गार्डेन रीच शिपबिल्डर्स एण्ड इंजीनियर्स लिमिटेड

GARDEN REACH SHIPBUILDERS & ENGINEERS LTD

निदेशक (कार्मिक) का कार्यालय

D(P)'s Secretariat

Ref: HR/Policy/ 04 / 20

Date: 30 Sep 2020

PERFORMANCE MANAGEMENT SYSTEM (PMS) APPLICABLE TO BELOW BOARD LEVEL OFFICERS AND SUPERVISORS

1. The existing Performance Management System for officers was implemented during 2009-10. Towards providing more clarity in the process of goal seating / formulation of KPA / KRAs with due consideration of organizational goals & also to ensure a robust & dynamic performance monitoring system, it has been decided to revise the existing system.

2. The salient features of the revised system are as follows:-

(a) The KRAs/ KPAs setting will be a top-down process and the Annual KPAs / KRAs for individual Officers & Supervisors will be assigned and entered in to the online system by the IOs (and not by the individual assesses)

(b) Quarterly targets for each KPA / KRA are to be indicated so that achievement against the same can be reviewed on quarterly basis by the IOs

(c) Monthly setting and review of targets.

(d) Restructuring of the reporting chain.

3. Revised policy of the PMS is enclosed herewith and the system will go live with effect from 01 Oct 2020.

4. All Unit Heads / HsOD are to ensure strict compliance of the stipulations of the revised PMS.

(Hari PR)
Commodore, IN (Retd)
Director (Personnel)

Enclosure: As above

Distribution:

CMD D(S) D(F) CVO

CGMs/GMs
All Officers & Supervisors

Enclosure to GRSE Circular No. HR/Policy/ 04 / 20 dated 30 Sep 2020

GRSE PERFORMANCE MANAGEMENT SYSTEM GUIDELINES (REVISED) FOR BELOW BOARD LEVEL OFFICERS AND NON-UNIONIZED SUPERVISORS

Reference:

(i) CMD Order No. 05/09 dated 30 Mar 09
(ii) HR/OS/INT/246/10 dated 08 May 10
(iii) CMD Order No. 01/11 dated 26 Apr 11
(iv) CMD Order No. 02/11 dated 10 May 11
(v) HR/OS/INT/312/12 dated 01 Jun 12
(vi) CMD's TY Order No. 46/12 dated 21 Dec 12
(vii) HR/P&RR/191/18 dated 11 Oct 18
(viii) HR/P&RR/89/19 dated 18 May 19
(ix) HR/P&RR/90/19 dated 18 May 19
(x) HR/P&RR/224/19 dated 18 Nov 19
(xi) HR/P&RR/225/19 dated 18 Nov 19

Title

1. These guidelines shall be called **GRSE PERFORMANCE MANAGEMENT SYSTEM GUIDELINES (REVISED) FOR BELOW BOARD LEVEL OFFICERS AND NON-UNIONIZED SUPERVISORS.** The guidelines are effective from the year 2020-21.

Background

2. A Performance Management System (PMS) in respect of below Board level Officers and Supervisors in GRSE was introduced from the year 2009-10. Since implementation, the PMS has been reviewed from time to time. DPE while issuing 2017 pay revision guidelines vide OM No. W-02/0028/2017-DPE (WC)-GL-XIII/17 dated 03 Aug 17 had recommended some changes in Performance Management System and based on these revised guidelines, the PMS of Officers and Supervisors was further reviewed vide Circular Nos. HR/P&RR/191/18 dated 11 Oct 18, HR/P&RR/89/19 dated 18 May 19 and HR/P&RR/90/19 dated 18 May 19 respectively. Further, as a part of People Capability Maturity Model (PCMM) framework on PMS requirement, some improvement in the PMS for Officers & Supervisors was made vide Circular Nos. HR/P&RR/224/19 dated 18 Nov 19 & HR/P&RR/225/19 dated 18 Nov 19 respectively.

Objective

3. Performance Management System (PMS) is an ongoing process of communication between Officers or Supervisor and his/ her Reporting Officer that occurs throughout the year for assignment, review and assessment of individual targets to accomplish business and strategic objectives of the organization. The Objectives of the PMS will be:

- To create a culture of clear goal setting, their achievement and self-improvement.
- To align individual roles and targets with organization's objectives
- To monitor achievements against set targets for determining appropriate corrective actions, if needed.
- To assess and provide feedback on individual's work progress and achievement based on clearly defined goals and objectives.
- It is also a tool for people development, career progression and determining Performance Related Pay (PRP)

Applicability

4. The PMS will be applicable to all Below Board level Officers and non-unionized Supervisors of the Company except Chief General Managers.

Overview of the System

5. The underlying motto of the Performance Management System is "Plan your Work & Workout your Plan". With this motto, a robust and effective PMS has been developed which comprises of the following components:

- Planning of work – Creation of individual's Performance Profile by finalizing the Annual KPAs/ KRAs based on project/ departmental / sections targets derived from Company's overall business/MOU targets and development goals.
- Review of Performance – Periodic monitoring and review of progress of assigned targets
- Final assessment of performance by evaluation of achievement of mutually agreed targets set for each KPA/ KRA
- Assessment of Managerial competencies, training needs and overall assessment by superior Officers

Planning of Work

6. **Key Performance Areas (KPAs) / Key Result Areas (KRAs) & Goal Setting**. At the start of the Financial Year, Performance Profile for an individual Officer/ Supervisor (known as AP) will be created by the Initiating Officer (IO). Performance Profile will comprise of Basic Information (some particulars will be automatically captured from the system) and set of mutually finalized KPAs/ KRAs between IO and AP.
The KPAs/ KRAs will be under the following heads:

- Departmental or Project KPAs/ KRAs
- MoU KPAs/ KRAs
- Developmental KPAs/ KRAs

KPAs/ KRAs are to be focused and shall be defined in relation to the job assigned to the individual. The targets to be set based on the organizational goals / departmental targets / project timelines/ MOU parameters. Developmental KPAs/KRAs have to be specific targets in respect to innovative policies / processes, new methods, quality improvement, reduction in cycle time, cost reduction, ease of doing business, green / swachh initiative etc. For each and every KPA/ KRA target, weightage to be decided during the discussion between IO and AP. Weightage should be assigned in such a way that targets with higher contribution to the organizational goals shall get more weightage. The goals should meet the criteria of being **SMART**, an acronym that stands for **Specific, Measurable, Attainable, Relevant** and **Time-Based.** Overall activities of actualization of the goals & targets are required to be broken down to further sub activities i.e work breakdown level 5 or 6 (WBS 5/6) with timelines for each so as to facilitate monitoring. Each KPA/ KRA will have following fields:

- KPA Title
- KPA Description
- Target
- Weightage (%)

7. **No. of KPAs/ KRAs and Weightage**. Each individual should have a total number of KPA/ KRA/ goals normally not exceeding 15 (fifteen) to ensure adequate focus given to each area/goal. Out of them, at least 3 (three) Developmental goals to be assigned. A total weightage of 100 points is to be distributed across the targets given to the individual Officer/ Supervisor. Weightage for individual KPA/ KRA shall not be less than 5 and to be assigned in multiple of 5 only. Out of 100 points, not more than 20 points be allotted for Developmental KPAs/ KRAs

Performance Review and Assessment

8. The online PMS will have a structured format for recording KPAs/ KRAs. The IOs will only be authorized to enter the KPAs/ KRAs assigned to the individual sub-ordinate Officer/ Supervisor directly reporting to them. The authorization for any modification in assigned KPA/ KRA or addition or deletion of KPA/ KRA will be with IO only. AP can only view the KPAs/ KRAs assigned to him/ her by the IO.

9. **Structure of Assessment**

(a) The assessment of performance would normally be in a three-tier structure where AP is the Officer/ Supervisor reported upon. His/ her immediate Reporting Officer is the Initiating Officer (IO). After the IO, there would be the Reviewing Officer (RO) and Senior Reviewing Officer (SRO) in the hierarchical structure. For some cases, Intermediate Level Officer (ILO) is to be included at the appropriate position (either between IO and RO or RO and SRO) in the channel of submission. The channel of submission is detailed in Para 14. The channel of submission for a particular Officer/ Supervisor i.e. names of his/ her IO/ RO/ ILO/ SRO are pre-defined in the system and there will not be any provision for choosing the same by the individuals. Any changes in the channel, if required can be made by the System Administrator/ authorized person.

(b) While finalizing the targets for an individual, the Reviewing Officer (RO) or Senior Reviewing Officer (SRO) has to be kept abreast of the targets given to the AP by IO. If required upward/ downward revision and/or substitution of targets, can be made due to unforeseen changes in Organization's environment and change in job content. Changes in KPAs/ KRAs initially finalized can be made by the IO during the financial year. The changes made will be recorded in the system in form of a log for any future reference.

(c) In case of transfer of Officer/ Supervisor from one place to another with subsequent changes in his nature of job / role, the new appraiser (IO) would immediately finalize the targets (KPAs/ KRAs) of the individual (AP) for the remaining period of that year through mutual discussions.

10. **Review of Performance**

(a) **Quarterly review of performance i.r.o. Annual KPAs/ KRAs.** As a part of the PMS, individual performance in relation to KPAs/ KRAs will be reviewed quarterly by the IO to ensure that the performance remains on track. The window for quarterly review (after end of each quarter) will be informed in advance and

AP can record progress/ achievement against each KPA/ KRA and subsequently IO can enter his comments during the window of opening of quarterly review. IO will discuss with the appraisee about the areas where he needs support for achieving the target set out for him. The summary of quarterly reviews will be recorded in the system and same is to be referred during final assessment at the end of the year.

(b) **Monthly Targets and Review**

(i) A system of assignment of monthly targets (KPAs/ KRAs) for every Officer has been introduced and is provided in the online system. These targets will be derived from the departmental targets and / or sub-activities (WBS 5/6) i.r.o. annual KPAs of the individual. The Initiating Officer (IO) will assign monthly targets for their direct reportee Officers (AP) before start of every month and record the same in the online system. A limit of assigning maximum 10 (ten) targets for each month has been made in the system. Each monthly target (KPA/ KRA) will have following fields;

- KPA Title
- KPA Description
- Target

(ii) At the end of the month, the reportee Officer (AP) will record the achievement against each target (KPA/ KRA) in the system. The achievement will be reviewed and recorded by the IO in the system. There will be a specified window for assignment and review of the monthly targets. For this purpose, the system will be in operation for a limited period which is as given below:

Activity	Period
Assignment of monthly targets (KPAs/ KRAs) for the month by IO	From 1st to 10th of current month
Recording of achievement vis-vis monthly targets for the previous month by AP	
Review of achievement of previous month's targets by IO	

Annual Assessment

11. At the end of the year, an individual will be assessed on the basis of the following:

(a) **Performance Profile**

Achievements i.r.o. the set targets (KPAs / KRAs) of the individual. The rating of each KPA/ KRA will be in the 5-point scale. The description of the rating is given in Annexure-I

(b) **Potential Profile**

Behavioral / managerial competencies and other attributes required for an individual to be a competent and successful Officer / Supervisor. These competencies are the demonstrated behavior of the appraisee (AP) while discharging his work-related duties & responsibilities. The list of behavioral / managerial is given hereunder:

(i) Officers (DGM & above)

- Pursuit of Excellence: Drive for Results
  (Goal Setting, Execution, Problem Solving, Decision Making and Risk Management)
- Pursuit of Excellence: Process Excellence
  (Process Focus and Process Improvement)
- Pursuit of Excellence: Quality Orientation
  (Ensuring Compliance and Quality Management)
- People First: Communication
  (Professional & confident and Open & Smart)
- People First: Team Work
  (Collaboration and Facilitating an Environment)
- People First: People Development
  (Setting Expectations & giving feedback and Coaching &Mentoring)
- Business Focus: Business Acumen
  (Understanding the Environment and Alignment with the Strategy)
- Business Focus: Strategic Thinking
  (Understanding Company Strategy & Objectives and Cascading the Strategy)

(ii) Officers (SM & below)

- Job Knowledge
  (Technical, function specific proficiency)
- Planning and Organizing ability
  (Ability to plan activity, prioritize and execute them in an orderly fashion)
- Problem Analysis and Decision Making
  (Ability to comprehend constituents of the problem and logically attempt to solve them)

- Interpersonal Sensitivity
  (Ability to understand to needs and difficulty of fellow workers)
- Initiative and Implementation
  (A readiness to seize opportunities; proactive seeking of opportunities)
- Communication
  (Professional & confident and Open & Smart)
- Team Work
  (Collaboration and Facilitating an Environment)
- Process Excellence
  (Process Focus and Process Improvement)
- Quality Orientation
  (Ensuring Compliance and Quality Management)

(iii) Supervisors

- Job Knowledge
  (Technical, function specific proficiency)
- Planning and organizing ability
  (Ability to plan activities, prioritize and execute them in an orderly fashion)
- Problem Solving and decision making
  (Ability to comprehend constituents of the problem and logically attempt to solve them)
- Team Building & Coordination
  (Competency to work together in a group and ensuring harmony)
- Interpersonal Sensitivity
  (Ability to understand the needs and difficulty of fellow workers)
- Initiative & Implementation
  (A readiness to seize opportunities: Proactive seeking of opportunities)
- Communication skills
  (Ability to listen and speak effectively i.e. hardly misunderstood)
- Commitment and sense of responsibility
  (Ability to take decisions under uncertainty: skilled at anticipating ling-terms trends: Ability to think in anticipation of adverse reaction)

The rating of each behavioral / managerial competency will be in the 5-point scale. The description of the rating is given in Annexure-I

12. **Types of Reports.** Reports to be rendered are as follows:

(a) **Annual**: For the period from 01 April to 31 March. It may be initiated up to three months earlier, if the Officer/ Supervisor reported upon i.e. AP or the Initiating Officer (IO) leaves the respective department /section.

(b) **Interim:** To be rendered in the following circumstances, if the concerned Officer/ Supervisor has worked for one month or more but less than nine months in an assessment year and early APAR is not due as per Para 12 (a) above:

(i) Transfer / Re-allocation of duties of Initiating Officer (IO).
(ii) Transfer / Re-allocation of duties of Officer/ Supervisor reported upon (AP)
(iii) Retirement / resignation etc. of either of the above.

The new appraiser (IO) can only render a report on the recently joined subordinates, provided the latter has served for a period not less than 3 months under him. The previous IO will render an "Early APAR" for the period the appraisee (AP) had served under him before transfer/ retirement etc. Similarly, a "Delayed APAR" can be rendered by the IO/ RO/ SRO in case of transfer/ separation/ retirement not less than 3 months from the scheduled date of rendition only in case of compelling reasons beyond control. Hard copy of the APAR may be rendered in exceptional cases. APAR needs to be rendered for any separated Officer/ Supervisor who has served more than one month in any financial year.

(c) When called for any specific purpose by the C&MD of the Company.

13. **APAR Formats**. here are four formats for rendition of Annual Performance Appraisal Reports (APAR) in respect of the Officers/ Supervisors:

(a) Performance Appraisal Report (PAR) in respect of CGMs as per the format prescribed by the DPE.

(b) APAR in respect of officers in the grades of DGM to GM

(c) APAR in respect of officers in the grades of JM to SM

(d) APAR in respect of Supervisors

14. **Authorities for rendering reports**

(a) Reports shall normally be initiated by the officer to whom the Officer/ Supervisor reported upon is directly reporting. In all cases the Officer/ Supervisor reported upon must have served at least three months under the initiating officer.

(b) Report for each Officer/ Supervisor is to be rendered at three levels viz. by Initiating Officer, Reviewing Officer and Senior Reviewing Officer respectively, as per hierarchy.

(c) The channel of submission of APARs in respect of Supervisors and Officers (categorised under 4 different Clusters) is given as under:

Sl	RANK	IO	RO	SRO
	SUPERVISOR			
i)	*Supervisor (All grades)*	*Reporting Officer (Jr. Manager & above)*	*MGR/ SM/ DGM/ AGM*	*AGM/ GM/ CGM*
	OFFICER			
	Cluster-IV			
ii)	*JM*	*Reporting Officer (Dy. Manager & above)*	*MGR/ SM/ DGM/ AGM*	*GM/ CGM*
iii)	*AM*	*Reporting Officer (Manager & above)*	*SM/ DGM/ AGM*	*GM/ CGM*
iv)	*DM*	*Reporting Officer (Manager & above)*	*SM/ DGM/ AGM*	*GM/ CGM*
	Cluster-III			
v)	*MGR*	*Reporting Officer (Sr. Manager & above)*	*DGM & above*	*Director*
vi)	*SM*	*Reporting Officer (DGM & above)*	*AGM & above*	*Director*
	Cluster-II			
vii)	*DGM*	*Reporting Officer (AGM & above)*	*GM/ CGM/ Director*	*Director/ C&MD*
viii)	*AGM*	*GM/ CGM*	*Director*	*C&MD*
	Cluster-I			
ix)	*GM*	*Director*	*C&MD*	*C&MD*
x)	*CGM*	*Director*	*C&MD*	*C&MD*

Note:

1. IO cannot render the APAR as RO / SRO except C&MD.

2. RO can render the APAR as SRO also (if 3 level hierarchy is not available) in respect of an Officer/ Supervisor, as defined in the respective channel of rendition.

3. Generally, maximum of 3 level of hierarchy as per channel of reporting given above to be maintained so has to have flat organization structure for speedy decision making. However, due to operational and business requirement if hierarchy is to be more than 3 levels, an intermediate level between IO and RO or RO and SRO, as the case may be, in the channel of submission of APAR to be added. The Intermediate Level Officer (ILO) will be able give his/ her recommendation about the performance of the reportee Officer/ Supervisor before the APAR is forwarded to RO.

4. In case of HsOD / Unit Heads are other than GM/ CGM, the Unit Head (AGM I/c or DGM I/c) will render the APAR like the authority of GM/ CGM.

5. APAR of the Company Secretary will be rendered by Director (Finance) as IO and C&MD will be RO & SRO. Similarly, for Asstt. Company Secretary, Company Secretary will be IO, Director (Finance) will be RO and CMD will be SRO.

6. In case of HsOD / Unit Heads who are directly reporting to CMD, CMD will render the APAR as IO, RO and SRO in their cases and accordingly the channel of rendition of Officers under them will also be followed.

7. In case of HsOD / Unit Heads who are directly reporting to Directors, concerned Director will render the APAR as IO and CMD will render the APAR as RO and SRO. The channel of rendition of Officers under them will also be followed accordingly.

8. In the rendition of APAR of any Officer/ Supervisor, the level of IO, RO and SRO cannot be same. However, the Intermediate Level Officer (ILO) can be of same level of IO / RO/ SRO.

(d) **Officers/ Supervisors Posted out of Their Parent Department** Some of the Officers/ Supervisors of HR, Security, Fire Fighting, Finance, ES&CM, IE&P, Materials, CDO, P17A etc. are posted/ deputed out of their parent department in outlying Units / Regional Offices / other departments (Deputed Unit / department). The channel of submission for rendition of their APARs will be as under:

Sl	RANK	IO	RO	ILO	SRO
i)	*Supervisor (All grades)*	*Reporting Officer (from Parent department)*	*Reporting Officer / HoD (from Deputed dept./ Unit)*	*(if required)*	*Head of the Parent Dept.*
ii)	*JM-DM*	*Reporting Officer (from Parent department)*	*HoD (from Deputed dept./ Unit)*	*(if required)*	*Head of the Parent Dept.*
ii)	*MGR-SM*	*Reporting Officer (from Parent department)*	*HoD (from Deputed dept./ Unit)*	*Head of the Parent Dept.*	*Concerned Director*

	RANK	IO	ILO	RO	SRO
iv)	*DGM-AGM*	*Reporting Officer/ HoD (from Deputed dept./ Unit)*	*Head of the Parent Dept.*	*Concerned Director*	*C&MD*

Note:

However, if any supervisor is placed under the functional officer in the deputed department/ Unit, then his/her APAR will be rendered as per channel specified in Para 14(c)(i).

(e) **Project Leader and Project Production Team.** The channel of submission for rendition of APAR of Project Leaders and members of the Project Production Team in respective production Units is given as under:

Sl	RANK	IO	ILO	RO	SRO
i)	*Project Leaders (upto SM)*	*Head of Unit*	*Project Superintendent (PS)*	*Director (Shipbuilding)*	*Director (Shipbuilding)*

Sl	RANK	IO	ILO	RO	SRO
ii)	*Project Leaders (DGM & above)*	*Head of Unit*	*Project Superintendent (PS)*	*Director (Shipbuilding)*	*C&MD*

iii) *Project Production Team –*

The Channel of submission will be as per Para 14(c)(i) above. However, remarks of the Project leader (PL) as ILO to be included in the channel i.r.o. Project Production Team members at appropriate level depending on the seniority of PL and the officer being reported upon.

(d) The channel of submission for rendition of APAR as indicated needs to be strictly adhered to. Any deviation to the above in case of compelling reasons to be approved by the Director (Personnel) after concurrence of respective Functional Director.

15. **Overall Performance Rating**

The final score wherein scores secured in Part -I/ Performance Profile (KPA/ KRA) and Part-II/ Potential Profile (Behavioral / Managerial Competencies) is to be detailed. The weightage carried by each part for considering overall performance rating is given below:

(i) Part -I/ Performance Profile: 70%
(ii) Part-II/ Potential Profile: 30%

The overall performance ratings will be extra-prorated to 100.

16. **Integrity**

The Appraiser will give the comments or feedback on the integrity of the Appraisee. There is no rating framework for Integrity but the feedback would be given in terms of whether the integrity is beyond doubt or open to doubt. In case, the Appraiser feels that the integrity of the Appraisee is open to doubt then he has to provide supporting evidence in order to justify his feedback. Also, he has to certify his remarks for the Appraisee's doubtful integrity. The Appraiser cannot give the feedback as in "open to doubt" without proper supporting evidence and certification from his side.

17. **Remarks / Recommendations**

In this part, the general remarks/ recommendations and adverse remarks if any are to be mentioned by the IO/ RO/ SRO. The adverse comments are to be shown to the Officer/ Supervisor reported upon.

18. **Review by the Normalization /Moderation Committee.**

In this part, comments if any, of the Normalization/Moderation Committee is to be put with signature and seal of any member of the said Committee.

19. **General Guidelines for Assessment**

(a) APAR reports must be rendered as objectively as possible. Subjective reports are detrimental to the Officer/ Supervisor reported upon and undermine the credibility of reporting officer. Tendency to over-rate or under-rate should be guarded against.

(b) Assessment should be based on Officer's / Supervisor's performance during the period under consideration and should not be influenced by any previous knowledge of the Officer/ Supervisor reported upon.

(c) Performance of the Officer/ Supervisor should be assessed in relation to his present position and in comparison, with other Officers/ Supervisors of the grade and seniority.

(d) Reports should be based on totality of performance for the period under report and not on any specific achievements.

20. **Moderation Committee**

Every year in the month of April Moderation Committee will be constituted to review the APARs of the Officers / Supervisors in different grades. Terms of Reference (TOR) of the Moderation Committee will be as under:

(a) To consider the moderated score of the immediate previous year wherever applicable while reviewing the APAR of the current year.

(b) To ensure that the appraisees have been categorized under respective Levels. In case the Committee needs any clarification on a candidate, concerned HOD may be consulted if so considered necessary, to provide requisite input/ information.

(c) To review the numerical scores in APARs at the Departmental Level / Functional area-wise. The following ranges are to be adhered to while categorization the Officers/ Supervisors at each departmental level within ± 5% variance.

Level-5	84 & above (Not more than 15%) (*)
Level-4	78- 83.99 (ideally 30%)
Level-3	72 –77.99 (ideally 30%)
Level-2	66 – 71.99 (ideally 20%)
Level-1	65.99 & below (As per actual assessment)

(*) For the purpose of Promotion Policy of Officers, 84 and above score will be considered as "Outstanding" performance.

(*) For the purpose of Promotion Policy of Supervisors, 75 and above score will be considered as "Outstanding" performance.

(d) To even out the peaks and troughs of individual ratings given by IO/ RO & SRO and to ensure that the performance grading follows a smooth curve (Upwards/ downwards) avoiding sharp peaks and troughs and to ensure that the performance level is within ± 10% of the previous level. In case the Committees intend to recommend otherwise the reasons for the same are to be recorded. The Committees will take into account the pen picture reflected in the APAR and see whether it matches with the numerical grading.

(e) The procedures to be adopted for moderation of the APAR score are given below:

(i) For Newly Joined Cases. The Committee will decide moderation of scores taking into consideration scores awarded by IO / RO / SRO and the pen picture.

(ii) For Promotion Cases. While moderating the first APAR score of new promotees, the last year moderated score in the previous grade is to be taken as the 'Base Mark' and then moderated with respect to marks given in the first report in the new grade as stipulated at Para 20(d) above.

(iii) For Other Cases. To consider the last year moderated score for moderating the current assessment year score taking into consideration numerical assessment and pen picture given by IO / RO/ SRO and moderate the score as stipulated at Para 20(d) above.

(f) The Committee is to maintain strict confidentiality of the APARs. The contents of the APARs should not be discussed with an individual outside the Committee.

21. **Appeal**

Any Officer/ Supervisor, who is aggrieved by the APAR assessment, as moderated by Moderation Committee and approved by the Competent Authority, may make representation against the entries and the final grading given in the report within the stipulated period. The representation should be submitted to Corporate HR Department through proper channel addressed to C&MD. The representation shall be restricted to

the specific factual observations contained in the report leading to assessment of Officer/ Supervisor in terms of attributes, work output etc. In case no representation is received by the Corporate HR Department within the stipulated period from the aggrieved Officer/ Supervisor, it shall be deemed that he/ she has no representation to make and his/her APAR will be treated as final. The representations so received will be forwarded to the Moderation Committee for review and thereafter the same will be placed before C&MD along with the review report for decision.

22. **Performance Improvement Plan (PIP)**

Performance Improvement Plan (PIP) will be implemented in case of Officers & Supervisors scoring 65.99 & below in the APAR of the preceding financial year through off-line mode. This will not be applicable for probationers on new appointment (recruitment) and promotions.

(a) The Goal (KPAs/ KRAs) setting process for these identified Officers/ Supervisors will be done separately giving SMART targets for each quarter with weightage not less than 25. Target may be included developmental KPA not more than one in each quarter and total three in four quarters.

(b) For first quarter performance will be reviewed on the basis of the tasks already assigned vis-à-vis achievement made during April to June prior to identification of the Officer/ Supervisor for undergoing PIP. For remaining three quarters targets should be fixed as per Para 22(a) above.

(c) On completion of each quarter, performance assessment will be done off-line in the same format of APAR prorating the 100 weightage to the requisite level and the same will be reviewed by IO, RO and SRO as per the channel of rendition of APAR of Officer/ Supervisor of the current year.

(d) At the end of the year, all the four Assessment Reports will be collated and put in the system for final evaluation by the Moderation Committee.

(e) If the overall APAR score is more than 65.99, he/she will be considered as per other Officers/ Supervisors securing more than 65.99. In case performance is still 65.99 & below, his/ her case will be considered for corrective action such as transfer to other department, invocation of FR 56(J) (applicable for Officers) / FR 56 (I) (applicable for Supervisors) etc.

23. **Time Schedule**

Detailed time schedule for each and every process/ activity of the performance appraisal exercise are described so that the exercise is completed within the following specified time frame:

Activity	Timeline
Finalization of targets (KPAs/ KRAs) and relative weights by the Initiating Officer (IO) in consultation with the Officer/ Supervisor reported upon (AP)	By 10 April
Acceptance by Reviewing Officer (RO)	By 20 April
Acceptance by Senior Reviewing Officer (SRO)	By 02 May
Quarterly review of progress of achievement of Annual KPAs/ KRAs by IO	Within 15 days of end of the Quarter i.e. For Q1 – By 15 July For Q2 – By 15 Oct For Q3 – By 15 Jan For Q4 – By 15 Apr
Submission of self-appraisal by the individual Officer/ Supervisor (AP) for previous year through online mode	By 20 April
Assessment by IO after discussion with the Officer/ Supervisor reported upon (AP)	By 30 April
Assessment by RO	By 10 May
Assessment by SRO	By 20 May
Assessment by Moderation Committee for all Officers/ Supervisors	By 31 May
APAR to be shown to the individual Officer/ Supervisor	By 05 June
Disposal of representation if any	By 10 June

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Enclo: Annexure-I

Annexure-I

(Enclosure to HR/Policy/04/20 dated 30 Sep 2020)

(Ref. Para 11)

PERFORMANCE PROFILE

Description of rating in the 5-point scale

Rating	Description of Ratings
5	Exhibits performance and competence equivalent to that of a subject matter expert. The ratee • executes all assignments flawlessly in all respects with absolutely zero supervision by the his/her superior officer, • has made significant suggestions (which were implemented)/ contributions to the improvements of his/her reporting officer's responsibilities. ***IO needs to substantiate the rating by specific details***
4	Exhibits performance and competence equivalent to reporting officer. The ratee • executes all assignments flawlessly in all respects with absolutely zero supervision by his/her superior officer, • The execution of work was carried out to the degree of professionalism as expected from that of the next level in the hierarchy. ***IO needs to substantiate the rating by specific details***
3	Exhibits performance and competence equivalent to that of a highly skilled performer. The rate • executes all responsibilities with nominal degree of supervision by his/her superior officer.
2	Exhibits performance and competence equivalent to knowledgeable performer. The ratee • executed responsibilities most of the time with moderate degree of supervision • There is scope for improvement in ratee's execution - either in terms of output or work processes.
1	Exhibits performance and competence equivalent to an ordinary performer and sometimes refuses to perform or take responsibility unless constantly reminded. The ratee • executes responsibilities with more than average degree of supervision and needs constant reminders to carry out the tasks • often required guidance and help of the superior officer in the execution of the responsibilities.

POTENTIAL PROFILE (Behavioural / Managerial Competencies)

Behaviour linked Competency Framework - Common to all Competencies

Level	Category	Description
5	Expert	Is an expert and shows pro-activeness and visionary qualities to build own and other capabilities for future.
4	Proficient	Is proficient and consistently displays behaviors. Goes beyond the basic levels to explore new aspects. Exhibits inclination and scope for excelling.
3	Practitioner	Independently displays basic level behaviors related to the competencies. Exhibits adequate scope for improvement to master the competency.
2	Learner	Partially displays the behaviors. Needs support to demonstrate behaviors.
1	Novice	Struggles to display the behaviours. Displays negative indicators.

Description of ratings of different factor of Behavioral / Managerial competency in 5-point scale are enumerated below:

Officers (DGM & above)

GOAL SETTING AND EXECUTION & RISK MANAGEMENT: DRIVE FOR RESULTS		
Level	**Category**	**Description**
5	Expert	(i) Encourages others to set challenging goals for themselves, leveraging their strengths to lead to greater organizational performance
		(ii) Develops plans and creates new processes that address complex issues across the organization and is able to leverage business understanding to anticipate risks in the medium to long term
		(iii) Excels in looking for problems when they are not visible or yet to surface. Specializes in solving complex problems. Is Proficient in preparing the organization for the problem in the making.
4	Proficient	(i) Sets challenging goals for self-striving to contribute towards the organization beyond his domain / function and sets example
		(ii) Puts a comprehensive plan in place for organizing resources, with road map for implementation and anticipate risks along with providing for contingencies during planning

		(iii) Is fairly accurate in defining the exact problem and the root cause; Can solve the problems and problematic situations unless it turns too complex. Can be relied upon at all times to resolve problems.
3	Practitioner	(i) Sets challenging goals for self ,in line with the department /organization's growth objectives. Tries to go beyond just KRAs
		(ii) Plans in detail how to accomplish a major task or project, keeping in mind multiple variables and anticipates risks and plans for contingencies occasionally, raising red flags
		(iii) Identifies problems and logically analyzes the causes related to the problems. Can take decisions to solve them, but requires guidance.
2	Learner	(i) Sets moderately demanding goals for self with some encouragement. Includes KRAs and short objectives
		(ii) Makes simple and sequential plans to meet goals and attempts to anticipate risks and prepare for contingencies that may appear in his area of work
		(iii) Defines the Problem correctly; but lacks the ability to solve them
1	Novice	(i) Sticks to the threshold goals specified by the organization as required by the role
		(ii) Is eager to jump into execution without adequate planning and occasionally identifies risks but may not be able to plan for contingencies
		(iii) Lacks the ability to define the problems and look for causes of the problems.

PROCESS FOCUS AND PROCESS IMPROVEMENT: PROCESS EXCELLENCE		
Level	**Category**	**Description**
5	Expert	(i) Creates a culture of process adherence and alignment of processes with the strategic objectives of the organization
		(ii) Creates a culture of break-through thinking and creativity to successfully navigate through the changing environment and encourages process improvement.
4	Proficient	(i) Supports and encourages others in the team to ensure they are aligned to systems and processes by explaining the importance
		(ii) Anticipates change owing to the change in the existing systems and processes, and builds systemic support to create new sustainable processes which can last long
3	Practitioner	(i) Proactively leverages systems and processes to meet timelines and questions status quo

		(ii) Identifies opportunities for process change and proactively thinks of establishing better processes in line with short and long term departmental goals
2	Learner	(i) Is compliant and adheres to systems and processes to a larger extent contributing to better effectiveness
		(ii) Understands the rationale behind process change initiatives and produces a few innovative ideas for the same thereby improving them
1	Novice	(i) Understands the basic importance of systems and processes in proper functioning of the department as well as the organization
		(ii) Demonstrates awareness and participates in process change initiatives, as and when directed

ENSURING COMPLIANCE AND QUALITY MANAGEMENT: QUALITY ORIENTATION		
Level	**Category**	**Description**
5	Expert	(i) Drives an environment within the function/business segment which focuses on ensuring compliance and encourages people in the organization to champion the same
		(ii) Ensures high quality standards on a constant basis. Champions focus on high quality standards set forth by GRSE and encourages people to follow the same
4	Proficient	(i) Facilitates an environment within the functional area which focuses on compliance. Champions focus on compliance set forth by GRSE
		(ii) Facilitates an environment within the functional area which focuses on high standards of quality and tracking mechanisms
3	Practitioner	(i) Sets processes to monitor compliance at the functional area level and also ensures that the quality standards are up to or beyond the set standards regularly
		(ii) Ensures that quality standards are up to the required levels. Sets processes to monitor quality standards and observes the same
2	Learner	(i) Ensure adherence to compliances, systems and procedures. Focuses on metrics and policies so that they are up to the set standards
		(ii) Is able to manage simple priorities and ensures adherence to quality standards as required by the function
1	Novice	(i) Rarely ensures compliance and alignment to systems in his functional area
		(ii) Often gets confused when required to manage multiple priorities and ensure quality standards

PROFESSIONAL & CONFIDENT AND OPEN & SMART: COMMUNICATION		
Level	**Category**	**Description**
5	Expert	(i) Communicates articulately in individual and group settings, getting the message across succinctly and ensuring it is understood well by the recipient
		(ii) Is a role model for the organization and is able to engage and impact a large audience using multiple communication tools and techniques simultaneously
4	Proficient	(i) Is able to communicate in a simplified manner checking for recipient's understanding by appealing to the audience's interest and rationality
		(ii) Is able to anticipate the audience's preference and tailor his message and communication style accordingly to maximize impact
3	Practitioner	(i) Communicates in an easy to understand manner and uses logic to convince others about his/her point of view
		(ii) Is able to respond to the reaction (verbal or non-verbal) of the audience and modify his/her message in an one on one setting thereby creating bigger impact
2	Learner	(i) Is able to convey messages with clarity either verbally or non-verbally and comes across as a confident professional
		(ii) Is open to some extent and appreciates the need to modify his communication so as to create impact
1	Novice	(i) Needs guidance to express him/herself clearly to others verbally or non-verbally in a formal setting
		(ii) Needs to be more open and made aware of the need to tailor his/her communication to the audience

COLLABORATION & FACILITATING AN ENVIRONMENT: TEAM WORK		
Level	**Category**	**Description**
5	Expert	(i) Scans the organization for best practices and leverages in house knowledge and experience to create value. Champions the problem resolution tactics at the team level
		(ii) Strives to build positive spirit, morale and cooperation within and across teams. Actively removes barriers and encourages working in cross functional units. Builds strong team dynamics and encourages others to do the same
4	Proficient	(i) Identifies areas to collaborate and creates win-win partnerships across teams. Identifies processes within teams to enhance

		collaboration on a consistent basis
		(ii) Contributes effectively to team vision. Plays the role of conciliator between conflicting team members and ensures coordination amongst various teams
3	Practitioner	(i) Promotes cross functional conversations and collaborations to leverage synergies and ensuring resolution of problems
		(ii) Empathizes, listens keenly and takes various steps to enhance trust levels. Understands team dynamics and raises issues at the right time
2	Learner	(i) While working in a team, solicits others inputs when planning or taking decisions. Also puts in efforts to resolve others' problem
		(ii) Shares knowledge, expertise and information in a timely manner. Understands the basic importance of working in a barrier free environment.
1	Novice	(i) Listens, assimilates and responds to different points of view during team discussions
		(ii) Focuses on own delivery. Needs support to work with others or to deliver in a non-facilitative environment.

SETTING EXPECTATIONS & GIVING FEEDBACK AND COACHING & MENTORING: PEOPLE DEVELOPMENT		
Level	**Category**	**Description**
5	Expert	(i) Tracks the improvement in performance of the individuals over the years and proactively guides the individual to realize their potential, working towards creating a culture of the same
		(ii) Takes action to build that capability, coaching them to reach their potential, championing the culture of people development
4	Proficient	(i) Sets clear performance expectation and monitors the adoption of same for entire team in a structured manner. Provides timely and effective feedback
		(ii) Proactively identifies, documents and follows through on the development plan for team members and coaches accordingly
3	Practitioner	(i) Sets clear performance expectations consistently and provides appropriate performance feedback
		(ii) Follows the defined process to identify the strengths and development areas for team members and recommends appropriate interventions
2	Learner	(i) Understands importance of setting performance expectations

		and providing feedback
		(ii) Attempts to mentor/coach the team, intuitively identifying effective and ineffective behaviors in a structured manner
1	Novice	(i) Sets performance expectations objectively only in a few cases ,providing feedback only as a reaction to a situation
		(ii) Has limited participation in learning activities, seldom sharing own knowledge with a view to developing others

UNDERSTANDING THE ENVIRONMENT AND ALIGNMENT WITH THE STRATEGY: BUSINESS ACUMEN		
Level	**Category**	**Description**
5	Expert	(i) Communicates national and global trends to the business in order to guide decision making and strategy formulation
		(ii) Converts developments in the industry and market environment into business opportunities for the organization
4	Proficient	(i) Regularly tracks national and global market, competition and industry trends
		(ii) Ideates strategies that leverage strengths and focuses on overcoming weaknesses of the organization in the medium term
3	Practitioner	(i) Regularly tracks local and sporadically monitors national market, competition and the larger industry for changes and trends
		(ii) Ideates basic strategies for the short to medium term taking into account complexities of his/her own department/ business unit
2	Learner	(i) Has current knowledge of the local market, competition and industry
		(ii) Displays awareness of and alignment to the departmental/ organizational strategy
1	Novice	(i) Does not have much knowledge of the larger market environment beyond his customer and his needs
		(ii) Needs guidance to understand the broader strategic vision for the organization and limits self to his/her functional domain

UNDERSTANDING COMPANY STRATEGY & OBJECTIVES AND CASCADING THE STRATEGY: STRATEGIC THINKING		
Level	**Category**	**Description**
5	Expert	(i) Develops breakthrough long term strategy for a complex multi-business corporate and along with the same develops a culture of cost consciousness

		(ii) Creates a compelling vision to gain commitment & buy in towards organizational strategy
4	Proficient	(i) Displays a deep understanding of organization's strategy and multiple markets and contributes to long term business strategy and costing formulation
		(ii) Ensures organization wide understanding of the big picture i.e. company strategy and objectives
3	Practitioner	(i) Understands the organization strategy from a mid-term perspective and its impact on one's own area along with cost consciousness of the same
		(ii) Provides a big picture perspective on organizational priorities beyond one's own area
2	Learner	(i) Understands and translates the organizational strategy along with the cost implications and objectives, and its linkage to one's own area in the short term
		(ii) Proactively communicates to align priorities within one's own area
1	Novice	(i) Displays understanding of objectives and priorities of own area and provides inputs, as and when asked for
		(ii) Understands the rationale behind the objectives of one's own area and is able to communicate the same

Officers (SM & below)

JOB KNOWLEDGE		
Level	**Category**	**Description**
5	Expert	Considered the ultimate authority in his functional area for his specialist knowledge; other functions apart from his superiors seek his knowledge for handling tough situations.
4	Proficient	He is proficient in his technical skills. Respected for his technical expertise; is a source of advice for his counterparts
3	Practitioner	Is comfortable in his functional skills; performs well above average in the tasks given to him.
2	Learner	Understands the basics that is required to just complete the tasks; knowledge still is more theoretical than applied
1	Novice	Not at all proficient in technical/function specific skills; has very poor understanding with respect to the fundamentals of the area

PLANNING AND ORGANIZING ABILITY		
Level	**Category**	**Description**
5	Expert	Can handle crises without panicking, in an orderly fashion. Can formulate multiple contingency plans.
4	Proficient	Plans for the long term. Anticipates deviations and prepares him/her for them
3	Practitioner	Plans his activities for the day and for the week. Prioritizes activities as they come.
2	Learner	Adheres to planned activities. Takes in any new ad hoc work along with other planned activities
1	Novice	Usually exhibits a confused behavior; unable to fit any new work into already existing schedule.

PROBLEM SOLVING AND DECISION MAKING		
Level	**Category**	**Description**
5	Expert	Excels in looking for problems when they are not visible or yet to surface. Specializes in solving complex problems. Is Proficient in preparing the organization for the problem in the making.
4	Proficient	Is fairly accurate in defining the exact problem and the root cause; Can solve the problems and problematic situations unless it turns too complex. Can be relied upon at all times to resolve problems.
3	Practitioner	Identifies problems and logically analyzes the causes related to the problems. Can take decisions to solve them, but requires guidance.
2	Learner	Defines the Problem correctly; but lacks the ability to solve them
1	Novice	Lacks the ability to define the problems and look for causes of the problems.

INTERPERSONAL SENSITIVITY		
Level	**Category**	**Description**
5	Expert	He/she has the ability to understand others so well that, he/she can guide any person of any caliber to work with optimal effectiveness and contribute his best.
4	Proficient	The most dependable in dealing with people with deficiencies/problems related to work.
3	Practitioner	Understands and handles people's problems even under pressurized situations.
2	Learner	Does understand that others have difficulty. But is not able to take them into account, when pressurized by his work.
1	Novice	Is insensitive to other people's needs; creates more problems due to his insensitivity

INITIATIVE AND IMPLEMENTATION		
Level	**Category**	**Description**
5	Expert	Known for his proactive behavior; takes in opportunities that even his superiors did not know existed; can teach others what "taking initiative" is all about
4	Proficient	Comes forward to take up responsibility that normally does not fall within his own job; seeks out opportunities that challenge him
3	Practitioner	Takes responsibility without having to be told to explicitly; still works within defined descriptions of the job;
2	Learner	Has a tendency to stretch beyond what is normally required of him;
1	Novice	Is always in a reactive mode. Reacts to situations rather than take proactive actions

COMMUNICATION		
Level	**Category**	**Description**
5	Expert	(i) Communicates articulately in individual and group settings, getting the message across succinctly and ensuring it is understood well by the recipient
		(ii) Is a role model for the organization and is able to engage and impact a large audience using multiple communication tools and techniques simultaneously
4	Proficient	(i) Is able to communicate in a simplified manner checking for recipient's understanding by appealing to the audience's interest and rationality
		(ii) Is able to anticipate the audience's preference and tailor his message and communication style accordingly to maximize impact
3	Practitioner	(i) Communicates in an easy to understand manner and uses logic to convince others about his/her point of view
		(ii) Is able to respond to the reaction (verbal or non-verbal) of the audience and modify his/her message in an one on one setting thereby creating bigger impact
2	Learner	(i) Is able to convey messages with clarity either verbally or non-verbally and comes across as a confident professional
		(ii) Is open to some extent and appreciates the need to modify his communication so as to create impact
1	Novice	(i) Needs guidance to express him/herself clearly to others verbally or non-verbally in a formal setting

		(ii) Needs to be more open and made aware of the need to tailor his/her communication to the audience

TEAM WORK		
Level	**Category**	**Description**
5	Expert	(i) Scans the organization for best practices and leverages in house knowledge and experience to create value. Champions the problem resolution tactics at the team level
		(ii) Strives to build positive spirit, morale and cooperation within and across teams. Actively removes barriers and encourages working in cross functional units. Builds strong team dynamics and encourages others to do the same
4	Proficient	(i) Identifies areas to collaborate and creates win-win partnerships across teams. Identifies processes within teams to enhance collaboration on a consistent basis
		(ii) Contributes effectively to team vision. Plays the role of conciliator between conflicting team members and ensures coordination amongst various teams
3	Practitioner	(i) Promotes cross functional conversations and collaborations to leverage synergies and ensuring resolution of problems
		(ii) Empathizes, listens keenly and takes various steps to enhance trust levels. Understands team dynamics and raises issues at the right time
2	Learner	(i) While working in a team, solicits others inputs when planning or taking decisions. Also puts in efforts to resolve others' problem
		(ii) Shares knowledge, expertise and information in a timely manner. Understands the basic importance of working in a barrier free environment.
1	Novice	(i) Listens, assimilates and responds to different points of view during team discussions
		(ii) Focuses on own delivery. Needs support to work with others or to deliver in a non-facilitative environment.

PROCESS EXCELLENCE		
Level	**Category**	**Description**
5	Expert	(i) Creates a culture of process adherence and alignment of processes with the strategic objectives of the organization
		(ii) Creates a culture of break-through thinking and creativity to successfully navigate through the changing environment and encourages process improvement.

4	Proficient	(i) Supports and encourages others in the team to ensure they are aligned to systems and processes by explaining the importance
		(ii) Anticipates change owing to the change in the existing systems and processes, and builds systemic support to create new sustainable processes which can last long
3	Practitioner	(i) Proactively leverages systems and processes to meet timelines and questions status quo
		(ii) Identifies opportunities for process change and proactively thinks of establishing better processes in line with short and long term departmental goals
2	Learner	(i) Is compliant and adheres to systems and processes to a larger extent contributing to better effectiveness
		(ii) Understands the rationale behind process change initiatives and produces a few innovative ideas for the same thereby improving them
1	Novice	(i) Understands the basic importance of systems and processes in proper functioning of the department as well as the organization
		(ii) Demonstrates awareness and participates in process change initiatives, as and when directed

QUALITY ORIENTATION		
Level	**Category**	**Description**
5	Expert	(i) Drives an environment within the function/business segment which focuses on ensuring compliance and encourages people in the organization to champion the same
		(ii) Ensures high quality standards on a constant basis. Champions focus on high quality standards set forth by GRSE and encourages people to follow the same
4	Proficient	(i) Facilitates an environment within the functional area which focuses on compliance. Champions focus on compliance set forth by GRSE
		(ii) Facilitates an environment within the functional area which focuses on high standards of quality and tracking mechanisms
3	Practitioner	(i) Sets processes to monitor compliance at the functional area level and also ensures that the quality standards are up to or beyond the set standards regularly
		(ii) Ensures that quality standards are up to the required levels. Sets processes to monitor quality standards and observes the

		same
2	Learner	(i) Ensure adherence to compliances, systems and procedures. Focuses on metrics and policies so that they are up to the set standards
		(ii) Is able to manage simple priorities and ensures adherence to quality standards as required by the function
1	Novice	(i) Rarely ensures compliance and alignment to systems in his functional area
		(ii) Often gets confused when required to manage multiple priorities and ensure quality standards

Supervisors

Description of ratings of each factor Supervisory competency in 5-point scale are enumerated below:

RATING	DESCRIPTIONS
1 For Beginner	The ratee has displayed ≥ 10 incidents in a year in which the he/she displayed behaviors contradicting the competency being assessed.
2 For Learner	The ratee has displayed the behaviors consistent with the competency being assessed most of the time (defined as ≤ 9 incidents & > 5 incidents in a year, wherein his / her behaviors contradicted the competency)
3 For Performer	The rate has frequently displayed the behaviors consistent with the competency being assessed (defined as ≤ 5 incidents in a year where he/she exhibited behaviors contradictory with the competency.
4 For Expert	The rate has consistently displayed the behaviors consistent with the competency being assessed throughout the year with minor contradictory behaviours through the year.
5 For Mentor	The rate has consistently displayed the behaviors consistent with the competency being assessed throughout the year (with zero incident of contradictory behaviors)

Description of ratings of each factor Supervisory competency in 5-point scale are enumerated below:

JOB KNOWLEDGE	
Definition	Technical, function specific proficiency.
Beginner (1)	Not at all proficient in technical /function specific skills; has very poor understanding with respect to the fundamentals of the area

Learner (2)	Understands the basics that is required to just complete the tasks; knowledge still is more theoretical than applied.
Performer (3)	Is comfortable in his functional skills; performs will above average in the tasks given to him.
Expert (4)	He is proficient in his technical skills. Respected for his technical expertise; is a source of advice for his counterparts
Mentor (5)	Considered the ultimate authority in his functional area for his specialist knowledge; other functions apart from his superiors seek his knowledge for handling tough situations.

PLANNING AND ORGANIZING ABILITY	
Definition	Ability to plan activities, prioritize and execute them in a orderly fashion
Beginner (1)	Usually exhibits a confused behaviour; unable to fit any new work into already existing schedule.
Learner (2)	Adheres to planned activities. Takes in any new ad hoc work along with other planned activities
Performer (3)	Plans his activities for the day and for week. Prioritizes activities as they come.
Expert (4)	Plans for the long term. Anticipates deviations and prepares him/ her for them
Mentor (5)	Can handle crises without panicking, in an orderly fashion. Can formulate multiple contingency plans.

PROBLEM SOLVING AND DECISION MAKING	
Definition	Ability to comprehend constituents of the problem and logically attempt to solve them.
Beginner (1)	Lacks the ability to define the problems and look for causes of the problems.
Learner (2)	Defines the problem correctly; but lacks the ability to solve them
Performer (3)	Identifies problems and logically analyses the causes related to the problems. Can take decisions to solve them, but requires guidance
Expert (4)	Is fairly accurate in defining the exact problem and the root cause; Can solve the problems and problematic situations unless it turns too complex. Can be relied upon at all times to resolve problems.
Mentor (5)	Excels in looking for problems when they are not visible or yet surface. Specializes in solving complex problems. Is Proficient in preparing the organization for the problem in the making.

TEAM BUILDING & COORDINATION	
Definition	Competency to work together in a group and ensuring harmony
Beginner	Cannot work in groups; finds difficult to get along with others

(1)	
Learner (2)	Is a passive innocuous participant in his group, follows others but works individually; is afraid of losing credit and hence prefers to keep silent in meetings unless asked to talk
Performer (3)	Makes adequate contribution for team harmony; can work with others sharing responsibility and helping others; he still is afraid of treating his peers equally and hence is not fully comfortable in working with the team
Expert (4)	The lifeblood of his team; Thinks in terms of his team rather than individual achievement; would not consider his achievements unless the team performs.
Mentor (5)	Can build effective relationships with any group of individuals. Knows whom to give credit for what. Behaves in such a way, that other team members are forced to contribute more. In his presence many think of the team rather than themselves

INTERPERSONAL SENSITIVITY	
Definition	Ability to understand the needs and difficulty of fellow workers.
Beginner (1)	Is insensitive to other people's needs; creates more problems due to his insensitivity
Learner (2)	Does understand that others have difficulty. But is not able to take them into account, when pressurized by his work.
Performer (3)	Understands and handle people's problems even under pressurized situations
Expert (4)	The most dependable in dealing with people with deficiencies / problems related to work
Mentor (5)	He/she has the ability to understand others so well that, he/she can guide any person of any calibre to work with optimal effectiveness and contribute his best.

INTIATIVE AND IMPLEMENTATION	
Definition	A readiness to seize opportunities; proactive seeking of opportunities
Beginner (1)	Is always in a reactive mode. Reacts to situations rather than take proactive actions
Learner (2)	Has a tendency to stretch beyond what is normally required of him;
Performer (3)	Takes responsibility without having to be told to explicitly; still works within defined descriptions of the job;
Expert (4)	Comes forward to take up responsibility that normally does not fall within his own jobs; seeks out opportunities that challenge him
Mentor (5)	Known for his proactive behaviour; takes in opportunities that even his superiors did not know existed; can teach others what "taking initiative' is all about

COMMUNICATION SKILLS	
Definition	ability to listen and speak effectively i.e. hardly misunderstood
Beginner (1)	He/she is not very good in communicating orally; tends to confuse the listener; writing skills need to be improved substantially.
Learner (2)	He/she is a fairly good listener. He/she can communicate his views in a convincing way.
Performer (3)	Is an attentive listener; He/she can articulate in clear terms in both written and oral communication.
Expert (4)	An expert listener, capable of understanding non-verbal messages; his team admires his presentation skills. Written communication exemplifies professional standards without flaws.
Mentor (5)	He/she is appreciated universally for his oral skills and writing ability. His seminars, conferences are remembered long after. His style of speech is positively contagious. Written communication exemplifies the best standards can be used as illustrations to teach others.

COMMITMENT AND SENSE OF RESPONSIBILITY	
Definition	Approach towards taking responsibility for the completion of the task in a positive manner
Beginner (1)	Lacks in owning responsibility, has suspicious attitude and does not deliver in time
Learner (2)	Takes responsibility by compulsion but does not own responsibility in case of failure and delivers after repeated reminders
Performer (3)	Takes responsibility and tries to own responsibility and delivers the work with a reminder
Expert (4)	Instant owning of responsibility and delivers the work without any errors
Mentor (5)	Motivates the employees working under his and creates a sense of responsibility wherever and with works he works / interacts.