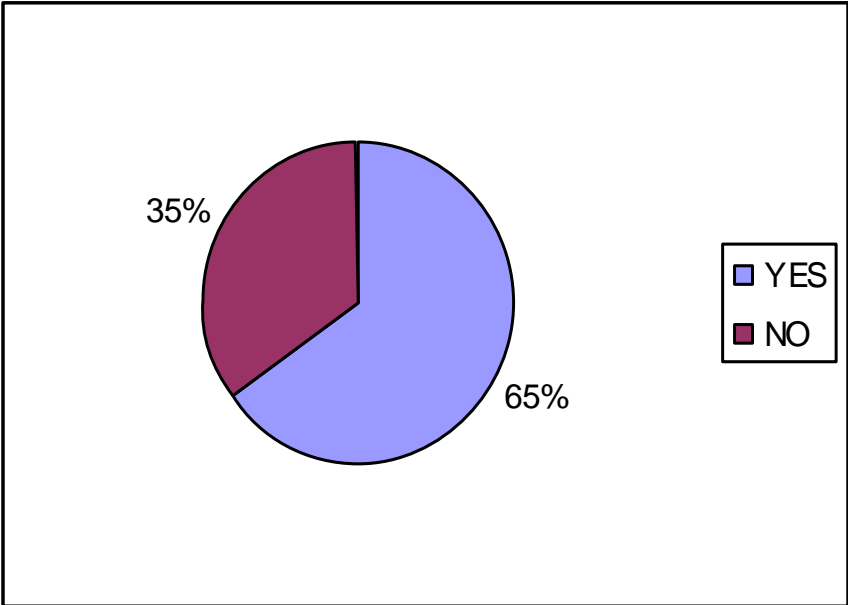


Interpretation: 70% executive says that they get the formal feedback regarding their performance by their superiors regularly while carrying out their work.

10. Do you find these steps effective / useful in your job?

(a) Yes []

(b) No []



Interpretation: 65% executive feels that these steps are useful as they develop their skills and competencies.

RESEARCH FINDINGS

- ◆ Most of the appraisees find problem in selecting their KRA's.
- ◆ Some appraisers don't help their appraisees in selecting the KRA's as they think its not their work.
- ◆ Formal feedback is given by the appraisers on day- to- day basis.
- ◆ Job related training is given to the executives and they think it really helps them in their further growth.
- ◆ Most of the executives are satisfied with the current scenario of performance appraisal as compared to older one.

CONCLUSION

From the research it has been concluded that most of the executives who are not satisfied with the present performance appraisal system are the executives from E1 to E3 level as they think it is quiet complicated. They find problems in selecting their KRA's from the KRA master as there are so many KRA's and they have to select the KRA's which are related to their work. Appraises also want that the score of Part- B of E- Map should be known to them and the basis on which their score is given. But appraisers feel that the score of Part B should not be known to appraises as the think it is the only way by which some how they can control the behavior of the executive. Appraisers don't have any problem with this system as they are quite experienced.

Appraisers give proper feedback to their appraises on day today basis and proper training or challenging tasks are given to improve their performance. mainly the formal training is given at the time of joining the organization but if the employees face any problem later at the time of their job, their superiors help them in resolving their problems at the same time.

But some appraises feel that they are not given proper feedback and even they don't want any feedback as they think that they know their work very well.

SUGGESTIONS

- a. Proper training program should be conducted about the E-Map system for the new trainees.
- b. Whenever there are any changes in the KRA's the executives should be informed about it in advance.
- c. Executives should be know that on what basis they performance is being measured in Part-B as this plays an important role at the time of their promotion.

Some personality development trainings should also be provided apart from mere job oriented training

LIMITATIONS

- ◆ Little co-operations of some person due to conservative mind.
- ◆ Some people have no time to give answer.
- ◆ Sometimes people do not tell truth and fill it just for fun sake.

11. As an appraiser what problem do you face ?

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12. Suggestion as an appraisee

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13. Suggestion as an appraiser

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Name :

Designation :

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THANK YOU