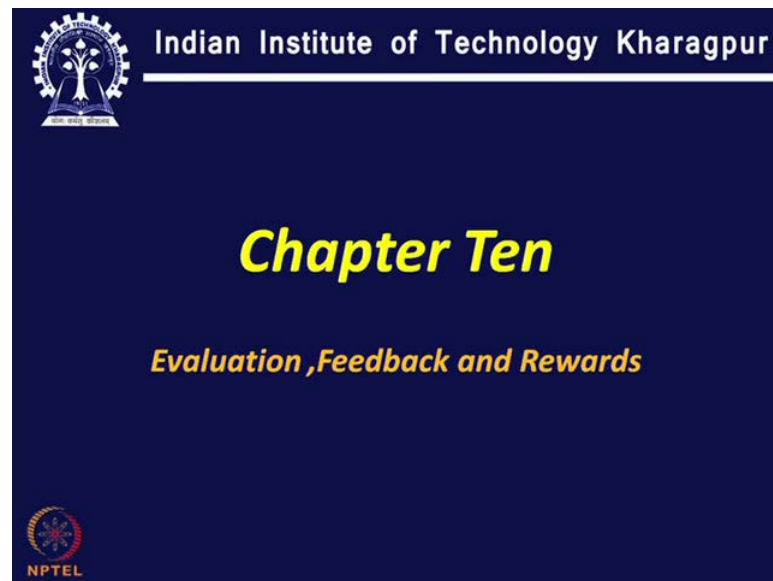


Organizational Behaviour
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Lecture - 17
Evaluation, Feedback and Rewards


Good morning.

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Welcome to the chapter ten of the discussion today, which deals with evaluation, feedback and rewards.

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Objectives:


To develop an understanding of:

- Evaluation of Performance
- Performance Evaluation feedback
- Reinforcement theory
- A model of Individual rewards
- Rewards Affect Organizational concerns
- Innovative reward system




The objective of this chapter is to discuss about the different techniques of performance evaluation, to focus on the performance evaluation feedback, to deal with the reinforcement theory and a model of individual rewards and to see how rewards affect organizational concerns, and to deal with some innovative reward system. So, this whole discussion will be spread through two lectures. Now, in the present lecture, we are going to cover the performance evaluation and the role of feedback for performance evaluation.

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- Organizations use rewards to attract, retain, and motivate people.
- Methods for distributing rewards vary from organization to organization, within the same organization across different levels and according to the nature of rewards.
- Some rewards may be universal or across the board rewards, some rewards may be a function of seniority while others may be related to job performance.



Now, when we are concerned about performance and how it is related with the reward system, we first need to know like why rewards are given in the organization and how it is connected with the performance of individuals, like why these two things evaluation, feedback and rewards are discussed under the same heading. Rewards are given in the organization firstly to motivate employees and attract and retain employees. So, these are the main things like when you see a very attractive reward given in the organization if it is the compensation given. So, it attracts a talent towards the organization. It helps the talent the top performing individuals to remain within the organization. It motivates people also to perform better.

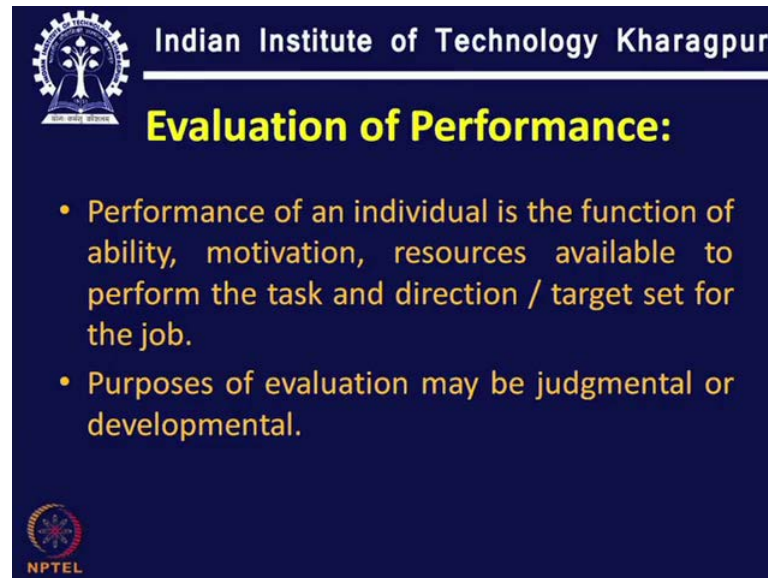
This is we think like reward is for this purpose though questions will deal with questions later on like our all rewards like when you are talking of designing of a proper reward system or reward management techniques, then how far it is like the ways as it is present now, how far it really deals with the performance and increases the performance level of the employees present in the organization.

As far rewards are concerned, rewards the way of giving rewards, it varies from organization to organization. The principle that organizations follow in rewarding employees, it may vary from organization to organization. It may vary from industry to industry and within the same organization, it may vary from the different levels and for the different types of jobs done. Also, like some people have different rewarding techniques like it could be like universal in nature or or it could be related with the functions of seniority or it could be linked with the performance, job performance of the individuals.

So, based on these things, when when this is the purpose of reward and the main purpose of the reward is of course like we want to give reward, why, because we want that the performance of the individual improves. So, we find like these two words, rewards and performance are moving like hand to hand. For that reason, we need to in order to link reward with the performance, we need to have a proper performance evaluation so that we can actually evaluate performance and then get to know like what reward, a proper reward to be connected with the results of the performance evaluation as obtained.

So, based on that as presumption, we are going now to discuss about the performance evaluation and different types of performance evaluation systems and techniques present in the organization.

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Evaluation of Performance:

- Performance of an individual is the function of ability, motivation, resources available to perform the task and direction / target set for the job.
- Purposes of evaluation may be judgmental or developmental.

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Now, when we are talking of performance evaluation, we need to understand what does, what is the nature of performance evaluation and what and what, what are its purpose with what this evaluation is used in the organization. So, when we are talking of what is performance, performance of the individual is the function of ability, motivation, and resources available to perform the task and direction, target set for the job. So, if if you just move through this definition of performance, it is very important to concentrate on the points like the resources available to perform the task and direction, target set for the job specifically resources available to perform the task.

This is because see in in many cases, while while we are talking of performance evaluation, we generally point, we attribute the lack of performance. We attribute the cause to the performer to the person who is being evaluated and without taking into consideration whether that person had got adequate resources help from the organization to or or or whether situations conducive enough for him or her to reach the target set by the organization.

So, when we are defining performance, it is, we have to keep in mind like it is both interaction of the personal factors along with the situational factors. Given contextual

factors in which the job is being performed, that is why, we try to define performance as the combination or or as the function of the ability motivation of the individual along with the resources available for doing the job and the target set for a particular job. Now, when we are talking of performance evaluation, performance evaluation again, purpose of performance evaluation may be of two kinds; one is of which is judgmental in nature and the other which is developmental in nature.

Now, we can we can clearly understand like when you are talking of judgmental in nature and the development in nature, we are looking for two different things from what we expect from the performance evaluation, what, what, what we are looking for when you are doing a performance evaluation.

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Judgmental purposes

- focus on past performance, helping managers evaluate training programs and decide on how rewards should be distributed.
- It provides a basis for reward allocation, identifies high-potential employees, validates the effectiveness of employee selection procedures and evaluates previous training programs.

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When it is judgemental in nature, when we have to reach to a conclusion whether someone is a good or a bad performer, then what we are trying to do is we are trying to focus on the past performance of the individual. We are trying to make a comparison of the past performance and the present performance now. It helps managers to evaluate training programs and decide on like how the rewards should be distributed. So, you have while talking about judgmental purpose of performance evaluation, a performance is already taken place and you are evaluating that past performance.

You are trying to design like how it should be rewarded. So, it provides a basis for like reward allocation and and it helps you to identify highly potential employees high

potential employees. So, also it validates like whether your selection process has been correct or not because it takes someone with the expectation in the selection process that this person is going to perform well. Your performance feedback also evaluation results tell this person is performing well. It validates your selection process. It also evaluates your previous training programs given so that you can conclude that the improvement in performance could be due to the training given to that person in that specific area.

So, these are the judgmental purposes of performance evaluation.

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Developmental purposes

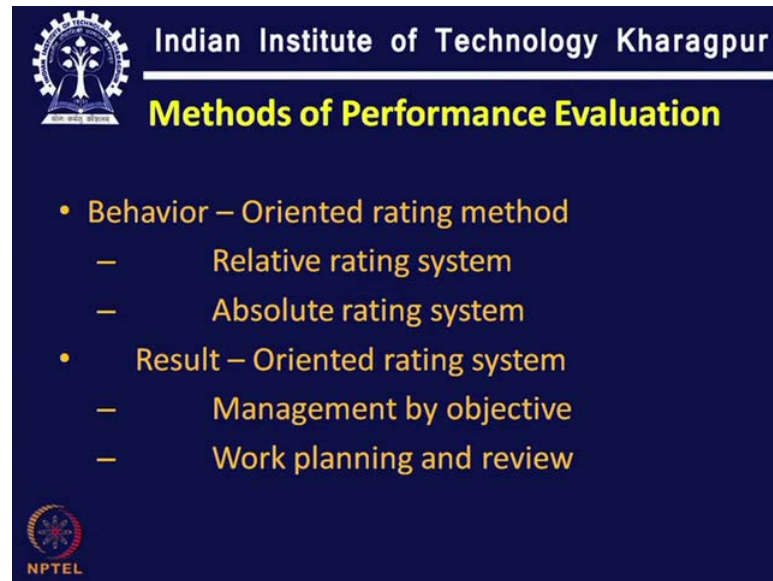
- seek to improve future performance by clarifying expectations and identifying training needs.
- It stimulates performance improvement, develops ways of overcoming obstacles and performance barriers.
- identifies training and development opportunities and establishes supervisor-employee agreement on performance expectations.

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When we are talking of developmental purposes, it is more like future oriented in nature. We try to seek to improve future performance by clarifying the expectations and identifying the training needs. So, it helps this purpose of performance evaluation. It helps to identify the obstacles and develop like it stimulates performance in improvement by developing ways of overcoming obstacles and performance barriers which are present. So, it identifies the training and development opportunities. The supervisor and the employee, they establish agreement on what to establish on the performance and about the target setting.

So, these are the developmental purposes of performance evaluation like when you set a target, you jointly decide like what the target should be and how far a target you can reach. So, it is future oriented. The the the judgmental perspective is more past oriented when we are talking of performance evaluation.

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Methods of Performance Evaluation


- Behavior – Oriented rating method
 - Relative rating system
 - Absolute rating system
- Result – Oriented rating system
 - Management by objective
 - Work planning and review

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There are different methods of performance evaluation as you can see from here. It is either two types like behavior oriented rating method or result oriented rating method. So, when you are talking of behavior oriented rating method, you are more focused to the expected behaviors in a particular type of job. When you are talking of the result oriented rating method, you are more focused to the result, the task at hand. What what is the expectation that you want the target set and what you expect from that job? So, what what is the outcome that you expect from it?

So, there are two main classifications, the behavior oriented rating method and the result oriented rating method. The behavior oriented rating method again has two subdivisions to it, the relative rating method and the absolute rating method. Again, the result oriented rating method is classified under two headings, management by objective and work planning and review. So, here we will slowly move through each of these types of methods of performance evaluation and try to find out like what are the positives and negatives of each of these methods of performance evaluation.

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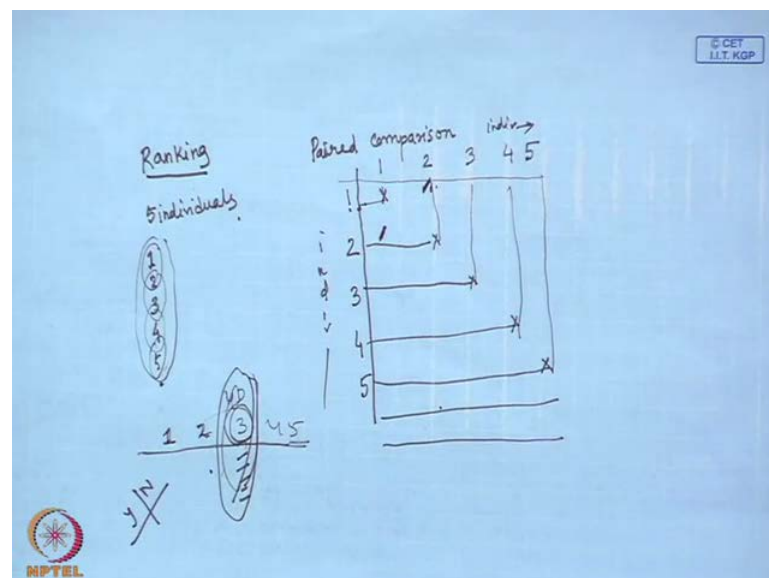
Behavior – Oriented rating method

- Relative rating system
- Ranking and paired comparison-Good for making comparison across employees, but provides little basis for individual feedback and development
- Forced Distribution-Forces rater to make distinction among employees but may be unfair and inaccurate comparisons across employees if a group of employees, as a group, is very effective or ineffective

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So, when we are first discussing of behavior oriented rating method, so and we are talking of relative rating system. The two most important relating rating systems, first one is ranking and paired comparison. So, in ranking and paired comparison is what; like it it is good for, in ranking, there there is a difference between when you are talking of ranking and paired comparison. So, we can just see the difference over here while we are talking of ranking.

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Ranking

5 individuals

1 2 3 4 5

1 2 3 4 5

3

1/2

Paired comparison

	1	2	3	4	5	
1		X				
2			X			
3				X		
4					X	
5						X

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While you are talking of ranking, suppose there are five individuals. Suppose there are five individuals in ranking. What we do is we rank them as first, second, third, fourth and fifth in hierarchically in order of importance. So, what we do? We try to make a comparison, holistic comparison and try to find out who is 1, who is 2, who is 3, who is 4, who is 5 among the 5 individuals. But, when we are talking of paired comparison, we are doing. Here what we are trying to do in paired comparison is we are trying to compare all the five individuals in pairs, like 1, we cannot compare with 1 and 2, you cannot compare with 2.

So, the diagonals you find like it has been blocked because these are the same individuals to be compared together. So, irrespective of that, what we are trying to do over here? First, we are comparing 1 with 2 with respect to certain attribute and then we try to find out.

We take the judgment from number of people. We find out like, when 1 is compared to 2, like when 2 is given a more ranking and or 1 is given a more ranking, chosen as a better performer, when we are comparing 1 with 2, so if 2 gets, some people may tell two is the better performer than 1, so we will put a slash over here. But, when if somebody tells no, one is better than 2, then we will put a like a tick over here. So, in this what happens? While taking judgment from n number of individuals about the 5, the performance level of 5 individuals, in paired comparison, what what is advantage of paired comparison is that we get to compare each pair separately; like 1 with 2, 1 with 3, 1 with 4, 1 with 5, again 2 with 1, 2 with 3, 2 with 4, 2 with 5, 3 with 1, 3 with 2, 3 with 4 and 5 and so on.

So, it makes the comparison more in detail. At the end, what we arrive at is the generalized ranking scale based on these calculations done over here, which is a bit complex than when you are talking of this 1, 2, 3, 4, 5 ranking which is done just like 1 compared with everyone together or or the individuals compare at of single point of time and then you this 1, 2, 3, 4, 5 ranking hierarchically instead of comparing them pair wise like this in between. So, whatever it is, whether it is ranking or paired comparison, whichever way we take it, so what happens?

It is good for making comparison across the employees like you you can tell like who is better than whom as far as your paired comparison and ranking is concerned, but but it

provides little information about the basis of for individual feedback and development. It just tells who is better than whom, but what the feedback of about each of these individuals is; that that you cannot get from a paired comparison. Next is when you are talking of the next relative rating system which is the forced distribution, in forced distribution, what happens? It forces the rater to make distinction about employees like either because what happens if sometimes we give a liker scale of choosing 1, 2, 3, 4, 5 where 3 is mainly the undecided category.

So, in order like some people some people while doing the rating what happens because they do not want to tell something some adverse about the employees in certain of the qualities, what they try to do is just choose this undecided category. But, at the end of the rating this undecided really does not tell you anything about whether the employee is good or bad at certain aspects. So, in forced distribution, what is happening?

You are forced to by the choice given like either yes or no, what happens? You are forced to choose either of this responses and you cannot like there is no uncertainty and vagueness zone as like this of undecided. So, what happens like it forces the rater to make the distinction between or among the employees, but it it may be unfair when across employees, when you are trying to use this across a group, may be in certain cases it may be inaccurate comparison. So, if you are using it for a group purpose because see you you need to analyze over here is the group, not the individual forming that group per say. So, if the group in totality is either effective or in a ineffective, so no matter who contributes what to the group, but when the group is the unit of analysis and you see like it is the effective or ineffective in nature, then forcing a choice like which employee is a better performer than the other one may be unfair.

This is because what is the focus of evaluation is the group and not the individual performance. May be each of them have been contributed in their own way and to the group performance. So, we have to just see whether like we can use this force comparison technique over there or not.

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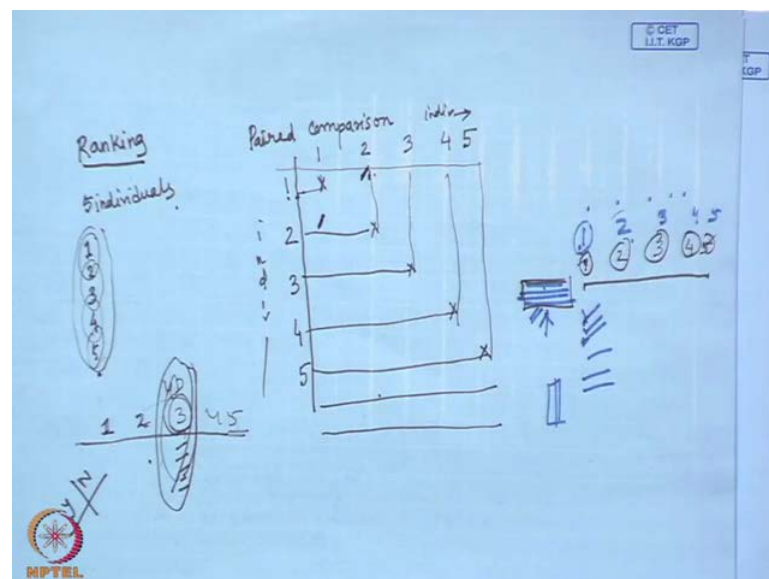
Behavior – Oriented rating method

- Graphic rating scales(including behavioral anchored rating scales - BARS) are easy to use and very helpful for providing feedback for individual development. It facilitates comparison across employees but does not define dimensions and scale points are not defined clearly
- BARS – Very time consuming to develop, but dimensions and scale points are defined clearly

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Next behavior oriented rating method is, of course like graphing, graphic rating scales which are called bars including behavioral anchored scales, which are called bars. These are easy to use and provide feedback for individual development. It facilitates the comparison across employees, but it facilitates the comparison, but it does not define clearly. The dimensions and the scale points are not defined clearly.

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The diagram illustrates two methods of ranking individuals:

- Ranking 5 individuals:** Shows a vertical list of five individuals (1, 2, 3, 4, 5) with a horizontal line drawn below them, indicating a ranking process.
- Paired comparison:** A table with 5 rows and 5 columns. The columns are labeled 1, 2, 3, 4, 5. The rows are labeled 1, 2, 3, 4, 5. 'X' marks are placed in the upper triangle of the table, representing pairwise comparisons between individuals.
- Bar chart:** A bar chart with five bars of varying heights, representing the results of the ranking or comparison process.

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So, what happens over here like when you are just using a graphic rating scale? Suppose you have an attribute over here. You are measuring that with respect to a five point scale

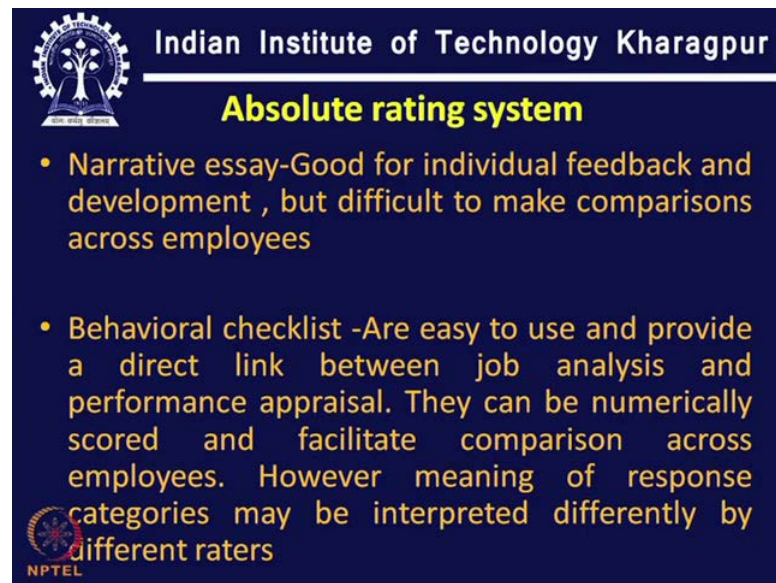
which is 1, 2, 3, 4 and 5. The disadvantage over here is that you have not defined what is 1, what is 2, what is 3, what is 4, and what is 5. So, these are just numbers that you have written. You have defined an attribute, something, some quality that you want to measure. You have put in this scale 1, 2, 3, 4, 5 without defining what behavior if turned to what extent will be 1, then to what extent will amount to 2, then 3, 4 and 5.

So, what happens? These degrees are not, as it is not absolutely stated, the degrees, what happen? Different raters may have different mental pictures about what amount of performing this particular behavior will amount to, will be 1, 2, 3, 4, and 5. So, whatever is 1 for someone for one of the raters, the performance level 1 could be 2 or 3 for someone else. Whatever is 2 and 3 for some people, it could 1 one for other. So, the mental picture, the scale, the scaling level may vary from rater to rater. It is very difficult to tell like whatever like 1, the ticks that you get under 1 from different raters is exactly due to due to the level of performance which is 1.

This is because the perception of 1 itself is varying from rater to rater. The more strict that the rater is in defining or the high standard that the rater has about the performance of that particular task may or may define what level he or she chooses as 1, 2, 3, 4, and 5. So, here we find like in graphic rating method, its dimensions are not defined clearly and scale points are not defined clearly.

Some ambiguity in your results may appear. Next is development on this is behaviorally anchored rating scale in which this, you try to define this 1, 2, 3, 4, and 5 with clear specific behaviors which denotes the level 1, 2, 3, 4, and 5. The difficulty of these bars is it is like very time consuming to develop, but but it is once developed, it is more specific and more objective than behaviorally anchored than your ordinary graphic rating scale.

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The slide features the IIT Kharagpur logo on the left and the NPTEL logo at the bottom left. The title 'Absolute rating system' is centered at the top in yellow. Below it, two bullet points in yellow text describe the characteristics of narrative essays and behavioral checklists.

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Absolute rating system

- Narrative essay-Good for individual feedback and development , but difficult to make comparisons across employees
- Behavioral checklist -Are easy to use and provide a direct link between job analysis and performance appraisal. They can be numerically scored and facilitate comparison across employees. However meaning of response categories may be interpreted differently by different raters

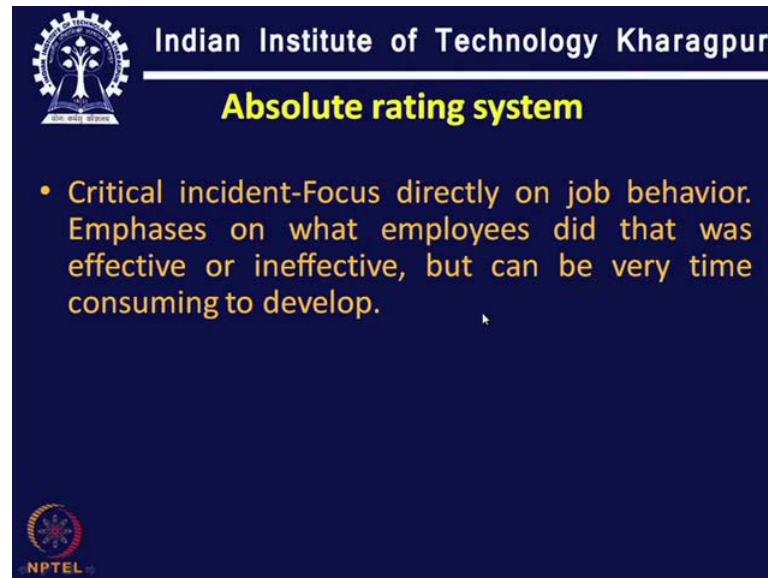
So, when we are talking of absolute rating system, we are like, so these were your relative rating system where where where we try to compare different individuals, different employees together, but when you are talking of absolute rating system, so trying to get narrative essays from individuals about their performances. So, it is good for individual feedback, but when there is no comparative platform to compare employees based on certain parameters, then what happens? It is very difficult to compare individuals. So, absolute rating system which is in the form of narratives is good for individual development, but it may be difficult for employee to employee comparison.

When you are talking of behavior check list behavior check list is easy to use and provide a direct link between your performance appraisal and job analysis because in job analysis, you try to develop what are the required tasks to be performed. What if it is the competence based job analysis, then what are the competencies required for a particular position and in perform? In this behavioral check list, you just go on ticking whatever the competencies has been expressed by that particular individual.

So, it can be numerically, it can be scored and facilitate also comparison across employees. So, but again, your this response categories because it is again 1, 2, 3, 4 and 5 sort of either respondents could have could like the raters could make different

meanings of what is meant by 1, 2, 3, 4 and 5 and like what amount of that performance is really 1, 2, 3, 4 and 5. People may vary again in their opinion when they try to interpret a particular behavior based on these response categories.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'Absolute rating system' is centered in yellow text. A single bullet point in yellow text describes the system as focusing on job behavior and being time-consuming to develop. The NPTEL logo is in the bottom left corner.

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Absolute rating system

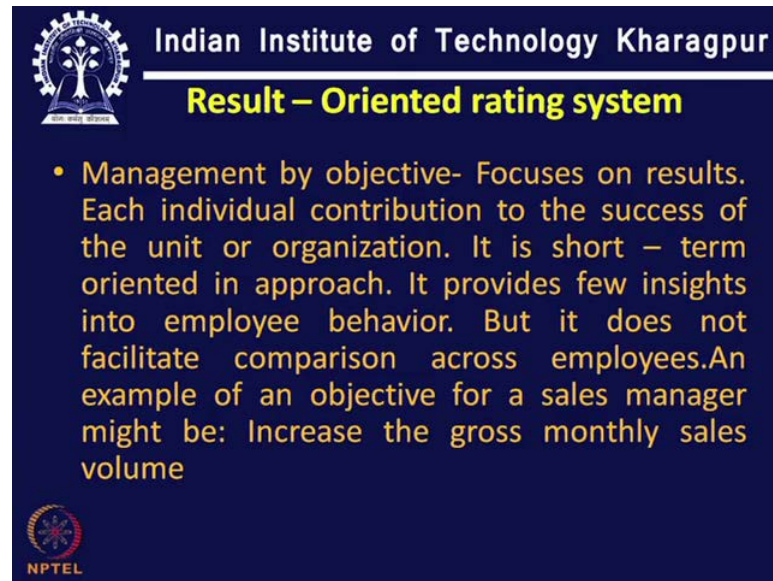
- Critical incident-Focus directly on job behavior. Emphases on what employees did that was effective or ineffective, but can be very time consuming to develop.

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When you are talking of critical incident, which is a very important way of measuring performance, then it focuses directly on the job behavior. So, it again focuses on, emphasizes on what employees did that was effective or in ineffective, like some critical incidents that happen and which some good and some bad and to find out like the importance given to it so and the in terms of 1, 2, 3, 4 and 5 and how many times it has been repeated. All these things may lead to performance evaluation, but it is very time consuming to develop. Like the behavioral anchored rating scale, critical incident technique is also very time consuming to develop.

It is very difficult to define critical incidents which are going to reflect certain types of attitudes or behavior patterns. So, it is time consuming, but once developed, it gives you a better picture about the performance of a particular individual.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'Result – Oriented rating system' is displayed in yellow text on a dark blue background. A single bullet point in yellow text describes the system's focus on results and its limitations in providing behavioral insights and cross-employee comparison. An example objective for a sales manager is provided. The NPTEL logo is located in the bottom left corner.

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Result – Oriented rating system

- Management by objective- Focuses on results. Each individual contribution to the success of the unit or organization. It is short – term oriented in approach. It provides few insights into employee behavior. But it does not facilitate comparison across employees. An example of an objective for a sales manager might be: Increase the gross monthly sales volume

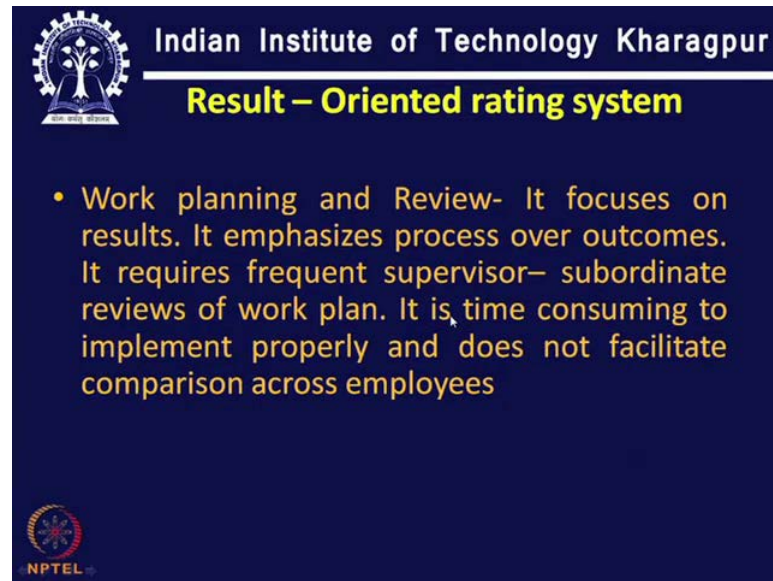
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When we are talking of result oriented rating system, so here what we are more focusing into these results that is obtained after the performance and like how you achieve those results. So, one of the major techniques of course, is management by objectives. So, what you find over here is it focuses on the management by objective, focuses on the end result and each individual contributes to the success of the unit or the organization. It is a short term oriented in approach. But, it like it focuses few insights into the employee behavior, but like how a person is doing certain things and what are the moves. He is taken for fulfilling that objective, but it does not like facilitates comparison across employees across employees.

This is because what you get to measure over here is whether the target is what type of target a person sets for himself whether it is given to him by the leader or the follower and the leader both sit together to set the objective and how far that person has reached that target and in what way. So, it is rather employee specific based on the objectives set with that particular person comparison of two employees.

It may be difficult to do if the target set for the two employees are different from each other and the circumstances they are working in are also different from each other.

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The slide features the IIT Kharagpur logo in the top left corner, the text 'Indian Institute of Technology Kharagpur' in the top right, and the title 'Result – Oriented rating system' in yellow. A single bullet point describes the 'Work planning and Review' system. The NPTEL logo is in the bottom left corner.

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Result – Oriented rating system

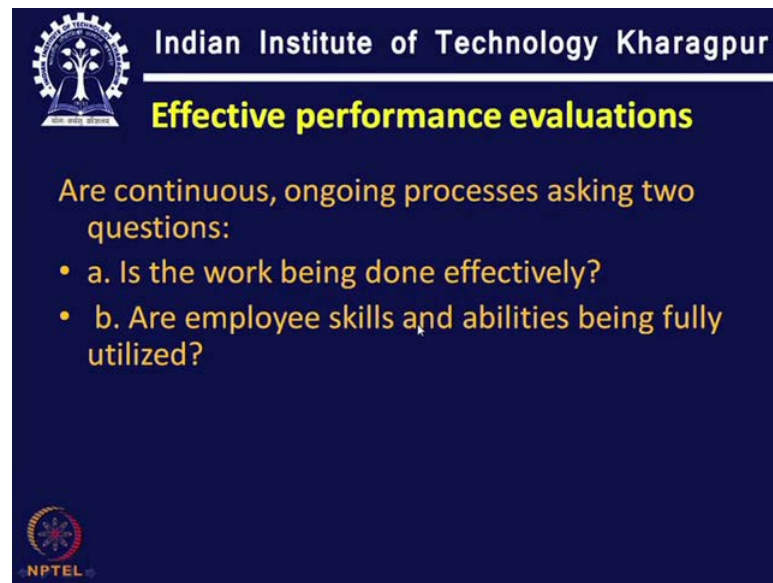
- Work planning and Review- It focuses on results. It emphasizes process over outcomes. It requires frequent supervisor– subordinate reviews of work plan. It is time consuming to implement properly and does not facilitate comparison across employees

NPTEL

Work planning and review, so what it focuses on results, it again emphasizes process over outcomes. So, what it requires is more supervisor and subordinator reviews of the work plan, one to one discussion with the subordinate regarding how a target is to be reached, what are the deviations at the present point of time, what corrective actions needed to be taken? Then, what you achieve is constant through constant reviews is the target to be primary question that we ask like is the work being done effectively achieved because it is so much time consuming and because it requires one to one interaction.

So, for proper implementation, it does not facilitate comparison across employees because the more interaction you are having with a particular employee in reviewing and work planning, the better it is for that person's performance, but it is not very sure like whether you are being able to give the same time to all the employees or all employees have same similar type of problems. So, there are so many factors which lead to tell like it does not facilitate the comparison across employees.

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The slide features the IIT Kharagpur logo in the top left corner, the text 'Indian Institute of Technology Kharagpur' in the top right, and the title 'Effective performance evaluations' in yellow. The main content consists of a statement and two bullet points. The NPTEL logo is in the bottom left corner.

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Effective performance evaluations

Are continuous, ongoing processes asking two questions:

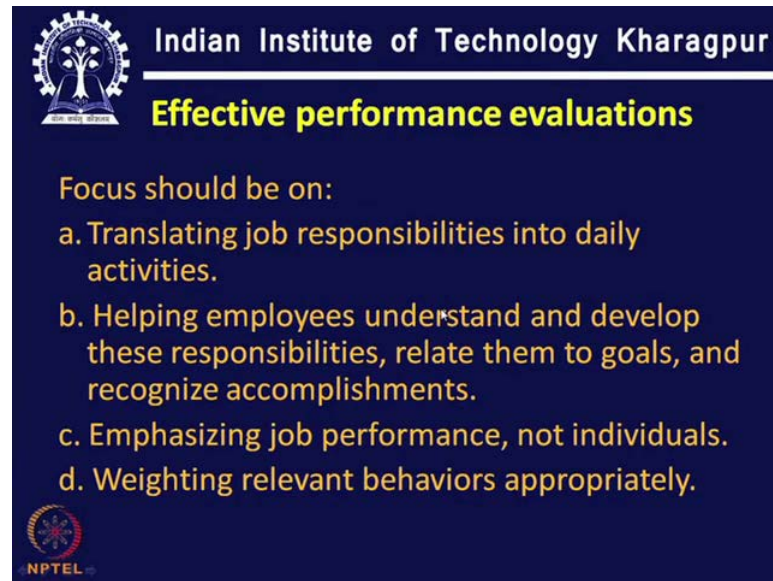
- a. Is the work being done effectively?
- b. Are employee skills and abilities being fully utilized?

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So, what we try to tell over here is that effective performance evaluations are not a onetime affair if performance is an evaluation is neighbor a one time and not sort of affair, but it is a continuous ongoing process. It is a continuous ongoing process where where we generally ask two questions. So, first one is of course, is the work done effectively? That is the primary question that we ask like is the work being done effectively. Second is like are the employees skills and abilities being properly utilized?

This is because if somebody remains under utilized in the organization or somebody is over utilized in the organization, in both the situations, it may have negative consequences on the employees. So, two primary question are, is the work being done effectively, how do you measure it and what feedback do you get about it, and of course, are all the employees skills and abilities being fully utilized.

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The slide features the IIT Kharagpur logo on the left and the text 'Indian Institute of Technology Kharagpur' at the top. Below this, the title 'Effective performance evaluations' is written in yellow. The main content is a list of four points under the heading 'Focus should be on:'. The NPTEL logo is visible in the bottom left corner of the slide.

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Effective performance evaluations

Focus should be on:

- Translating job responsibilities into daily activities.
- Helping employees understand and develop these responsibilities, relate them to goals, and recognize accomplishments.
- Emphasizing job performance, not individuals.
- Weighting relevant behaviors appropriately.

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So, effective performance evaluation, for performance evaluation to be effective in nature, it is very important to translate the job responsibilities into daily activities. So, whatever is the job responsibility of a particular employee, it has to be translated and articulated into daily activities sort of so which people those activities if done means like they are performing their job well. Sometimes what happens in performance evaluation is we have like some questions or in engagement questioners also; we have some questions like my employees contribute whole heartedly to the organization. I dedicate my full self to the organization. You have one, two, three, four, five points given for it.

You have to tick in either of these points like whether you give your full self or whole hearted self to the organizations performance or not, but actually, these are very difficult to tell because the question is itself not well mapped with the activities like what if done will denote that the person is giving his whole hearted contribution to the organization. So, what is the primary requirement for developing a good performance evaluation form is to translate the expectations of the job which in terms of job responsibilities into actions which if performed to some degree as stated will lead to the fulfillment of these job responsibilities.

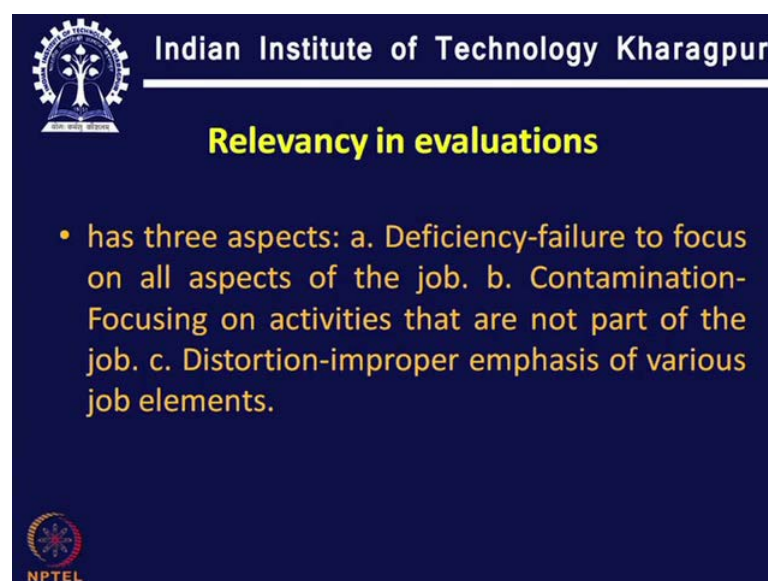
Next is helping employees to understand and develop these responsibilities and relate them to the goals and recognize accomplishments. So, next is employees should realize the importance and of the responsibilities and develop responsibilities, so and relate them

to the goals like how what is their responsibility and accountability in a particular task and how it is related to the goal of good performance of the department and of the organization as such and their performance have to be recognized well. So, their accomplishments have to be recognized.

So, its research has generally shown that recognition is a very important tool for employee performance because everybody wants to be recognized within his pair group or in the society. So, third point is really important from that perspective, the second point on when you are talking of recognizing accomplishments. So, third is while you are talking of giving feedbacks, sometimes what happens? Instead of giving feedback on the task, we try to criticize and critically discuss about the individuals. So, it should be kept in mind like when we are talking of certain task done performance, so we should be focusing on the performance and how it is done and not on not on the employee performing that task.

We have to view the relevant behaviors like appropriately. So, whatever is related to perform a better task, those behaviors should be grouped together and rated accordingly. It is not that like that one gets like over attention and the other factors get like it does not receive any attention from the rater. So, if some relevant behaviors are there for performance, then it should be weighted properly based on their order of importance.

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The slide features the IIT Kharagpur logo in the top left corner, which includes a gear and a tree. The text 'Indian Institute of Technology Kharagpur' is displayed in white at the top. Below this, the title 'Relevancy in evaluations' is written in yellow. A bulleted list in yellow text describes three aspects of relevancy: a. Deficiency-failure to focus on all aspects of the job, b. Contamination-Focusing on activities that are not part of the job, and c. Distortion-improper emphasis of various job elements. The NPTEL logo is located in the bottom left corner.

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Relevancy in evaluations

- has three aspects: a. Deficiency-failure to focus on all aspects of the job. b. Contamination-Focusing on activities that are not part of the job. c. Distortion-improper emphasis of various job elements.

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The relevancy in evaluation is how far it is relevant. It has three aspects when you are talking of relevancy. First is when you are talking of deficiency. In deficiency, what happens? We are not able to focus in deficiency. We are not able to focus on all aspects of the job. So, what you are doing is we may be focusing much on the one aspect. We are we are we are giving less attention to the other aspects of the job though though it is very important aspect.

So, to come come out of this, we we need to have a competence based job analysis where where you can focus on all the knowledge, skill, abilities, personality, patterns and situation specific variables, which are required to perform a job in a better way or which defines the role and the individuals expectations and individuals contribution to it in a much proper way. So, this deficiency or the failure to focus on all aspects properly will be corrected to certain extent. Next when we are talking of contamination which is another next important thing in this relevancy is contamination is where we are focusing on activities which are not a part of the job.

So, if there is a proper job analysis done, this error reduces to certain extent because we get to know correctly what are the activities required for performance on particular job. So, distortion is when we give improper emphasis on different job elements like for performing a particular type of task or for performance, some aspect of the job which is more relevant, so rather than the other aspect which can have a lesser focus, but when you are talking of distortion, then may be what we do is we focus on a on a given wrong emphasis or improper emphasis on other job elements.

If you are trying to define what is the role of a teacher, then may be the primary role of a teacher is, of course the teaching to the students and their overall development and may be checking of accounts or something or maintaining budget sort of thing could be, it is a part of their job responsibility. There is no doubt, but it is not the primary focusing thing. So, what happens if you, if when you are discussing like whether someone is a good teacher or not? We give more importance to the second one and less emphasis on the teaching abilities and teaching hours spent and the process of teaching etcetera which would be the central thing of the job of the teacher.

Then, what you are doing is we are distorting ourselves from the main purpose of the job evaluation and performance evaluation. What we can do to improve evaluation is first of course, increasing employee participation in the evaluation process.

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The slide features the IIT Kharagpur logo on the left and the text 'Indian Institute of Technology Kharagpur' at the top. Below this, the title 'Improving evaluations' is written in yellow. The main content is a list of six points, preceded by the phrase '—may be accomplished through:'. The NPTEL logo is visible in the bottom left corner of the slide.

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Improving evaluations

—may be accomplished through:

1. Increasing employee participation in the evaluation process.
2. Setting specific performance goals.
3. Giving evaluators training.
4. Communicating results to employees.
5. Focusing on good performance, as well as performance problems.
6. Conducting evaluations informally, throughout the year.

NPTEL

Now, there is again a point of debate regarding this like when when we are talking of increasing participation of the employees in the decision making process, research has proved that this may improve. It may have an effect on the satisfaction level of the employees with the job, but it really does not show. It is not proved very much like if you are performing, if you are participating in a decision making process regarding setting your own targets and evaluation processes, it does not mean that you are also going to perform well. So, research does not have any very concrete proof about this to tell.

If the people are involved in participative managements, it means like they will be better performers. Second is setting specific target or program goals for the individuals. They can sit together and come to a consensus. Also, giving the evaluators training, this is very important. So, we cannot go for evaluating without understanding what are the barriers that we may face while evaluating? What are the reservations of mind that we have to shed before we are going for performance evaluation?

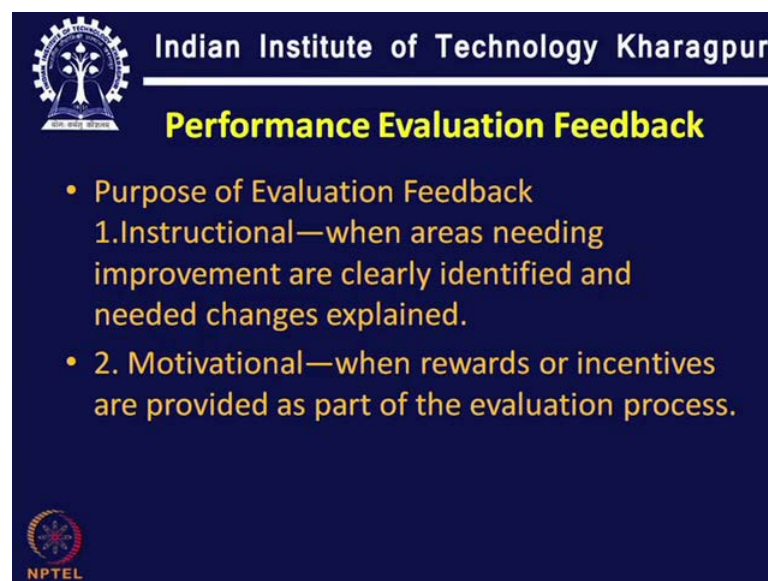
Some stereo types we may be having about certain persons, some positive, negative attitudes that we may be having about certain persons should be kept aside while we are

going to judge of the performance of the individuals because these factors may influence the decision making process in performance evaluation. So, communicating results to the employees is also one of the important factors. So, they can lead to their development and focusing on the good performance as well as focusing on the performance problems. What went wrong? Why it went wrong? How it can be corrected sort of things should be told over there?

Next is when you are talking of, we have to conduct evaluation centrally and like informally and then throughout the year, it should be done. It does not mean like once when it is a time for performance evaluation, and then only you are doing it. Throughout the year, you are keeping silent about it. It does not like help you in any way because challenges in performance arises now and then. So, peoples' mind may interpret work situations in different different ways by mapping with their abilities and capabilities and knowledge to do certain things.

So, this interpretation, these ways of perceiving the task given to them and the effort that the employees put in bringing out that performance may differ from time to time. So, it is very important that the performance evaluations are done informally and throughout the years so that any corrective steps taken would be taken at the first instance.


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Performance Evaluation Feedback

- Purpose of Evaluation Feedback
 1. Instructional—when areas needing improvement are clearly identified and needed changes explained.
 2. Motivational—when rewards or incentives are provided as part of the evaluation process.

 NPTEL

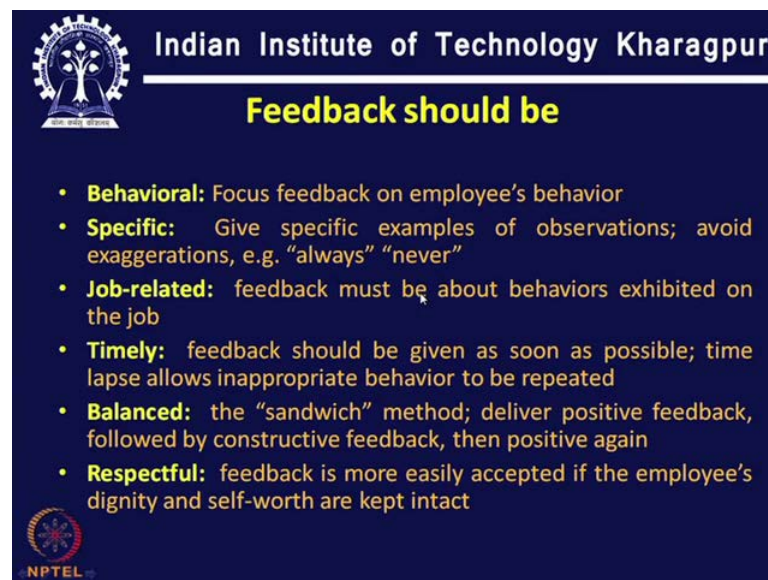
So, one important part of performance evaluation is, of course, performance evaluation feedback. So, what happens in performance evaluation feedback is the purpose again is

different in different cases. So, like it could be instructional in nature, whether areas needing improvement are clearly identified and needed, what are the changes which are to be done are explained to the individuals? So, it is mainly instructional in nature. When is it motivational in nature, when rewards are provided to the employees as a part of the evaluation process, so you find like there are two types for the two important purposes of feedback.

First is to give you a proper picture of how you are performing and what are the plus points and minuses in it, what you need to do at present and future to improve your performance and how like how you can do it? These are the part of instructional purposes of feedback. When you are talking of motivational purpose, so what happens as a part of the evaluation process? So, when you get certain rewards or incentives which like reinforces the result that you have done through your evaluation, and then it leads to a motivational aspect.

We will discuss this whole thing in the next lecture in very great details about the motivational aspect of rewards.

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Feedback should be

- **Behavioral:** Focus feedback on employee's behavior
- **Specific:** Give specific examples of observations; avoid exaggerations, e.g. "always" "never"
- **Job-related:** feedback must be about behaviors exhibited on the job
- **Timely:** feedback should be given as soon as possible; time lapse allows inappropriate behavior to be repeated
- **Balanced:** the "sandwich" method; deliver positive feedback, followed by constructive feedback, then positive again
- **Respectful:** feedback is more easily accepted if the employee's dignity and self-worth are kept intact

NPTEL

A feedback to be appropriate in nature should be like it should have like follow certain important points like the feedback should be behavioral in nature. So, it should give a feedback on the employee's behavior. Next is it should be very specific example like if you have observed something which needs to be corrected, please state that. So, proper

statement about the behavior is very important and specific examples from observations. So, like avoid using words like you always do like this, you will never be a good one.

So, these types of adjectives which generalize the situation are to be avoided, else what we have to do is to find out clearly, state the part which of part of behavior which need its needed correction based on the observations made. Third one is job related. So, feedback is about behaviors which are expressed as a part of the job, and not about other incidents from his life when we are concerned more with the work situation.

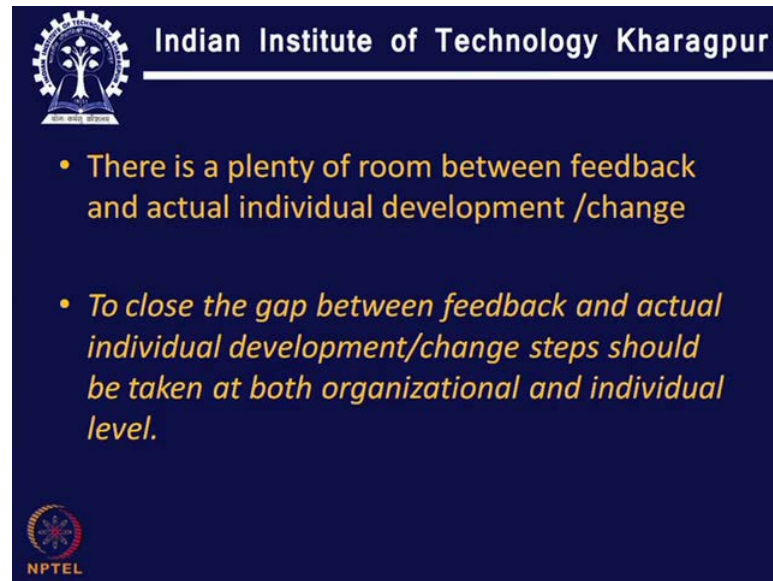
So, another thing is timely response feedback. So, feedback should be given as soon as possible because till then the memory of how you are doing a particular thing is fresh in a employees' mind. So, if there is more of time lapse between the actual occurrence of the behavior and the feedback received for it if there is too much of the time lapse, then what happens? The wrong behavior due to the time factor may get repeated and it may be then get imbibed. It is very hard to change. Sometimes, it becomes hard to change. So, as soon as you find that something wrong is going and it needs to be corrected, then immediate feedback has to be given.

Next is, of course, the balanced. So, the way you give a feedback over here when you are balancing, it is first give praise which is a positive feedback. Then, you speak in very constructive terms about what need is to be changed and how you need to deal with certain situations, how you need to act in certain ways are these things are put in middle and then again through positive. So, it will be like when you are telling like, you are may be directly someone, you are not good at something.

It may have a shocking effect, but that shock gets absorbed within these two positives when you are putting the negative or the improvement needed feedback sort of whatever in between two praises and positive feedback. So, that shock gets absorbed. Respectful is when if the feedback is more easily accepted. If the employees feel that they have dignity and their self worth are kept intact, so everybody wants that respect from the organization and if you find that if the dignity is not hampered. You can still view yourself worthy of certain things to be done in the organization.

So, if respect is shown in the way feedback is given, then that feedback becomes more acceptable to the individuals.

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- There is a plenty of room between feedback and actual individual development /change
- *To close the gap between feedback and actual individual development/change steps should be taken at both organizational and individual level.*

But, again a word of caution over here, a word of caution over here is that there is like you may give a feedback and tell about like someone needs to change, but that is again the intention or the way you are telling about like this is the feedback and you ought to do these things. This is how you should be performing. This is what is expected of you. These types of things are told in feedback. This is how you need to improve. This is what you need to do, but with all these things told and the actual behavior being performed, there is quite a gap between these two things like what you get in feedback and how you execute that feedback to and take learning from it and change.

So, there is a gap between these two things means the implementation of it, the acting out part of it and the feedback given as such. It depends on the organization and effort taken both at the organizational level and at the individual level both to see that the gap between the feedback given and the actual performance which is done after taking learning from this feedback after changing yourself according to the feedback given and modifying your behavior pattern according to that.

So, it is a responsibility both of the organization and of the individual to make proper use of the feedback for the next performance that that is done so that the performance also improves. Now, only when that is done, then then we can lead to some, we can utilize properly what is called the developmental aspect of performance evaluation which is done to help the individual and the organization grow in certain aspects, make

corrections like your potentials and make and contribute more positively towards your own growth and the organizations growth. Then, only the development aspect of performance evaluation will be more evident and vivid to the employees.

The reservations that people have in mind about the performance evaluation system like as if they are put under a lens to be critically evaluated to get certain judgments about what you cannot do sort of thing, those reservations mind will be away. We are we will be more positive towards the process of performance evaluation and accept it in our work life and look positively towards the feedback given and try to modify the behavior pattern and work accordingly and also the organization needs to give a whole hearted support and facility to take care of the feedback and use it in the proper sense. So, with that, we end over here the lecture about performance evaluation and feedback. In the next session, we will move forward with the reward systems.

Thank you.