

T.C.  
MARMARA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
KAMU YÖNETİMİ ANABİLİM DALI

**ONLINE PERFORMANCE APPRAISAL SYSTEM**  
**(RESEARCH IN A HOLDING COMPANY)**

Yüksek Lisans Tezi

Ümit Doğan

İstanbul, 2010

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HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT BİLİM DALI

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Danışman: Prof. Dr. Uğur Yozgat

İstanbul, 2010

Marmara Üniversitesi  
Sosyal Bilimler Enstitüsü Müdürlüğü

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## ÖZET

### ONLINE PERFORMANCE APPRAISAL SYSTEM (RESEARCH IN A HOLDING COMPANY)

Bu çalışma üç kısımdan oluşmaktadır. Birinci Kısımda, Performans değerlendirme açıldı. Genel tanımlar kullanım alanları anlatıldı. Performans değerlendirme methodları ve karşılaşılan problemler açıklandı.

İkinci bölümde online performans değerlendirme süreci açıldı. İnsan kaynakları bilgi sistemi ile ilgili temel bilgiler verildi. Online performans değerlendirme yazılımları incelendi ve karşılaştırması yapıldı.

Son bölüm XYZ Holding’inde yapılan online performans değerlendirme araştırmasını içermektedir. Bu araştırma da online performans değerlendirme kalite algısı ile online performance değerlendirme olan inanç ve performance değerlendirme yazılımının kalite algısı arasındaki ilişki incelenmiştir.

# GENERAL KNOWLEDGE

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**Keywords:** Human resources management, human resources, performance evaluation, performance evaluation, online performans değerlendirme

## ABSTRACT

### ONLINE PERFORMANCE APPRAISAL SYSTEM (RESEARCH IN A HOLDING COMPANY)

This study consists of three parts. In the first part, performance appraisal will be explained. It will begin with general definitions and uses of the performance appraisal. Detailed information will be given about the definition of performance methods, the methods of performance appraisal management and problems of performance appraisal.

The second part will consist of the explanation of online performance appraisal process. It will begin with general information about human resources information system and basic technical concepts of online performance appraisal. Detailed information and comparisons will be given about online performance appraisal softwares.

Finally, the last part of the study will be a research of online performance appraisal on XYZ Holding Company. The research will be about the relation between the perception of quality of online performance appraisal, belief of online performance appraisal and perception of quality of online performance appraisal software.

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## **ABBREVIATION**

**HRM:** Human Resources Management

**PA:** Performance Appraisal

**E-PA:** E-Performance Appraisal

**BARS:** Behaviorally Anchored Rating Scales

**BOS:** Behavioral Observational Scale

**MBO:** Management by Objectives

**HRIS:** Human Resources Information System

## **1. INTRODUCTION**

The new management trends and the globalization concept which has quickened the economical and social integration of the world have led to a big competition among the organizations. In this competitive environment, the most important factor that will help the organization survive is human. Human resources of organization are its basic assets because the functioning of the organization largely depends on them. The organizations that are conscious of this reality put a great emphasis to the effectiveness of their human resources systems since it is vital for employee satisfaction. One of the most critical applications of the effective human resources system is performance appraisal.

Employee satisfaction and motivation could be provided not only by giving high salaries but also by performance appraisal. Performance appraisal has become a very important application because the employees want to be informed about their performance, be rewarded or acknowledged. So a systematic and objective appraisal system is necessary for any firm who wants to value its employees.

The technology is continually developing, and management and production techniques are following these developments. It is necessary to observe and apply these developments to compete in a globalizing world economy. Technology is allowing more for less, and more in less time. It is an obligation to re-structure organization structure and improve workforce quality. One of the most important new technology is internet. There are lots of companies use online technology at their organization structures and departments. Online technology is used at many parts of human resources of organization such as employment, payroll, training, and performance appraisal.

Organizations are increasingly abandoning traditional approaches to performance appraisal; they are searching new approaches that give guidance in a turbulent environment. The process of information gathering, decision making based on available information are more instantaneous by online performance appraisal for the organizations. Many firms prefer online performance appraisal as technology usage is

quickly becoming a necessity in hypercompetitive environments, and soon a requirement for survival.

According to a research done in 2004, 45.8 % of the biggest hundred companies in Turkey are using online performance appraisal.<sup>1</sup> Although nearly half of the biggest hundred companies in Turkey have been using it, there are not many researches about online performance appraisal in Turkey. So as this is an uncovered area, researchers must focus on this area to supply more information to the firms already using it, and also to expand its usage area.

Although using online performance appraisal is an inevitable trend for the competitive firms, it is important for them to be sure that online performance appraisal is effective. The basic aim of this study is firstly, to compare online performance appraisal softwares, secondly to examine the relationship between perception of quality of online performance appraisal, belief of online performance appraisal and perception of quality of online performance appraisal software.

This study consists of three parts. In the first part, performance appraisal will be explained. It will begin with general definitions and uses of the performance appraisal. Detailed information will be given about the definition of performance methods, the methods of performance appraisal management and problems of performance appraisal.

The second part will consist of the explanation of online performance appraisal process. It will begin with general information about human resources information system and basic technical concepts of online performance appraisal. Detailed information and comparisons will be given about online performance appraisal softwares.

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<sup>1</sup> Murat Topalođlu, İnsan Kaynakları Yönetiminde Elektronik Uygulamalar, Unpublished Masters Degree Thesis, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, 2004, p109.

Finally, the last part of the study will be a research of online performance appraisal on XYZ Holding Company. The research will be about the relation between the perception of quality of online performance appraisal, belief of online performance appraisal and perception of quality of online performance appraisal software. For the research application, a questionnaire will be used and then results of analysis will be explained.

## **2. PERFORMANCE APPRAISAL**

Performance Appraisal (PA) is one of the important components in the rational and systemic process of human resource management. The information obtained through performance appraisal provides foundations for recruiting and selecting new hires, training and development of existing staff, and motivating and maintaining a quality work force by adequately and properly rewarding their performance. Without a reliable performance appraisal system, a human resource management system falls apart, resulting in the total waste of the valuable human assets a company has.<sup>2</sup>

This section includes definition, objectives and uses of performance appraisal, methods of performance appraisal, problems of performance appraisals, and performance appraisal interview.

### **2.1. Definition, Objectives and Uses of Performance Appraisal**

Performance appraisal is the process of obtaining, analyzing and recording information about the relative worth of an employee. The focus of the performance appraisal is measuring and improving the actual performance of the employee and also the future potential of the employee. Its aim is to measure what an employee does.<sup>3</sup>

Objectives of performance appraisal are divided two evaluative objectives development objectives.

#### **2.1.1. Definition of Performance Appraisal**

One of the most important functions of Human Resources Management (HRM) is Performance Appraisal. In every organization, managers should know employees' capacity and their level of success.

In the literature, Performance Appraisal has many definitions:

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<sup>2</sup> "Performance appraisal", <http://www.answers.com/topic/performance-appraisal> (15 jun 2010)

<sup>3</sup> "Performance appraisal", <http://appraisals.naukrihub.com/definition-concept.html> (15 jun 2010)

Performance appraisal is the process of determining and communicating to an employee how he or she is performing on the job and, ideally, establish a plan of improvement.<sup>4</sup>

Performance appraisal is a process that significantly affects organizational success by having managers and employees work together to set expectations, review results and reward performance.<sup>5</sup>

Performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview gain which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.<sup>6</sup>

Another definition is the review of the work, efficiency, deficiency, abilities, inadequacy of the individuals in an organization as a whole and in all aspects.<sup>7</sup>

Performance appraisal is how the employee is performing in the job, the efficiency of the employee and evaluating the employee's performance relative to his or her performance standards.

### **2.1.2. Objectives of Performance Appraisal**

Performance Appraisal has many objectives. One of them is to acquire information about job performance. This information is used to make managerial decisions. Another objective is to provide feedback on how well the employees meet

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<sup>4</sup> Lloyl L. Byars, and Leslie W. Rue. **Human Resource Management**, Sixth Edition, Irwin McGraw-Hill, 2000, p 275.

<sup>5</sup> R. Wayne Mondy, and Robert M Noe, **Human Resource Management**, Eighth Edition, New Jersey: Prentice Hall, 1996, p 326.

<sup>6</sup> "Appraisal Methods" **Performance Appraisal**, <http://www.performance-appraisal.com/home.html> (03 May 2005)

<sup>7</sup> İlhami Fındıkçı, **İnsan Kaynakları Yönetimi**, Fourth Edition, İstanbul:Alfa Yayınları, 2000, p 297.

standards determined in the job descriptions and job analyses. An important objective is to improve organization performance.

Performance appraisal has close links with motivation of employees. Feedback of Performance Appraisal permits an employee to learn how well he or she is performing. The employees can learn their strengths, their weakness and ways to improve them by using effective performance appraisal systems.

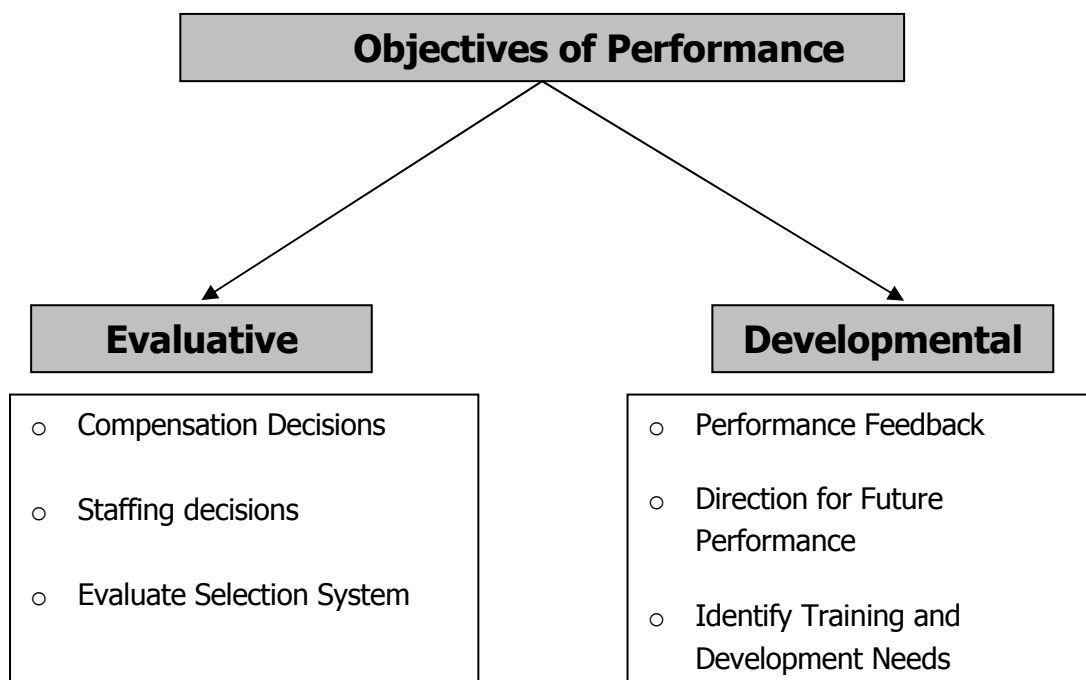
Performance appraisal is centrally linked to other important areas of human resource management, in particular with recruitment, selection, motivation, succession planning and the training of employees.

Performance appraisals are used for a wide range of administrative purpose such as making decisions about pay, promotion, and selection.

According to Michael and others<sup>8</sup>, the objectives of performance appraisal can be categorized as evaluative and developmental. These objectives are illustrated in Figure 2–1.

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<sup>8</sup> R. Michael Carrell, Norbert F. Elbert, and Robert D. Hatfield, **Human Resource Management: Global Strategies for Managing A Diverse Workforce** , Fifth Edition, New Jersey: Prentice Hall, 1995, p 349.



**Figure 2–1: Evaluative and Developmental Objectives in Performance Appraisal**

**Source:** Michael R. Carrell, Norbert F. Elbert, and Robert D. Hatfield, **Human Resource Management: Global Strategies for Managing A Diverse Workforce** , Fifth Edition, New Jersey: Prentice Hall, 1995, pp 350.

### **2.1.2.1. Evaluative Objectives**

The evaluative objectives have a historical dimension. They are concerned primarily with looking back at how employees actually performed over a given time period compared with required standards of performance.

Evaluative purposes focus on past performance and provide a basis for making judgments related with which employee should be rewarded and how effective organizational programs have been.<sup>9</sup>

Staffing decisions constitute a second evaluative objective of performance appraisal. The administrators and supervisors make decisions concerning promotions, demotions, transfers, and lay offs. Which employee is most deserving of a promotion or other desirable job changes is determined by past performance appraisals.

Performance appraisals can also be used to evaluate the recruitment, selection, and placement system. The effectiveness of these functions can be partially measured by comparing employees' performance appraisals with their test scores job applicants.

#### **2.1.2.2. Development Objectives**

The development objectives are concerned with improving the performance of people by defined areas for improvement, setting performance targets for the future and agreeing plans for follow-up action.

Almost all employees want to know how their supervisors feel about their performances, so that performance feedback is a primary developmental need. Their motivation to improve their current performance increases when they receive feedback that specifies goals, which enhances future career moves.

Developmental performance appraisal is mainly focused on giving employees direction for future performance. Such feedback recognizes strengths and weaknesses in past performances and determines what direction employees should take to improve. Employees want to know specifically how they can improve.<sup>10</sup>

Identifying the training and development of employees can be determined the result of performance appraisal. Below-average evaluation may signal areas of employee

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<sup>9</sup> John M. Ivancevich, James H. Donnelly and James L. Gibson, **Managing for Performance** , Second Edition, the USA: Business Publication , 1983, p 480.

<sup>10</sup> Carrell, p 351.

behavior that may be strengthened through on – and away from - the job training. Areas requiring improvement, such as technical competence, communication skills, and problem-solving techniques, can be identified and analyzed.

### **2.1.3. Uses of Performance Appraisal**

In organizations, improving performance is the main goal of appraisal system. Beside of that, results of performance appraisal are used for various systems in establishment.

#### **2.1.3.1. Payment, Premium Arrangement**

Result of performance assessment is usually used by payment management. In most of organizations, the result of performance appraisal is usually used to determine wages of employees. Earning rate of individuals should be related to their performances. Performance appraisal results provide a basis for rational regarding pay increases. But not to establish a simple relation that low performance is equal to low payment and that high performance is equal to high payment. Low payment reduces motivation of employees. Prior purpose should be to reward outstanding job performance with raises. For this reason, it is preferred that an average rise should be taken by those who shows insufficient level of performance, and that high rise should be taken by those who shows high performance.<sup>11</sup>

#### **2.1.3.2. Determining Need for Training**

Effective use of performance appraisal is beneficial for determining training needs. The result of performance appraisal shows which points' employee is sufficient and successful, and which points employee is insufficient and unsuccessful.<sup>12</sup> These insufficient and unsuccessful points reflect the need for trainings at the same time. For instance, if an employee's job requires skill in technical writing, and he/she receives a marginal evaluation on this factor, additional training in written communication may be

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<sup>11</sup> Zeyyat Sabuncuođlu, **İnsan Kaynakları Yönetimi**, Bursa:Ezgi Kitabevi, 2000, p. 194

<sup>12</sup> Nevin (Döşođlu) Deniz, **Global Eđitim**, İstanbul:Türkmen Kitabevi,1999, p. 37.

indicated. The human resource manager finds that a number of first-line managers are able to develop human resource development programs that permit individuals to build on their strengths and minimize their deficiencies.

In organization, the achievement of training and development activity are related to well planning of them. Performance Appraisals are used to determine planning of training and development activity.

### **2.1.3.3. Rotation, Work Expansion, Work Enhancement**

The results acquired through performance appraisal can be used for rotation of employee who is unhappy or unsuccessful in certain position but may be believed to be able to be successful in another position. For instance, there could be persons who consistently reflect their some concerns to result of performance appraisal. In case those, who show these concerns and similar ones for a few periods, are employees who are essential and desired to improve, they can be exposed to rotation.<sup>13</sup>

In the same way, evaluation data can be used to expand and enhance the jobs of the talented employees who view his or her position inadequate. They can be assigned new tasks and responsibilities.<sup>14</sup>

### **2.1.3.4. Career Planning and Development**

Career planning and development may be viewed from either an individual or organizational viewpoint. In either case, performance appraisal data are essential in assessing an employee's strengths and weaknesses and in determining potential. Managers may use such information to counsel subordinates and assist them in developing and implementing their career plans.<sup>15</sup> Result of performance appraisal is

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<sup>13</sup> Engin Eren. **Yönetim Psikolojisi**, Fourth Edition, İstanbul:Beta Basım, 1993, p. 390.

<sup>14</sup> İsmet Barutçugil, **Performans Yönetimi**, First Edition, İstanbul: Kariyer Yayıncılık, 2002 p 115

<sup>15</sup> Mondy, p 328.

informed the employees about their performance, their weak features and enable them to improve and motivate themselves.<sup>16</sup>

Result of performance appraisal can be used as an estimation tool for individual's future success, and relations. According to result of performance appraisal, career development of those whose success was confirmed and their preparation to senior management positions should be considered.<sup>17</sup>

### **2.1.3.5. Strategic Planning**

Strategic planning is determined by board of directors and administrators, and includes general purposes planned to reach in the future. These purposes will be achieved through people, in order that they should be shared. The methods of performance appraisal which are improved for company's self, principles of performance appraisal, and performance appraisal forms are related to company's strategic planning. So, applications of performance appraisal are interceded that the employees acquaint with and share the point given importance by company in context of strategy.<sup>18</sup>

One of the most significant topics in strategic planning is employees planning. For reaching of purposes, companies determine quality and number of employees. Performance appraisal data, about exiting employees, is necessary for these. A well-designed appraisal system provides a profile of the company's human resource strengths and weaknesses to support this effort. Also those, the results of performance appraisal are used to promotion and appoint which are functions of employee planning.

### **2.1.3.6. Renewing Agreement and Termination**

There is always the possibility that an employee who receives poor appraisal results is in fact a chronic poor performer. No employer is obliged to tolerate poor

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<sup>16</sup> A. Tuğrul Savaş, **Kariyer Yönetiminde Performans Değerlendirme Sisteminin Rolü**, İstanbul:Çantay 2005, p.82.

<sup>17</sup> Eric Craig Scheneier, Richard W. Beatty, **Creating a Performance Management System, Human Resources Management Perspectives and Issues**, Boston: Allyn and Bacon Publishing, 1990, p. 197

<sup>18</sup> İlhami Fındıkçı, p 339.

performance forever. Consistently poor appraisal results will indicate a need for counseling, transfer or termination. The exact remedy will depend on the circumstances. Before termination, the administrator should be sure having sufficient evidence (which support claims that an employee's performance is genuinely sub-standard), writing all data in personal file, and telling employee which conditions the employee terminates.

Not only termination, that performance appraisal is a considerable factor for renewing agreement.

### **2.1.3.7. Recruitment and Selection**

Performance appraisal assessment may useful in predicting the performance of job applicants. For instance, it may be determined that successful managers in a company (identified through performance appraisal) show certain behaviors when performing key tasks. These data may then supply benchmarks for evaluating applicant responses obtained through behavior description interviews. Also, in validating selection tests, employee assessment may be used as the variable against which test scores are compared. In this example, correct determination of the selection test's validity would depend on the accuracy of appraisal results.<sup>19</sup>

### **2.1.3.8. Improving Motivation**

Performance appraisal can have a profound effect on levels of employee motivation and satisfaction.

Performance appraisal helps employees with identification for their work efforts. The power of social identification as an encouragement has been long noted. In fact, there is evidence that human beings will even prefer negative recognition in preference to no recognition at all.<sup>20</sup>

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<sup>19</sup> Mondy, p 327.

<sup>20</sup> "Appraisal Methods" **Performance Appraisal**, <http://www.performance-appraisal.com/benefits.htm> (03 May 2005)

If nothing else, the existence of an appraisal program indicates to an employee that the organization is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging.

Self-esteem is essential for motivation. Therefore, appraisal systems must be designed and implemented in a way to maintain employee's self-esteem. Performance appraisals that result in brutally frank descriptions of performance result in demotivating people.

#### **2.1.3.9. Assessment of Employee Potential**

In some organizations, employee potential assesses performance appraisal data. It has been said that the best predictors of future behavior are past behaviors. But, an employee's past performance in a job may not exactly exhibit future performance in higher level or different position. For examples, the best salesperson in the company may not have what it takes to become a successful district sales manager, and the best computer programmer may, if promoted, be disaster as a data processing manager. Recognition of this problem has led some companies to divide the appraisal of performance, which is future oriented.<sup>21</sup>

#### **2.1.3.10. Internal Employee Relations**

By effective use of performance appraisal systems, administrators get the change of improving their relationships with employees. Also they can recognize the strong and weak features of employees easily and support them in improving themselves.

Performance appraisal data helps employees what their administrators expect from them and their role and responsibilities in the company. Beside, interactive trust relationship would be maintained between the administrator and employee due to an open and effective performance appraisal.

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<sup>21</sup> Mondy, p 327.

## **2.2. Methods of Performance Appraisal**

A wide range methods and criteria for appraising performance are used by organizations. The type of performance appraisal system utilized depends on its purpose. If the major emphasis is on selecting people for promotion, training, and merit pay increases, a traditional method, such as rating scales, may be appropriate. Collaborative methods, such as Management by objective, are designed to assist employees in developing skills and becoming more effective.<sup>22</sup>

In order to evaluate the performance of employee various methods have been improved. Each organization should choose and improve one of these methods that are suitable to their structure, the qualities of their employees, and their aims and sometimes they do their appraisals by using more than one method.

In the past, methods of performance appraisal were broken into two categories founded on the success chosen. Comparative methods, like ranking or paired comparison, rate the overall performance of one employee directly against that of other employees. Absolute standards, like management by objectives or rating scales, rate the employee against some objective, selected, or image goals.<sup>23</sup> Now, many categories, like self assessment, and 360 degree are added.

### **2.2.1. Comparative Methods**

Comparative methods include appraisal where supervisors compare employees against one another, such as by rating them from best to worst. Employees may be compared on one measure relating to overall performance or on a number of specific traits, behaviors, or job characteristics.<sup>24</sup>

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<sup>22</sup> Robert L. Taylor and Robert A. Zawaki, "Trends in Performance Appraisal: Guidelines for Managers," Personnel Administrator 29, March 1984, p71.

<sup>23</sup> Carrell, p 358.

<sup>24</sup> Byars, p276.

For comparative purposes, particularly when it is necessary to compare employee who work for different supervisors, individual statements, ratings, or appraisal forms are not particularly useful. Instead, it is necessary to recognize that comparisons involve an overall subjective judgment to which a host of additional facts and impressions must somehow be added. There is no single form or way to do this.

#### **2.2.1.1. Ranking Methods**

In ranking methods, the appraiser lists all the employees in order of their performance beginning with highest ranking employee. All the employee are ranked according to relative performance on each performance criterion rather than appraising them against a set of performance criteria.

Ranking employees from best to worst on a trait or traits is another method for evaluating employees. Because of usually easier to distinguish between the worst and best employees than to just rank them, an alternation ranking method is most popular. First, list all subordinates to be rated, and then cross out the names of any not known well enough to rank. Then, on a form like that in Figure 2–2, indicate the employee who is the highest on the characteristic being measured and also the one who is the lowest. Then choose the next highest and the next lowest, alternating between highest and lowest until all employees to be rated have been ranked.<sup>25</sup>

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<sup>25</sup> Gary Dessler, **Human Resource Management**, Ninth Edition, New Jersey: Prentice Hall, 2007, p 325.

**ALTERNATION RANKING SCALE**

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

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

<p>Highest-ranking employee</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	<p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p> <p style="text-align: right;">Lowest-ranking employee</p>
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**Figure 2–2: Alternation Rating Methods**

**Source:** Gary Dessler, **Human Resource Management**, Ninth Edition, New Jersey: Prentice Hall, 2007, p 327.

There are many advantages of ranking method. Firstly, it is fast and easy to complete. A numerical evaluation given to the employees can be directly related to compensation changes or staffing considerations. Secondly, ranking methods provide a standardized approach to evaluation and force discrimination as to the performance of

individual employees on each criterion. Lastly, ranking method completely avoids problems of central tendency or leniency.

Beside of them, there are serious disadvantages. Ranking is seldom developmental because employees do not receive feedback about performance strengths and weaknesses or any future direction. Also, ranking assumes that each department has employees who can be distributed fairly over a range from best to worst. Finally, when ranking is used, there is no common standard of performance by which to compare employees from various departments since employees in each department are compared only with each other. Many employers rank employees and use other performance appraisal methods so that they can gain the advantages while avoiding the pitfalls of this method.<sup>26</sup>

#### **2.2.1.2. Paired Comparison Method**

The paired comparison method is that ranking employees by making a chart of all possible pairs of the employees for each trait and indicating which is the better employees of pair.<sup>27</sup>

Each rate can be compared to each of the others in a set. For each pair of names, the rater indicates the better one on some specified dimension; the top of the rank order is the one chosen most frequently. The same name should not appear in two consecutive pairs; each person should be listed first and second equally often. There might be a lot of pairs; if five people are the compared, there are 20 pairs of names. Ten people require forty-five pairs. These numbers assume that each pair is compared only once; the number of pairs is  $n(n-1)/2$ . Where  $n$  is the number of people to be ranked. Every pair can be listed twice using both orders of presentation, but this requires twice as many pairs.<sup>28</sup>

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<sup>26</sup> Carrell, p 363-364.

<sup>27</sup> Gary Dessler, **Human Resource Management**, Ninth Edition, New Jersey: Prentice Hall, 2007, p 327.

<sup>28</sup> Robert M. Guion, **Assessment, Measurement, and Prediction for Personnel Decisions**, First Edition, New Jersey: Lawrence Erlbaum Associates, Publishers, 1998, p 546.

There are three major problems about the paired comparison method. First one is that it becomes unwieldy when comparing more than ten employees. Secondly, this method is time-consuming with large number of employees. Third disadvantage of paired comparison is that employees are compared to each other on overall performance rather than on specific job criteria.

Figure 2–3 is an example of paired comparison method.

<b>FOR THE TRAIT "QUALITY OF WORK"</b>						<b>FOR THE TRAIT "CREATIVITY"</b>					
Employee Rated:						Employee Rated:					
As Compared To:	A Art	B Maria	C Chuck	D Diane	E Jose	As Compared To:	A Art	B Maria	C Chuck	D Diane	E Jose
A Art		+	+	-	-	A Art		-	-	-	-
B Maria	-		-	-	-	B Maria	+		-	+	+
C Chuck	-	+		+	-	C Chuck	+	+		-	+
D Diane	+	+	-		+	D Diane	+	-	+		-
E Jose	+	+	+	-		E Jose	+	-	-	+	
 Maria Ranks Highest Here						 Art Ranks Highest Here					

**Figure 2–3 : Ranking Employees by the Paired Comparison Method**

**Source:** Gary Dessler, **Human Resource Management**, Ninth Edition, New Jersey: Prentice Hall, 2007, p 328.

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

### **2.2.1.3. Forced Distribution**

This method could be based on performer, behavior, and/or results' criteria. Similar to a ranking approach, forced distribution requires evaluators to place a certain percentage of employees in predetermined categories. For example, there could be five categories of employees, and a certain percentage of employees would be "forced" into each category.<sup>29</sup>

The forced-distribution system is similar to grading on a curve. The rater is asked to rate employees in some fixed distribution of categories, such as 10 percent in low, 20 percent in low average, 40 percent in average, 20 percent in high average, and 10 percent in high. The distribution is forced in that only a small percentage of workers can receive high or low rankings.

The forced distribution helps to solve the problem of supervisors who like to rate the vast majority of workers at the highest level.

Beside these favorable views, the forced distribution is also possible to see various drawbacks. Firstly, it assumes a normal distribution of performance. Secondly, it resist by managers to placing individuals in the lowest or highest groups. Thirdly, it Provides explanation for placement in a higher or lower grouping can be difficult. Lastly, it is not readily applicable to small groups of employees.

An example of forced distribution method is Figure 2–4.

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<sup>29</sup> "Forced Distribution", [http://mire.med.yale.edu/lcdb//EPD/tm\\_comptools.htm](http://mire.med.yale.edu/lcdb//EPD/tm_comptools.htm) (15 May 2006)

<b>Poor 10%</b>	<b>Below Average 20%</b>	<b>Average 40%</b>	<b>Above Average 20%</b>	<b>Excellent % 10</b>
Hakan Kara	Hatice Köse	Havva Küçük	Bekir Güçlü	Ozan Bayrak
Ahmet Telliöđlu	Ali Ateş	İrfan Kurtulmuş	Elif Topdal	Oben Gümüş
	Veysel Birinci	Mehmet Dođan	Murat Atik	
	Fatma Yıldız	İsmail El	Veysel Sarı	
		Okşan Yoksul		
		Mehmet Acar		
		Halil Ađaođlu		
		Gökhan Ateş		
		Hanife Batal		
		Neşe Güzel		

**Figure 2–4: An example of forced distribution**

### **2.2.2. Absolute Standard Methods**

Absolute standard methods are measuring an employee’s performance against some established standards. This means that the employee is not compared with the others.<sup>30</sup> Commonly, the dimensions of performance deemed relevant for job are listed on the rating form, and the manager is asked to rate the employee on each dimension.

Absolute standard methods allow employees from different departments, assessed by different supervisor, to be compared to another. If all workers are excellent employees they all will receive excellent assessment. Another distinct advantage of absolute standard method is that it avoids creating conflict among employees. Beside that, the feedback to employee can be more private and useful, because assessments are made on separate dimensions of performance.

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<sup>30</sup> David A. De Cenzo, and Stephen P. Robbins, **Human Resource Management**, Fifth Edition, New York: John Wiley & Sons Inc., 1996, p. 328-329.

Although often preferable to comparative methods, absolute standard methods have their drawbacks. One is that all employees in a group can receive the same evaluation if the supervisor is reluctant to differentiate among worker. Another is that different supervisors can have markedly different appraisal standards. For example, a rating from an "easy" supervisor may actually be lower value than a rating of 4 from a "tough" supervisor. But when the organization is handing out promotions or pay increases, the worker who received the 6 rating would be rewarded.<sup>31</sup>

### **2.2.2.1. Essay Method**

The Essay appraisal method requires the manager to write a short essay describing each employee's performance during the rating period. It may be written by the appraiser alone, or it can be composed in collaboration with the employee. The appraiser usually is given a few general heading under which to make comments.<sup>32</sup>

The major advantage of essay methods is that they can provide detailed feedback to ratees regarding their performance. On the other hand, essay methods are almost totally unstructured, and they vary widely in length and content. Comparisons across individuals, groups, or departments are virtually impossible since different essays touch on different aspects of rate performance or personal qualifications. Finally, essay methods provide only qualitative information.<sup>33</sup>

The essay method has distinct disadvantages. Firstly, this method dependence on the rater's writing skills. Second is the time-consuming. The supervisors must spend writing separate essays about each employee. Thirdly, the essay method is subjective. it provides only qualitative data rather than quantitative. Another one is freedom of expression. That is both greatest advantage and greatest handicap. The varying writing

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<sup>31</sup> Luis R. Gomez-Mejia, David B. Balkin and Robert L. Cardy, **Managing Human Resources**, fifth edition, USA:Prentice-Hall Inc., 2007 , p 226.

<sup>32</sup> Randall. S. Schuler, "Appraising Employee Performance," **Managing Human Resources**, 1995, <http://www.ensia.inra.fr/~courtois/fidel/maich/ch11.htm>, (18 May 2005).

<sup>33</sup> Wayne F. Cascio, **Applied Psychology in Human Resource Management**, fifth edition, USA: Prentice-Hall, 1998, p 67-68.

skills of raters can distort the whole process. Lastly, as the essays are different in content and length and they are unstructured, employees are hardly compared individuals across the organization using the essay methods. It is difficult to compare and contrast the results of individuals.

#### **2.2.2.2. Graphic Rating Scales**

The graphic rating scales the employee-rate on some standard or attribute of work. Traditionally, the focus was on personal traits, but more recently, it has been on work behaviors and outcomes. The rating often done on some 1 – 3 or 1 – 5 Likert-type scale, with 1 represent “ very unsatisfactory” and 5 representing “excellent”. The rating scale is one of the oldest and most common methods, and has survived the many recent innovations in instruments.<sup>34</sup>

Probably the most widely used method of performance appraisal is the graphic rating scales, example of which presented in figure 2–5. in terms of the amount of structure provided, the scales differ in three ways: (1) the degree to which the meaning of the response categories is defined, (2) the degree to which the individual who is interpreting the ratings can tell clearly what response was intended, (3) the degree to which the performance dimension begin rated is defined for the rater.

On a graphic rating scale each point is defined on a continuum. Hence, in order to make meaningful distinctions in performance within dimensions, scale points must be defined unambiguously for the rater. This process called anchoring. In figure 2–4, scales *a* uses qualitative end anchors only. Scales *b* includes numerical and verbal anchors, while scales *c*, and *e* use verbal anchors only. These anchors are almost worthless, however, since what constitutes high and low quality or “outstanding” and “unsatisfactory” is left completely up to the rater. A “commendable” for one rater may

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<sup>34</sup> Carrell, p 359.

only be a “competent” for another. Scale  $d$  is better , for the numerical anchors are described in terms of what “quality” means in that context.<sup>35</sup>

Graphic rating scales are popular with managers because they can be filled out quickly and require little training.

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<sup>35</sup> Wayne F. Cascio, **Applied Psychology in Human Resource Management**, fifth edition, USA: Prentice-Hall, 1998, p 69-71.



### 2.2.2.3. Non-Graphic Rating Scales

Like as graphic rating scale, the non-graphic rating scale rates the employee-rate on some standard or attribute of work. However, it is usually more valid than a graphic rating scale since it contains a brief description of each point on a scale rather than simply low and high points of scale. The rater can be give more accurate descriptions of the employee's behavior on a particular attribute because a description clarifies each level of the rating scale. On the graphic scale, raters arbitrarily decide what various points represent about an attribute; for example what is "below-average" cooperation?<sup>36</sup>

Shown in Figure 2–6 is the non-graphic rate scale.

Both graphic and non-graphic rating scales techniques require an evaluation of employee performance on several dimensions or factors. the rating technique using personal traits and behaviors relatively easy to construct and each rating from can apply to wide range of job categories. Typically, a company will construct one form for managerial, another for non-supervisory office employees, and another for hourly workers. Rating scales are easy to use and understand. Various statistical summaries can be prepared form the rating sheets.<sup>37</sup>

The greatest advantage of rating scales (both graphic and non-graphic rating scales) is that they are structured and standardized. This allows ratings to be easily compared and contrasted - even for entire workforces. Each employee is subjected to the same basic appraisal process and rating criteria, with the same range of responses. This encourages equality in treatment for all appraises and imposes standard measures of performance across all parts of the organization. Rating scale methods are easy to use and understand. The concept of the rating scale makes obvious sense; both appraisers

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<sup>36</sup> Carrell, p 359.

<sup>37</sup> Dale S. Beach, **Personnel: the Management of People at Work**, fourth Edition, the USA: Macmillan Publishing Co. Inc., 1980, p. 296.

and appraises have an intuitive appreciation for the simple and efficient logic of the bipolar scale. The result is widespread acceptance and popularity for this approach.<sup>38</sup>

These methods also have some disadvantages. The major weakness of these methods is the variable interpretation of performance. It fails in providing evaluations that discriminate adequately among the performances of individual employee or among the performance on different criteria for the same employee.<sup>39</sup> Another disadvantage is that the descriptive terms used in such scales may have different meanings to raters. Factors such as "initiative" and "cooperation" are subject to many interpretations, especially in conjunction with words such as "outstanding", "average", or "poor".<sup>40</sup>

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<sup>38</sup> Appraisal Methods" **Rating Scales**, <http://www.performance-appraisal.com/ratings.htm> (03 May 2005)

<sup>39</sup> Eugene M. Johnson, David L. Kurtz, Ebenhard Scheuing, **Sales Management, Concepts, Practices, and Cases**, Second Edition, Singapore: McGraw-Hill International Editions, 1994, p475.

<sup>40</sup> Randall. S. Schuler, "Appraising Employee Performance," **Managing Human Resources**, 1995, <http://www.ensia.inra.fr/~courtois/fidel/maich/ch11.htm>, (18 May 2005).

Name: \_\_\_\_\_ For period ending: \_\_\_\_\_

Department: \_\_\_\_\_ Job Title: \_\_\_\_\_

**Instructions:**

Listed below are a number of traits, abilities, and characteristics that are important for success. Place an "X" mark on each rating scale, over the descriptive phase which most nearly describes the person being rated.

**ACCURACY** is the correctness of work duties performed

Usually accurate; makes only average number of mistakes	Makes frequent errors	Requires absolute minimum of supervision; is almost always accurate	Requires little supervision; is exact and precise most of time	Careless; makes recurrent
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**ALERTNESS** is the ability to grasp instruction, to meet conditions and to solve novel or problem situations.

Requires more than average instructions and explanations.	Slow the catch on	Exceptionally keen and alert	Grasps instructions with average ability	Usually quick to understand and learn
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**CREATIVITY** is talent for having new ideas, for finding new and better ways of doing things and for imaginative.

Continually seeks new and better ways of doing things.	Has average imagination; has reasonable number of new ideas.	Frequently suggests new ways of doing things; is very imaginative	Rarely has a new idea; is un-imaginative	Occasionally comes up with a new idea.
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**FRIENDLINESS** is the sociability and warmth which an individual imparts toward customers, other employees, the supervisor, and persons supervised.

Approachable; friendly once known by others.	Extremely sociable; excellent at establishing good will	Very distant and aloof	Very sociable and outgoing	Warm; friendly; sociable.
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**PERSONALITY** is an individual's behavior characteristics or personal suitability for the job.

Very desirable personality for this job	Personality unsatisfactory for this job	Outstanding personality for this job	Personality satisfactory for this job	Personality questionable for this job
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**PERSONAL APPEARANCE** is personal impression an individual makes on others. (Consider cleanliness, grooming, neatness, and appropriateness of dress on the job)

Very untidy; poor taste in dress	Generally neat and clean; satisfactory personal appearance	Unusually well groomed, very neat; excellent taste in dress	Sometimes untidy and careless about personal appearance	Careful about personal appearance; good taste in dress
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**PHYSICAL FITNESS** is the ability to work consistently and with only moderate fatigue. (Consider physical alertness and energy)

Energetic; seldom tires	Tires easily; is weak and frail	Excellent health; no fatigue	Meets physical and energy job requirements	Frequently tires and is slow
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(continued)

**ATTENDANCE** is faithfulness in coming to work daily and conforming to work hours.

Always regular and prompt; volunteers for overtime when needed	Often absent without good excuse and/or frequently reports for work late	Very prompt regular in attendance	Lax in attendance and/or reporting for work on time	Usually present and on time
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**DEPENDABILITY** is the ability to do required jobs well with a minimum of supervision.

Requires close supervision in unreliable.	Requires absolute minimum of supervision	Usually takes care of necessary tasks and completes with reasonable promptness	Requires little supervision; is reliable	Sometimes requires prompting
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**JOB KNOWLEDGE** is the information concerning work duties which an individual should know for a satisfactory job performance.

Lacks knowledge of some phases of work.	Has complete mastery of all phases of job	Understands all phases of work	Poorly informed about work duties	Moderately informed; can answer most common questions
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**QUANTITY OF WORK** is the amount of work an individual does in a work day.

Volume of work is satisfactory.	Very industrious; does more than is required.	Does just enough to get by	Superior work production recorded	Does not meet minimum requirements.
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**STABILITY** is the ability to withstand pressure and to remain calm in crisis situations.

Thrives under pressure; really enjoys solving crises	Goes "to pieces" under pressure; is "jumpy" and nervous	Tolerates most pressure; likes crises more than the average person.	Has average tolerance for crises; usually remains calm	Occasionally "blows up" under pressure; is easily irritated.
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**COURTESY** is the polite attention an individual gives other people.

Always very polite and willing	Sometimes tactless	Inspiring to others in being courteous and very pleasant	Agreeable and pleasant	Blunt; discourteous; antagonistic
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**OVERALL EVALUATION** in comparison with other employees with the same length of service on this job:

Definitely Unsatisfactory	Substandard but making progress	Doing an average job	Definitely above average	Outstanding
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Signature of Supervisor	Date	Signature of Employee	Date
Signature of Reviewing Officer	Date	Signature of Personnel Officer	Date

**Figure 2–6: An example of the non-graphic form of rating scales**

**Source:** Michael R. Carrell, Norbert F. Elbert, and Robert D. Hatfield, **Human Resource Management: Global Strategies for Managing A Diverse Workforce**, Fifth Edition, New Jersey: Prentice Hall, 1995, p 361-362.

#### 2.2.2.4. Critical Incidents

The critical incident method involves noting instances where workers reacted particularly well or poorly. To be effective and accurate, critical incidents need to be jotted down as they take place and are still fresh in the supervisor's mind.<sup>41</sup>

In this method, the example shows in figure 2–7, rater observes rate and record behaviors, positive or negative that affect job performance significantly, through the performance period. The end product is a list of behaviors that make up good and bad job performance. As the original method did not provide any quantitative data, it was used as a guide. Each rate's job performance can be illustrated in terms of the occurrence of critical incidents and the rater can guide rate to avoid the negative and continue the positive behaviors.

The critical incident methods are used to document performance, since such documentation is often necessary to establish the propriety of numerous employment decisions, especially terminations and disciplinary actions. Critical incidents, generated by worker themselves, are also used to develop performance appraisal instruments.<sup>42</sup>

The main disadvantage of this approach is that the rater is required to jot down incidents regularly, which can be burdensome and time-consuming. Beside that, the definition of a critical incident is unclear and may be interpreted differently by different people. This method may also lead to friction between the manager and employees when the employees believe the manager is keeping a "book" on them.<sup>43</sup>

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<sup>41</sup> Gregorio Billikopf Encina, **Performance Appraisal**, <http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/06.pdf>, 2001, p 21 (25 April 2006).

<sup>42</sup> Richard M. Hodgetts and K. Galen Kroeck, **Personnel and Human Resource Management**, USA: McGraw-Hill Companies, 1992, p349.

<sup>43</sup> Byars, p 279-280.

<b>Critical Incident</b>	<b>Scale Value</b>
Knows the difference between correcting the grammar in the boss' letter and correcting the writing style.	<b>+6.5</b>
Knows various postal rates and mails material in a cost-efficient manner.	<b>+4.2</b>
Knows what typing is to be done on plain paper versus company letterhead	<b>+3.1</b>
Keeps a running count on the use of office supplies.	<b>+2.5</b>
Opens all mail whether or not is marked "confidential"	<b>-1.9</b>
Confuses priorities on typing that needs immediate attention and projects that have no established deadlines	<b>-3.8</b>
Files always correspondence so that it can be rarely be found for later reference	<b>-5.2</b>
Leaves many mistakes in typing from failing to proofread the typed copy	<b>-7.1</b>

**Figure 2–7: Checklist of Weight Critical Incidents for a Secretarial Job**

**Source:** Paul M. Muchinsky, **Psychology Applied to Work**, Fifth Edition, Usa: Brooks/Cole Publishing Company, 1996, p 226.

**Note:** The larger the absolute value of an item, the more positive (or negative) a specific behavior. For example  $|+6.5| = 6.5$  and is greater than  $|+4.2| = 4.2$ . Thus, the critical incident assigned a rating of +6.5 is a more positive behavior than the one assigned +4.2.

### **2.2.2.5. Weighted Checklist Method**

The evaluator is given a list of job-related behaviors or characteristics and asked to check the items that apply to the employee. However, each item is not weighted equally. Those items that are deemed to be more predictive of success or that are more critical to organizational effectiveness are weighted more. <sup>44</sup>

This method often involves giving different weight to different items in the checklist to indicate that some are more important than others.

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<sup>44</sup> William P. Anthony, Pamela L. Perrewe, and K. Michele Kacmar, **Strategic Human Resources Management**, Florida: The Dryden Press, 1993, p.450.

The checklist method is fairly fast and easy to use since it can produce a mathematical total for employee. And it is evaluative as well as developmental. But the checklist is time-consuming and expensive to develop since checklist for each job in the organization must be produced.<sup>45</sup>

In order to minimize the responsibility of evaluators, checklist method is used. According to this method evaluators make comments on the employees instead of evaluating their success level. An example of checklist is presented in figure 2–8.

	<b>Yes</b>	<b>No</b>
1. Does the employee lose his or her temper in public?		
2. Does the employee pay favorites?		
3. Does the employee praise employees in public when they have done a good job?		
4. Does the employee volunteer to do special jobs ?		

**Figure 2–8: Sample Checklist Questions**

**Source:** Lloyl L. Byars, and Leslie W. Rue. **Human Resource Management**, Sixth Edition, USA: Irwin McGraw-Hill, 2000, p 282.

### **2.2.3. Work Standards**

The work standards method compares each employee’s performance to a predetermined standard or expected level of output. Standards reflect the normal output on average worker operating at a normal pace. Work standard may be applied to virtually all types of jobs, but they are most frequently used for production jobs. Several

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<sup>45</sup> Carrell, p 366.

methods may be utilized in determining work standards, including time study and work sampling.<sup>46</sup>

The most important advantage of work standards is that appraisal criteria are objective. The most serious drawback appears to be the problem of comparability. If people are evaluated on different standards, how can the ratings be brought together for comparison purposes when decisions have to be made on promotions or on salary increases? For these purposes some form of ranking is necessary.

#### **2.2.4. Behaviorally Anchored Rating Scales (BARS)**

A behaviorally anchored rating scale, as known as BARS, combine the benefits of narratives, critical incidents, and quantified ratings by anchoring a quantified scale with specific behavioral examples of good or poor performance, as in figure 2–9. Its proponents claim that it provides better, more equitable appraisals than do the other tools.<sup>47</sup>

Developing a behaviorally anchored rating scale typically requires five steps:<sup>48</sup>

**a. Generate critical incidents.** Person who know the job being appraised (jobholders and/or supervisors) are asked to describe specific illustrations (critical incidents) of effective and ineffective performance.

**b. Develop performance dimensions.** These people then cluster the incidents into a smaller set of performance dimensions (say, 5 or 10) Each cluster (dimension) such as “conscientiousness” is then defined.

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<sup>46</sup> Mondy, p 336.

<sup>47</sup> Gary, p 331.

<sup>48</sup> Donald Schwab, Herbert Heneman, and Thomas Decotiis, **Behaviorally Anchored Scales: A Review of the Literature**, *Personal Psychology*, Vol 28, 1975, p 549-562.

<b>Behaviorally Anchored Rating Scale</b>	
<b>Position:</b> Chemical Equipment Operator <b>Job Dimension:</b> Verbal Communication	
<b>7</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• check verbal instructions against written procedures</li> <li>• always check to make sure he/she heard others correctly</li> <li>• brief his/her replacement quickly and accurately, giving only relevant information</li> </ul>
<b>6</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• inform superiors immediately if problems arise</li> <li>• listen to others carefully and ask questions if he/she does not understand</li> <li>• give information, instructions, etc., in a calm, clear voice</li> </ul>
<b>5</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• always inform others of his/her location in the plant</li> <li>• avoid discussing non-work-related subjects when relating plant status to others</li> <li>• inform others of all delays that took place on the shift</li> </ul>
<b>4</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• give others a detailed account of what needs to be done, but not to establish priorities</li> <li>• mumble when speaking to others</li> <li>• not face the person communicating with him/her and act disinterested</li> </ul>
<b>3</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• fail to relate all necessary details to those relieving him/her at break or shift change</li> <li>• not seek information and only offer it when asked</li> <li>• guess at status of pots when relaying information</li> <li>• not check to be sure he/she has heard others correctly, but rely on what he/she thought he/she heard</li> <li>• leave out information about his/her own errors when talking to others</li> </ul>
<b>2</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• never ask for help if unsure of something or if errors are made</li> <li>• refuse to listen to others</li> <li>• continually yell at others and use abusive language</li> </ul>
<b>1</b>	<input type="checkbox"/> This operator could be expected to: <ul style="list-style-type: none"> <li>• not answer when he/she is called</li> <li>• refuse to brief his/her replacements</li> <li>• give person relieving him/her inaccurate information deliberately</li> </ul>

**Figure 2–9: Example of Behaviorally Anchored Rating Scale**

**Source:** Beatty and Schneier, **Personnel Administration**, 1981; USA:Addison Wesley Publishing Co. Inc., Reading, MA, p. 129

**c. Reallocate incidents.** Another group of people who also know the job then reallocate the original critical incidents. They are given the clusters' definitions and the critical incidents and are asked to reassign each incident to the cluster they think it fits best. Typically, a critical incident is retained if some percentage (usually 50% to 80%) of this second group assigns it to the same cluster as did the group in step 2.

**d. Scale incidents.** This second group is generally asked to rate the behavior described in the incident as to how effectively or ineffectively it represents performance on the appropriate dimension (seven – or nine – point scales are typical).

**e. Develop final instrument.** A subset of the incidents (usually six or seven per cluster) is used as behavioral anchors for each dimension.

There are many advantages of behavior anchored rating scales. Firstly, both managers and employees know what the appraisal criteria are in advance. Secondly, the feedback will be not based on vague comments as to personality, but on concrete actions that can be pinpointed. The descriptions also mean that the assessors focus on performance not personality, etc.

Behavior anchored rating scales eliminate central tendency, strictness and leniency errors by means of the descriptions. Last one is easier to use and discuss the result with employees as well as increasing interrater reliability.

Although there are many advantages of behavior anchored rating scales, they have some disadvantages. First one is that they require extensive time to develop and maintain. Second one is that separate behavior anchored rating scale forms are necessary to accommodate different type of jobs in an organization. This means it is only worth developing them for very common jobs. Lastly as the technique relies upon observable behavior or outputs, it is often very hard to apply to managerial and professional jobs where results may be hard to identify.

### 2.2.5. Behavioral Observational Scale (BOS)

The Behavioral Observational Scale, as known as BOS, is an appraisal method which was developed to end the drawbacks of behavioral anchored rating scale and benefit from their strong aspects. It focuses on identifying a list of critical incidents leading to job success. Input for this scale can be provided by employees, their superiors and customers. Then, identified key behavior can be grouped together to form job dimensions. After that, five – point likert scales are attached to each activity. The behavioral scales that result can be used by regional or district managers to measure the frequency with which subordinates engage in critical behavior, as shown an example in figure 2 - 10.<sup>49</sup>

In figure 2 – 10, the five points are defined in terms of the percent of the time the behavior is observed. Latham and Wexley suggested percentages of 0-64 % for (almost never) through 65–74 %, 75–84%, 85–94%, and 95–100% (almost always); they have also reported using a straightforward 20% increment for each scale point.

Behavioral observational Scale can be developed in less time then behavioral anchored rating scales because prior item scaling is not needed. If job analysis is well–done and well – organized, behavioral statements should be prepared with minimal effort and time. Job analysis survey may be too elemental; if so, job experts may consolidate elementary items into broader, more comprehensive statements. Items are usually considered equally weighted, but differential weights could be assigned by expert judgment. The job relevance of the rating is obvious.

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<sup>49</sup> Thomas N. Ingram, Raymond W. LaForge, Charles H. Schwepher, Jr., **Sales Maagement, Analysis & Decision Making**, Third Edition, USA: The Dryeden Press, 1997, p 409.

<b>Over Coming Resistance To Change*</b>						
<b>(1) Describes the details of the change to subordinates.</b>						
Always Never	1	2	3	4	5	Almost Always
<b>(2) Explains why the changes is necessary.</b>						
Always Never	1	2	3	4	5	Almost Always
<b>(3) Discusses how the change will be affect the employee.</b>						
Always Never	1	2	3	4	5	Almost Always
<b>(4) Listens to the employee's concerns.</b>						
Always Never	1	2	3	4	5	Almost Always
<b>(5) Asks the employee for help in making the change work.</b>						
Always Never	1	2	3	4	5	Almost Always
<b>(6) If necessary, specifies the date for a follow-up meeting to respond the employee's concerns</b>						
Always Never	1	2	3	4	5	Almost Always
Total=_____						
Below Adequate	Adequate	Full	Excellent	Superior*		
6-10	11-15	16-20	21-35	26-30		
<b>*Scores are set by management</b>						

**Figure 2–10: A Behavioral observation scale for assessing a manager’s skill in overcoming resistance to change.**

**Source:** G. P. Latham, and K. N. Wexley, **Increasing productivity through performance appraisal**, MA: Addison-Wesley, 1981, p

### 2.2.6. Forced Choice Method

The forced choice method (in Figure 2-11) is a type of performance appraisal method in which the rater must choose between two specific statements about an employee's work behavior. The rater's job is to identify which statement is most (or in some cases least) descriptive of the individual being evaluated. The statement may be favorable or unfavorable.<sup>50</sup>

The main advantage claimed for forced choice method is that a rater cannot distort a person's ratings higher or lower than is warranted since he or she has no way of knowing which statements to check in order to do so. Hence leniency should theoretically be reduced.

The major disadvantage is rater resistance. Control is removed from the rater, who therefore can not be sure just how he or she rated a subordinate. Finally forced choice methods are of little use in performance appraisal interviews (and may even have a negative effect), for the rater is unaware of the scale values of the items he or she chooses. Since rater cooperation and acceptability are crucial determinants of the success of any appraisal system, forced choice methods tend to be unpopular choices in many organizations.<sup>51</sup>

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<sup>50</sup> David A. De Cenzo, and Stephen P. Robbins, **Human Resource Management**, Fifth Edition, New York: John Wiley & Sons Inc., 1996, p. 328-329.

<sup>51</sup> Wayne F. Cascio, **Applied Psychology in Human Resource Management**, fifth edition, USA: Prentice-Hall, 1998, p 69.

**Directions:** In each of the following items, check the one statement that is *most like* the teller being rated and the one statement that is *least like* the teller being rated.

	Most	Least	
1.	a) _____	_____	Teller is always on time (neutral).
	b) _____	_____	Teller is never short at end of day (poor).
	c) _____	_____	Teller smiles at each customer (excellent).
2.	a) _____	_____	Teller usually cross-sells (excellent).
	b) _____	_____	Teller keeps work area neat and orderly (poor).
	c) _____	_____	Teller is friendly to other employees (neutral).

**Figure 2–11: Example of Forced Choice Method**

**Source:** Phani Radhakrishnan, **Performance Evaluation**, <http://www.uts.utoronto.ca/~phanira/WebSkills/perfeval-jan06.ppt>, 2004, p 19 (23 MAY 2006).

### 2.2.7. Management by Objectives (MBO)

The management by objectives, as known as MBO, approach is an appraisal system which uses comparison of targeted goals to the actual results achieved. In the management by objectives system, company employees are viewed as members of a team, with the individual evaluation depending upon one's ability to achieve agreed upon objectives. These objectives are usually measurable within a specific time frame, such as achieving a 10 percent scrap reduction within 90 days, or achieving a specific return within a designated period.<sup>52</sup>

Once an objective is agreed, the employee is usually expected to self-audit; that is, to identify the skills needed to achieve the objective. Typically they do not rely on others to locate and specify their strengths and weaknesses. They are expected to monitor their own development and progress.

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<sup>52</sup> Don Harvey, Robert Bruce Bowin, **Human Resources Management: An Experiential Approach**, First Edition, New Jersey: Prentice-Hall Inc., 1996, p 146.

### 2.2.7.1. Essential Elements of Management by Objectives

Most management by objectives programs contain the same essential elements, although individual approaches may vary somewhat. A description of the typical management by objectives process is illustrated in Figure 2 – 12. These are goal setting, action planning, self-planning, and periodic preview.<sup>53</sup>



**Figure 2–12: The Management by Objectives Process**

**Source:** Michael R. Carrell, Norbert F. Elbert, and Robert D. Hatfield, **Human Resource Management: Global Strategies for Managing A Diverse Workforce**, Fifth Edition, New Jersey: Prentice Hall, 1995, p 368.

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<sup>53</sup> Carrell, p 368.

Goal setting lies at the heart of the management by objectives process. With management by objectives, the goal-setting process begins with the formulation of long-range objectives and “cascades” through organizational objectives, departmental goals and finally individual goals.

Management by objectives concentrates on setting measurable goals as opposed to vague or subjective goals. In the context of management by objectives, characteristics of good include a description of specifically what is to be accomplished and how the accomplishment of a goal will be measured, target dates for goal accomplishment and the amount of resources (e.g. money, time) to be used in accomplishing the goal.

Goals specify what is to be achieved; action plans specify how goals are to be achieved. In essence, the action plan constitutes a road map for accomplishing the goals. Action plans are important because they provide direction as well as mechanism for measuring accomplishment toward goals.

A primary assumption of management by objectives is that employees will accomplish their goals if given management and organization support. Inherent in this assumption is that those who are being appraised with management by objectives have a fairly high level of motivation, commitment, and achievement drive.

Most management by objectives systems include a mechanism for periodically measuring progress toward goals. A review process is particularly important to discuss problems that an employee may be experiencing in reaching goal; perhaps goals need adjusting to account for problems that could not be forecast during the goal setting process.

### **2.2.7.2. Advantages of Management by Objectives**

The management by objectives approach overcomes some of the problems that arise as a result of assuming that the employee traits needed for job success can be reliably identified and measured.

Instead of assuming traits, the management by objectives method concentrates on actual outcomes.

If the employee meets or exceeds the set objectives, then he or she has demonstrated an acceptable level of job performance. Employees are judged according to real outcomes, and not on their potential for success, or on someone's subjective opinion of their abilities.

The guiding principle of the management by objectives approach is that direct results can be observed, whereas the traits and attributes of employees (which may or may not contribute to performance) must be guessed at or inferred.

The management by objectives method recognizes the fact that it is difficult to neatly dissect all the complex and varied elements that go to make up employee performance.

Management by objectives advocates claim that the performance of employees cannot be broken up into so many constituent parts - as one might take apart an engine to study it. But put all the parts together and the performance may be directly observed and measured.<sup>54</sup>

### **2.2.7.3. Disadvantages of Management by Objectives**

The management by objectives methods of performance appraisal can give employees a satisfying sense of autonomy and achievement. But on the downside, they

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<sup>54</sup>"Rating Scales" **Performance Appraisal**, [http://www.performance-appraisal.com/result \(03](http://www.performance-appraisal.com/result (03) May 2006)

can lead to unrealistic expectations about what can and cannot be reasonably accomplished.

Supervisors and subordinates must have very good "reality checking" skills to use management by objectives appraisal methods. They will need these skills during the initial stage of objective setting, and for the purposes of self-auditing and self-monitoring.

Unfortunately, research studies have shown repeatedly that human beings tend to lack the skills needed to do their own "reality checking". Nor are these skills easily conveyed by training. Reality itself is an intensely personal experience, prone to all forms of perceptual bias.

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

Of course, the obvious answer is to make the objectives more fluid and yielding. But the penalty for fluidity is loss of clarity. Variable objectives may cause employee confusion. It is also possible that fluid objectives may be distorted to disguise or justify failures in performance.<sup>55</sup>

#### **2.2.8. Self Assessment**

Self assessment is ratings that employee give to themselves. It is used mainly to identify training and development requirements.

Some researchers argued that self-assessment appraisal systems are the only way to give a complete picture of performance of the employee, and to avoid "criticize-defend" scenario. Furthermore it can be argued that it is the appraisee who know (or

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<sup>55</sup> "Rating Scales" **Performance Appraisal**, <http://www.performance-appraisal.com/result> (03 May 2006)

can be learn) more than anyone else about his or her own capabilities, needs, strengths and weaknesses, and goals.<sup>56</sup>

The basic problem with self assessment is that employees usually rate themselves higher than they are rated by supervisors or peers. Also, self assessment is more lenient, less variable, and more biased.

### **2.2.9. 360-Degree Performance Appraisal**

Probably the most significant development likely to influence the nature of performance appraisal in the future is the shift away from conventional appraisals undertaken typically by line managers towards the concept of 360 degree appraisal. The concept builds on multi-appraisal and refers to a situation where appraisal data is collected "all around" an employee, from his or her manager, subordinates, peers and customers, internal and external (where appropriate).<sup>57</sup>

This system involves the employee's being rated by subordinates, peers, bosses, and sometimes customers and examining how these assessments match up with his or her own self-ratings.<sup>58</sup> Raters are asked to complete a questionnaire asking them to rate the person on a number of different dimensions. Typically, the ratee is asked to review the results, seek clarification from the raters, and participate in development planning designed to set specific goals based on the strengths and weakness identified. The figure 2-13 shows 360 degree performance appraisal's diagrams.

360 degree performance appraisal or feedback is conducted in order to conform with cultural changes to develop communication and value of company, to support

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<sup>56</sup> Ian Beardwell, and Len Holden, (Edited by) **Human Resource Management: A Contemporary Approach**, third edition, United Kingdom: Pearson Education, 2001, p 542.

<sup>57</sup> Brain Towers, **The Handbook of Human Resource Management**, Second Edition, Massachusetts: Blackwell, 1996, p 207.

<sup>58</sup> Clive Fletcher, "Circular Argument", **People Management**, Vol. IV, No:19 (1 October 1998), p46.

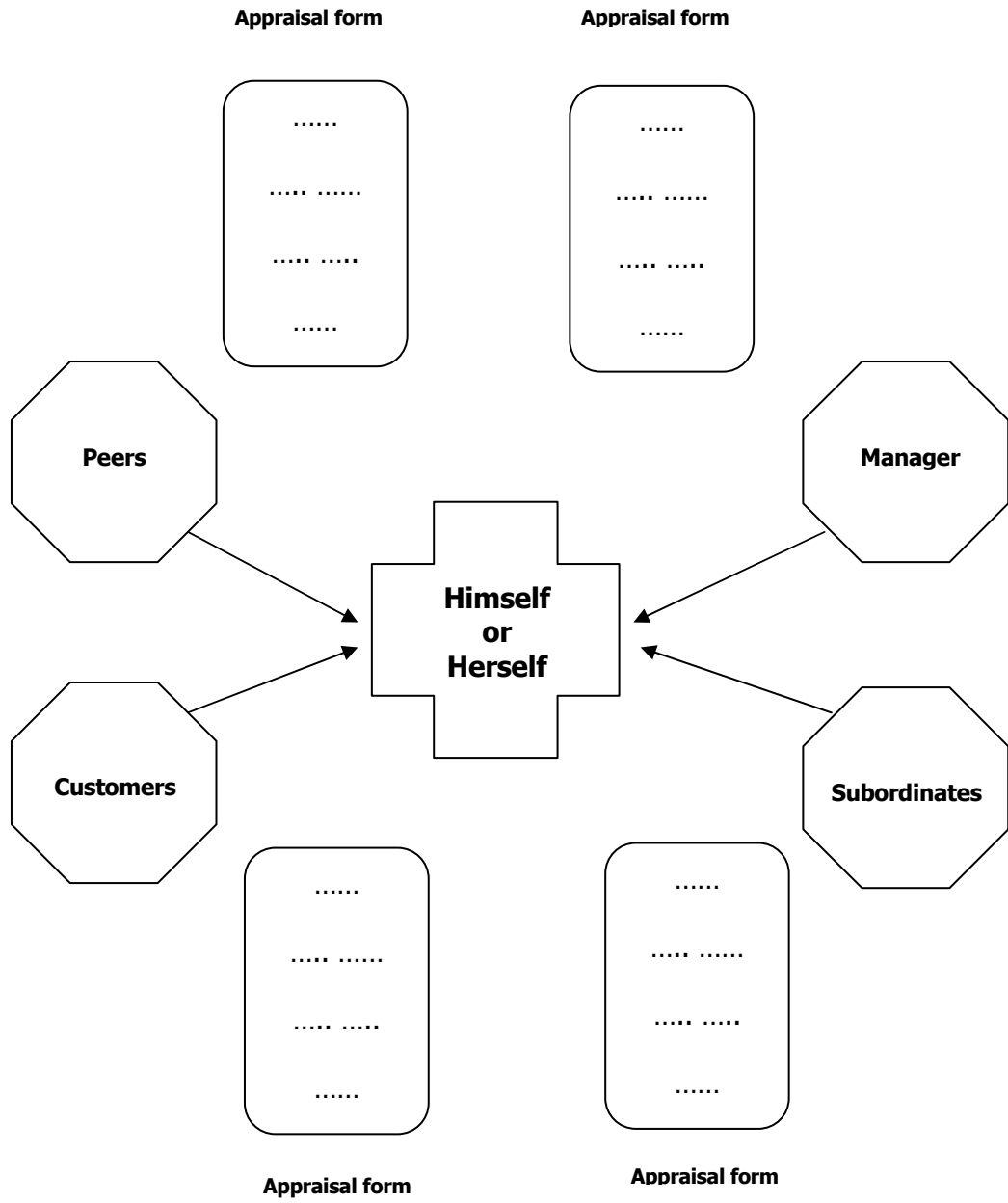
substitution plan, to determine strong and weak sides of individual and company and to consolidate significant behaviors.<sup>59</sup>

360 degree feedback is compatible with many contemporary trends in organizations such as reducing reliance on hierarchical structures, emphasizing the importance of teamwork, autonomy, and lateral relations.<sup>60</sup>

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<sup>59</sup> Raymond Noe, **İnsan Kaynaklarının Eğitimi ve Gelişimi**, translated by Prof. Dr. Canan Çetin, Fifth Edition, İstanbul:Beta Yayınları, 1999, p 285.

<sup>60</sup> John H. Jackson and Martin M. Greller, "Decision Elements for Using 360 Degree Feedback" **Human Resources Planning**, Vol. XXI, No: 4, 1998, p 18.



**Figure 2–13: 360 Degree Appraisal’s Diagram**

**Source:** Raymond Neo, **İnsan Kaynakları Eğitimi ve Gelişimi**, Translated: Canan Çetin Fifth Edition, İstanbul:Beta Yayınları, 1999, p 263.

### 2.2.9.1 360 Degree Performance Appraisal's Steps

360 degree performance appraisal's steps for an organization: <sup>61</sup>

- the aim of 360 degree performance appraisal in the organization and benefits that will be gained from this application is determined. It can be used either to meet a specific need of the organization or to support an existing system. In the both situations, the relation of 360 degree feedback and appraisal process with the existing systems and processes are defined and necessary integration is realized.
- An application plan is prepared taking the aim of the application into consideration. While preparing the plan, the problems and obstacles that might be faced should be foreseen and steps involving solutions to these should be added to the plan. After the plan is formed, the preparations for the application are completed. The critical activities that should be completed in the preparation phase are: determining the application method, preparing the appraisal and feedback format, and determining the employees and the raters that will participate in the application.
- Participants and the raters should be informed clearly about the aim of the application, the benefits for the organization and the employees, the process that will be applied, how the feedback reports and result will be used, and the role of the employee when preparations are completed.
- When the preparations for 360 degree performance appraisal and feedback application, and informing phase are completed, appraisal forms are delivered to the participants and the rater, and they are asked to do appraisals. As the feedbacks of all raters are completed, the data gathered for each employee is turned into reports and shared with employees.

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<sup>61</sup> Payam Yüce , "360 Derece Değerlendirme", **Düşünceden Sonuca, İnsan Kaynakları**, Ernst & Young – İnsankaynakları.com, İstanbul:Hayat Yayıncılık, 2002, p 196–197.

### 2.2.9.2. Advantages and Disadvantages of 360 Degree Performance Appraisal

A number of factors are encouraging organization to use 360 degree performance appraisal. These include:<sup>62</sup>

- flatter, less hierarchical, more flexible, team-based organization structures;
- awareness of the limited perspective of managers
- recognition of the value of contributions form other sources, in keeping with trends in human resource management, emphasizing the importance of participation and involvement;
- the advantage of a range of perspectives, given the increasingly complex role many people play in organizations.
- The need to maximize the performance of the employees in an atmosphere of diverse workforce, intense competition and technological changes.<sup>63</sup>

The organization can develop appropriate skills to consistently reflect company value. Continuous progress can be achieved through periodic reevaluations using the 360 degree performance appraisal system. Used as a springboard for professional growth the assessment can make a powerful impact on an individual's career and a company's success.<sup>64</sup>

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<sup>62</sup> Brain Towers, **The Handbook of Human Resource Management**, Second Edition, Massachusetts: Blackwell, 1996, p 207.

<sup>63</sup> A. Tuğrul Savaş, **360° Performans Değerlendirmesi ve Ücret Yönetimine Etkisi**, İstanbul: Çantay, 2005, p.22.

<sup>64</sup> John Sullivan, "360 degree Competency Feedback System" <http://ourword.compuserve.com/homepages/gately/welcomef.htm> (25 May 2006)

This system helps a development culture formed. The employees provide feedback to each other, and this improves the relationship between them, and it helps to create a developmental culture in the organization.

This system also gives feedback from peers enhances employee self-development.

On the other hand, 360 degree performance appraisal system has some disadvantages.

360 degree performance appraisal systems include time consuming and more administratively complex to gather information from so many people.<sup>65</sup>

Each source of feedback suffers from various sources of potential rater errors. Using all these different sources of information means dealing with all different potential errors. Also that, employees may worry about confidentiality. Therefore, they can develop a negative attitude toward 360 degree performance appraisal. Peers may worry about retribution resulting from negative feedback, as do subordinates who are evaluating their supervisors.

Last disadvantage of the 360 degree performance appraisal system is to the training requirement and significant change effort to work effectively.

#### **2.2.10. Determine Performance Appraisal Method**

Every performance appraisal method has both weaknesses and strengths in comparison to the other methods. The method that is going to be used in the organizations should be determined after a detailed analysis. What is more, it is possible to take precautions if every detail about the method is known. This will also increase the

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<sup>65</sup> Margeret Foot and Caroline Hook, **Introducing Human Resource Management**, Second Edition, USA:Prentice Hall, 1999, p 234.

efficiency of the process. Therefore some factors must be taken into consideration before selecting a method or methods for the evaluation. These factors are,<sup>66</sup>

- a) the type of job
- b) time "which can be allocated to the appraisal"
- c) cost of the method
- d) potential rating errors of the method
- e) acceptability of the methods by supervisors and subordinates.

### **2.3. Problems of Performance Appraisals**

Although many organizations have devoted a great deal time, effort and resources to setting up performance appraisal design, the results have often been disappointing.

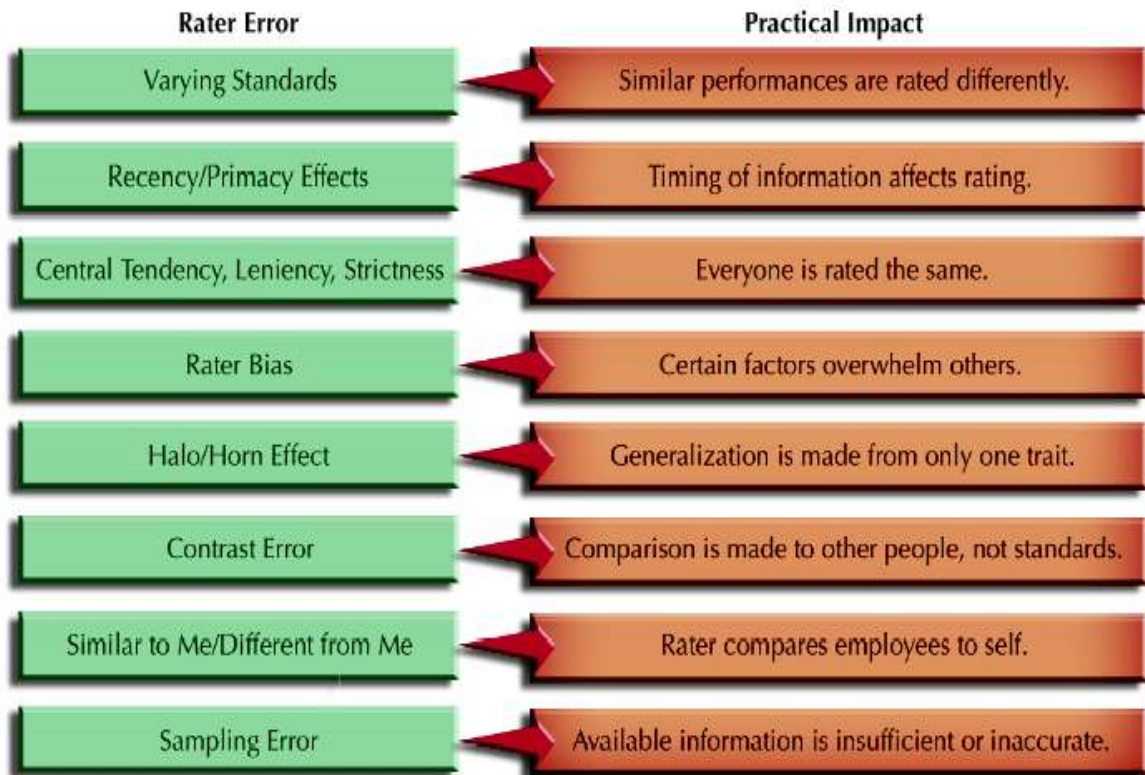
Performance ratings are subject to a wide vary of inaccuracies and biases referred to as rating errors. These occur in rater judgment and information processing and can seriously affect performance appraisal results.<sup>67</sup>

Common errors to avoid in performance appraisals show in figure 2-14.

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<sup>66</sup> Mehmet Nail Berzek, **İnsan Kaynakları Yönetimi**, İstanbul:Mega Basım 1993, p105.

<sup>67</sup> Bernardin, and Russell, p 249.



**Figure 2–14: Common Performance Appraisal Errors.**

**Source:** Southwestern College Publishing, **Performance Appraisal and Management**, 2002, <http://www.shouthwesterncollege.com> , p27 (15 May 2005).

### 2.3.1. Halo Effect

Halo effect can be described that a manager evaluates an employee in higher rating than he really does consider his excellence in a certain field. For example, if an employee is very successful on a collecting data for research projects, it is easy to evaluate him or her as successful as in the other fields. However, that employee may not be so successful in this field as he is in other fields.<sup>68</sup>

<sup>68</sup> Ferris Gerald, and M. Rowland, **Human Resources Management, Perspectives and Issues**, Second Edition, 1990, p 210.

The halo effect can also occur as a generalized negative impression of the employee. If an employee is not quite successful in only an aspect despite he is very successful in all other aspects of the job, this unsuccessful aspect raises the situation which called "horn effect".

The halo problem can be minimized through supervisory training. Supervisors should be trained to recognize that all job even routine, low-level jobs-require the application of many different skills and behaviours. Training should also focus on the fact that it is not unusual for employees to perform well in some areas and less effectively in others, and that coaching and training should concentrate on those areas in need of improvement.<sup>69</sup>

### **2.3.2. Personal Biases**

Personal bias is that the tendency to allow individual differences such as age, race, and sex to affect the appraisal rates these employees receive.<sup>70</sup> While existing legislation protects such employees, discrimination continues to be a problem in appraisal.

There are indicated that raters' biases can influence their evaluation of employees. If raters like certain employees more than others, this can influence the rating they give.

Managers should examine the patterns of evaluation and promotion to determine if there might be systematic discrimination at evaluation time and take steps such as supervisory training or discipline to reduce this bias.<sup>71</sup>

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<sup>69</sup> Carrell, p 355.

<sup>70</sup> Gary, p 328.

<sup>71</sup> Glueck, p207.

### 2.3.3. Central Tendency

Some raters cluster all ratings around a central point on the scale, a midpoint or a subjective average, result in low variance. Central tendency seems to indicate raters who avoid unpleasant consequences by avoiding extreme ratings.<sup>72</sup>

The ratings fail to discriminate either within or between people, and the ratings become virtually useless as managerial decision making aids, as predictors, as criteria, or for giving feedback.

Central tendency biases can be minimized by specifying clearly what the various anchors mean. In addition raters must be convinced of the value and potential uses of merit ratings, if they are to provide meaningful information.<sup>73</sup>

### 2.3.4. Strictness Error

Sometimes supervisors consistently give low ratings even though some employees may have achieved an average or above-average performance level. Strictness error is the opposite of leniency error. The problem of strictness is not nearly as widespread as the problem of leniency.

Supervisors are often guilty of strictness in ratings because they feel that none of the subordinates is living up to standards of excellence. Unreasonable performance expectations that employees find impossible to achieve can be demoralizing.<sup>74</sup>

Strictness error causes negative motivation about personal development of the employees.

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<sup>72</sup> Robert M. Guion, **Assessment, Measurement, and Prediction for Personnel Decisions**, First Edition, New Jersey: Lawrence Erlbaum Associates, Publishers, 1998, p 577-578.

<sup>73</sup> Wayne F. Cascio, **Applied Psychology in Human Resource Management**, fifth edition, USA: Prentice-Hall, 1998, p 65.

<sup>74</sup> Carrell, p 355.

### 2.3.5. Leniency Error

Leniency errors occur when the rater rarely assigns unsatisfactory ratings to workers and rates most employees as above average or excellent. The rater gives the poorest employees average ratings. This error has been a primary problem for many organizations.<sup>75</sup>

Clinton Longenecher and Dean Ludwig's study revealed that more than 70 percent of responding managers believe that inflated and lowered ratings are intentionally given to subordinates. Figure 2-15 shows these managers' explanations for their rationale. The results suggest that the validity of many performance appraisal systems is flawed.<sup>76</sup>

Raters training should be provided to emphasize the negative consequences of leniency and strictness errors.

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<sup>75</sup> Richard M. Hodgetts and K. Galen Kroeck, **Personnel and Human Resource Management**, USA: McGraw-Hill Companies, 1992, p338.

<sup>76</sup> Clinton Longenecher, and Dean Ludwig, "Ethical Dilemmas in Performance Appraisal Revisited" **Journal of Business Ethics**, Vol. IX, December 1990, p96.

### **Inflated Ratings**

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- The belief of accurate ratings would have a damaging effect on the subordinate's performance and motivation.
- The desire to improve an employee's eligibility for merit raises
- The desire to avoid airing the department's dirty laundry.
- The wish to avoid creating a negative permanent record of poor performance that might hound the employee in the future.
- The need to protect good performers whose performance was suffering because of personal problems.
- The wish to reward employees displaying great effort even when results are relatively low.
- The need to avoid confrontation with certain hard-to-manage employees.
- The desire to promote a poor or disliked employee up and out of the department.

### **Lowered Ratings**

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- To scare better performance out of an employee.
- To punish a difficult or rebellious employee.
- To encourage a problem employee to quit.
- To create a strong record to justify a planned firing.
- To minimize the amount of the merit increase a subordinate receives.
- To comply with an organization edict that discourages managers from giving high ratings.

**Figure 2–15: Reasons for Intentionally Inflating and Lowering Ratings**

**Source:** Clinton Longenecher, and Dean Ludwig, "Ethical Dilemmas in Performance Appraisal Revisited" **Journal of Business Ethics**, Vol. XI, December 1990, p96.

### 2.3.6. Similar to Me Error

This error occurs when the evaluator rate those who are similar to him or her more highly than those who are not. According to the researches it has a strong effect and when similarity is based on demographic characters such as race or sex, it can result in discriminatory decisions.<sup>77</sup> A related bias in performance ratings is the “different from me error”, which occurs when similarities between the rate and someone held in low esteem are seen by the rater.<sup>78</sup>

“Similar to me” and “different from me” errors can be considered as the same. In this kind of error, evaluator rates employee either higher (in similar to me) or lower (in different from me) in a wrong manner. Also these errors can be minimized by training about the appraisal.

### 2.3.7. Recency Error

This error may appear when the evaluator rates the employee on the basis of his or her most recent performance. Doing appraisals only after long periods is the possible cause of this error.<sup>79</sup> It is only natural for an evaluator to remember recent behavior more clearly than action form the more distant past. However, performance appraisals generally cover a specified period of time, and an individual’s performance should be considered for the entire period.

To avoid the recency error, raters should conduct frequent appraisals, for instance monthly or quarterly, and / or keep a running log of critical incidents of the employee’s behaviors and outcomes. The rater can refer to these short notes about these special outcomes and behaviors, good and bad, when performing the typical

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<sup>77</sup> Raymond Noe, **İnsan Kaynaklarının Eğitimi ve Gelişimi**, translated by Prof. Dr. Canan Çetin, Fifth Edition, İstanbul:Beta Yayınları, 1999, p 302

<sup>78</sup> Richard M. Hodgetts and K. Galen Kroeck, **Personnel and Human Resource Management**, USA: McGraw-Hill Companies, 1992, p 340.

<sup>79</sup> Byars, p 296.

annual performance appraisal. these notes could be kept in a special file or simply on the rater's calendar.<sup>80</sup>

### **2.3.8. Contrast Error**

Contrast Errors derive from the tendency to rate an employee in direct comparison with another rather than against a set of objective standards.<sup>81</sup> To illustrate this, if the first two employees are unsatisfactory while the third is average, the third employee may be rated outstanding since in contrast to the first two, her or his average level of job performance is overrated.<sup>82</sup>

Avoiding contrast error, specific performance criteria should be developed. Than an employee's job performance is measured according to these criteria.

### **2.4. Performance Appraisal Interview**

Upon completing the performance rating, the supervisor usually conducts an interview with the worker to provide feedback – one of the most important parts of the appraisal process. Many managers dread the performance appraisal, particularly if they do not have good news impart. The human resource department or an external group, such as management association or consulting group, can help managers by offering training in conducting interviews, providing role-play practice, and offering advice on thorny issues.<sup>83</sup>

The performance appraisal interview gives a manager the opportunity to discuss a subordinate's performance record and to explore areas of possible

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<sup>80</sup> Carrell, p 357.

<sup>81</sup> Howard R. Rosenberg, and Others, **Guidelines for Managing Agricultural Labor**, first Edition, USA: The University of California, 2002, p 187.

<sup>82</sup> Wayne F. Cascio, **Applied Psychology in Human Resource Management**, fifth edition, USA: Prentice-Hall, 1998, p 69.

<sup>83</sup> Luis, p 240.

improvement and growth. It also provides an opportunity to identify the subordinate's attitudes and feelings more thoroughly and thus to improve communication. Usually the appraisals are conducted once or twice per year. In smaller organizations, appraisals may be few and far between, but they are important<sup>84</sup>

Two skills are essential to the appraisal interview:<sup>85</sup>

- *Being able to give feed back.* The ability to give "good news" and "bad news" without causing exaggeration, overconfidence or resentment.
- *Being able to elicit facts and feelings.* The ability to draw out how the individual sees their job and to distinguish between facts and feelings.

Appraisal is seen as less about judging and rating and more about coaching and counseling; this entails a very different style by the manager or supervisor implementing the appraisal system. Actual appraisal style is clearly very individual, and each style has its appropriate uses, as manifested in the various types of approaches to performance review interviewing described as following types.<sup>86</sup>

### **Tell and Sell**

Telling the individual what their performance is, spelling out as precisely as possible the nature of the problems hampering the individual's performance during the review period, and then selling the solution. This approach appears authoritarian and stress that the manager know best. It is common when a senior manager interacts with a young and relatively inexperienced member of staff.

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<sup>84</sup> Don Harvey, Robert Bruce Bowin, **Human Resources Management: An Experiential Approach**, First Edition, New Jersey: Prentice-Hall Inc., 1996, p 148.

<sup>85</sup> Michael Riley, **Managing People: A Guide for Managers in The Hotel and Catering Industry**, Second Edition, Oxford: Butterworth Heinemann, 2000, p 135.

<sup>86</sup> Paul R. Sparrow and Jean-M. Hiltrop, **European Human Resource Management In Transition**, First Edition, London: Prentice Hall International, 1994, p 557-558.

### **Tell and Listen**

The manager describes his or her own observations and thoughts about the individual's performance and then waits until the individual suggest the line of action which the manager has previously decided upon as being the solution to the problem. The manager then directs the discussions to settle on this line of action and encourages the individual to suggest how it can be accomplished.

### **Tell and Support**

Talking out a problem, used when the problems raised by the manager unleash a stream of complaints. It is also applicable to situations where nothing can be done about the performance except to chip away at it is as best one can.

### **Joint Problem Solving**

Often called "non-directive interviewing" or even "counseling". The manager indicates he or she is willing to listen to all problems put forward by the individual and, in return, the subordinate listens to the performance problems the manager wishes to raise. This approach can be very difficult and time consuming, but when the individual is suffering conflict, frustration and alienation, the situation demands it.

### 3. E-PERFORMANCE APPRAISAL

E- performance appraisal s a web-based employee performance appraisal solution. E- performance appraisal solution helps organizations move away from traditional paper-based systems.

#### 3.1. Human Resources Information System

An human resources information system (HRIS) may be defined as interrelated components working together to collect, process, store and disseminate information to support decision making, coordination, control, analysis and visualization of an organization's human resources management activities<sup>87</sup>.

The following areas represent some specific potential applications for Human Resources Information System<sup>88</sup>.

- Clerical applications
- Applicant search expenditures
- Risk management
- Training management
- Training experiences
- Financial planning
- Turnover analysis
- Succession planning

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<sup>87</sup> S. Mazen, D. El-Kayaly , Conceptual Design For a Strategic Human Resources Quality Management System; <http://unpan1.un.org/intradoc/groups/public/documents/ARADO/UNPAN006257.pdf>, p.10 (15 June 2006)

<sup>88</sup> Lloyd Byars, **Human Resources Management**; New York: McGraw-Hill Co., 2000, p 30.

- Flexible-benefits analysis
- Compliance with government regulations
- Attendance reporting and analysis
- Human resources planning
- Accident reporting and prevention
- Strategic planning

### **3.1.1. Human Resources Information System(HRIS) Applications**

A human resources information system contains computer hardware and software applications that work together to help make human resources decisions. The hardware may be a mainframe computer or fairly inexpensive personal computer. The software may be a custom-designed program or an off-the-shelf application program. Figure 3-1 shows some Human Resources Information System software current available to business. These include:<sup>89</sup>

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<sup>89</sup> Luis, p 77-78.

Applicant tracking	Job posting
Basic employee information	Labor relations planning
Benefits administration	Payroll
Bonus and incentive management	Pension and retirement
Career development / planning	Performance management
Compensation budgeting	Short-term and long-term disabilities
EEO/AA compliance	Skills inventory
Employment history	Succession planning
Goal-setting system	Time and attendance
Health and safety	Travel costs
Health insurance utilization	Turnover analysis
Hiring procedures	
Human resources planning and forecasting	
Job descriptions/analysis	
Job evaluation	

**Figure 3–1: Selected Human Resources Information Systems Application**

**Source:** Albert Dzamba "What are your peers doing to boost human resources information system performance?" **HR Focus**, 2001, January, p 5-6.

- **Employee information:** an employee information program sets up a database that provides basic employee information: name, sex, address, phone number, date of birth, race, marital status, job title, and salary. Other applications programs can access the data in the employee information database for more specialized human resources uses.
- **Applicant Tracking:** an applicant tracking program can automate some of the labor – intensive activities associated with recruiting job applicants. These activities include storing job applicant information so that multiple users can access it and evaluate the applicant, generating correspondence, and producing the necessary equal employment opportunity records required by the government.
- **Skills Inventory:** a skills inventory keeps tracks of the supply of job skills in the employer’s workforce and searches for matches between skill supply and the organization’s demand for job skills. The skills inventory can be used to support a company’s policy of promotion form within.
- **Payroll:** A payroll applications program computes gross pay, federal taxes, state taxes, social security, other taxes, and net pay. It can also be programmed to make other deductions from the paycheck for such items as employee contributions to health insurance, employee contributions to a tax–deferred retirement plan, and union dues.
- **Benefits Administration:** a benefits application program can automate benefits record – keeping, which can consume a great deal of time if done manually. It can also be used to administer various benefits programs or to provide advice about benefit choices. Benefits software can also provide an annual benefits statement for each employee.

### **3.1.2. Human Resources Information System Security and Privacy**

The human resources department must develop policies and guidelines to protect the integrity and security of the human resources information system.

Unauthorized users of human resources information system can create havoc. In one case, an executive who worked for a brokerage house tapped into her company's Human resources information system to get employee names and address for her husband, a life insurance agent who used the information to mail solicitations to his wife's colleagues. The solicited employees brought a million – dollar class – action suit against the company for invasion of privacy. In another case, a computer programmer tapped into a computer company's human resources information systems, the detected the salaries of a number employees, and disclosed this information to other employees. The situation became very disruptive as angry employees demanded to know why large pay discrepancies existed. To maintain the security and privacy of human resources information systems records, companies should:<sup>90</sup>

- o Limit access to human resources information system by controlling access to the computers and sensitive databases should be locked. Sometimes the data can be encoded so that they are not understandable to an unauthorized user.
- o Permits access to different portions of the databases with use of passwords and special codes. For example, a manager may receive authorization and a special code to tap into the skills inventory database but may not be granted permission to access sensitive medical information in the benefits database.
- o Grant permission to access employee information only on a need-to-know basis.
- o Develop policies and guidelines that govern the utilization of employee information and notify employees how this policy works.
- o Allow employees to examine their personal records to verify accuracy and make corrections if necessary.

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<sup>90</sup> Carrell, p 734-736.

## **3.2. Basic Technical Concepts of E-Performance Appraisal**

Basic technical concepts of e-performance appraisal are intranet, extranet, internet, and database.

### **3.2.1. Intranet**

An intranet is that A combination of the technology of an area network and the Internet that is utilized within a large company and a model of the Internet on a smaller scale that exists within the communication confines of a business.<sup>91</sup> The main purpose of an intranet is usually to share company information and computing resources among employees. An intranet can also be used to facilitate working in groups and for teleconferences.

Effective intranet supplies to obtain information easier and the strong relationships between employees in organizations. Employees can easily obtain the other employee's files, knowledge, analysis, and customer's information.

Some information examples that intranet offers to the organizations:<sup>92</sup>

- o Analysis tools
- o News about company
- o Customer's information
- o Inside and outside connection information
- o Reports and sources
- o Information tools and products

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<sup>91</sup> G., Eckel, W. Steen, "Intranet Working", New Riders Publishing, Indianapolis, Indiana, 1996, p10.

<sup>92</sup> Course Technology -IT Glossary <http://www.course.com/careers/glossary/internet.cfm> (15 June 2006)

- o Curriculum vitals
- o Searching tools
- o Abilities / Skill evaluation
- o Training and learning

A research was made about proportion of human resources management process served through intranet by Selim Yazıcı. Result of research shows in Figure 3–2.

<b>Process</b>	<b>Proportion of process served through intranet</b>
Publishing company policy and procedures	%70
Business areas	%63
Recruitment	%56
Training	%49
Selection and promotion of personnel	%43
Ability / skill evaluation	%37
Publishing online training programs	%36
Compensation planning and management	%35

**Figure 3–2: Company Processes and Proportion Of Process Served Through Intranet**

**Source:** Selim Yazıcı; **E-öğrenme İnsan Kaynakları Eğitiminde Stratejik Dönüşüm**; İstanbul: Alfa Yayınları; İstanbul; 2004, p 120.

### 3.2.2. Extranet

An extranet is a private network that uses internet technology and the public telecommunication system to securely share part of a business's information or operations with suppliers, vendors, partners, customers, or other businesses. An extranet can be viewed as part of a company's intranet that is extended to users outside the company. It has also been described as a "state of mind" in which the Internet is perceived as a way to do business with other companies as well as to sell products to customers.<sup>93</sup>

### 3.2.3. Internet

The Internet (also known simply as the Net) is the worldwide, publicly accessible system of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP). It consists of millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, and the interlinked Web pages and other documents of the World Wide Web.<sup>94</sup>

Contrary to some common usage, the Internet and the World Wide Web are not synonymous: the Internet is a collection of interconnected computer networks, linked by copper wires, fiber-optic cables, wireless connections etc.; the Web is a collection of interconnected documents, linked by hyperlinks and URLs, and is accessible using the Internet. The Internet also provides many other services including e-mail, file sharing and others described below.

The Advantages of the Internet for companies:<sup>95</sup>

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<sup>93</sup> Extranet - a definition from Whatis.com  
[http://searchsecurity.techtarget.com/sDefinition/0,,sid14\\_gci212089,00.html](http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci212089,00.html) (15 June 2006)

<sup>94</sup> "Internet" – **Wikipedia, the free encyclopedia**, <http://en.wikipedia.org/wiki/Internet> (15 June 2006)

<sup>95</sup> Torsten Daerr, Alan Townsend and Slava Gromov, **How To Create And Run A Profitable Website**, <http://pdf.grovs.de/files/internet-business-english.pdf> (15 June 2006)

- o While traditional industries like manufacturing are shrinking, new industries are growing — especially the «information industries».
- o You can use the internet to find your customers and business partners worldwide.
- o Your customers and partners can find you on the internet.
- o You can use the internet to build a strong relationship with your customers especially via email.
- o You can use the internet to market your products and services.
- o You can use the internet to acquire all the information, training and qualifications you need for your business.
- o You can set up a business with a very small marketing budget, something almost impossible in the «real world».

Personal Information is certain danger relating to the use of Internet. If you use the Internet, your personal information such as your name, address, etc. can be accessed by other people. If you use a credit card to shop online, then your credit card information can also be 'stolen' which could be akin to giving someone a blank check.<sup>96</sup>

#### **3.2.4. Database**

A data base is a set of collections of data, for example, a set of information about the students in a class, with their name, age and grades. A data base program allows you to manage a database. It has four main parts: tables where the data kept, form that you use the enter data into the database, a way to search (query) the data, and a way to make reports that show the contents of the database.

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<sup>96</sup> The Advantages & Disadvantages of The Internet, [http://www.pondered.org/the\\_internet.html](http://www.pondered.org/the_internet.html) (15 June 2006)

Some popular database programs are dBase, Paradox, Microsoft Access, FoxPro, Oracle, SQL Server, InterBase, and Sybase.

### **3.3. Online Performance Appraisal**

Online performance appraisal is a web-based employee performance appraisal solution that helps organizations move away from traditional paper-based systems.

An online performance appraisal system is a software program that facilitates the completion of performance evaluations online. It can be a manager self service tool such that only managers have access to this system or it can be a combination of manager self service and employee self service, in which employees also have access and can provide information into the system. An online performance appraisal system can be more than the traditional P&P form placed on the web in that it may be integrated with an employee position description module, allowing managers to pull data from the employees' position description and insert this information into the evaluation.<sup>97</sup>

With Web-based appraisal software, employees and supervisors create documents via a browser and route them over the Internet to gather comments and obtain approvals from necessary managers and human resources staff.<sup>98</sup>

Typically, employees believe appraisals take too much time, are too complicated, less than meaningful, and sometimes unfair. Senior management often believes that appraisals are a necessary evil, don't promote organizational strategy, and don't impact the bottom line; except as a cost.

Good web-based appraisal systems recognize these concerns and effectively address them. Customizable systems that often provide hundreds of position templates and pre-written performance standards make program setup easy and appraisals more

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<sup>97</sup> Stephanie C. Payne, Margaret T. Horner, Wendy R. Boswell, Amber N. Schroeder, Kelleen J. Stine-Cheyne, "Comparison of online and traditional performance appraisal systems", **Journal of Managerial Psychology**, Vol. XXIV, No:6, 2009, p. 528.

<sup>98</sup> Judith N. Mottl, "Human resource professionals welcome online capabilities and automated processes", **Information Week**, [www.informationweek.com](http://www.informationweek.com) November 6, 2000, p 2.

strategic, as employees are evaluated on factors and goals that are specific to their positions, departments, and organizations. The "one size fits all" appraisal is a thing of the past as evaluations can truly be used to improve performance and productivity and drive strategic company goals. Appraisals become more objective and fair, making compensation decisions more accurate and ensuring that salary and merit increases truly reward good performance. Personalized appraisals can help employees with performance problems become more productive, or if necessary, a thorough case can be built for them to join the "alumni," thereby reducing your risks of expensive lawsuits.<sup>99</sup>

An online appraisal system is a powerful tool for company management. Managers can literally complete appraisals in minutes, keep informal notes about employee performance (both good and bad) throughout the year and even complete formal documentation, all from one central location. Employee self-appraisal, often integrated with the formal appraisal, can be used to improve communication and provide valuable input to the appraisal process. Downline view and edit features allow senior managers to review appraisals and performance documentation of their subordinates, including those that don't directly report to them.

### **3.3.1. Advantages of Online Performance Appraisal**

Online performance appraisals have advantages for employees, employers and organizations.

Employees:

- No costs of time or travel to go for appraisal.
- Fit in with other commitments.
- Appraisal where and when suits.

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<sup>99</sup> Using 21st Century Technology To Complete Performance Reviews, <http://www.hrmonline.com/tryit/AppraisalTips-21stCenturyTechnology.asp> (18 June 2009)

- Appraisal at your own pace.
- Appraisal what you want.<sup>100</sup>
- Vast resource available through the Internet.
- Can receive immediate and personal feedback.
- Opportunities to practise and control progress.
- Appreciate the reporting capabilities that allow them to focus on strengths and opportunities for improvement.<sup>101</sup>

Employers:

- Have access to up-to-date information.
- Rely on the accuracy of the information provided
- Can absorb so much information at any one time.<sup>102</sup>
- Cost effective for numbers of employees.
- Can be delivered simultaneously to multiple employees in multiple locations.
- No travel and accommodation costs.
- Can be fitted into work schedule without taking away work capacity.

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<sup>100</sup> Online Performance Appraisals, <http://www.groteapproach.com/groteapproach-system/default.aspx> (01 July 2009).

<sup>101</sup> Cognology - Performance Appraisal Learning Center [http://www.cognology.com.au/performance\\_appraisal.htm](http://www.cognology.com.au/performance_appraisal.htm) (01 July 2006).

<sup>102</sup> Mandy, p 163.

- Learning matched to individual needs to maximise learning and minimise wasted staff time.
- Opportunity to monitor progress of every individual employees.
- If no time available during working hours to fit in online performance appraisal do in own time.

Organization:

- Help in development of performance appraisal system.
- Keep track of organization's performance over the period of performance.<sup>103</sup>
- Match or beat the competition.
- Widen participation.
- Help large organizations and multi-national companies which need the systems necessary to evaluate, develop, and manage the careers of thousands of employees around the globe.<sup>104</sup>
- Cheap to support extra staff.
- Interest of staff in new technology applications.
- Widen revenue base to recover development costs.

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<sup>103</sup> Teresa Torres-Coronas, and Mario Arias-Oliva, **E-Human Resource Management**, London: Idea Group Inc. 2005, p. 56-57.

<sup>104</sup> D. Bradford Neary, "Creating A Company-Wide, On-Line, Performance Management System: A Case Study At Trw Inc", **Human Resource Management**, Winter 2002, Vol. 41, No. 4, p. 491.

### 3.3.2. Disadvantages of Online Performance Appraisal

Online performance appraisals have same disadvantages for employees, employers and organizations.

Employees:

- Limited access to suitable IT equipment.
- Costs of equipment.
- Costs of access via Internet.
- Social dimension of an performance-appraisal community.
- May not possess the IT skills.
- May lack the interaction skills to contribute to Internet-based community<sup>105</sup>.
- May not possess the necessary learning to learn skills.
- May get lost in the information available.
- Lack of urgency and priority to return to online performance appraisal.
- If no time during working hours to fit in e-learning pressure to do in own time.
- Lack of face to face contact. Face-to-face communication should be more comprehensive than voice-only communication (such as communicating via e-mail, msn), which should in turn be more comprehensive than text-only communication such as either paper-text

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<sup>105</sup> The onCore, **Employee Performance Management**, <http://www.rtix.co.uk/html/products.html> (1 July 2006)

letters or e-mail (considered equivalent by these theories), especially in ambiguous situations.<sup>106</sup>

Employer:

- Costs of preparing and maintaining online performance appraisal resources, particularly if outsourced to consultants.
- Cost of establishing infrastructure and making it available to all staff. For establishing infrastructure a web development platform which has ease of use and flexibility and a database which could reliably process millions of transactions should be selected and bought.<sup>107</sup>
- Encouraging and supporting all employees to access and continue to use the system.
- Some employees cannot be achieved through e-performance appraisals.
- Time may not be available during working hours to fit in e-performance appraisals.

Organization:

- Small differences between an individual's performance on various elements of the job.
- Lack of security can decreased confidence of organization
- Potential resistance from staff to changed role, particularly if introduced by stealth.

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<sup>106</sup> Terri R. Kurtzberg, Charles E. Naquin and Liuba Y. Belkin, "Electronic performance appraisals: The effects of e-mail communication on peer ratings in actual and simulated environments", **Organizational Behavior and Human Decision Processes**, 2005, p.217.

<sup>107</sup> D. Bradford, p. 496.

- More centralized control over the entire appraisal process for all employees.

### 3.3.3. Online Performance Appraisal Softwares

Online performance appraisal softwares only which are tested are added in this part. Its screenshots are in appendix II.

**Blue\Appraisals and Blue\360:**<sup>108</sup> It is a Web-based performance appraisals software system that reaches into your organization's housed data, so you already have all the information you require and is developed by Explorance Company in Canada. Their performance appraisal program includes 360 degree feedback and management by objectives. There are no integration between it and payment system or training or organization schema or career planning system. It has no detail recording.

**Business Decision:**<sup>109</sup> Developer of the focus integrated software system developed to measure and improve an organization's "people" through training, career development, performance and succession planning. Their performance appraisal program includes 360 degree feedback and management by objectives. It is integrated training, organization schema and career planning system. It has detail recording.

**EmpXtrack:**<sup>110</sup> EmpXtrack is a product of Saigun Technologies Pvt. Ltd in USA, a company focused on IT and HR solutions for over 7 years. It includes rating scales, 360 degree feedback and management by objectives. It is integrated payment system and training. It has detail recording.

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<sup>108</sup> eXplorance | Blue/360, <http://www.explorance.com/refonte/requestdemo.asp> (12 Dec 2009 )

<sup>109</sup> Bussiness Decision, <http://www.successfactors.com/video/display/?width=655&height=440&file=/media/flv/goal-management-demo.flv> (11 Dec 2009)

<sup>110</sup> EmpXtrack: Employee Appraisal Workflow Demo, <http://www.empxtrack.com/employee-appraisal-software/demo/> (11 Dec 2009)

**Franklin Covey Online Assessments:**<sup>111</sup> It is prepared by Franklin Covey Company in USA. One headquartered of Franklin Covey Company is in Turkey. It includes only online 360 degree feedback. There are only integration between it and training systems. It has not detail recording.

**Hrnonline:**<sup>112</sup> It is designed by HRN Management Group in USA for companies that require a user-friendly, centralized online solution to streamline and improve employee development and bottom line company performance. It includes rating scales, behaviorally anchored rating scales and management by objectives. There are no integration between it and payment system or training or organization schema or career planning system. It has detail recording.

**HRweb:**<sup>113</sup> It is designed for the entire company and accessible from anywhere in the world by Managerassistant.com Company in USA. It includes rating scales, behaviorally anchored rating scales, 360 degree feedback and management by objectives. There are only integration between it and organization systems. It has detail recording.

**Manager Assistant:**<sup>114</sup> It is developed for business, education, government and general business users by Managerassistant.com Company in USA. It includes rating scales, behaviorally anchored rating scales and management by objectives. There are no integration between it and payment system or training or organization schema or career planning system. It has detail recording.

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<sup>111</sup> Franklin Covey Online Assessments, [http://www.fcprofiles.com/ises2/footlet/rater/post\\_bookletpage](http://www.fcprofiles.com/ises2/footlet/rater/post_bookletpage) (11 Dec 2009)

<sup>112</sup> Performance Pro : 30 Day free Trial to HRN's Performance Evaluation System, <http://www.hrnonline.com/Performance/Evaluation/performance-evaluation-trial.asp> (22 Nov 2009)

<sup>113</sup> Hrweb.com, <https://www.hrweb.com/account/SignUp.aspx?userName=%C3%9Cmit&userLastName=Do%C4%9Fan&email=umit.dogan@calik.com&accessName=CALIKHOLDING&userFirstName=%C3%9Cmit&companyName=CALIK%20HOLDING&hideDemoData=False> (25 Nov 2009)

<sup>114</sup> ManagerAssistant.com TestDrive, [http://www.runaware.com/launch/loader.jsp?c\\_app\\_id=12463&refname=managerassistant&refid=17860&run\\_id=9976095&csg=yes&height=770&width=1280&useproxy=y](http://www.runaware.com/launch/loader.jsp?c_app_id=12463&refname=managerassistant&refid=17860&run_id=9976095&csg=yes&height=770&width=1280&useproxy=y) (24 Nov 2009)

**PeopleSoft:**<sup>115</sup> Oracle's PeopleSoft Enterprise applications are designed to address the most complex business requirements. Oracle's peoplesoft enterprise applications can help you not only performance management, all part of human capital manament. It includes all performance appraisal systems. It is integrated payment system, training, organization schema and career planning system. It has detail recording.

**Performan:**<sup>116</sup> It is developed by Project Team of INKA Consultant in Turkey. It includes rating scales, competency-based, 360 degree feedback and management by objectives. There are only integration between it and training systems. It has detail recording.

**SAP:** it is the world's leading provider of business software. Most powerfull HR software is in SAP. It includes all performance appriasal systems. It is integrated payment system, training, organization schema and career planning system. It has detail recording.

**XYZ Holding Company's Performance Appraisal System:**<sup>117</sup> It includes rating scales and management by objectives. It is integrated payment system, training, career planning system and organization schema. It has detail recording.

**SonicPerform:**<sup>118</sup> SonicPerform,the standalone performance management software is developed by Cytiva Software INC in Canada. It includes only online management by objectives. There are only integration between it and training systems. It has detail recording.

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<sup>115</sup> Enterprise Human Capital Management | Applications | Oracle <http://www.oracle.com/applications/peoplesoft/hcm/ent/index.html> (2 Dec 2009)

<sup>116</sup> Performan.Net, <http://www.performan.net/performan/uygulamasi.asp> (13 Dec 2009)

<sup>117</sup> Giriş - Çalık Holding | Portal, <https://portal.calik.com/irj/portal/> (12 Apr 2009)

<sup>118</sup> SonicPerform, <http://www.sonicrecruit.com/spdemo.htm> (21 Nov 2009)

**SuccessFactors:**<sup>119</sup> Successfactors is business execution software. SuccessFactors Company in USA focuses two key elements of executional excellence, Business Alignment and People Performance. Their performance appraisal program includes rating scales, behaviorally anchored rating scales, 360 degree feedback and management by objectives. It is integrated training, organization schema and career planning system. It has detail recording.

**Workforcetrack:**<sup>120</sup> It is a mini ERP Web Software, developed by Workforcetrack Proje Team. Their performance appraisal program includes rating scales, 360 degree feedback and management by objectives. There are no integration between it and payment system or training or organization schema or career planning system. It has detail recording.

Methods comparison of online performance appraisal softwares are showed in Table 3-1 and Integration comparison of online performance appraisal softwares are showed in Table 3-2.

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<sup>119</sup> SuccessFactors Webinars, Product Demos, and Customer Testimonials, <http://www.successfactors.com/performance-management/videos/?tid=2> (13 Dec 2009)

<sup>120</sup> WorkforceTrack ERP products | WorkforceTrack, <http://www.workforcetrack.com/content/products> (12 Dec 2009)

**Table 3–1: Method Comparison Table of Online Performance Appraisal Softwares**

Performance Appraisal Softwares	CM	RS	CI	BARS	MBO	360DF
Blue\Appraisals and Blue\360	-	-	-	-	√	√
Business Decision	-	-	-	-	√	√
EmpXtrack	-	√	-	-	√	√
Franklin Covey Online Assessments	-	-	-	-	-	√
Hrnonline	-	√	-	√	√	-
HRweb	-	√	-	√	√	-
Manager Assistant	-	√	-	√	√	-
PeopleSoft	√	√	√	√	√	√
Performan	√	√	-	-	√	√
SAP	√	√	√	√	√	√
XYZ Holding Company's Performance Appraisal System	-	√	-	-	√	-
SonicPerform	-	-	-	-	√	-
SuccessFactors	-	√	-	√	√	√
Workforcetrack	-	√	-	√	√	√

**Note:** **CM** (Comparative Methods), **RS** (Rating Scales), **CI** (Critical Incidents), **BARS** (Behaviorally Anchored Rating Scales), **MBO** (Management by Objectives), **360DF** (360-Degree Feedback),

**Table 3–2: Integration Comparison Table of Online Performance Appraisal Softwares**

<b>Performance Appraisal Softwares</b>	<b>OS</b>	<b>DNFT</b>	<b>PPA</b>	<b>CPD</b>	<b>DR</b>
<b>Blue\Appraisals and Blue\360</b>	√	√	-	√	√
<b>Business Decision</b>	-	√	-	√	√
<b>EmpXtrack</b>	-	√	√	-	√
<b>Franklin Covey Online Assessments</b>	-	-	-	-	-
<b>Hrnonline</b>	-	-	-	-	√
<b>HRweb</b>	√	-	-	-	√
<b>Manager Assistant</b>	-	-	-	-	√
<b>PeopleSoft</b>	√	√	√	√	√
<b>Performan</b>	-	√	-	-	√
<b>SAP</b>	√	√	√	√	√
<b>XYZ Holding Company’s Performance Appraisal System</b>	√	√	√	√	√
<b>SonicPerform</b>	-	√	-	-	-
<b>SuccessFactors</b>	√	√	-	√	√
<b>Workforcetrack</b>	-	-	-	-	√

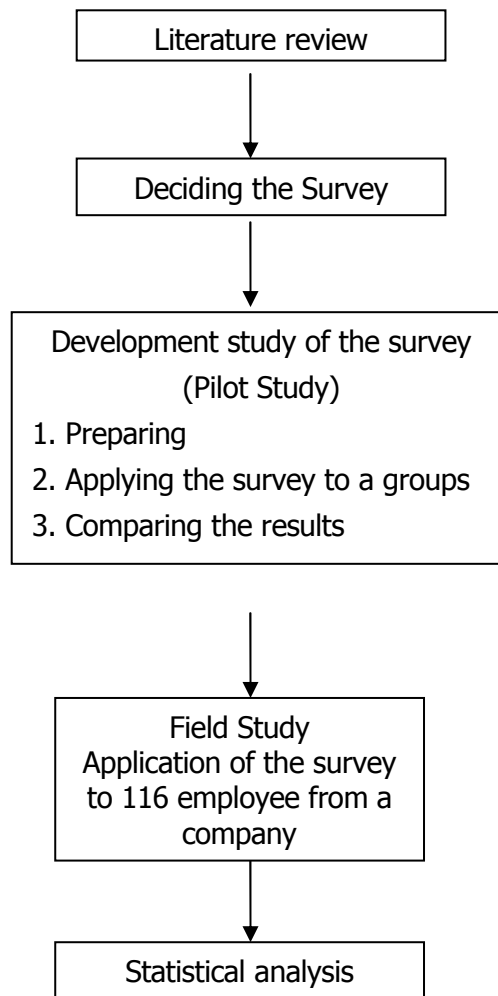
**Note:** **OS** (Integrating Organization Schema), **DNFT** (Determining Need for Training), **PPA** (Payment, Premium & Arrangement), **CPD** (Career Planning and Development), **DR** (Detail Recording).

#### **4. RESEARCH OF E- PERFORMANCE APPRAISAL ON XYZ HOLDING COMPANY**

The aim of research of e-performance appraisal on XYZ Holding Company is to discover the relation between the perception of quality of performance appraisal, the belief of performance appraisal and the perception of quality online performance appraisal.

##### **4.1. METHODOLOGY**

After reviewing the literature to describe the variables, a survey was used for the quantitative part of the study. Survey is been developed conducting a pilot study for analyzing its reliability. The survey is conducted with a sample of 238, employees working in same company. Only 116 employee answered the survey. The data gathered from the survey is analyzed by using statistical methods. Figure 4–1 shows the steps of procedure.



**Figure 4–1: Steps of Procedure**

#### **4.1.1. Type, Objective and Limitations of the Study**

This study is descriptive. It happens to be descriptive because it attempts to describe online performance appraisal, usage of online performance appraisal and its various types applied in organization.

The objective of this study is to discover the relation between the perception of quality of performance appraisal, the belief of performance appraisal and the perception of quality online performance appraisal.

The result of this study may show that online performance appraisal is one of useful application methods of performance appraisal.

In this study, a case study method is used. Holding companies which use online performance appraisal are chosen for the study because they have been using online performance appraisal a few years.

Because of restriction of time and money, only an holding company which use online performance appraisal is chosen for the study.

XYZ Holding Company was chosen because it is the leading company in its sector in Turkey, and it is an holding company which has the highest number of employees who use both online performance appraisal and paper base performance appraisal.

Only the employees who use both online performance appraisal and paper base performance appraisal are included in the study. Employees who don't use online performance appraisal are excluded.

As a limited sample is used for the research, the conclusions can not be generalized. But as the sample chosen is a leading company in its sector in Turkey, It may be assumed that conclusion is important for all.

#### **4.1.2. Data Collection Method**

The questionnaire was used as a data collection method. The questionnaire consists of two parts, in the first part, the questions which require demographic information such as gender, age, education level, and work duration.

The second part is 17 item 5 point likert type scales which reflect the beliefs or opinions of online performance appraisal. the 5-point likert type scale is used with 1, representing 'strongly disagree'; 2, representing 'disagree'; 3, representing 'neither agree nor disagree'; 4, representing 'agree'; 5, representing 'strongly agree'; Minimum and maximum values of in the scale are 17–85.

#### **4.1.3. Development of the Questionnaire**

Three steps were used to develop the questionnaire. The questionnaire is shown in Appendix 1.

In the first step literature was investigated. A questionnaire was prepared with one professor and one assistant. During development, common terms and expressions were chosen and cultural differences were taken into consideration.

In the second step, pilot study which includes 20 item 5 point likert type scales is conducted with a randomly selected sample of 41 employees who work in leasing sector and have online performance appraisal system in their company. The groups of data were analyzed by using Cronbach Alpha reliability. Three items which have low reliability were eliminated.

All these steps were conducted for the validity and reliability of questionnaire.

#### **4.1.4. Reliability of the Questionnaire**

The reliability of this questionnaire is tested by Cronbach's Alpha.

The coefficient alpha of seventeen item whose mean and standard deviation show in table 4-1 is 0,9335. Then, item were separated into three groups by using factor analysis. First one is the perception of quality of online performance appraisal, second one is the belief of online performance appraisal. Last one is the perception of quality of online performance appraisal software. The Factor analysis results are shown in table 4-2. And each groups' coefficient alpha are shown in table 4-3.

**Table 4 -1**

**Mean and Standard Deviation of Items**

<b>ITEMS</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>CORRECTED ITEM-TOTAL CORRELATION</b>	<b>ALPHA IF ITEM DELETED</b>
<b>The Perception of Quality of Online Performance Appraisal</b>				
Effective for Management by Objective	3,776	0,781	0,519	0,932
Behaviorally Anchored Rating Scales (BARS)	3,724	0,947	0,706	0,928
Useful for employee	3,457	1,008	0,769	0,927
Objective Appraisal Method	3,414	1,005	0,696	0,929
Work Motivation	3,233	1,050	0,577	0,932
Appraisal willing	3,371	0,937	0,705	0,928
<b>The Belief of Online Performance Appraisal</b>				
Feedback	3,069	0,948	0,673	0,929
Appraisal Interview	3,207	1,009	0,668	0,929
Reflecting Real Performance	3,397	0,941	0,657	0,929
Trust of Appraisal	3,638	0,859	0,650	0,930
Pleasure	3,345	1,128	0,721	0,928
Clear Criterion	3,474	0,982	0,652	0,930
<b>The Perception of Quality of Online Performance Appraisal Software</b>				
Everywhere, Everytime	3,974	0,927	0,494	0,933
Quickly Appraisal	3,914	0,890	0,641	0,930
Quickly Result	4,017	0,978	0,598	0,931
Easily Appraisal	3,819	0,891	0,698	0,929
Explanation on Web-Site	3,526	1,017	0,614	0,931

**Table 4-2**

**Rotated Component Matrix**

<b>Rotated Component Matrix</b>			
	<b>Component</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
<b>The Perception of Quality of Online Performance Appraisal</b>			
Effective for Management by Objective	<b>0,760</b>		
Behaviorally Anchored Rating Scales (BARS)	<b>0,704</b>		
Useful for employee	<b>0,649</b>		
Objective Appraisal Method	<b>0,620</b>		
Work Motivation	<b>0,603</b>		
Appraisal willing	<b>0,538</b>		
<b>The Belief of Online Performance Appraisal</b>			
Feedback		<b>0,813</b>	
Appraisal Interview		<b>0,798</b>	
Reflecting Real Performance		<b>0,691</b>	
Trust of Appraisal		<b>0,642</b>	
Pleasure		<b>0,620</b>	
Clear Criterion		<b>0,481</b>	
<b>The Perception of Quality of Online Performance Appraisal Software</b>			
Everywhere, Everytime			<b>0,812</b>
Quickly Appraisal			<b>0,686</b>
Quickly Result			<b>0,672</b>
Easily Appraisal			<b>0,608</b>
Explanation on Web-Site			<b>0,563</b>

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser

Normalization.

- a. Rotation converged in 7 iterations.

**Table 4-3**

**Coefficient Alpha Value of Questionnaire and Items Groups**

<b>Questionnaire or Items</b>	<b>Coefficient Alpha Value</b>
the perception of quality of online performance appraisal	0.8644
the belief of online performance appraisal	0.8775
the perception of quality of online performance appraisal software	0.8265
<b>Questionnaire</b>	<b>0.9335</b>

**4.1.5. Population of the Field Research**

The population of this study consists of 267 people. This is the number of employee who use/used both online performance appraisal and paper base performance appraisal in XYZ Holding Company. Questionnaire was applied to all employees by using hard copy materials and also softcopy attached to emails. 116 valid questionnaires were returned.

Our sampling method in this research is "convenient sampling", for these reason we have multiplied the number of questions asked in the questionnaire with the number of answers locating in the scale, so, as we have 17 questions and 5 different possible answers. We use totally 116 questionnaires; 35 of them answered by females, 81 of them answered by males.

**4.1.6. Statistical Methods Used in the Study**

SPSS 11.0 statistical program is used to analyze the data.

Coefficient Alpha test is used to measure the reliability of the questionnaire.

Frequency analysis is used to describe the demographical variable of the sample.

One way ANOVA was conducted to analyze the statistical relationship between the demographical variables of the sample and answers given to questionnaire by the sample.

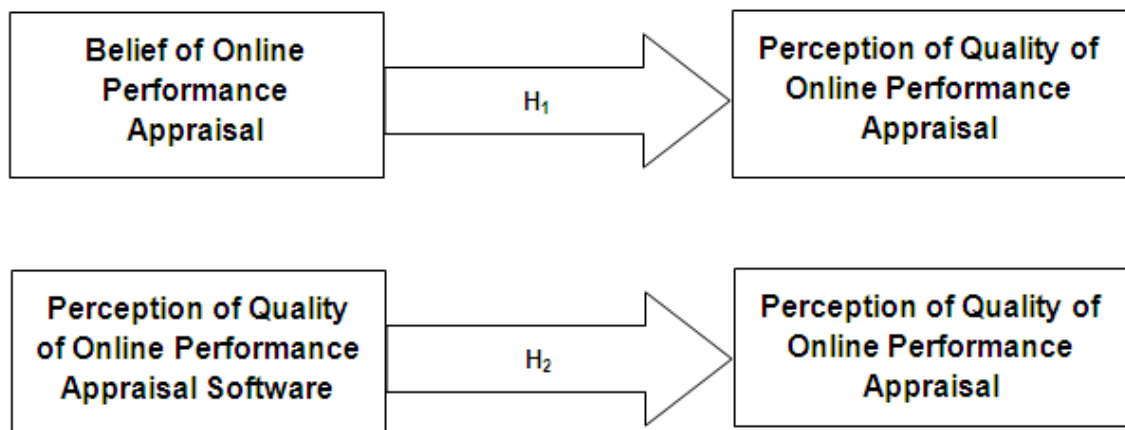
Bivariate correlations of was conducted to analyze the statistical relationship between tree groups (the perception of quality of online performance, the belief of online performance and the perception of quality of online performance software).

All the statistical analysis was made at  $p < 0.05$  significance level.

#### 4.1.7. Hypotheses

H<sub>1</sub>: There is a statistically significant relationship between belief of online performance appraisal and perception of quality of online performance appraisal.

H<sub>2</sub>: There is a statistically significant relationship between perception of quality of online performance appraisal software and perception of quality of online performance appraisal.



**Figure 4–2: Hypotheses Relationships**

## **4.2. Results and Findings**

### **4.2.1. Demographics**

Table 4-4 shows the age, gender, education and work duration groups frequencies and percentages of the sample group. As shown at the table, the number of the samples whose ages are: Group 1 (21-25) is 12 (10.34 %), Group 2 (26-30) is 47 (40.52 %), Group 3 (31-35) is 38 (32.76 %), Group 4 (35-40) is 12 (10.34 %), Group 7 (41-..) is 7 (6.03 %). The numbers of male samples are 39(57.4 %) and the numbers of female samples are 29 (42.6 %). The numbers of the samples who have; high school degree is 12 (17.6 %), university (graduate) degree is 50 (73.5 %), and post-graduate is 6(8.8 %). The numbers of the samples whose working duration is ; 0-3 years is 54(25.9 %), 4-6 years is 35 (19.12 %), 7-9 years is 10 (14.71 %), 10-12 years is 2 (2.94 %), 13-15 years is 6 (8.82 %), and 16-18 years is 4 (5.88 %).

**Table 4 – 4**

**Demographic From Frequencies and Percentages of the Sample Group**

<b>Age Groups</b>	<b>Frequency</b>	<b>Valid Percent (%)</b>
<b>21-25</b>	<b>12</b>	<b>10,34</b>
<b>26-30</b>	<b>47</b>	<b>40,52</b>
<b>31-35</b>	<b>38</b>	<b>32,76</b>
<b>36-40</b>	<b>12</b>	<b>10,34</b>
<b>41-..</b>	<b>7</b>	<b>6,03</b>
<b>Total</b>	<b>116</b>	<b>100</b>
<b>Gender</b>		
<b>Female</b>	<b>35</b>	<b>30,2</b>
<b>Male</b>	<b>81</b>	<b>69,8</b>
<b>Total</b>	<b>116</b>	<b>100,0</b>
<b>Education Level</b>		
<b>High School</b>	<b>14</b>	<b>12,1</b>
<b>Graduate</b>	<b>87</b>	<b>75,0</b>
<b>Post-graduate</b>	<b>15</b>	<b>12,9</b>
<b>Total</b>	<b>116</b>	<b>100,0</b>
<b>Work Duration (Years)</b>		
<b>0-3</b>	<b>54</b>	<b>46,55</b>
<b>4-6</b>	<b>35</b>	<b>30,17</b>
<b>7-9</b>	<b>11</b>	<b>9,48</b>
<b>10-12</b>	<b>11</b>	<b>9,48</b>
<b>13-18</b>	<b>5</b>	<b>4,31</b>
<b>Total</b>	<b>116</b>	<b>100,0</b>

#### 4.2.2. Statistical Relationship of the Perception of Quality of Online Performance Appraisal, the Perception of Quality of Online Performance Appraisal Software, the Belief of Online Performance Appraisal and Education Level of the Sample

Table 4 -6 shows the results of the levene static of vairances and education level of the sample. The significant level of the belief of online performance appraisal is bellow 0,05 so that Tukey HSD test is used for comparison of the belief of online performance appraisal and the education level. The significant level of others is above 0,05 so that Dunnett C test is used for comparison of the belief of online performance appraisal and the education level. As shown at the Table 4 - 7 differences of education level have significant effects statistically on the perception of quality of online performance appraisal, the perception of quality of online performance appraisal and the perception of quality of online performance appraisal.

**Table 4 – 5**

#### One Way Variance Analyze of Variances and Education Level of the Sample

		Sum of Squares	df	Mean Square	F	Sig.
<b>The Perception of Quality of Online Performance Appraisal</b>	Between Groups	2,52399881	2	1,262	2,207545	0,114691
	Within Groups	64,5993249	113	0,57168		
	Total	67,1233238	115			
<b>The Belief of Online Performance Appraisal</b>	Between Groups	6,24724731	2	3,12362	5,657168	0,004555
	Within Groups	62,3933178	113	0,55215		
	Total	68,6405651	115			
<b>The Perception of Quality of Online Performance Appraisal Software</b>	Between Groups	1,72320854	2	0,8616	1,664102	0,193967
	Within Groups	58,5067915	113	0,51776		
	Total	60,23	115			

The mean difference is significant at the .05 level.

**Table 4 – 6**

**Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
The Perception of Quality of Online Performance Appraisal	3,490192347	2	113	0,033822
The Belief of Online Performance Appraisal	0,717434145	2	113	0,490212
The Perception of Quality of Online Performance Appraisal Software	3,160973904	2	113	0,046157

**Table 4 – 7**

**Multiple Comparisons of Variances and Education Level of the Sample**

Multiple Comparisons			Mean	Std. Err.	Sig.
D. Variable	Education Level I	Education Level II	Differ. (I-II)		
Perception of Quality of Online Performance Appraisal (Dunnett C)	High School	Graduate	<b>0,4573*</b>	0,1578	
		Post Graduate	0,4063	0,2001	
	Graduate	High School	<b>-0,4573*</b>	0,1578	
		Post Graduate	-0,0509	0,1740	
	Post Graduate	High School	-0,4063	0,2001	
		Graduate	0,0509	0,1740	
the Belief of Online Performance Appraisal (Tukey HSD)	High School	Graduate	<b>0,6692*</b>	0,2140	0,0063
		Post Graduate	<b>0,8309*</b>	0,2761	0,0090
	Graduate	High School	<b>-0,6692*</b>	0,2140	0,0063
		Post Graduate	0,1616	0,2077	0,7171
	Post Graduate	High School	<b>-0,8309*</b>	0,2761	0,0090
		Graduate	-0,1616	0,2077	0,7171
Perception of Quality of Online Performance Appraisal Software (Dunnett C)	High School	Graduate	<b>0,3686*</b>	0,1141	
		Post Graduate	0,2371	0,1944	
	Graduate	High School	<b>-0,3686*</b>	0,1141	
		Post Graduate	-0,1314	0,1958	
	Post Graduate	High School	-0,2371	0,1944	
		Graduate	0,1314	0,1958	

The mean difference is significant at the .05 level.

**4.2.3. Statistical Relationship of Perception of Quality of Online Performance Appraisal, the Perception of Quality of Online Performance Appraisal Software and the Belief of Online Performance Appraisal**

Table 4-8 shows the results of bivariate correlations of the perception of quality of online performance appraisal, the perception of quality of online performance appraisal software and the belief of online performance appraisal. As shown at the table the perception of quality of online performance appraisal has significant moderate relationship with the perception of quality of online performance appraisal software. R: 0.724,  $p > 0.01$ . The table the perception of quality of online performance appraisal has significant strong relationship with the belief of performance appraisal software. R: 0.754,  $p > 0.05$

**Table 4 – 8**

**Bivariate Correlations of the Perception of Quality of Online Performance Appraisal, the Perception of Quality of Online Performance Appraisal Software and Belief of Online Performance Appraisal**

<b>Correlations</b>				
		<b>Perception of Quality of Online Performance Appraisal</b>	<b>Perception of Quality of Online Performance Appraisal Software</b>	<b>Belief of Online Performance Appraisal</b>
<b>Perception of Quality of Online Performance Appraisal</b>	Pearson Correlation	1,00	0,724**	0,754**
	Sig. (2-tailed)	,	,000	,000
	N	116	116	116
**Correlation is significant at the 0.01 level (2-tailed).				

#### **4.2.4. Multi Regressions Analysis of the Belief of Online Performance Appraisal and the Perception of Quality of Online Performance Appraisal Software on Perception of Quality of Online Performance Appraisal**

Table 4-9 shows the results of multi regression analysis of the belief of online performance appraisal and the perception of quality of online performance appraisal software on the belief of online performance appraisal. As shown at the table multi regression of the belief of performance appraisal software and the perception of quality of online performance appraisal software has more significant relationship with the perception of quality of online performance appraisal software than each one's relationships. Adjusted  $R^2$ : 65.5 %,  $p > 0.01$ .

**Table 4 – 9**

**Multi Regressions Analysis of the Belief of Online Performance Appraisal and the Perception of Quality of Online Performance Appraisal Software on Perception of Quality of Online Performance Appraisal**

	Adjusted R Square	F	F Sig.	Std. Coef. Beta	t	Sig.
Multi Regression of them	0,655	110,378	0,000			
The Belief of Online Performance Appraisal	0,564	150,036	0,000	0,490	6,764	0,000
The Perception of Quality of Online Performance Appraisal Software	0,524	125,669	0,000	0,404	5,577	0,000

**4.2.5. Results**

Relation of variables and education level is showed that high school person's belief of online performance appraisal, the perception of quality of online performance appraisal and the perception of quality of online performance appraisal is more above then graduated and post graduated person's. Differences of other demographics have no significant effects statistically on the perception of quality of online performance appraisal, the perception of quality of online performance appraisal and the perception of quality of online performance appraisal. Their results are showed at appendix III: statistical relationship of demographical variables.

The belief of online performance appraisal has 56,4 % effect on the perception of quality of online performance appraisal. So that H<sub>1</sub> Hypothesis is supported.

The perception of quality of online performance appraisal software has 52,4% effect on the perception of quality of online performance appraisal. So that H<sub>2</sub> Hypothesis is supported.

Table 4 – 10 shows the result of hypothesises.

**Table 4 – 10**

**Result of Hypothesis**

	<b>Hypotheses</b>	<b>Result</b>
H <sub>1</sub>	There is a statistically significant relationship between perception of quality of online performance appraisal and belief of online performance appraisal.	Accepted
H <sub>2</sub>	There is a statistically significant relationship between perception of quality of online performance appraisal software and perception of quality of online performance appraisal.	Accepted

## **5. CONCLUSION**

In this thesis named online performance appraisal system (research in a holding company) have three result. Firstly, fourteen softwares were tested about methods which included comparative methods, rating scales, critical incidents, behaviorally anchored rating scales, management by objectives, and 360 degree feedback. Also they were compared according to the extend of integration between performance appraisal and other human resource management areas which were personnel information, organization planning, training, payment, premium & arrangement systems, and career planning.

Result of softwares' test showed that two softwares (SAP and People Soft) included all methods (comparative methods, rating scales, critical incidents, behaviorally anchored rating scales, management by objectives, and 360 degree feedback) and integrated in all other human resource management areas. As they are expensive and they need long term implementation, only if companies that have enough budget and time can use them. Other companies that can not afford them should analyse their needs firstly and then they should choose one of other twelves softwares that fills their needs best.

Secondly, research of e- performance appraisal on xyz holding company showed that the perception of quality of performance appraisal is strongly affected by the belief of online performance appraisal and the perception of quality of online performance appraisal software. Changing beliefs is very difficult. Mostly, without changing the method of performance appraisal, it is impossible. But changing the perception of quality of performance appraisal software is easier than changing the belief. So that to increase the perception of quality of performance appraisal, the perception of quality of online performance appraisal software should be augmented.

Positive relationship between the perception of quality of performance appraisal software and perception of quality of performance appraisal show that appraiser and evaluator didn't need to be in the same location for the best results.

Lastly, relation of perception of quality of performance appraisal, belief of performance appraisal, and the perception of quality of performance appraisal were analysed in the basis of education levels. Results showed that high school person's belief of online performance appraisal is more than graduated and post graduated person's which means as education and knowledge level of users increase, the belief decreases. When people know lots of thing about something, they can also see the lacking points of the thing they know which leads to mistrust.

According to the results other demographic differences didn't have significant effects statistically on the perception of quality of online performance appraisal, the perception of quality of online performance appraisal and the perception of quality of online performance appraisal.

It is thought that online performance appraisal is worth focusing on. During the literature review, not many studies about online performance appraisal have been seen. Comparing effectiveness of online performance appraisal and other application methods of performance appraisal is a good research area to be studied for new researchers. Another research subject may be the examination of the process of online performance appraisal.

## **APPENDIX**

## Appendix I: Questionnaire



Sayın Katılımcı,

Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, Kamu Yönetimi Anabilim Dalı, Human Resources Management Bilim Dalı'nda Prof. Dr. Uğur Yozgat'ın danışmanlığında yapılan yüksek lisans tezimde internet ortamında performans değerlendirmeye karşı tutumların tanımlanması amaçlanmıştır. Buna yönelik hazırlamış olduğum anket formu aşağıda sunulmuştur.

Çalışmada elde edilecek veriler kesinlikle bireysel veya kurum düzeyinde değerlendirilmeyecek elde edilen bilgiler gizli tutulacaktır. Bu nedenle anket formuna kendi adınızı yazmanız şart koşulmamıştır.

Araştırmadaki değerli katkılarınız ve bize ayırdığınız değerli zamanınız için şimdiden teşekkür eder, çalışmalarınızda başarılar dilerim.

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Tel: 0216 - 443 46 63

## 1. BÖLÜM

### Elektronik Performans Değerlendirme Sistemi İle Değerlendirilenler Hakkında Genel Bilgiler

Bu bölümde sizinle ilgili genel bilgilerin alınması amaçlanmıştır.

Lütfen yanıtları ilgili sorunun karşısındaki alanlara yazınız.

---

**Adınız ve Soyadınız:**

**(Belirtilmesi zorunlu  
değildir.)**

**Yaşınız:**

**Cinsiyetiniz:**

Kadın

Erkek

**Çalıştığınız Bölüm ve  
Unvanınız:**

/

**Şirkette Çalışma Süreniz:**

**Eğitim Durumunuz:**

İlkokul

Ortaokul

Lise

Üniversite

Yüksek Lisans

Doktora

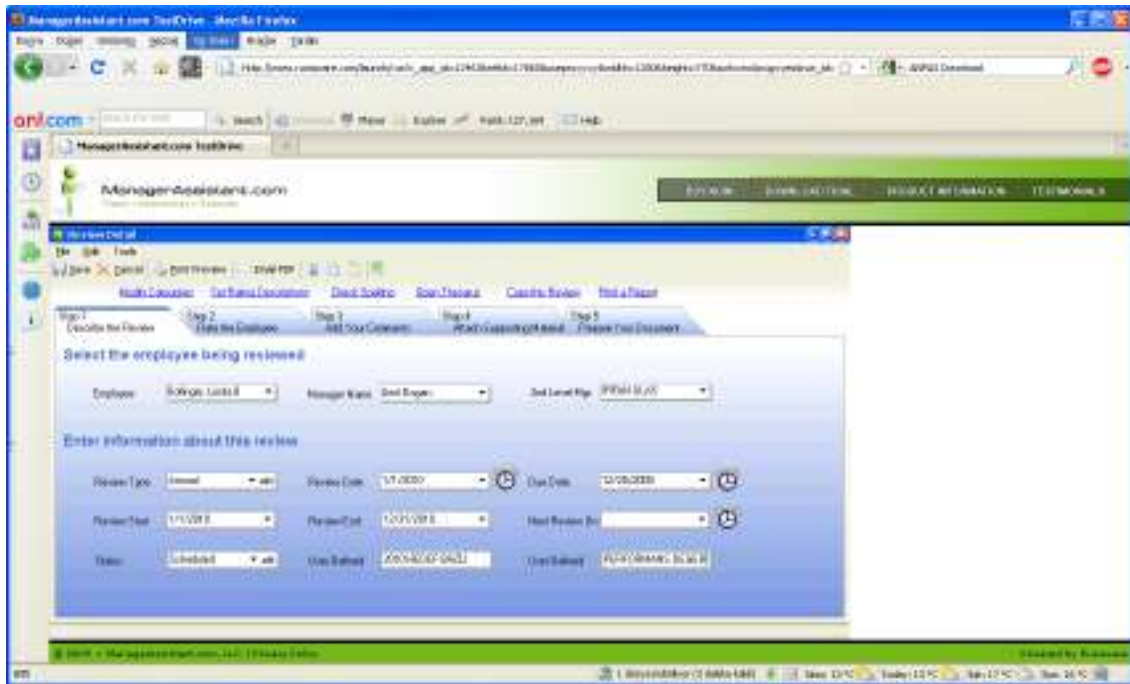
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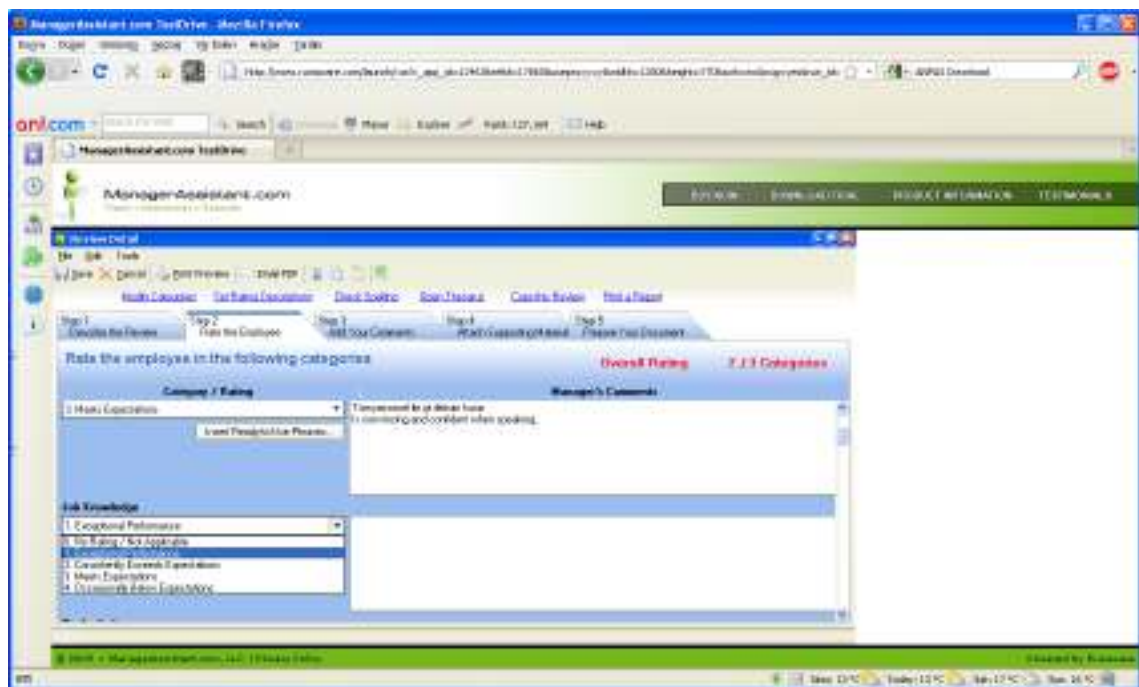
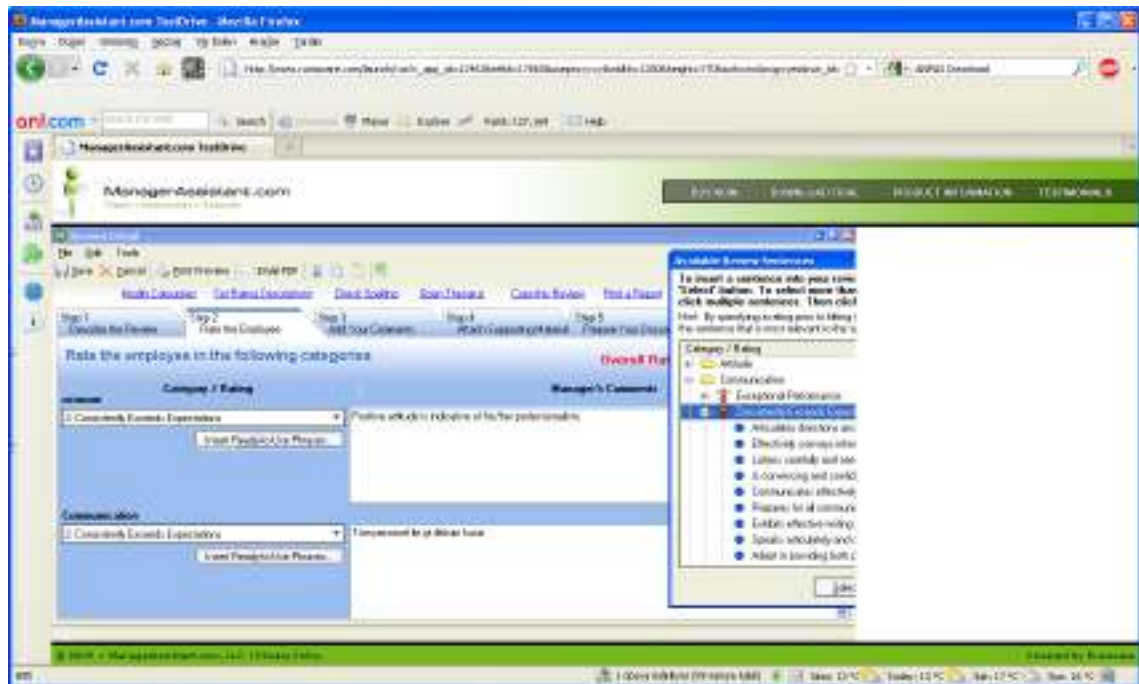
## 2. BÖLÜM

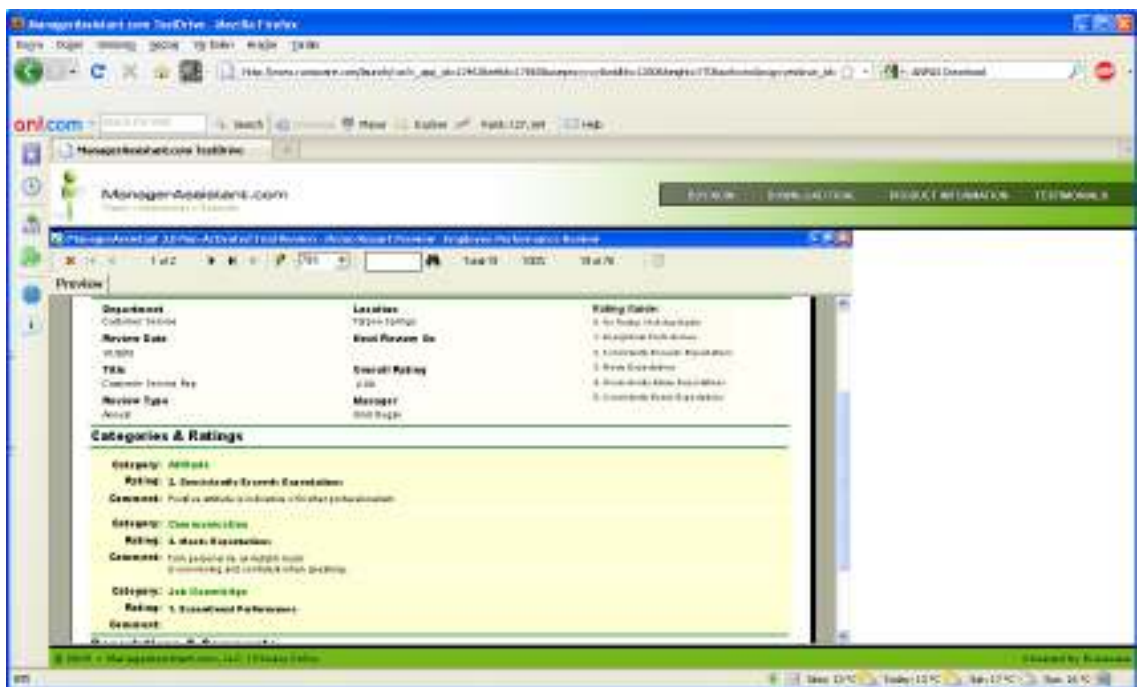
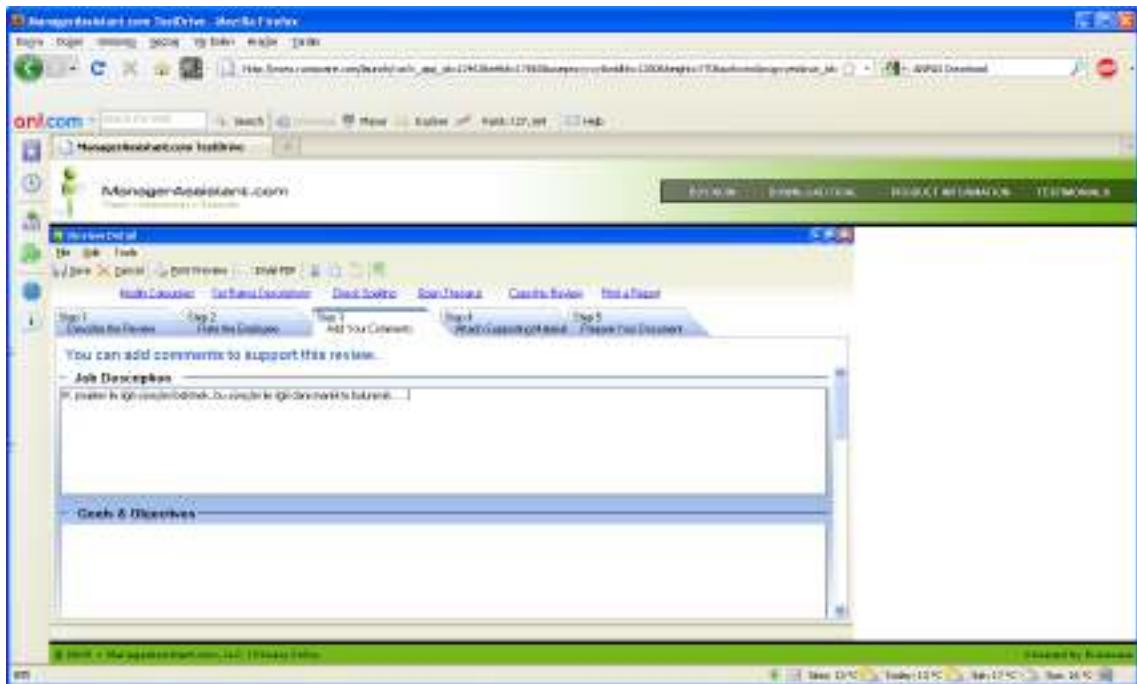
<p>Bu bölümdeki sorular e-performans değerlendirmesini kullanan bir uygulamacı olarak genel görüşleriniz ile ilgilidir.</p> <p>Her bir ifadenin karşısında bulunan kutucuğa, o ifadeye ne derece katıldığınızı gösteren 1 ile 5 arasında bir puan yazınız. Puan açıklaması yan tarafta verilmiştir.</p>	<p><b>"İfadeye katılım derecem"</b></p> <p>1= Kesinlikle Katılmıyorum → 2= Katılmıyorum 3= Kararsızım 4= Katılıyorum 5= Bütünüyle Katılıyorum</p>	<p><b>İfadeye katılım derecem</b></p>
1. E-performans (internet ortamında performans) değerlendirmesi ile performans değerlendirmeye olan isteğim artıyor.		
2. E-performans değerlendirme ile işe olan motivasyonum artıyor.		
3. E-performans değerlendirme yöntemiyle hızlı değerlendirme yapabiliyorum.		
4. E-performans değerlendirme süreci ile yapılan değerlendirme güvenlidir.		
5. E-performans değerlendirme yöntemi hızlı sonuç veriyor.		
6. E-performans değerlendirme yöntemiyle ile kolay değerlendirme yapabiliyorum.		
7. E-performans değerlendirme yöntemiyle ile her zaman her yerde değerlendirme yapabiliyorum.		
8. Kurumumda uygulanan e-performans değerlendirmesi çalışanlar açısından faydalı olmaktadır.		
9. Hedef bazlı değerlendirme (Hedef ve iş planı) methodunda e-performans değerlendirme yöntemi etkin bir araçtır.		
10. Grafik ölçüm yönteminde e-performans değerlendirme yöntemi etkin bir araçtır.		
11. Kurumumda uygulanan e-performans değerlendirme sisteminden memnunum.		
12. E-performans değerlendirme yöntemi objektiftir.		
13. E-performans değerlendirme sisteminde tüm kriterler açık ve nettir.		
14. E-performans değerlendirmesi ile ölçülen son performans değerlendirmem gerçek performansımı tam olarak yansıtıyordu.		
15. E-performans değerlendirmesi ile yapılan geribildirimler (karnede çıkan sonuçlar) yeterlidir.		
16. E-performans değerlendirme sonucu yapılan değerlendirme görüşmeleri yeterlidir.		
17. E-performans değerlendirmenin yapıldığı sitede yeterli açıklama vardır.		

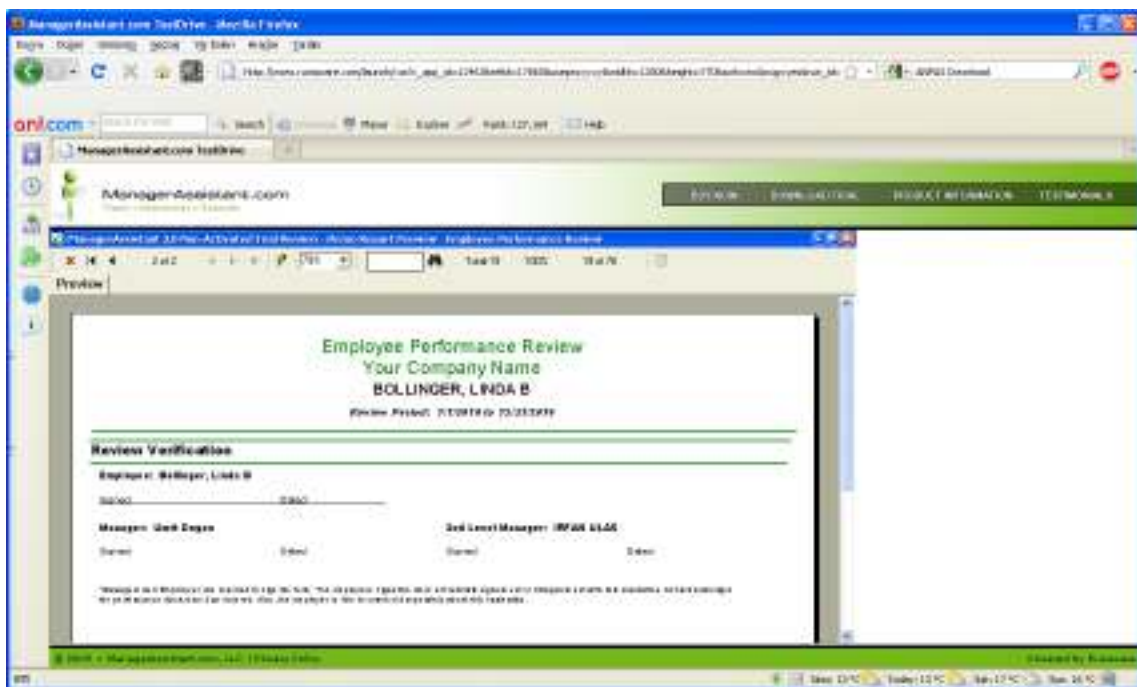
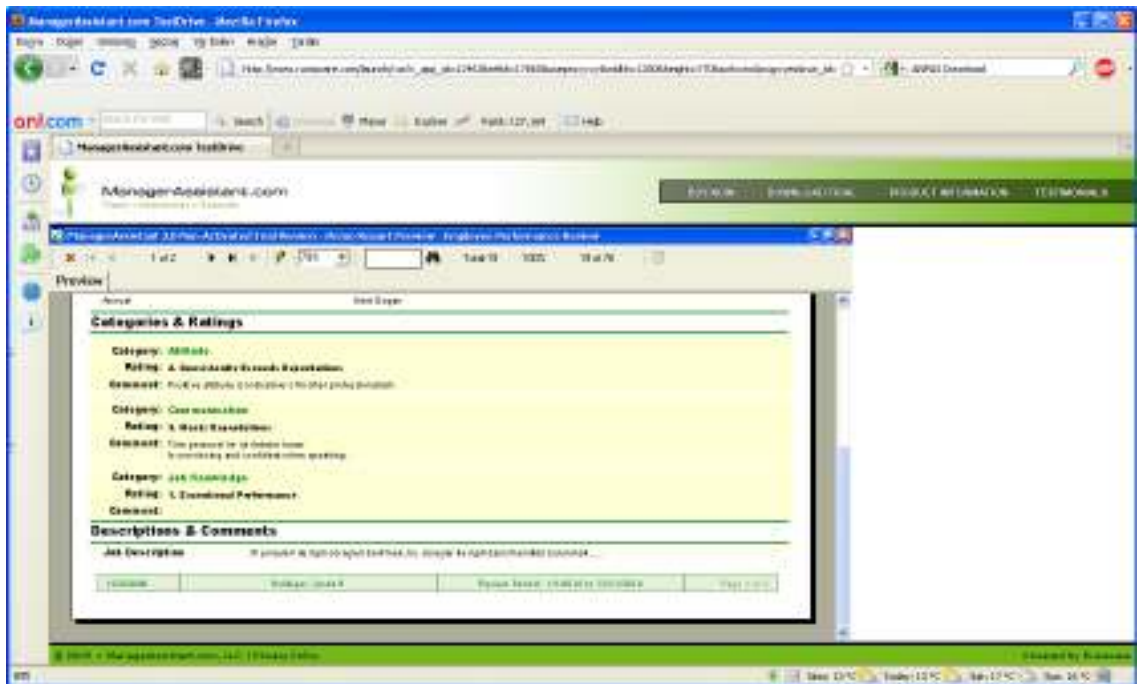
## APPENDIX II: ONLINE PERFORMANS APPRAISAL SOFTWARES' SCREENSHOTS

### APPENDIX II.A: Manager Assistant

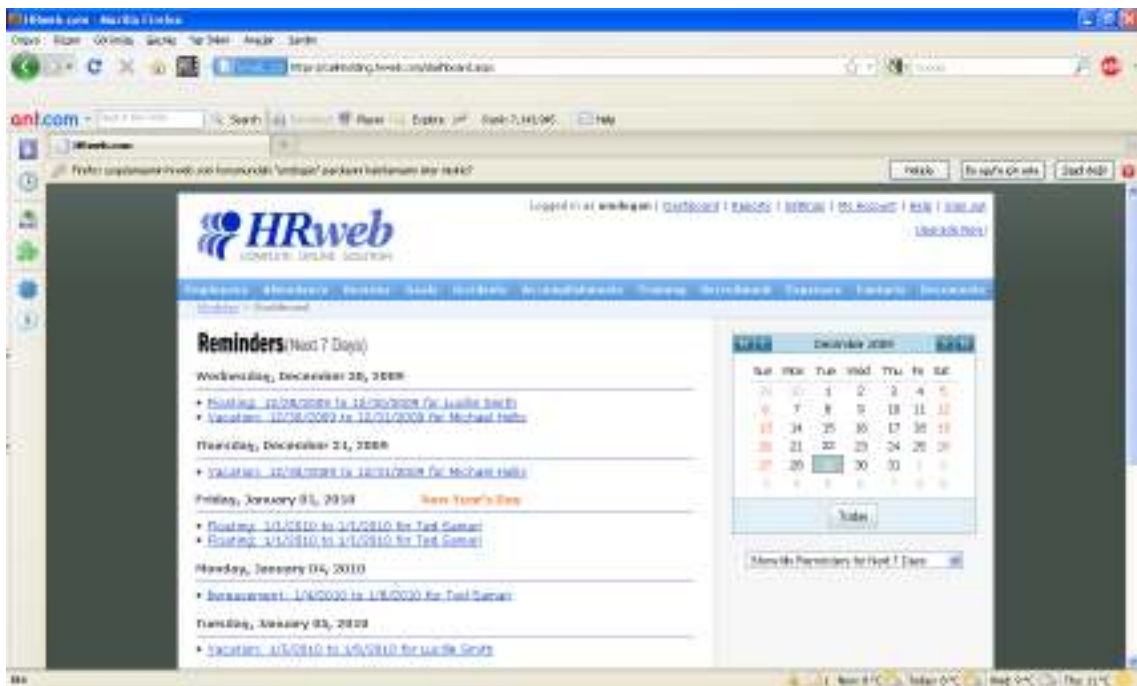
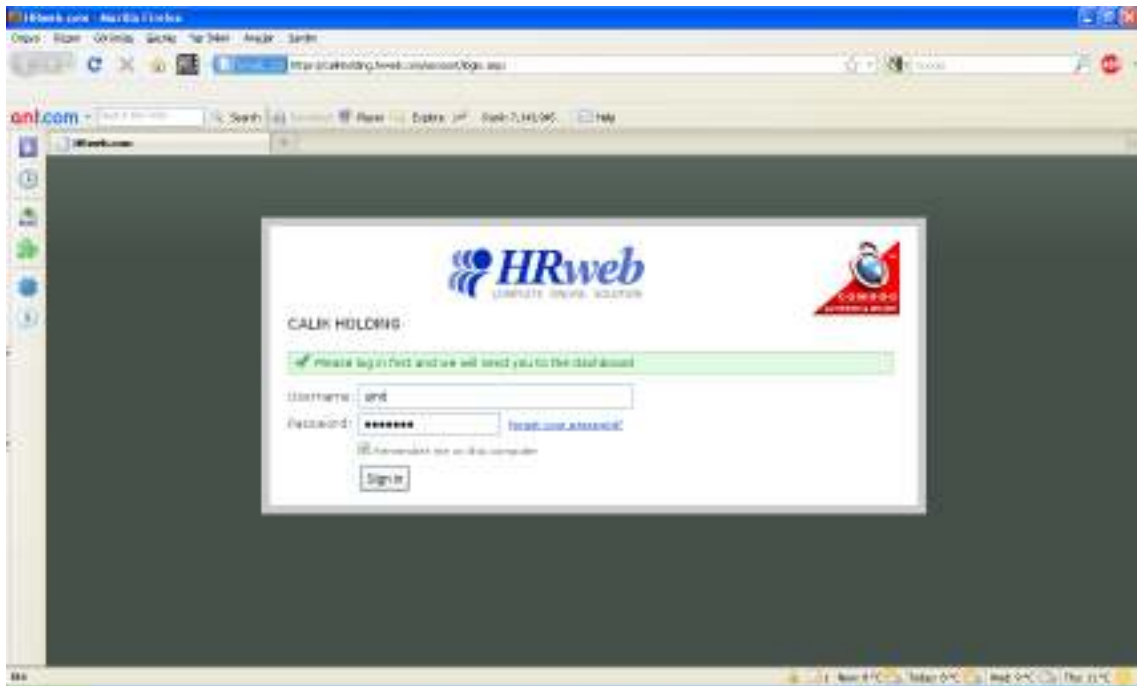


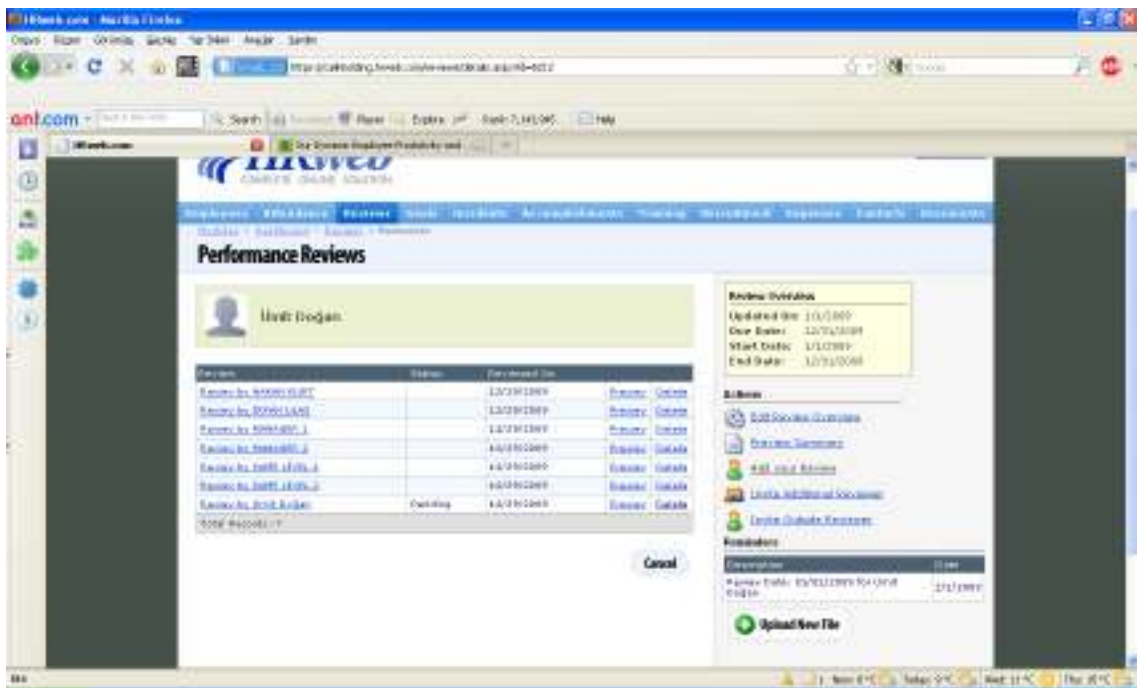
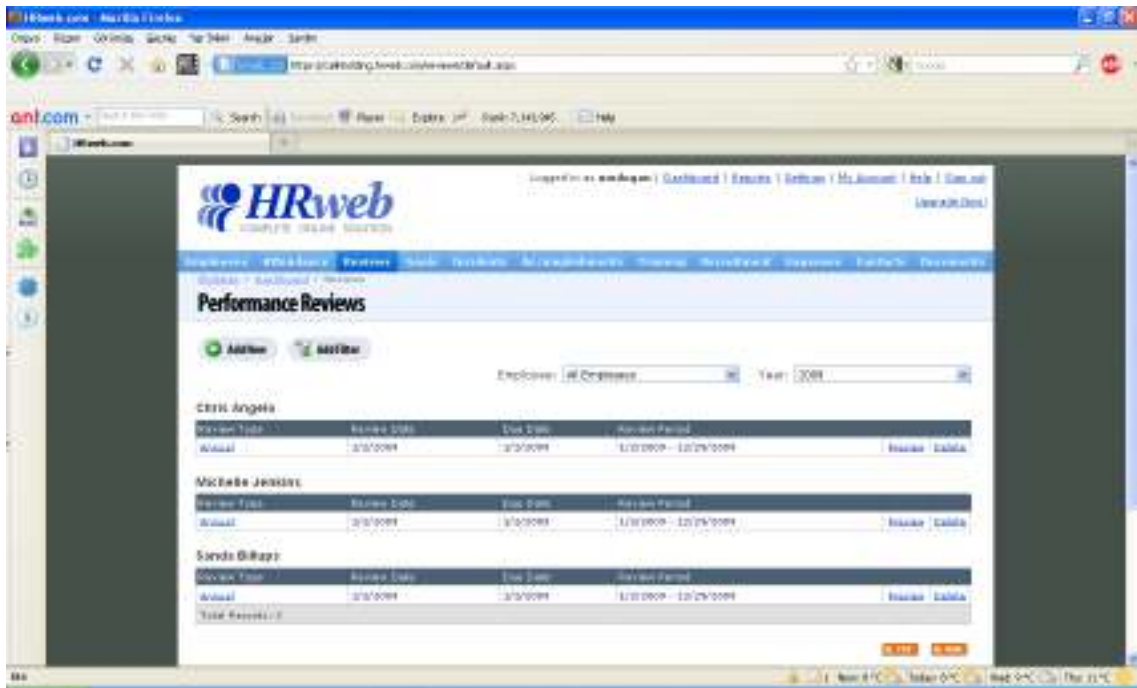


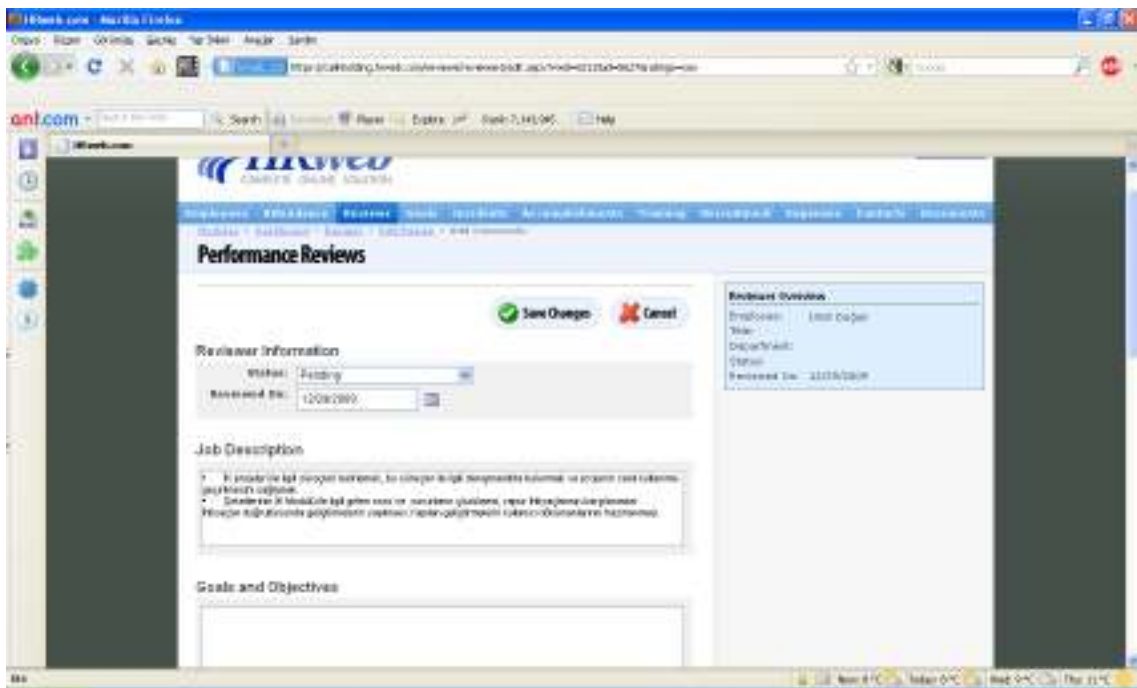
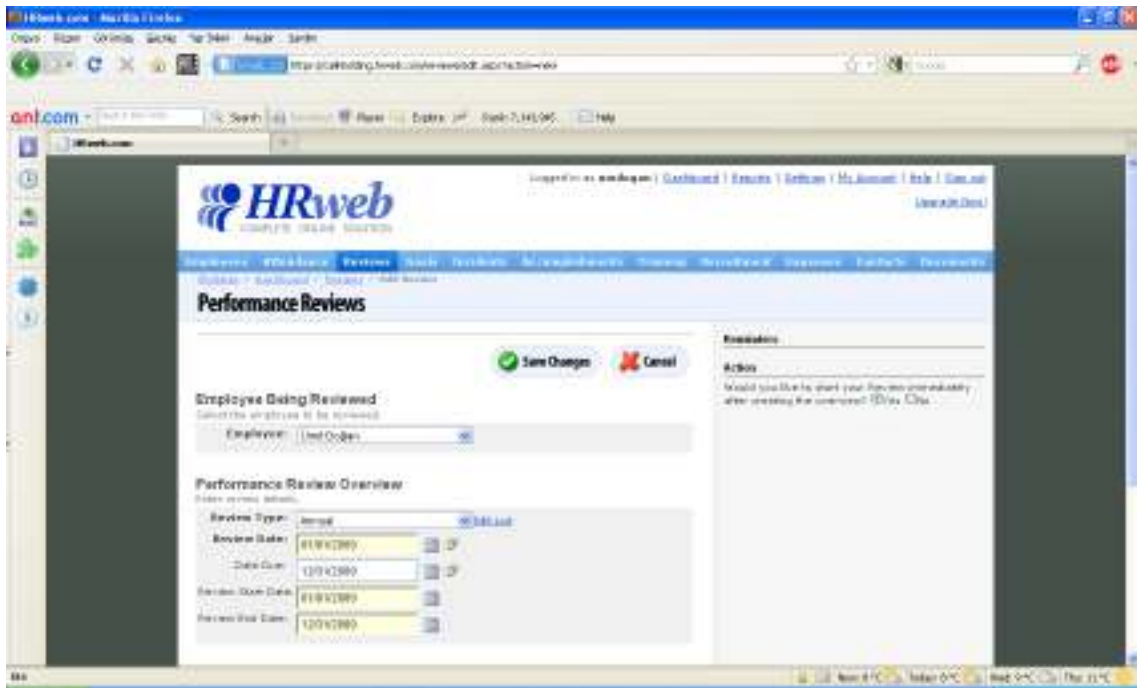


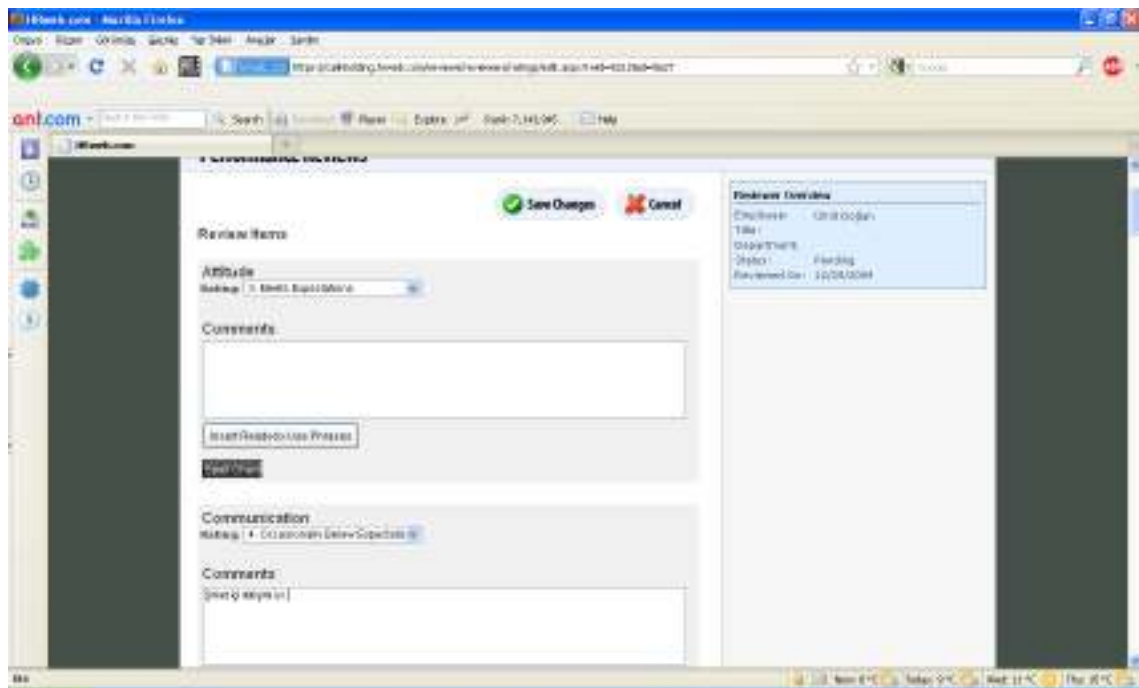
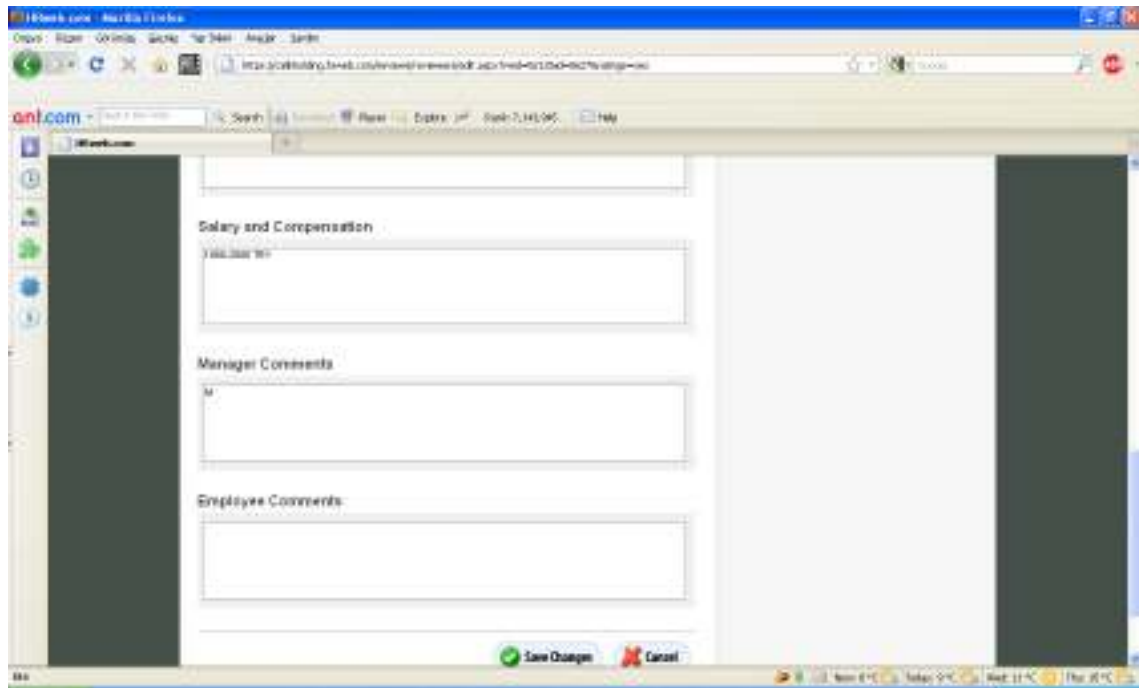


## APPENDIX II.B: HRweb











HRweb.com - My Reports

Preview Summary Report  
Tuesday, December 20, 2009



Location	1. Financial Services
State	2. Michigan
Team/Department	3. Creditworthy Financial Services

Total Average: 2.94

**Review Comments**

Market:	FinTech
Reviewed On:	12/20/09
All-Description:	This position is high visibility position for senior to experienced individuals who can lead technical projects, respond to customers, & maintain high performance in a fast-paced environment. The candidate should have a strong background in financial services, with a focus on creditworthy financial services. The candidate should have a strong background in financial services, with a focus on creditworthy financial services.
Salary and Compensation:	\$60,000.00/yr
Manager Comments:	hi

HRweb.com - My Reports

Enter goal details below:

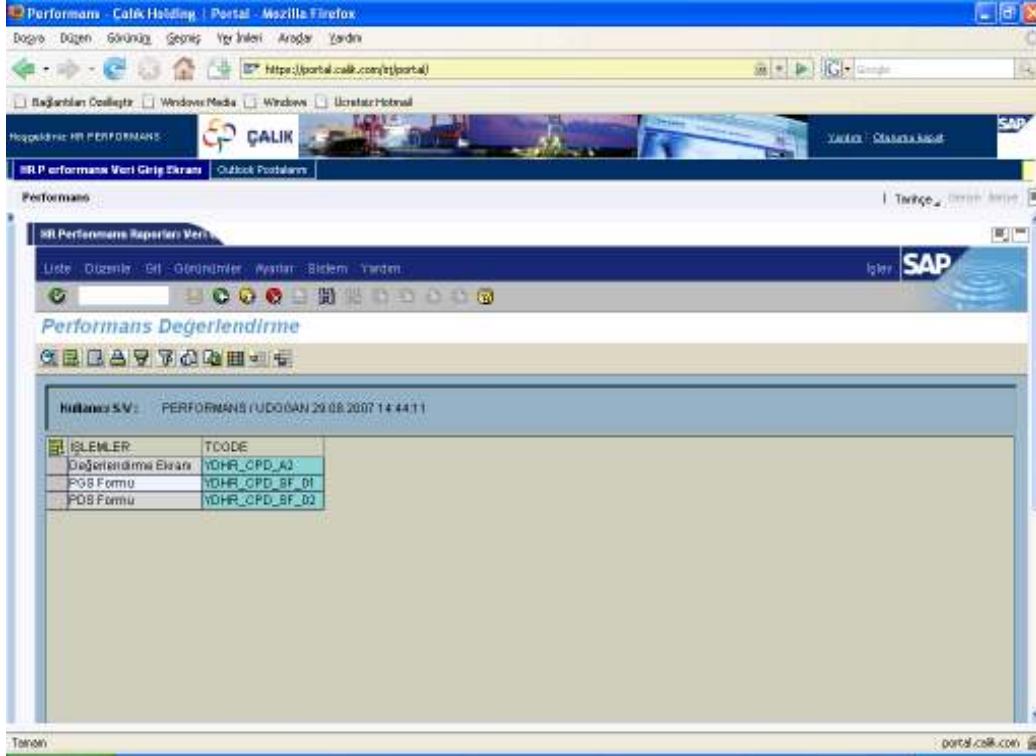
Goal Name:   
 Priority:  [View List](#)  
 Status:  [View List](#)

**Employees Responsible for Goal**  
 Filter for employees responsible for this goal with the following criteria:

Employee:   
 Employee ID:   
 Start Date:  [View](#)  
 End Date:  [View](#)  
 Active On Goal:  [View](#)  
 Job Level Manager:   
 Job Level Manager:

**Detailed Description of Goal**  
 This field is required, you must add any notes to better describe the goal.

## APPENDIX II.C: XYZ Holding Company's Performance Appraisal System on SAP



Performans - Çalık Holding | Portal - Windows Internet Explorer

https://portal.calik.com.tr/portal

Performans - Çalık Holding | Portal

Hizmetler HR PERFORMANS

HR P Performans Veri Giriş Ekranı

HR Performans Raporları Veri

SAP

Değerlendirilen Bilgiler

Personel	1000	UMIT DOĞAN	Personel Alanı	1000	ÇALIK HOLDING
Şirket Kodu	100	ÇALIK HOLDING A.Ş.	Çalışan Grubu	1	Normal
Pozisyon	50023578	SAP MODÜL ANALISTI İHSAH	Çalışan Alt Grubu	01	KAPSAM DIŞI

Personel No	Personel Adı	Şirket	Pozisyon	İş Tanımı	Plan	Yetki Durumu	Performans	Kı Planlama
39	DURSUN MAVIĞÖLÜ	ÇALIK HOLDING A.Ş.	AŞÇI	ELEMAN	1000	Değerlendirilen		
38	DURSUN MAVIĞÖLÜ	ÇALIK HOLDING A.Ş.	AŞÇI	ELEMAN	1000	Birinci Yetkil		
30	DURSUN MAVIĞÖLÜ	ÇALIK HOLDING A.Ş.	AŞÇI	ELEMAN	1000	İkinci Yetkil		
157	LATİF SEZGİN	ÇALIK HOLDING A.Ş.	SAP MODÜL ANALISTI FINANS	ŞEF	1000	Değerlendirilen		
157	LATİF SEZGİN	ÇALIK HOLDING A.Ş.	SAP MODÜL ANALISTI FINANS	ŞEF	1000	Birinci Yetkil		
157	LATİF SEZGİN	ÇALIK HOLDING A.Ş.	SAP MODÜL ANALISTI FINANS	ŞEF	1000	İkinci Yetkil		

Performans - Çalık Holding | Portal - Windows Internet Explorer

https://portal.calik.com.tr/portal

Performans - Çalık Holding | Portal

Hizmetler HR PERFORMANS

HR P Performans Veri Giriş Ekranı

Performans

HR Performans Raporları Veri

Performans Değerlendirme

Personel Verileri

Personel No: 157 LATİF SEZGİN

Pozisyon K: 50002405 SEM BNY MODÜL YÖNETİCİSİ

Değerlendirilen Personel: 1000 UMIT DOĞAN

Değerlendirme Sonuçları

Top Perf Puanı: 1 145 Beklenenin Çok Altında

İş Hed Top: 125

Yük. İş. Plan. Top: 20

Hedef 1 Hedef 2 Hedef 3 Hedef 4 Hedef 5 İş Planı 1 İş Planı 2 İş Planı 3 İş Planı 4 İş Planı 5 İş Planı 6 İş Planı 7

İş Planı 2

İş Planı 2 Notu

İş Planı 2 Açıklığı: 20

Bildirme Tarihi: 01.06.2006

Yönetici/Değerlendirilen Görüşü

Performans - Çalık Holding | Portal - Windows Internet Explorer

http://portal.calk.com.tr/portal

Performans - Çalık Holding | Portal

Hoş geldiniz HR PERFORMANS

HR P Performans Veri Giriş Ekranı Outlook Postalamak

Performans

HR Performans Raporları Veri

**Bireysel Gelişim**

MENU Save Back Araçlar Değiştir Göster

Personal Veriler:

Personel No: 157  
 Ad Soyad: LATİF BEZGİN  
 Pozisyon K: 50002405  
 Pozisyon T: SEN BİYİMOÖL YÖNETİCİSİ

Değerlendiren Personel : 1000  
 Değerlendiren Personel Adı: ÜMİT DOĞAN

Skal Yöneticilik Beceriler Potansiyeller Potansiyel Pozisyon

Yetenek grubu	Yetenek Adı	Tanım	Skal Pozisyon	Y11	Skal Yönetici 1	Y12	Skal Yönetici 2	Y13	Skal İnsan
ZHNSBEL YETK50001635	AMACIN AÇIKLIĞI	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
YONETIMSEL Y50001637	KİŞİLERİ YÖNLENCİ	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
YONETIMSEL Y50001638	KİŞİLERİ GELİŞTİRİCİ	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
YONETIMSEL Y50001639	KİŞİLERİ ETKİLEME	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
YONETIMSEL Y50001640	GÜVEN OLUŞTURUCU	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
TAKIM ÇALIŞMA50001641	TAKIM ÇALIŞMASINA	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
PAZAR ODAKLI50001642	PAZAR ODAKLI LIK	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
PAZAR ODAKLI50001643	İNİSİYATİF KULLANCI	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
ZHNSBEL YETK500021594	LİYULANABİLİR YİS	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir
ZHNSBEL YETK500021595	OBJEKTİF ANALİTİK	3	NORMAL	0	Değerlendir	0	Değerlendir	0	Değerlendir

Yerel intranet 1000

Performans - Çalık Holding | Portal - Microsoft Internet Explorer

http://portal.calk.com.tr/portal

Performans - Çalık Holding | Portal

Hoş geldiniz HR PERFORMANS

HR P Performans Veri Giriş Ekranı Outlook Postalamak


Performans

HR Performans Raporları Veri

**PLERP1A3SB için yadirma öngörünümü**

MENU Gözetim İzletme Araçlar Araçlar Çıkartma alınıyor...

1 / 4 97.4%



**PERFORMANS DEĞERLENDİRME FORMU (DESTEK)**

Görüntü Yerel intranet

Performans - Çalık Holding / Portal - Microsoft Internet Explorer

Dosya Düzen Görünüm Sekülerler Araçlar Yardım

Gezi

Adres: https://portal.calik.com.tr/portal

Hesaplıdır HR PERFORMANS

HR P Performans Veli Göz Ekranı Çalık Postaları

Performans | Tarihçe | Geniş | Arama

HR Performans Raporları Veri

**PLERPK1A3SB için yadarma öngörümü**

Menü Geniş İptal Araçlar Arama Çıkışta ayrı ayarlar

2 / 4 97.4%

Yeni İnternet

Bölüm - 1 Değerlendirme Kriterleri			E: Zayıf (1) GG: Gelişmesi Gereklili (2) N: Normal (3) Y: Yüksek (4)		
Kriter			Değerlendirme	Puan	Geliş. Açık Yön.
1	İŞ SİLİSİ	İşletme sürecinin verimliliği, yapılandırma için gerekli olan bilgi, tecrübe ve süreçler hakkında yeterli bilgi, tecrübe ve süreçler sahip olma.	NORMAL	30	İşletme Süreci - Test
2	İŞ VE ŞİRKETE BAĞLILIK	İşletme sürecinin her aşamasında görevleri yerine getiren personelin görevleri yerine getirmesi için gerekli olan bilgi, tecrübe ve süreçler hakkında yeterli bilgi, tecrübe ve süreçler sahip olma.	GELİŞMESİ GEREKLİ	20	İşletme Süreci - Test
3	TALİMAT PROSEDÜR VE KURALLARA RİAİYET	İşletme sürecinin her aşamasında görevleri yerine getiren personelin görevleri yerine getirmesi için gerekli olan bilgi, tecrübe ve süreçler hakkında yeterli bilgi, tecrübe ve süreçler sahip olma.	NORMAL	30	TALİMAT PROSEDÜR VE KURALLARA RİAİYET - Test

## APPENDIX II.D: Performan

**Kullanıcı Girişi**

WQ7512 Kullanıcı adı

•••• Şifre

Demo Giriş

→ Kişisel Bilgilerim

→ Değerlendireceklerim

→ Performans Raporlarım

→ Şifre Değiştirme

→ Seyir Defteri

→ Güvenli Çıkış

### → KİŞİSEL BİLGİLERİM

Adı Soyadı Mehmet

Soyadınız EMİN

Cinsiyeti  Bay  Bayan

Doğum Yeri doğum yeri1

Doğum Tarihi 2 / 2 / 1970 (gün/ay/yıl)

Baba Adı MUSTAFA

İşe Başlama Tarihi 3 / 3 / 1922 (gün/ay/yıl)

Ev telefonu 3908354

Cep Telefonu 7749151

E\_mail email@email.com

İkamet adresi Üsküdar istanbul111

Posta Kodu 81480

İl İSTANBUL

İlçe Üsküdar2

KAYDET

## DEĞERLENDİRECEĞİM KİŞİLER

**ÖNEMLİ:** Değerlendirmeye başlamadan önce lütfen "Değerlendirme Hataları" isimli dokümanı okuyunuz.

#	Adı Soyadı	Ünvan	Durum
1	HASAN HÜSEYİN ÇALIŞKANOĞLU	GENEL MÜDÜR	Tamamlanmadı
2	GÜLTEN KOCAMAN	UZMAN YARDIMCISI	Tamamlanmadı
3	FİLİZ TAŞKAN	UZMAN YARDIMCISI	Tamamlanmadı
4	AYŞE OGUZ	SEKRETER	Tamamlanmadı
5	TÜLAY TUNCA	UZMAN	Tamamlanmadı
6	HİKMET PEKER	UZMAN	Tamamlanmadı
7	MURAT MUMCU	İNSAN KAYNAKLARI MÜDÜRÜ	Tamamlanmadı
8	EMRE İLME	UZMAN	Tamamlanmadı

http://yeni.performan.net/tali/degerlendir\_frame.asp?SID=910164439967&rilen=15811&isim=GÜLTEN...

Değerlendiren:	EMRE İLME
Değerlendirilen:	GÜLTEN KOCAMAN
Bölüm / Ünvan:	İNSAN KAYNAKLARI / UZMAN YARDIMCISI
Değerlendirme Dönemi:	1. DENEME DÖNEMİ

**1. Kişisel Organizasyon Ve Zamanı Yönetme Becerisi**

-- bir seçim yapın --  
 -- bu konu ile ilgili bir görüşüm yok --

<input checked="" type="radio"/> 10	<input type="radio"/> 9	
<input type="radio"/> 8	<input type="radio"/> 7	<input type="radio"/> 6
<input type="radio"/> 5	<input type="radio"/> 4	
<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

**2. Yetki Ve Sorumluluklarını Kullanabilme Düzeyi**

-- bir seçim yapın --  
 -- bu konu ile ilgili bir görüşüm yok --

<input checked="" type="radio"/> 10	<input type="radio"/> 9	
<input type="radio"/> 8	<input type="radio"/> 7	<input type="radio"/> 6
<input type="radio"/> 5	<input type="radio"/> 4	
<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

**3. Hızlı Ve Doğru Karar Verebilmesi**

Form içeriğini kontrol ettim ve bilgilerin doğruluğunu onaylıyorum.

**ÖNEMLİ UYARI: Yaptığımız bir işaretleme yi daha sonra değiştirmeniz mümkün olmayacaktır. Bu nedenle lütfen Kaydet butonuna basmadan önce işaretlerinizi en az bir kez gözden geçirin.**

PERFORMANS YÖNETİM SİSTEMİ BİREYSEL DEĞERLENDİRME RAPORU

deneme dönemi

ADI SOYADI ASLIHAN GÜRAN		UNVANI ÖĞRETMEN		KURUMU ÖRNEK UYGULAMA OKULU		PUAN								
PERFORMANS KRİTERLERİ	KENDİNİZE VERDİĞİNİZ PUAN	PERFORMANS PUANINIZ	GRUP ORTALAMASI	KADEME	PERFORMANS KADEMESİ									
					Yetersiz		Orta		İyi		Çok İyi			
					D2	D1	C3	C2	C1	B3	B2	B1	A2	A1
MESLEKİ YETERLİLİKLER	-	6,8	6,7	B3										
Branşı İle İlgili Bilgi Düzeyi	9,0	7,8	7,4	B2										
Mesleki Gelişimine Önem Verme (Yayınlara...)	9,0	5,7	6,5	C3										
Zümrelerdeki Etkinliği (Goru Kalitesi, ...)	0,0	6,7	6,2	D1										
KURUMSAL YETERLİLİKLER	-	6,8	6,3	B1										
Kılık Kiyafetine Özen Gösterme	7,0	6,7	6,7	B3										
Çalıştığı Kişiler İle İlişkilerinde Uyum...	9,0	5,8	6,1	C1										
Görevinin Gerekirdiği Toplantıların Düz...	7,0	6,1	6,0	B3										
Problemleri Çok Yönlü Düşünerek, Uygulan...	7,0	6,5	6,1	B2										
Yeni Fikirlere Ve Uygulamalara Açık Olma...	10,0	7,8	6,0	A1										
Yaşadığı Kişisel Sorunları İş Sınıf Ort...	4,0	7,4	6,4	A2										
Görevleri İle İlgili Amirlerini Sözlü Ve...	8,0	6,9	6,5	B2										
Yöneticileri Tarafından Verilen Görevler...	9,0	5,8	6,2	C1										
Resmi Mevzuata Uygun Davranma (Günlük...	8,0	7,8	6,8	A2										

PERFORMANS KADEME DAĞILIMI	
A1-	0
A2-	0
R1-	8
B2-	8
B3-	12
C1-	15
C2-	2
C3-	2
D1-	0
D2-	0

→ Kurum grubuna göre konumunuz

DEĞERLENDİRİCİ HATALARI

Yapılan analizlerde herhangi bir değerlendirici hatasına rastlanmamıştır.

ÖNERİLER

Performans sonuçlarınızın değerlendirilmesi neticesinde, belirlenen kriterler doğrultusunda öneriye ihtiyacınız olmadığı belirlenmiştir.

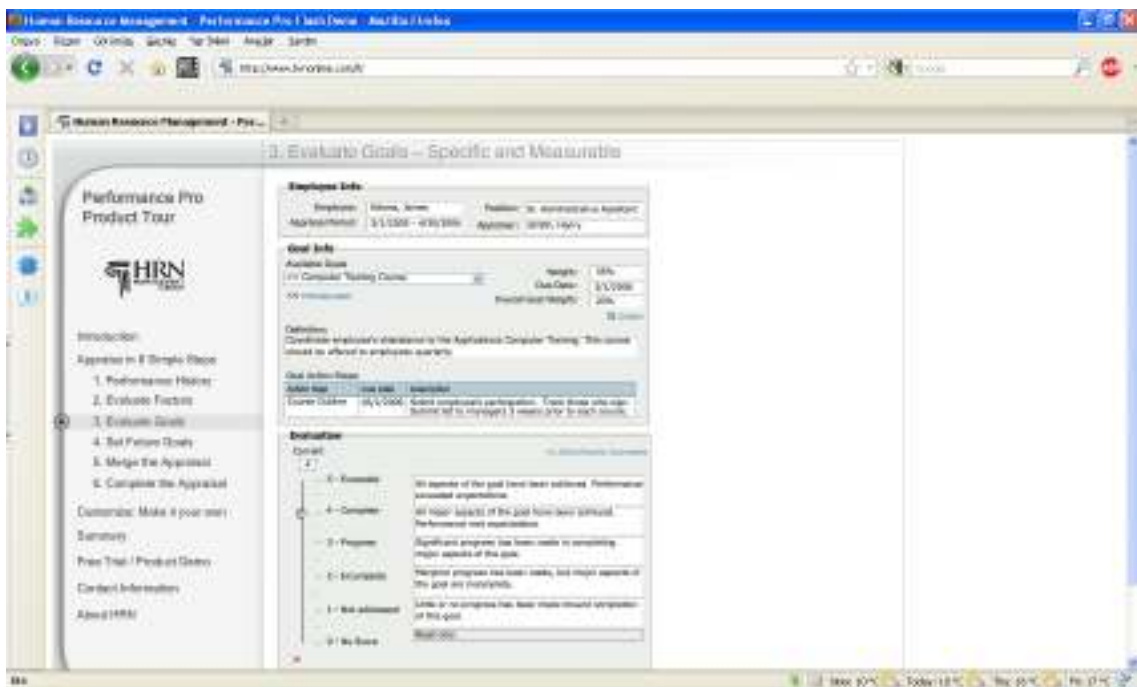
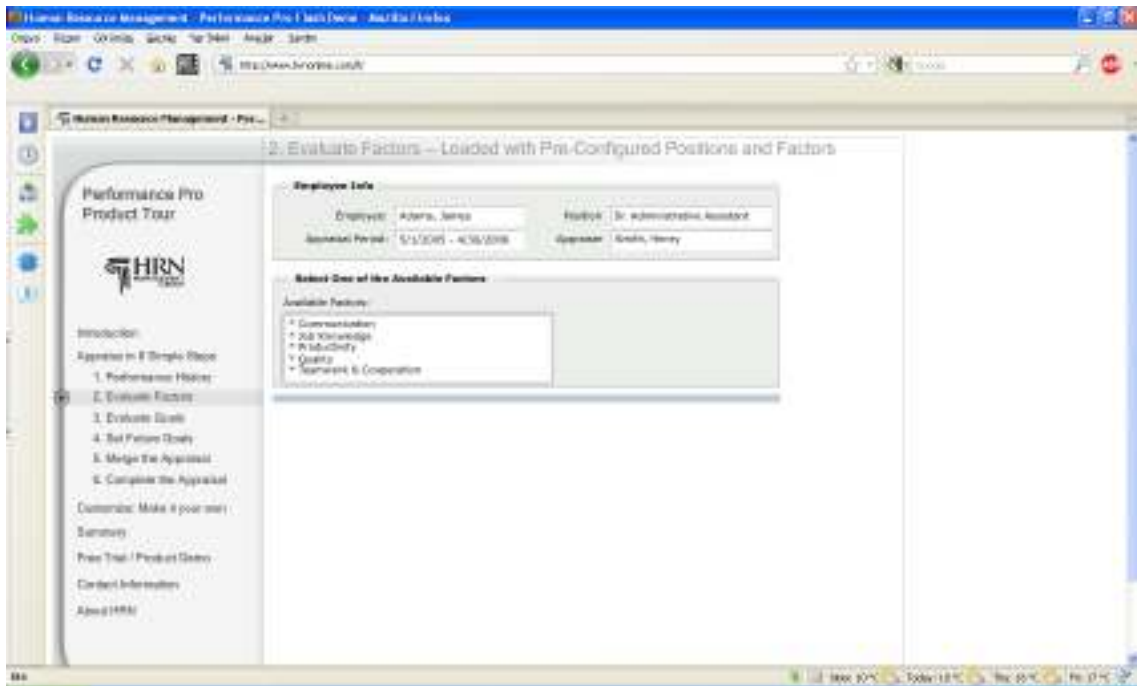
## DEĞERLENDİRİCİ ATAMA

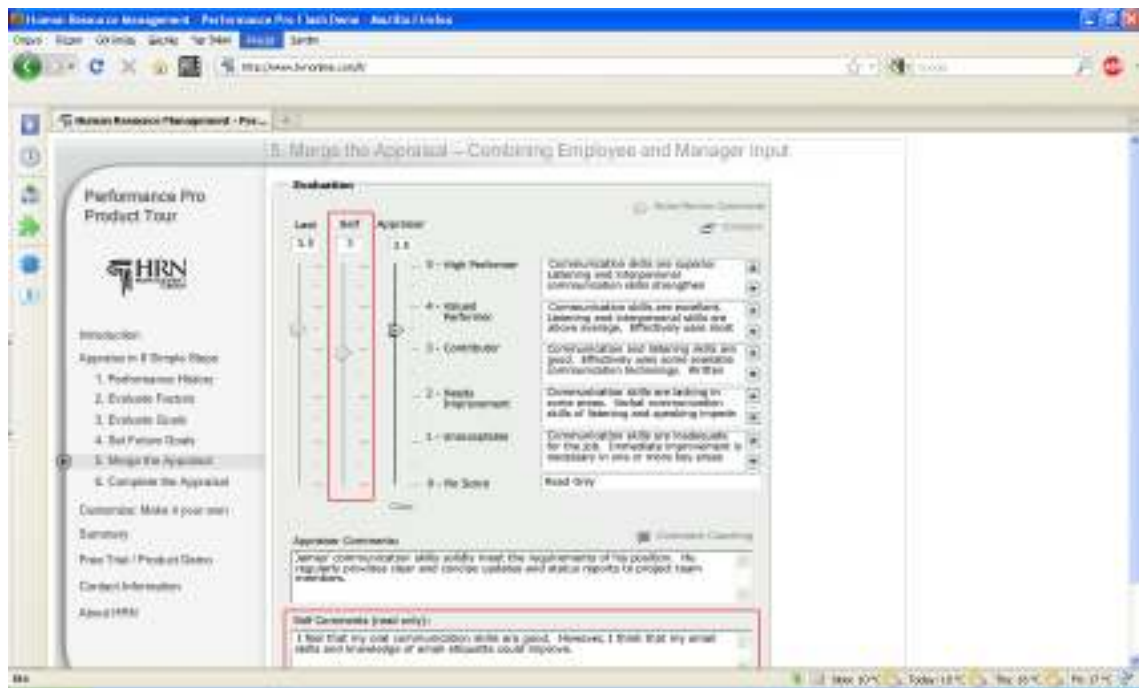
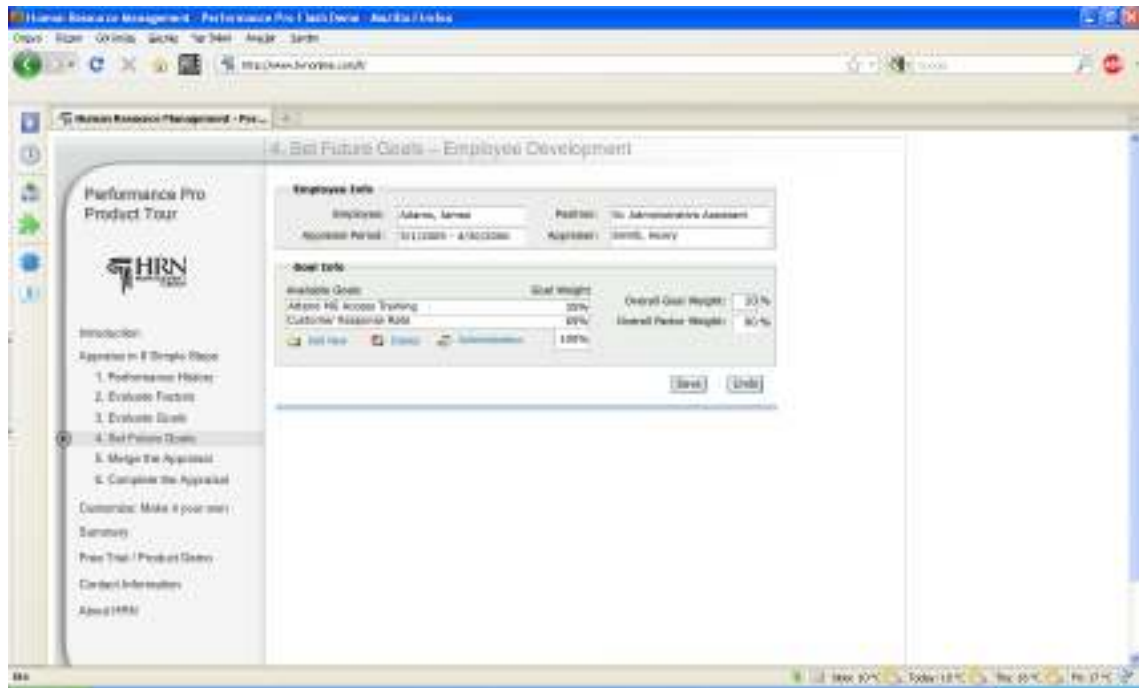
<<GERİ

Değerlendirici	Değerlendirilen
Gülçin NURDAN	<p>– birini seçin –</p> <p>Mehmet EMİN KORKUT – ÖRNEK UYGULAMA OKULU</p> <p>Özlem ARSLAN – ÖRNEK UYGULAMA OKULU</p> <p>Emre ENGİN – ÖRNEK UYGULAMA OKULU</p> <p>Raşit ESER – ÖRNEK UYGULAMA OKULU</p> <p>Emel GÜL – ÖRNEK UYGULAMA OKULU</p> <p>Gülçin NURDAN – ÖRNEK UYGULAMA OKULU</p> <p>Kemal YILDIRIM – ÖRNEK UYGULAMA OKULU</p> <p>Aysel BURAK – ÖRNEK UYGULAMA OKULU</p> <p>Saima PEHLİVAN – ÖRNEK UYGULAMA OKULU</p> <p>Selcen NURDAN – ÖRNEK UYGULAMA OKULU</p> <p>Hatice KURBAN – ÖRNEK UYGULAMA OKULU</p> <p>MUSA Ayyıldız – ÖRNEK UYGULAMA OKULU</p> <p>Metin BAYRAM – ÖRNEK UYGULAMA OKULU</p> <p>Zümrüt KAYA – ÖRNEK UYGULAMA OKULU</p> <p>Elif YAĞCI – ÖRNEK UYGULAMA OKULU</p> <p>Ayşe BALKAN – ÖRNEK UYGULAMA OKULU</p> <p>Emel GÜLERCE – ÖRNEK UYGULAMA OKULU</p> <p>Ebru Aslı AKIN – ÖRNEK UYGULAMA OKULU</p> <p>Demet AKTAŞ – ÖRNEK UYGULAMA OKULU</p>
	<input type="checkbox"/> alt bölümdelikileri de listele

Değerlendirisin

## APPENDIX II.E: Hronline





Human Resource Management - Performance Pro - Dash Detail - Available / Locked

Ready for Meeting

Employee Info

Ready for Meeting (as of 2/22/2008 4:47:00 PM)

Employee: Adams, James      Position: Sr. Administrative Assistant  
 Appraisal Period: 3/1/2007 - 4/30/2008      Appraiser: Smith, Henry

Summary Comments

James has demonstrated an improving his organizational skills this year and has successfully. His work arranging the computer training program was excellent and the success of the program can be directly attributed to his efforts.

Strengths & Weaknesses

Strengths: Organization and planning, technical and business's performance. Written Communication, HR Areas.

Training Needs

Training courses: HR Areas. If one course per quarter is taken, James will be up to speed for future projects. Also should schedule course: Creating Office Correspondence.

Appraisal Checklist

Performance Pro Product Tour

Introduction

Appraisal in 8 Simple Steps

1. Performance History
2. Evaluate Factors
3. Evaluate Goals
4. Set Future Goals
5. Merge the Appraisal
6. Complete the Appraisal

Customize: Make it your own

Summary

Print This / Print Detail

Contact Information

About HRM

Human Resource Management - Performance Pro - Dash Detail - Available / Locked

Performance History

Employee Info

Employee: Adams, James      Position: Sr. Administrative Assistant  
 Appraisal Period: 3/1/2007 - 4/30/2008      Appraiser: Smith, Henry

Format and Order

Sort by Date     Sort by Title

Notes

Select an Existing Note:

2/11/2008 - ADJUDICATED  
 2/14/2008 - ADJUDICATED

Rating

Select an Existing Rating:

2/28/2008 - Rating Not Set  
 3/11/2008 - Completed Set  
 3/11/2008 - High Score on Test  
 3/23/2008 - Customer Service Comment

Performance Appraisal

Select an Existing Appraisal:

1/24/07 - 3/1/2008 - 4/30/2007  
 4/22/07 - 5/1/2008 - 6/30/2008 11.78  
 1/23/07 - 3/1/2008 - 12/31/2007 11.54

Performance Pro Product Tour

Introduction

Appraisal in 8 Simple Steps

1. Performance History
2. Evaluate Factors
3. Evaluate Goals
4. Set Future Goals
5. Merge the Appraisal
6. Complete the Appraisal

Customize: Make it your own

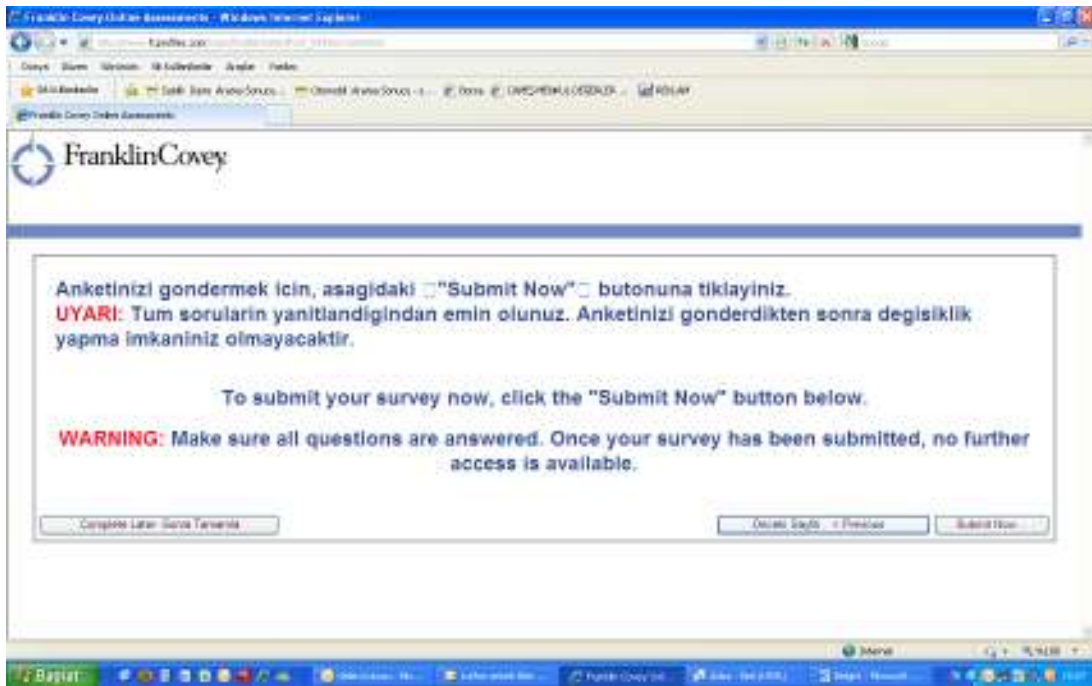
Summary

Print This / Print Detail

Contact Information

About HRM







## APPENDIX II.G: Peoplesoft

ORACLE sbr\_BJK LMDA Home Logout Preferences Help Personal Page Diagnostics

Talent Management | Appraisals Logged In As sbr\_Person2, BJK

On this page, you can access worker development functions and view talent management notification messages.

**Talent Management Task List**  
Expand All | Collapse All

Focus Task	Process	Start Date	End Date	Go to Task
<input type="checkbox"/> My Page <input checked="" type="checkbox"/> Annual Performance Management Plan				
Cascade or set objectives	Objective Setting	01-Sep-2007	30-Sep-2008	
Align objectives	Objective Setting	01-Sep-2007	20-Sep-2007	
Transfer scorecards to worker for action	Objective Setting	01-Sep-2007	20-Sep-2007	
Review worker changes	Objective Setting	01-Sep-2007	20-Sep-2007	
Finish objective setting	Objective Setting	01-Sep-2007	20-Sep-2007	
View and track objective progress	Objective Tracking	01-Sep-2007	30-Sep-2008	
Manage appraisals: sbr_SSRT Appraisal Template	Appraisal	01-Oct-2007	30-Sep-2008	

**Switch Manager**  
To perform tasks as a different manager, select from the list.

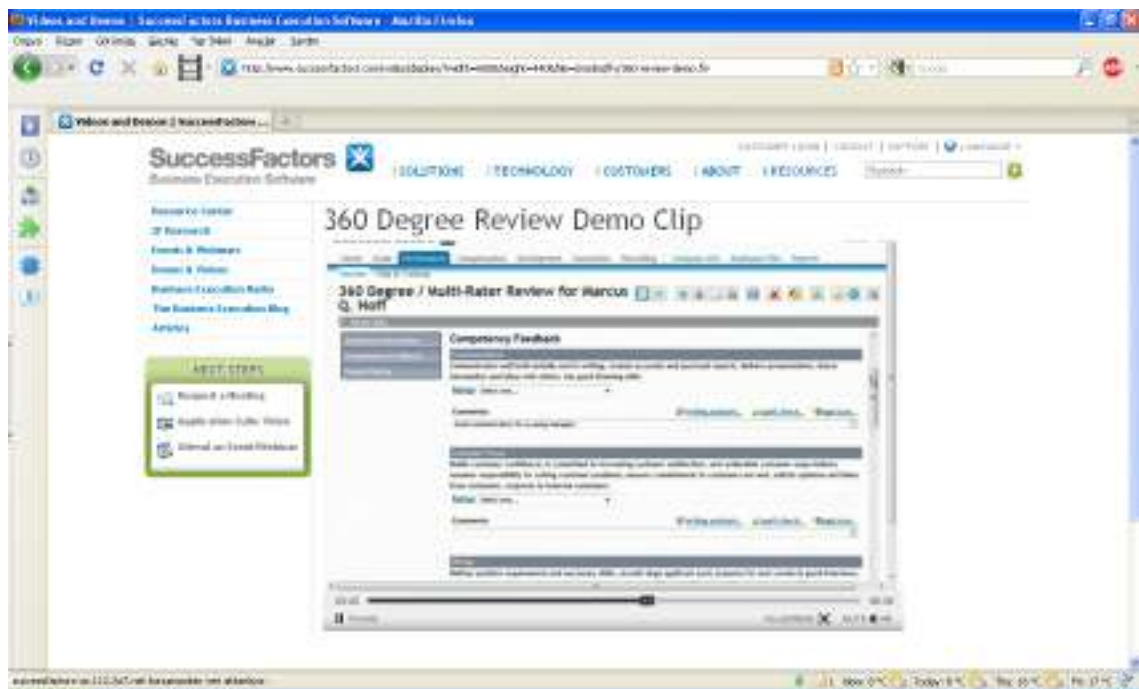
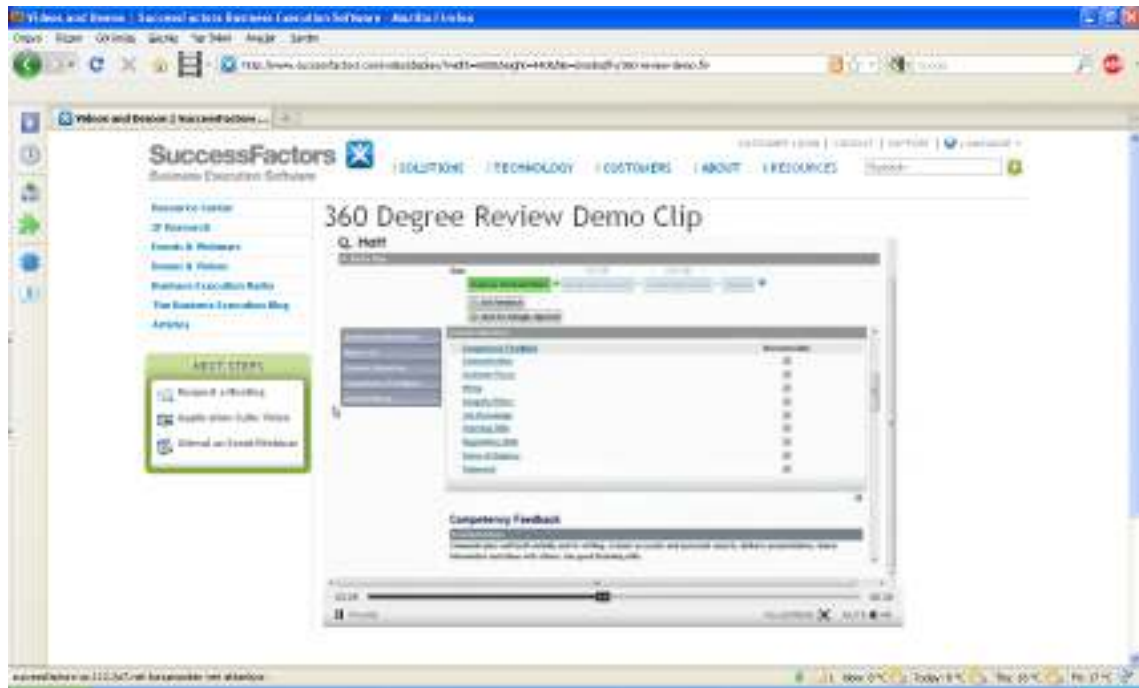
**Quick Links**

- [Create Standard Appraisal](#)
- [Create Job-Grade Appraisal](#)
- [HR Employee Information](#)
- [Education and Qualifications](#)
- [Competency Profile](#)
- [Schedulability Matching](#)
- [Event and Bookings](#)
- [Employee Review](#)
- [Other Professionals' Qualifications](#)

**Help**

Plan	Attachments
Annual Performance Management Plan	
Performance Management Plan 2007	







Video and browser | SuccessFactors Business Execution Software - About / Index

Open | Home | Contacts | Search | For Sales | Register | Login

SuccessFactors Business Execution Software SOLUTIONS | TECHNOLOGY | CUSTOMERS | ABOUT | RESOURCES

360 Degree Review Demo Clip

The video player displays a 360-degree review interface with several data visualizations:

- Top Left:** A pie chart showing a distribution of feedback scores.
- Top Right:** A bar chart comparing performance across different categories.
- Bottom Left:** A horizontal bar chart showing scores for various competencies.
- Bottom Right:** A vertical bar chart showing a comparison of scores against a target or benchmark.

Navigation and controls for the video are visible at the bottom of the player.

Video and browser | SuccessFactors Business Execution Software - About / Index

Open | Home | Contacts | Search | For Sales | Register | Login

SuccessFactors Business Execution Software SOLUTIONS | TECHNOLOGY | CUSTOMERS | ABOUT | RESOURCES

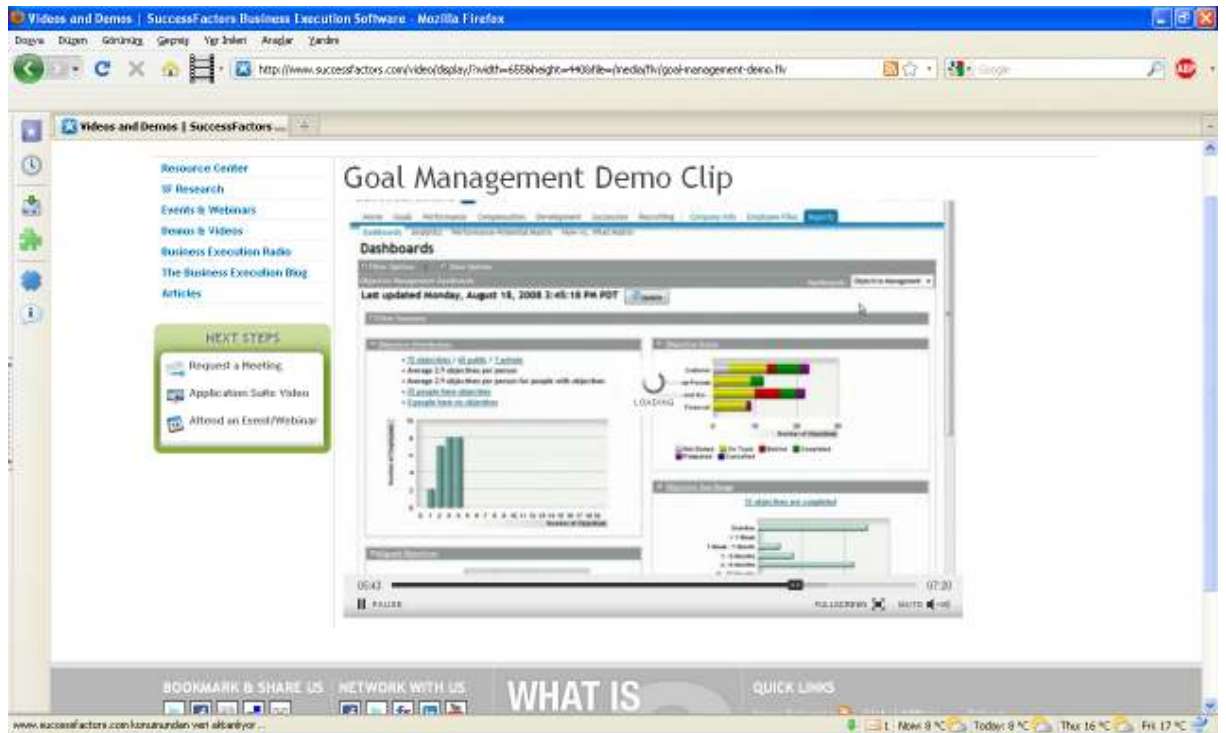
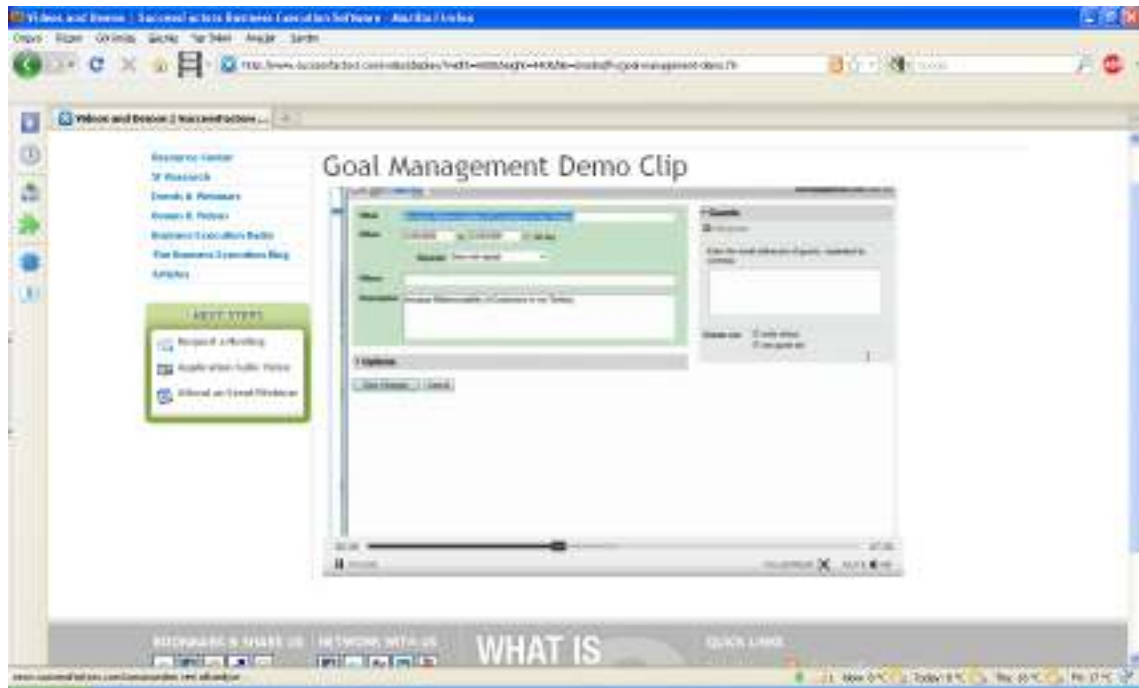
Goal Management Demo Clip

The video player displays a goal management interface for a sales representative named 'Carter Grant'.

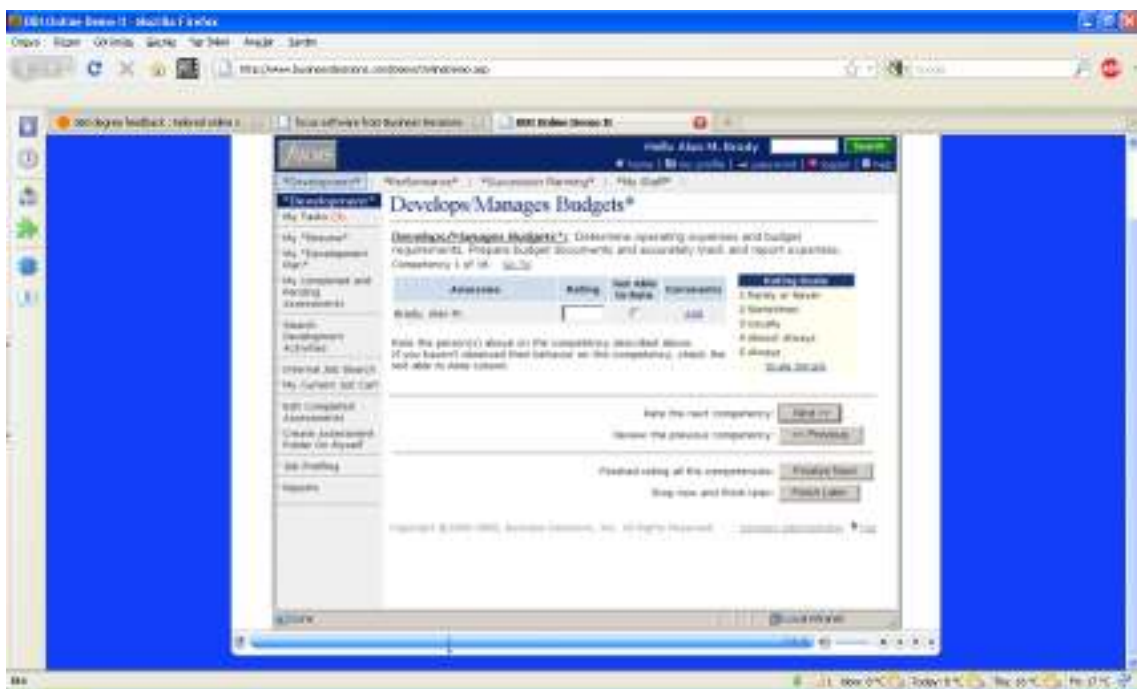
**2008 Goals for Carter Grant**

Goal ID	Goal Name	Start Date	End Date	Actual	Target	Status
1	Generate Revenue of \$1,000,000	1/1/08	12/31/08	\$1,200,000	\$1,000,000	7.2 x 125%
2	Acquire 100 New Customers	1/1/08	12/31/08	120	100	1.2 x 120%
3	Reduce Customer Churn Rate	1/1/08	12/31/08	95%	100%	0.95 x 95%

The interface includes a table with columns for goal details and performance metrics, along with a video player control bar at the bottom.



## APPENDIX II.I: Business Decisions



**My Performance Plan**

**Individual Goals**

**Goal #1**  
**Increases Output of New York Facility by 1%**

**Plan Goal:** **Objective:** **Weight:** **Global Goal**

**Linked to Goal:** **Objective Budget Control for 2008 - "Performance Goal"**

**Status:** **Final Review** **Created on:** **Wed, 2 Feb, 2008**

**Approved Weight:** **1.00** **Planned Completion Date:** **Sun, 22 Dec, 2008**

**Executive Weight:** **1.00** **Revised Completion Date:** **Sat, 14 Nov, 2008**

**Description:**  
 Increase efficiency and provide improvements to increase the output of the New York Facility by 1%.

**Action Weight:** **1.00** **Link Action Page**

**Score:** **1.00** **Link Score Page**

**Read Individual Goal**

**\*Standards\***

**Standard #1:**  
 Working with a vendor

**\*Development Priorities\***

**Legend:**  
 DPL - Derived Performance Level  
 High - Competency Weight  
 % - Number of Responsibilities  
 \* Scale Over Not Match Interval (2 - 4)

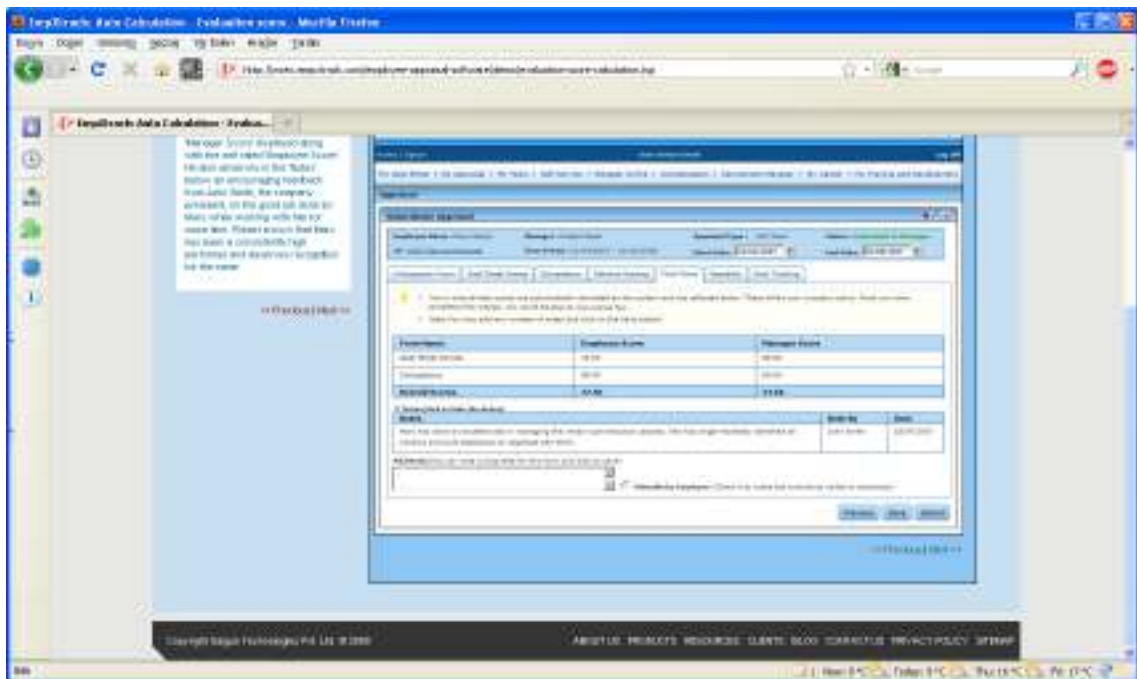
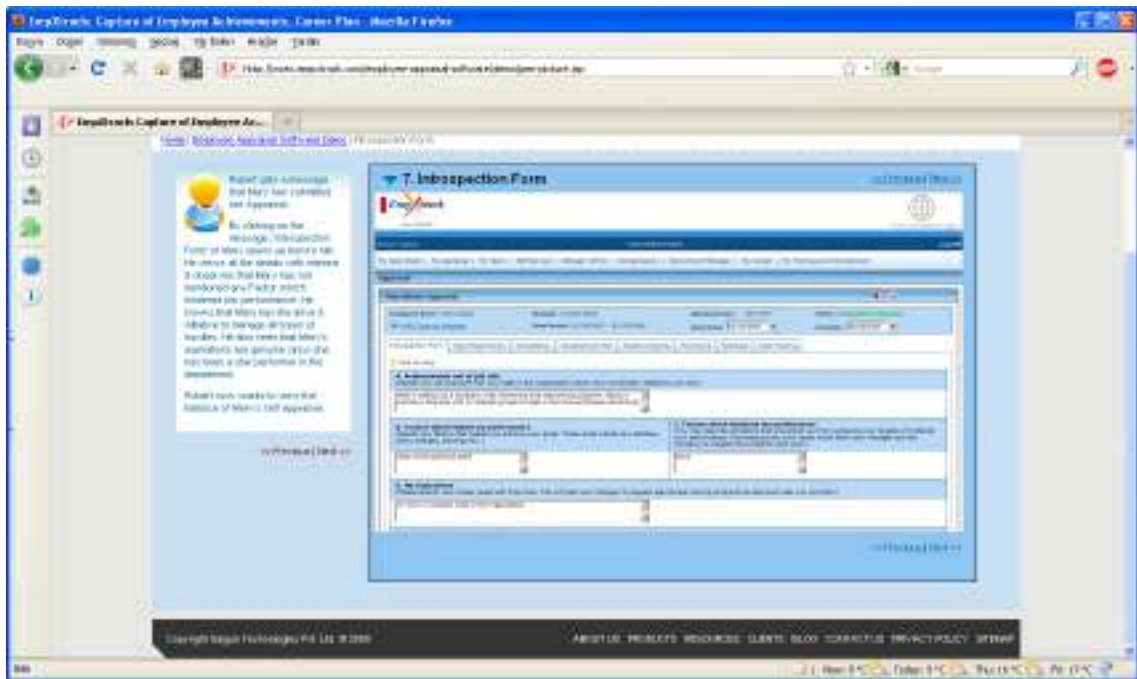
*Competency*	DPL	Wgt	%	Rating	Gap
Basic Process Mapping	3	3	2	0.33*	3.33
Consulting*	3	3	2	0.33*	3.33
Staffing	3	3	2	0.33*	3.33
Facilities	3	3	3	0.33*	3.33
Publics/Procedures	3	3	3	0.33*	3.33
Leveraging Resources*	3	3	3	0.33*	3.33
Time Management*	3	3	3	0.33*	3.33
Strategic Focus*	3	3	3	0.33*	3.33
Monitor Work	3	3	3	0.33*	3.33
Progress	3	3	3	0.33*	3.33
Understanding Project Schedule	3	3	3	0.33*	3.33
Auditing of Product	3	3	3	0.33*	3.33
Quality Orientation*	3	3	3	0.33*	3.33

**The Development Priorities report shows in the right column an employee's competency gaps based on a 360-degree assessment. The employee, supervisor and/or mentor can use this information to target which competencies to develop.**

## APPENDIX II.J: EmpXtrack







EmpTrack: Setup competencies - MySite Portal

Home | Dashboard | Account | Profile | Settings

### 14. Define Attributes

Attributes are used to describe the various competencies that are defined in the system. They are used to categorize the competencies and to provide a more detailed description of the competencies. The system uses attributes to define the competencies and to provide a more detailed description of the competencies. The system uses attributes to define the competencies and to provide a more detailed description of the competencies.

Attribute Name	Category Type	Attribute Value	Description
Business Process	Competency	Business Process	Business Process
Customer Service	Competency	Customer Service	Customer Service
Product Knowledge	Competency	Product Knowledge	Product Knowledge
Teamwork	Competency	Teamwork	Teamwork

## APPENDIX II.K: Blue/360 and Blue/Appraisals

Blue - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://www.explorance.net/Blue/frame.aspx?http://www.explorance.net/Blue/SurveyFilloutPreview.aspx?sid=4a173079-63d8-432d-90ae-26ec9ffa1e2b&sv=english&id=12

### 360-degree review

This survey is confidential. Your identity is protected.

More information about the question is available. Click on the image for details.

The question is required and must be filled.

The question is not filled properly. Click on the image for error details.

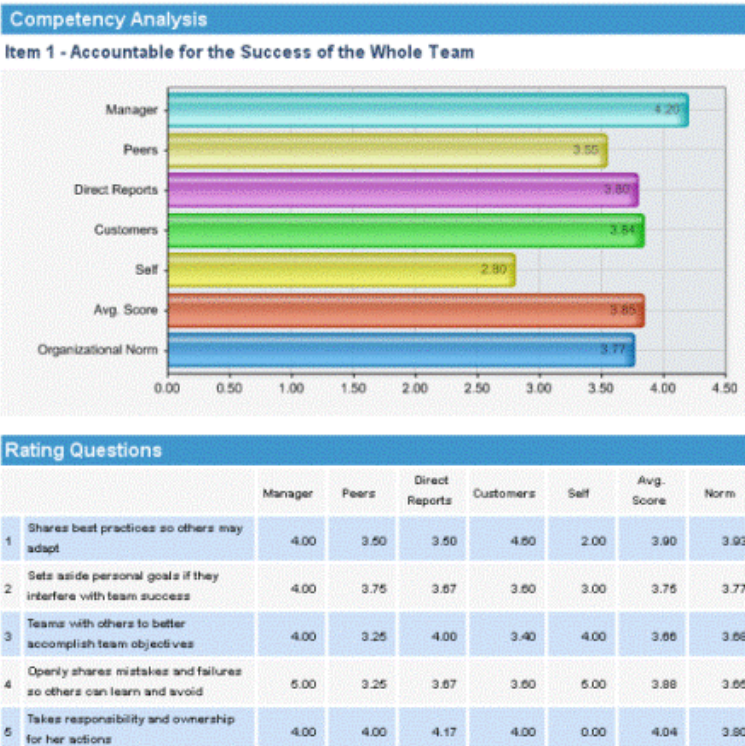
Item 1 of 8  
Accountable for the Success of the Whole Team  
Does the 360 Subject assume the responsibility of his/her actions?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	Rating Importance	Comments
1. Shares best practices so others may adapt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A	
2. Sets aside personal goals if they interfere with team success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A	
3. Teams with others to better accomplish team objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A	
4. Openly shares mistakes and failures so others can learn and avoid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A	
5. Takes responsibility and ownership for her actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A	

Item 2 of 8  
Actively Communicates with Others

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
1. Actively shares her own viewpoints; is a straight talker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ensures clear communications, frames every conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies





## Vision Leadership Report - Rod, Stiffington (Employees)

Indicators			
No.	Indicator Title	Score	Verbal Rating
1	Motivator Indicator	2.50 / 18.00	Very Unsatisfactory

Questions			
1	<b>Question</b>	<b>Prior to making decisions, it is most important to gather input from:</b>	<b>50.00% Correct</b>
	User Response	Representatives of individuals being impacted by the decision.	
	Correct Answer	Your boss.	
2	<b>Question</b>	<b>What is the best thing to do right after being assigned to a new project or task?</b>	<b>Correct</b>
	User Response	Discuss the activities involved with others on the project.	
	Correct Answer	Discuss the activities involved with others on the project.	
3	<b>Question</b>	<b>When is there equal responsibility for both the leader and employee to clarify roles and expectations?</b>	<b>Incorrect</b>
	User Response	When employee input is being gathered to make a decision.	
	Correct Answer	At every stage of the decision-making process.	
4	<b>Question</b>	<b>Which of the following is necessary in order for empowerment to work? A leader should:</b>	<b>Incorrect</b>
	User Response	Let employees overcome obstacles without any support.	

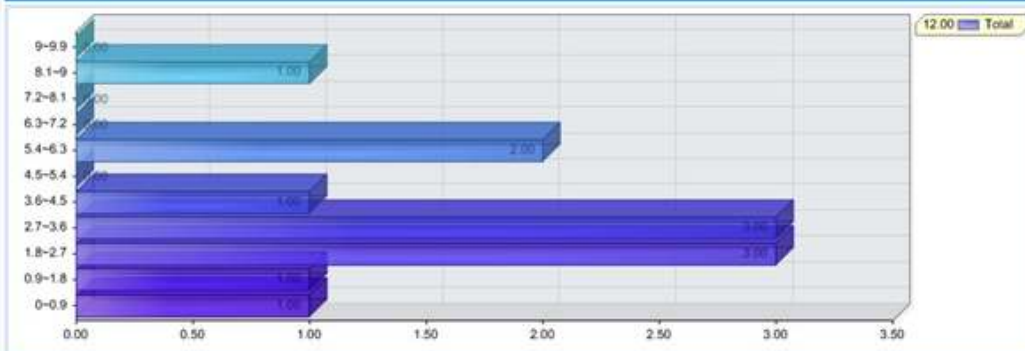
Previous Next Print

Powered by: BLUE



## Vision Leadership Report

Chart - Motivator Indicator



Tabular Results - Motivator Indicator

Score Range	Count
1.0-0.9	1
2.0-1.8	1
3.1-0-2.7	3
4.2-7-3.6	3
5.3-6-4.5	1
6.4-5-5.4	0

Previous Next Print

Powered by: BLUE

Blue - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Links

Address http://192.168.0.14/blue/evaluation/frame.aspx?http://192.168.0.14/blue/evaluation/default.aspx

**Questionnaire** Permissions BLUE

Welcome **Samer Saab**  
Wed, Aug 16, 2006

**My Space**

- Projects
- Reports
- Management**
- Projects
- Reports
- General
- User Agent
- Sign Out

General Info | Definition | Settings | **Questionnaire** | Subjects | Rates | Publish Save

Question List | Identifiers

**Question List**

Index	Title	Type	
1	Common Competencies	Section Title	<a href="#">Details</a>
2	Technical Skills	Rating	<a href="#">Details</a>
3	Technical Skills Comments	Comments	<a href="#">Details</a>
4	Business Skills	Rating	<a href="#">Details</a>
5	Business Skills Comments	Comments	<a href="#">Details</a>
6	Thinking, Problem Solving, Analytical Skills	Rating	<a href="#">Details</a>
7	Thinking, Problem Solving, Analytical Skills Comments	Comments	<a href="#">Details</a>
8	Communication Skills	Rating	<a href="#">Details</a>
9	Communication Skills Comments	Comments	<a href="#">Details</a>

Delete Delete All Add Questions

Type: Section Title Select

**Current Question Type: Rating**

Item 1 of 8

**Technical Skills**

Level of technical expertise in own area. The ability of the associate to apply technical knowledge & skills and follow departmental or company procedures

Very Underdeveloped Competent Strong Outstanding Applicable

1 Technical skills

Edit Preview Apply Changes Close

Blue - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://www.explorance.net/Blue/frame.aspx?http://www.explorance.net/Blue/Default.aspx

**Questionnaire** Permissions BLUE

Welcome **John Smith**  
Wed, Aug 18, 2004

**My Surveys**

- Public
- Private
- 360 Surveys
- My Reports**
- Public
- Private
- 360 Reports
- Management**
- Surveys
- Reports
- 360 Projects
- 360 Surveys
- 360 Reports
- General
- Help
- Sign Out

General Info | Questionnaire | **Jump Conditions** Save Template

Question List | Identifiers

**Question List**

Index	Title	Type	
s1	General Information	Section title	<a href="#">Details</a>
1	Salutation	Drop-down listbox	<a href="#">Details</a>
2	Which city do you live in?	Radio button	<a href="#">Details</a>
3	When was the last time you met with your manager to discuss promotions?	Date box	<a href="#">Details</a>
4	How much of a salary raise do you expect to get this year?	Numeric box	<a href="#">Details</a>
s2	Business Culture and Climate	Section title	<a href="#">Details</a>
5	Ethical Conduct	Radio button table	<a href="#">Details</a>
6	Fairness	Rating-Prepopulated	<a href="#">Details</a>
s3	Open Ended Questions	Section title	<a href="#">Details</a>
7	If you have additional comments for Symtel about your experience at work that have not been addressed in the survey, please enter them now	Comments box	<a href="#">Details</a>
	How do you think we can make		

Delete Delete All Add Question

**Question Creation**

**Edit Question**

Type: Select

**Question**

Fairness

**Details**

These items relate to the overall climate in the workplace

**Help**

Mandatory Item

Include "Rating Importance" selection

Include Rating Question "Comments"

If score below 3 Comment is mandatory

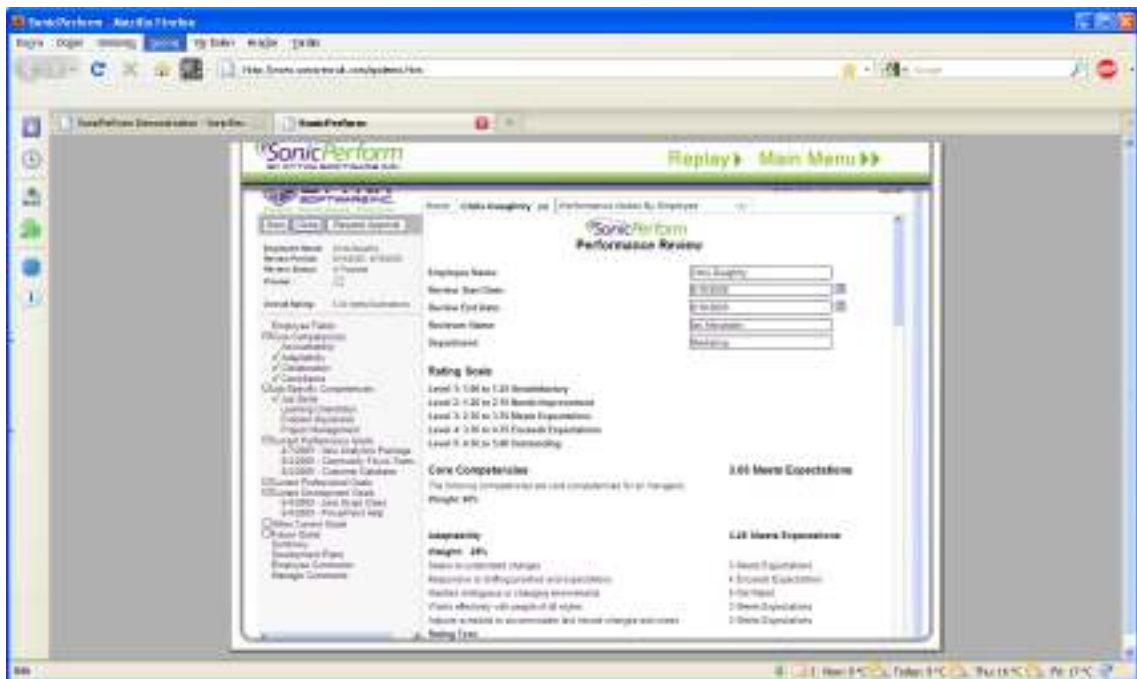
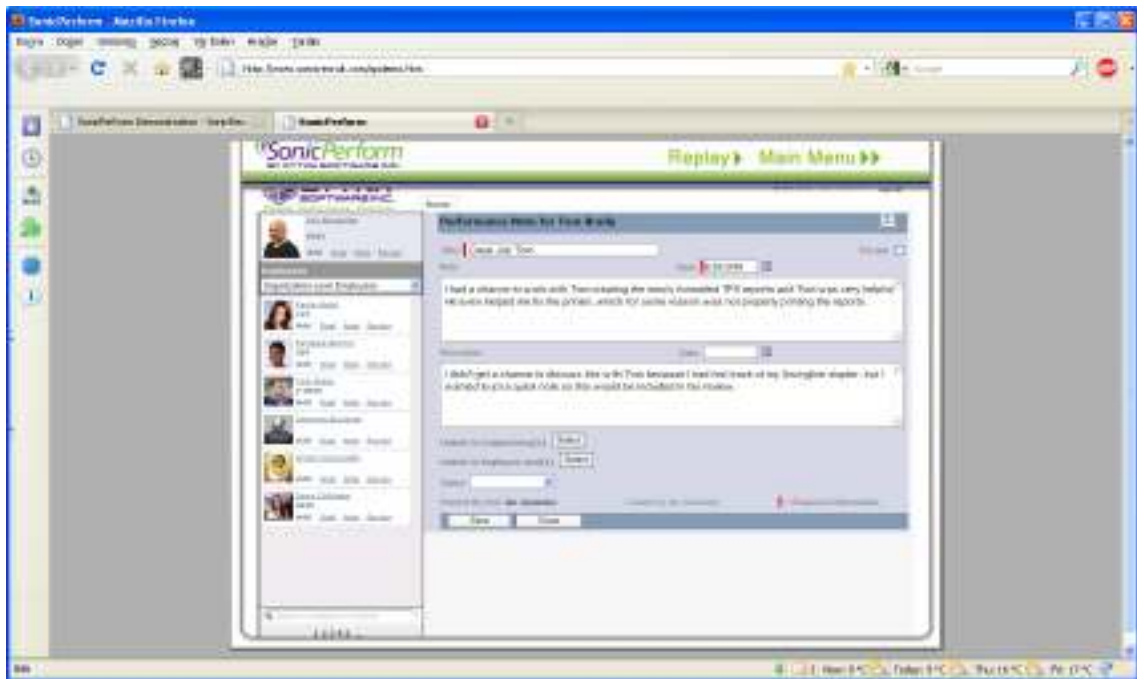
Select Scale Five-Point Scale

NIA Caption Not Applicable

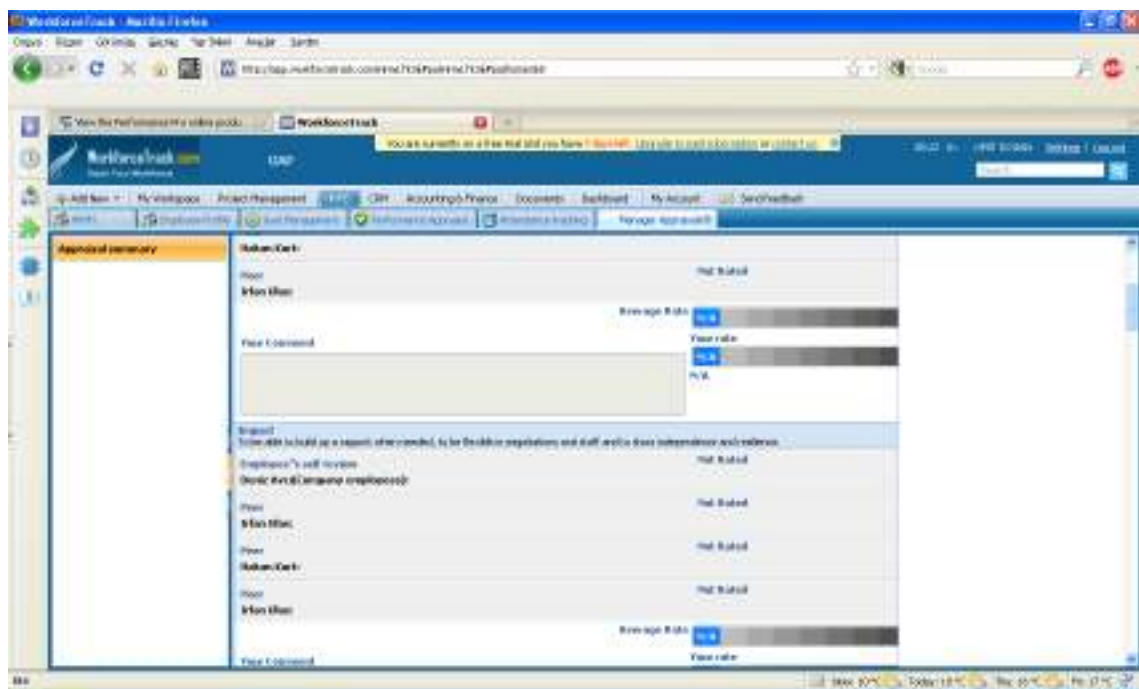
1 Strongly Disagree

Edit Preview Apply Changes Close





## APPENDIX II.M: Workforcetrack





## Appendix III: Statistical Relationship of Demographical Variables

### Appendix III.A: Statistical Relationship of Demographical Variables and the Perception of Quality of Online Performance Appraisal

**Table A.III – 1**

#### One Way Variance Analyze of the Perception of Quality of Online Performance Appraisal and Ages of the Sample

**Descriptives**

QONLNPRF

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					1	12		
2	47	3,6277	,69175	,10090	3,4246	3,8308	1,83	5,00
3	38	3,4123	,87142	,14136	3,1259	3,6987	1,33	5,00
4	12	3,4722	,86115	,24859	2,9251	4,0194	2,00	4,67
5	7	3,2381	,54311	,20528	2,7358	3,7404	2,33	3,83
Total	116	3,5330	,76399	,07093	3,3925	3,6736	1,33	5,00

**ANOVA**

QONLNPRF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,347	4	,587	1,005	,408
Within Groups	64,776	111	,584		
Total	67,123	115			

**Table A.III – 2**

**One Way Variance Analyze of the Perception of Quality of Online Performance Appraisal and Genders of the Sample**

**Descriptives**

QONLNPRF

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	35	3,6905	,72326	,12225	3,4420	3,9389	1,83	5,00
Male	81	3,4650	,77537	,08615	3,2936	3,6365	1,33	5,00
Total	116	3,5330	,76399	,07093	3,3925	3,6736	1,33	5,00

**ANOVA**

QONLNPRF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,242	1	1,242	2,150	,145
Within Groups	65,881	114	,578		
Total	67,123	115			

**Table A.III – 3**

**One Way Variance Analyze of the Perception of Quality of Online Performance  
Appraisal and Work Duration of the Sample**

**Descriptives**

QONLNPRF

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	54	3,5370	,77545	,10553	3,3254	3,7487	1,33	5,00
2	35	3,7095	,79761	,13482	3,4355	3,9835	1,33	5,00
3	11	3,3485	,80779	,24356	2,8058	3,8912	2,00	4,50
4	11	3,1818	,62563	,18863	2,7615	3,6021	2,17	4,00
5	2	3,4167	,11785	,08333	2,3578	4,4755	3,33	3,50
6	3	3,4444	,38490	,22222	2,4883	4,4006	3,00	3,67
Total	116	3,5330	,76399	,07093	3,3925	3,6736	1,33	5,00

**ANOVA**

QONLNPRF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,873	5	,575	,984	,431
Within Groups	64,250	110	,584		
Total	67,123	115			

**Appendix III.B: Statistical Relationship of Demographical Variables  
and the Belief of Online Performance Appraisal**

**Table A.III – 5**

**One Way Variance Analyze of the Belief of Online Performance Appraisal and  
Ages of the Sample**

**Descriptives**

BOFPERFS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	3,6250	,77566	,22391	3,1322	4,1178	2,67	4,83
2	47	3,3723	,77101	,11246	3,1460	3,5987	1,50	5,00
3	38	3,2851	,85767	,13913	3,0032	3,5670	1,33	4,83
4	12	3,3889	,42243	,12195	3,1205	3,6573	2,50	4,00
5	7	3,0952	,80999	,30615	2,3461	3,8444	2,17	4,33
Total	116	3,3549	,77258	,07173	3,2128	3,4970	1,33	5,00

**ANOVA**

BOFPERFS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,561	4	,390	,646	,631
Within Groups	67,080	111	,604		
Total	68,641	115			

**Table A.III – 6**

**One Way Variance Analyze of the Belief of Online Performance Appraisal and Genders of the Sample**

**Descriptives**

BOFPERFS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	35	3,5571	,75509	,12763	3,2978	3,8165	1,67	5,00
Male	81	3,2675	,76815	,08535	3,0976	3,4373	1,33	4,83
Total	116	3,3549	,77258	,07173	3,2128	3,4970	1,33	5,00

**ANOVA**

BOFPERFS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,050	1	2,050	3,510	,064
Within Groups	66,590	114	,584		
Total	68,641	115			

**Table A.III – 7**

**One Way Variance Analyze of the Belief of Online Performance Appraisal and Work Duration of the Sample**

**Descriptives**

BOFPERFS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	54	3,3920	,75802	,10315	3,1851	3,5989	1,50	4,83
2	35	3,4762	,77664	,13128	3,2094	3,7430	1,33	5,00
3	11	3,3636	,77035	,23227	2,8461	3,8812	2,00	4,50
4	11	2,8939	,83424	,25153	2,3335	3,4544	1,50	4,33
5	2	2,6667	,47140	,33333	-1,5687	6,9021	2,33	3,00
6	3	3,3889	,58531	,33793	1,9349	4,8429	2,83	4,00
Total	116	3,3549	,77258	,07173	3,2128	3,4970	1,33	5,00

**ANOVA**

BOFPERFS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,878	5	,776	1,317	,262
Within Groups	64,762	110	,589		
Total	68,641	115			

**Appendix III.C: Statistical Relationship of Demographical Variables  
and the Perception of Quality of Online Performance Appraisal Software**

**Table A.III – 9**

**One Way Variance Analyze of the Perception of Quality of Online Performance  
Appraisal Software and Ages of the Sample**

**Oneway**

**Descriptives**

QSOFWAR

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	12	4,1333	,55487	,16018	3,7808	4,4859	3,40	5,00
2	47	3,8894	,63494	,09262	3,7029	4,0758	2,00	5,00
3	38	3,7474	,87201	,14146	3,4607	4,0340	1,20	5,00
4	12	3,8667	,81501	,23527	3,3488	4,3845	2,00	4,80
5	7	3,6286	,42314	,15993	3,2372	4,0199	3,00	4,40
Total	116	3,8500	,72370	,06719	3,7169	3,9831	1,20	5,00

**ANOVA**

QSOFWAR

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,783	4	,446	,847	,499
Within Groups	58,447	111	,527		
Total	60,230	115			

**Table A.III – 10**

**One Way Variance Analyze of the Perception of Quality of Online Performance  
Appraisal Software and Genders of the Sample**

**Descriptives**

QSOFWAR

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Female	35	3,9829	,66752	,11283	3,7536	4,2122	2,00	5,00
Male	81	3,7926	,74327	,08259	3,6282	3,9569	1,20	5,00
Total	116	3,8500	,72370	,06719	3,7169	3,9831	1,20	5,00

**ANOVA**

QSOFWAR

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,885	1	,885	1,700	,195
Within Groups	59,345	114	,521		
Total	60,230	115			

**Table A.III – 11**

**One Way Variance Analyze of the Perception of Quality of Online Performance  
Appraisal Software and Work Duration of the Sample**

**Descriptives**

QSOFTWAR

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	54	3,9630	,58416	,07949	3,8035	4,1224	2,40	5,00
2	35	3,9029	,78271	,13230	3,6340	4,1717	1,20	5,00
3	11	3,7091	1,02903	,31027	3,0178	4,4004	2,00	4,80
4	11	3,3455	,82020	,24730	2,7944	3,8965	2,00	4,40
5	2	3,6000	,00000	,00000	3,6000	3,6000	3,60	3,60
6	3	3,7333	,11547	,06667	3,4465	4,0202	3,60	3,80
Total	116	3,8500	,72370	,06719	3,7169	3,9831	1,20	5,00

**ANOVA**

QSOFTWAR

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,971	5	,794	1,553	,179
Within Groups	56,259	110	,511		
Total	60,230	115			

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