



AZO FREE GLOBAL ACCEPTANCE

Performance Appraisal & Competency Evaluation Form (PACE)

(For Employees from E-10 to E-2 Grades)

Assessment Year:

Section-I: Performance Appraisal Form

Part-I : Goal Setting

Part-II : Mid Term Appraisal

Part-III: Annual Appraisal

Section-II: Competency Evaluation Form

Part-I : Competency Evaluation Form

Part-II : Appraisal Talk Summary

Section-III: Final Review & Appraisal Summary

Name : Employee Code:

Position: Deptt. :

DOJ : DOB:.....

Qualf. : Location:

STL Exp:..... Total Exp.:

Type of Appraisal: Increment / Confirmation (w.e.f.)

Performance Appraisal Form

Name		Function	
Designation		Sub-Function	
Grade		Appraiser	
Assessment Yr.		Reviewer	
Location		HOD	

Section-I: Part-I: Goal Setting

The employee has to list 4-5 KRAs and set the targets for the year and assign weightage in weightage column in order of importance of KRA in discussion with the appraiser. The weightage assigned must total 100.

Key Result Areas (KRAs)	Key Performance Indicators (KPIs)	Target (Timeline, Cost, Quality, Quantity or Asset utilization)	Weightage
Total KRAs Weightage			100

Section-I: Part-II: Mid Term Assessment

The individual and the appraiser have to assess the performance for the period of last six months (April-September) and the appraiser has to provide improvement guidance /counseling to the individual employee.

The Performance Rating Scale & Parameters					
Rating Point	5	4	3	2	1
Rating	Excellent	Very Good	Good	Fair	Poor
Achievement%	≥ 111%	95-110%	85-94%	75-84%	≤ 74%

KRAs No.	Self-Appraisal				Appraisal by Appraiser			
	Achievement %	Weight-age (W)	Rating Point (R)	WxR	Achievement %	Weight-age (W)	Rating Point (R)	WxR
KRA Score (KS)		100				100		

Improvement guidance, if any by the Appraiser

The objective is to re-align the efforts of the employee if the achievements made so far, are not as per the desired level / standard. (Attach sheets, if required)

Signature of appraiser with date

Section-I: Part-III: Section-B: Annual Appraisal

The individual and the appraiser have to assess the performance for the year ended and provide the overall rating for the period.

The Performance Rating Scale & Parameters					
Rating Point	5	4	3	2	1
Rating	Excellent	Very Good	Good	Fair	Poor
Achievement%	≥111%	95-110%	85-94%	75-84%	≤ 74%

KRAs No.	Self-Appraisal				Appraisal by Appraiser			
	Achievement %	Weight-age (W)	Rating Point (R)	WxR	Achievement %	Weight-age (W)	Rating Point (R)	WxR
KRA Score (KS)		100				100		

Comments by the employee on his achievements & failures

The employee has to provide his views on causes / reasons of his success and failure during the year. (Attach sheets, if required)

Signature of the employee with date

Section-II: Part-I: Competency Evaluation Form

From the core values of Sainath Texport Ltd., following competencies have been derived. These are the basic competencies, desirable of Panacea Biotec employees.

Guidelines:

- The appraisal has to be carried out for the group of competencies as applicable for the position.
- The weightage for different performance level is 0,1,3 & 5 respectively for gap, foundation, proficiency & mastery.
- The definitions of different levels of performance parameters i.e. Gap, Foundation, Proficiency & Mastery are provided in the grid attached to this form for your ready reference (Annexure 1)

Competencies		Self Assessment				Assessment By appraiser			
		Level Demonstrated				Level Demonstrated			
		Gap	Foundation	Proficiency	Mastery	Gap	Foundation	Proficiency	Mastery
		0	1	3	5	0	1	3	5
For Manager & below positions (E-10 to E-6 grades)									
1.	Performance Focus								
2.	Customer Focus								
3.	Creative & innovation								
4.	Communication Skills								
5.	Team Work								
For Sr. Manager & above positions (E-5 & above grades)									
1.	Strategic Leadership								
2.	People Leadership								
3.	Performance Focus								
4.	Customer Focus								
5.	Team Work								
Competency Score (CS)									

Section-II: Part-II: Appraisal Talks Summary

Summarizes the appraisal talks by listing the most important strengths and development needs. Determine what actions are necessary for the coming year to address the most critical improvement needs. End the appraisal talk by discussing the career aspirations and what implications they have on the development actions and next moves.

Summary of the Performance Appraisal and Career Development Discussion

Performance Summary	Top Three Strengths	Three Critical Development Needs

Development Action Plan

The appraisee in consultation with the appraiser has to define development actions against the three identified critical development needs.

Category	Development Actions	Target Date	Responsibility

Additions or Deletion of Improvement Areas Depending Upon the Mid Term Assessment

Next potential career moves	Summarize general career interest and if possible next steps

Name & Signature of
Appraisee with signature

Name & Signature of
Appraiser with signature

Section-III: Final Review & Assessment Summary

Comments by the appraiser on achievements, failure and to summarize the employees' general career interest & his / her suitability and provide suggestion on next career move. Please tick the appropriate column on overall performance rating & recommendation on promotion table.

Method of calculating overall performance rating (OPR)

1. KRA Rating (KR) = $KS / 500 \times 100$
2. Competency Rating (CR) = $CS \times 4$

Overall Performance Rating (OPR) = 70% of KR + 30% of CR

Overall Performance Rating (OPR) (Please tick appropriate box)					Recommendation on Promotion (Please tick appropriate box)		
Excellent	Very Good	Good	Fair	Poor	Yes	On Hold	No
≥ 93	74-92	57-73	41-56	≤ 40			

Space for the Appraiser's Comments:

Name & Signature of the Appraiser with date

Assessment by the Reviewer		
Rating by the Reviewer		
Recommendations on Promotion		
Yes	On Hold	No
Signature with date		

Assessment by the HOD		
Recommendations on Promotion		
Yes	On Hold	No
Signature with date		

Competencies	Gap	Foundation	Proficiency	Mastery
Generic description of parameters	Does not meet expectations. Gaps in understanding of basic concepts and / or difficulties with their application.	Meets expectations. Understands basic concepts and applies them in practice	Consistently meets, and sometimes exceeds expectations. Solid understanding of concepts, finding creative way to apply them. Able and willing to teach and guide others.	Consistently exceed expectations. Develops new concepts and drives innovation. Considered a role model by others.

1	Performance Focus	Does not have the ability to focus on one's actions and decisions to achieve intended results and stray to different un-required actions, most of the times end up with unfinished tasks.	Gives priority to achieving results over other goals; sees to it that the results agreed upon are realized no matter what way; makes efficient use of the available time; looks for effective solutions if the results are jeopardised; feels that realizing one's goals are more important than how this is achieved.	Has the ability to call other to account for achieving results; translates goals for subordinates into measurable results; supports colleagues and subordinates in such a way that they can achieve planned results.	Has the ability to convert generally formulated strategies into policy plans with clear-cut milestones & sees to it that the responsible management is provided with an efficient flow of information concerning results; incorporates a system and culture in which people have to account for and are held responsible for their own results.
2	Customer Focus	Does not show any interest in inquiring into the needs and wishes of the customers and hence no intention to fulfill the needs or wishes of the customers; always has to face unhappy customers.	Can understand customers with complaints and sees to it that these are handled correctly; take care in inquiring after the needs and wants of customers; listens and continues to ask questions until one has a complete picture of a solution; advises customers of possible solutions based on their wishes; translates the possibilities of products or services into advantages for the customer.	Has the ability to analyze one's own resources based on the interests of the customer and thus looks for the ways to improve one's service; thinks of opportunities of servicing customers starting from their business; invests in long-term relationships with customers.	Knows which strategy the customer is currently employing and which priorities the customer has; uses strategic knowledge concerning customer in determining one's own strategy towards the customer concerned; is able to think along with the customers on a strategic level and can advise them if necessary.
3	Creative & Innovation	Can not use his cognitive abilities in given scenario and needs clear & repeated instructions to do his job	Ability to devise functional alternatives and is open to different ways of approaching matters; experiments with possibilities & tries different approaches; able to visualize the causes & consequences of events; can adequately distinguish between a concurrent	Ability to combine existing elements in new solutions; uses unusual combinations of elements for new ideas, quick to see solutions for complex situations or problems; can structure incoherent information by explaining the background, able to apply an abstract	Amazes others with refreshing ideas & plans, approaches problems from unexpected angles that may sometimes appear ineffective; introduces new concepts when faced with new problems, is able to use & apply existing insights in a refreshingly new fashion.

4	Communication Skills	Does not meet expectations; has problem in communicating his views etc	Clear use of language, can say and write something briefly and to the point; speaks fluently, can express oneself easily; writes sentences that are easily comprehensible; ensures that information is clearly structured due to its form & composition is accurate	Has ability to make a complex subject understandable to people; involves people & places information in a broader context; points out connection & reduces a complex message to what it means to the people.	Can communicate complex information on more than one levels and has the ability to clarify vague and muddled discussions by distinguishing between various opinions and focusing on the essence of each; can distinguish between different perspectives on complex
5	Team Work	Does not participate in team activities and is taken as a non-contributing member of the team or a group.	Participates willingly, supports team decisions, is taken as a good team player, does his/her share of work.	Keeps team members informed and up to date on organizational processes and shares relevant & helpful information with all concerned, extends assistance and support to other in team or work group; requires assistance to manage conflicting & differing views.	Seeks & respects differentiating perspectives, is willing to learn from others, invites all members of the group to contribute; encourages and expects collective accountability for team decisions and actions creates alignment in team thought & actions, encourages collaboration across organizational boundaries.
6	Strategic Leadership	Can not notice business opportunities & strategize accordingly to seize for business growth; can not take calculated risks to succeed.	Has a keen eye for the needs of customers and can interest them in new products, takes the initiatives in building strategies, informs customers of new product or services and takes advantage of this opportunity in business sense, grasps any chance to talk to potential customers.	Is aware of developments in the customer's field of business and adapts what he offers accordingly, observes bottlenecks in the strategies and can convince customers with alternate plan.	Actively seeks out partnerships and take-overs that will strengthen one's position in the market; tries to find concepts that have synergy with one's business and that hold the promise to expand and strengthen the position of the company; seeks out strategic positions in the market that will suit the business in the future; has a key eye for changes in the markets and is constantly looking out for markets on which one's company can focus.
7	People Leadership	Does not direct or guide person regarding his or her tasks, no coaching skills.	Makes it specifically clear to those concerned which results are expected, addresses subordinates on the subject of their results & behaviour, provides clear instructions concerning the way tasks should be executed; can motivate each of his/her subordinates to pursue intended goals.	Has the ability to address subordinates on the subject of how they are settling in to the organisation, explain the importance of familiarizing oneself on a broad scale in to the organisation, gives subordinates the space to take the initiative in broadening their horizons, motivates subordinates to look beyond their own position and department.	Provides subordinates with personal feedback concerning their strong and weak points, can provide objective advice to subordinates, when asked concerning their career possibilities, coaches subordinates if possible when they face problems in their own development, takes initiative on regular basis to consults with subordinates concerning their career possibilities and wishes.