

MAHE Website

Manipal O365 Email/Portal

IT Service Desk

MSPM

EPF Trust - Portal

RMS Portal

Grants Mgmt. Portal

Student Information System(SIS)

Purchase and Inventory

Elearning

Library portal

UIS Reports

MAHE Telephone Directory

Khinfo Hospital Intranet

Statistical Consultancy Service

(Dept. of Data Science)

Event Management System

Staff Grievance

WO Tracker

## Policy on Performance Management

### CHAPTER 6 : POLICY ON PERFORMANCE MANAGEMENT

#### 6.1. Objective:

The Manipal Academy of Higher Education recognizes the value of its employees and understands that the quality of MAHE services depends upon the employees. This policy sets forth the guidelines for evaluating the performance of regular employees in accordance with MAHE employee performance appraisal process. Performance appraisals shall be scheduled, conducted, and documented according to the provisions of this policy. A copy of the signed appraisal document will be maintained in the employee's personnel file in the Human Resources Department.

Confidentiality of the performance appraisals shall be maintained to the greatest extent possible. Completed performance appraisals will not be made available to someone other than the employee, the employee's immediate supervisor and/or reviewer.

#### 6.2. Scope:

*Regular employee:* A MAHE employee who is appointed on regular rolls / contract basis / Management Engagement Policy / Post Retirement Engagement Policy.

#### 6.3. Purpose of Performance Appraisals

Performance appraisals provide a means of informing employees of the quality of their work and identifying areas of performance that may need improvement. They are to be used as a positive, constructive tool to measure an employee's performance. Performance appraisals help supervisors provide valuable feedback to employees concerning their job performance and the MAHE's expectations.

Additionally, performance appraisals are a valuable management tool to assist in making personnel decisions including, but not limited to, training needs, merit pay adjustments, transfers, promotions, career development etc. The objectives of the appraisal process are

- To provide clearly defined performance standards based upon the employee's current job description to ensure that employees know what is expected of them;
- To encourage supervisors and employees to have face-to-face discussions and let employees know how they are doing in terms of their job performance;
- To express appreciation for outstanding contributions and performance; conversely, to discuss performance areas where improvement is possible or needed and to outline plans for improving performance.

#### 6.4. Responsibility and Monitoring

The Human Resources Department is responsible for the administration of MAHE's performance appraisal system. Any changes to policy, procedures, or forms related to performance appraisals will be communicated immediately by the Registrar, MAHE.

Mission, Vision and Manipal

Values

Quality Policy and Environment,

Energy Policy

Integrated Management System

Waste Management

NAAC Self study report

Fire Safety Basics

EMS Documents-MIS

Feedback on EMS & EnMS

HR policies and forms

MAHE IT Policies

MAHE Research Policy

Academic Council Circulars

IBSC and RCGM documents

International

Partnerships/Agreements

Gender Sensitization

Resource Consumption Data

**Social Media Posts**

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Respective HOIs / HODs will work with the Human Resources Department in communicating the importance of the performance appraisal process in distributing all required performance appraisal materials and in ensuring that performance appraisals are completed in a timely manner.

**The immediate supervisor is responsible for conducting performance appraisals for all employees under his / her supervision. In the case of multiple supervisors, the evaluation will be conducted by the supervisor who oversees the majority of the work. If an employee has two assignments both supervisors will conduct a performance evaluation.**

HOIs are responsible for ensuring that all supervisors who report to them conduct performance appraisals on all regular employees in their respective departments in a timely manner as specified in this policy.

#### **6.5. Schedule for Performance Appraisals**

An effective performance appraisal process requires ongoing communications between employee and supervisor to ensure that the employee has a clear understanding of the supervisor's expectations and continuous feedback on how he or she doing on the job. There is a need, however, to periodically conduct formal performance appraisals as described below.

**Annual performance appraisals:** All regular employees shall receive performance appraisals annually. The performance assessment year will be from January to December for faculty members and April to March for all others.

**In case of new recruits, the first performance appraisal will be carried out on completion of one year of service.**

**Transfer or promotion to new positions:** Two-way communication between supervisor and employee should take place regarding the employee's new job duties and responsibilities, performance level, and future action plans. The new supervisor will have access to the previous supervisor's evaluation(s) upon request.

#### **6.6. Performance Appraisal Process:**


The Performance Management Process is designed to align individual performance objectives with the strategy and objectives and to direct individual efforts to the achievement of institution performance. Performance Management helps to strengthen the communication between employees and supervisors and provides employees with a clear understanding of what is expected of them and how their performance contributions are being assessed and recognized.


**Based on the performance scores, faculty members will be graded as detailed below and sanction performance incentives accordingly.**

Category	Percentage
A+++	First 30% based on scores
A++	30% based on scores
A+	30% based on scores
A	10% based on scores

**Note :** A faculty member shall publish a minimum of 2 full research papers (Original Articles/Review Articles only) in Scopus Indexed Journals as per the list of Scopus Indexed Journals provided by the Directorate of Research, MAHE. The list will be updated once in every 6 months or as and when Scopus releases the updated list. One paper out of the two publications must be either in Q1 or in Q2 journals.

#### **Step 1: Setting and Alignment of Performance Objectives**


**Manipal A...**  
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**Manipal Academy of Higher Education**  
on Thursday

The Federation of Indian Chambers of Commerce and Industry (FICCI), in collaboration with Manipal Academy of Higher Education (MAHE), initiated the third batch of the Leadership Development Program (LDP) today. This exclusive three-day residential program is hosted at the MAHE

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During the Annual Performance Planning meeting the supervisor has the opportunity to discuss with the employee's goals for the year ahead and to set objectives to be cascaded down through the organization. The appraisee's objectives are derived from the objectives of MAHE / Department.

The agreeing of objectives is done at the beginning of the year or at the time of joining the organization in the case of new hires. This document will be taken up again at the end of the year for the performance review.

Objectives must be **SMART** -

- S - Specific**
- M - Measurable**
- A - Achievable**
- R - Realistic**
- T - Timed**

#### **Step 2: Setting Development Objectives and Action Plan**

The development objectives have to clearly reflect major needs discussed in order to significantly improve achievements on current job position. These will determine the possible training requirements during the year and future potential development.

#### **Step 3: Evaluation of Performance & Development Objectives**

This process comprises an interaction between the appraiser and appraisee where performance is measured against the objectives set and counseling / feedback is given to the appraisee.

#### **Stages of Evaluation of Individual assessment:**

1. First Stage - All the HOD's will assess the performance rating & competencies assessment of their staff in the department. In case of the HOD's the assessment will be carried out by the respective HOI's.
2. The first review of the performance rating & competencies assessment of staff will be carried out by the respective HOIs. The HOI's may carry out any moderations to the scores of the staff if required. In case of the HOD's the moderation will be done by the MAHE Committee chaired by the Vice Chancellor.
3. The final review of the performance rating of faculty members of all the institutions will be done by the MAHE Committee members.

**Student's Evaluation:** The scores obtained in the Student's Evaluation shall be incorporated in the performance assessment sheet.

#### **6.7. General Guidelines on Assessment of Competencies:**

- Please confine your assessment to On the Job Behaviours. It is important that behaviour through the entire year is carefully examined. The above subjectivity could be overcome to an extent by getting the department/ functional heads involved in the assessment exercise thus, ensuring that each behaviour would be rated after a thorough discussion.
- Do not let a single outstanding or mediocre incident or an argument / altercation during the year sway your assessment. Such an error leads to what is known as a Contamination of the assessment.
- Another possible area of error is the Recency Effect... the most recent event (positive or negative) involving the appraisee may lead you to sway the entire assessment. In order to arrive at a proper assessment, the Assessment should reflect the exhibited on the job behaviours over the entire period of Assessment.

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- Other factors that cause subjectivity are listed below. This is to make ourselves aware of these and therefore guard ourselves against them while making these assessments:
- Similarity – Where a person is rated well because he / she exhibits likes / dislikes / behavior / thought processes that are similar to ourselves.
- The Halo / Horn Effect - It is possible that we see qualities that we admire/dislike in the people that we assess. These give rise to them acquiring a halo or horns in the eyes of the assessor. This Halo/Horn Effect might overshadow the fact whether the individual has actually exhibited/not exhibited the desired behaviours and this needs to be consciously avoided.
- The Central Tendency is when we stick to the middle throughout in order to avoid harsh/highly positive assessments. Assessments, either harsh or highly positive should be made if the behaviour has so warranted. Please do not shy away from extreme scores if there is behavioural evidence to support the same.
- The Leniency / Harshness Effect is similar to the effect of central tendency. Here we factor in harshness and lenient assessments that we have made in the past and modify our assessments. A way to avoid this error is by carefully reviewing behaviour exhibited through the year and basing assessments on these alone.
- The most common trap that assessors fall into is that of Stereotyping. Based on gender, religion, function, etc. we tend to slot people into personality types that we create. While this is a natural process by which the mind assimilates data about people, it is important to recognize that if not guarded against, it could result in inappropriate assessments. Once again 'Assess through behaviour alone' is the thumb rule.

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