

description is expected to be as factual and concrete as possible. An essay can provide a good deal of information about the employee especially if the evaluator is asked to give examples of each one of his judgements. But this method suffers from several drawbacks. *First*, it involves bias as evaluation is not based on specific performance dimensions related to the job. *Secondly*, the quality of appraisal depends on the writing ability of the evaluator rather than on employee performance. *Thirdly*, it is a very time consuming method of appraisal. *Fourthly*, it is not possible to compare two essay appraisals due to variations in their length and contents.

3. Straight Ranking Method. In this technique, the evaluator assigns relative ranks to all the employees in the same work unit doing the same job. Employees are ranked from the best to the poorest on the basis of overall performance.

For instance, if five persons A, B, C, D and E are to be ranked, the ranking may be as follows:

Employee	Rank
A	2
B	1
C	5
D	4
E	3

Straight ranking is one of the oldest and simplest methods. It is time saving and a comparative evaluation technique of appraisal. But there are several weaknesses in this method. *First*, it involves bias and snap judgement because appraisal is not based on specifically defined measures of job-related performance. *Secondly*, ranking of individuals having varying behaviour patterns or traits is difficult especially when a large number of persons are to be rated. *Thirdly*, the method only indicates how a person stands in relation to others in the group but does not tell how much better or worse he is than another.

4. Paired Comparisons Method. This is a modified form of straight ranking. Herein, each employee is compared with all the others in pairs one at a time. The number of times an employee is judged better than the other determines his rank. Comparison is made on the basis of overall performance. The number of comparisons to be made can be decided on the basis of the following formula:

$$\frac{N(N-1)}{2}$$

where N is the number of persons to be compared. This method is illustrated below:

	A	B	C	D	E	Final Rank
A	-	-	-	+	+	3
B	+	-	-	+	+	2
C	+	+	-	+	+	1
D	-	-	-	-	+	4
E	-	-	-	-	-	5

Herein, plus (+) sign implies the employee is considered better and minus (-) sign means worse than the other employee in the pair. C gets the highest number of plus signs, therefore, his rank is the highest and so on.

Paired comparison method is easier and simpler than the ranking method. But it is subjective because appraisal is not based on specific job related performance. *Secondly*, it becomes very cumbersome when the number of employees to be rated is large.

5. Forced Distribution Method. In this technique, the rater is required to distribute his ratings in the form of a normal frequency distribution as shown in Fig. 14.3. The purpose is to eliminate the rater's bias of central tendency. Here also ranking technique is used. This method is highly simple to understand and easy to apply. *Secondly*, it helps to reduce bias involved in straight ranking and paired comparisons. But in this method employees are placed in a certain category and not ranked within a category. The method is based on the questionable assumption that all groups of employees have the same distribution of good and poor performances. The rater does not explain why an employee is placed in a particular category. Specific job related performance criteria is not used in ratings. The rater may resent the restriction placed on his freedom of choice.

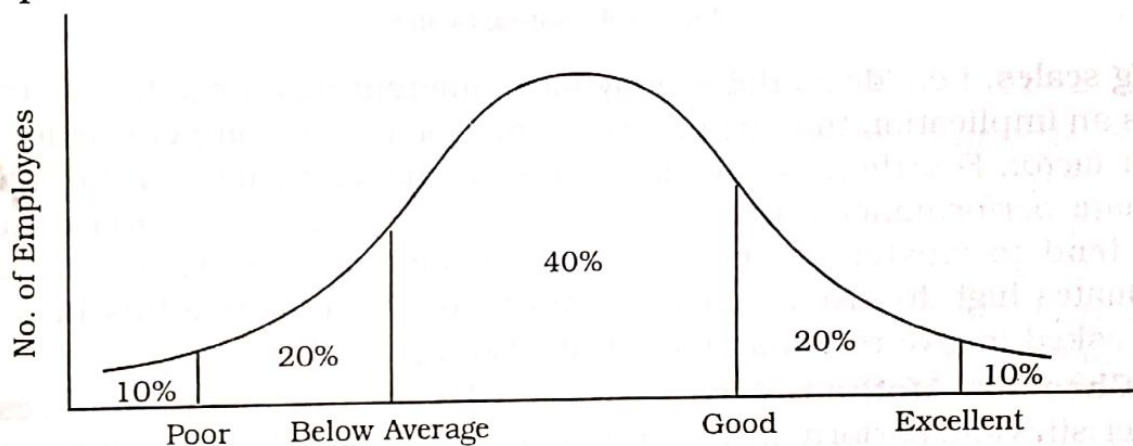
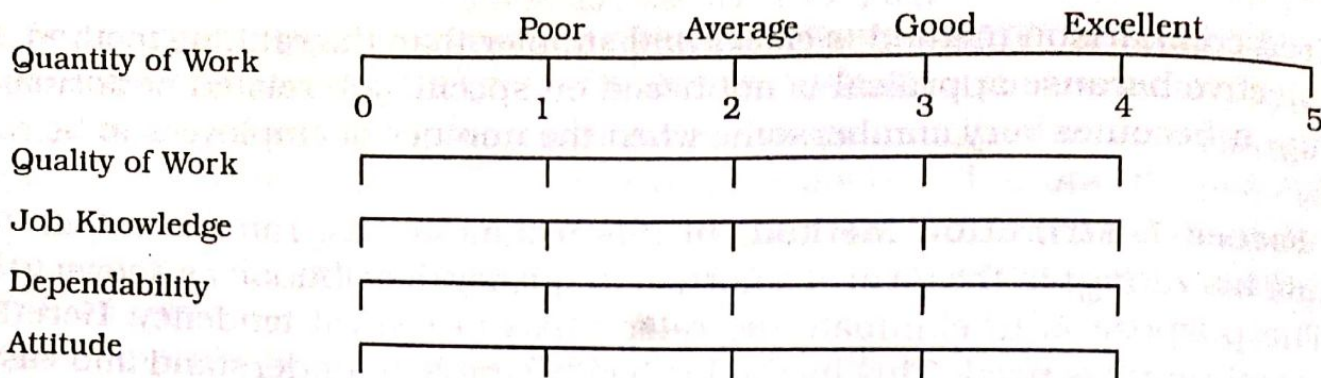


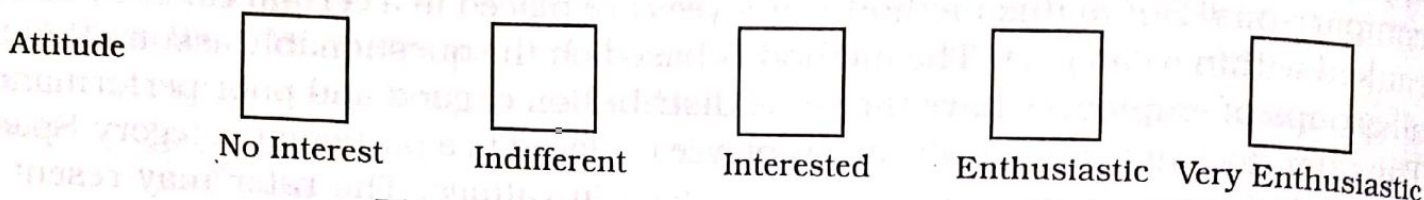
Fig. 14.3. Forced Distribution Curve.

6. Graphic Rating Scales. It is a numerical scale indicating different degrees of a particular trait. The rater is given a printed form for each employee to be rated. The form contains several characteristics relating to the personality and performance of employees. Intelligence, quality of work, leadership skills, judgement, etc. are some of these characteristics. The rater records his judgement on the employee's trait on the scale. The numerical points given to an employee are added up to find out his overall performance a standing in the group. Rating scales are of two types, viz., continuous and discontinuous. In continuous scale, the degrees of a trait are measured in numbers ranging from 0 to 5 whereas in a discrete or discontinuous scale appropriate boxes or squares are used. Fig. 14.4 contains rating scales.

The rating scale method is widely used as it is easy to understand and use. It allows a statistical tabulation of scores and a ready comparison of scores among the employees is possible. It is economical to design and administer rating scales. The approach is multi-dimensional as several significant dimensions of the job can be considered in evaluation. But the rating is generally arbitrary and subjective because specific job related performance criteria are not considered. *Secondly*, it is assumed that each trait is equally important for all jobs. *Thirdly*, the descriptive words used



Continuous Rating Scale



Discrete or Discontinuous Rating Scale

Fig. 14.4. Rating Scales.

in rating scales, i.e., 'dependable' may have different meanings to different raters. There is an implication that high rating on one factor can compensate for low score on other factor. *Fourthly*, the method imposes a heavy burden on the rater. He has to evaluate performance on several factors each having five degrees. In practice, ratings tend to cluster on the high side. A supervisor often tends to rate his subordinates high to avoid criticism from them. To minimise this bias, the rater may be asked to give reasons to justify his rating.

7. Checklist Method. A checklist is a list of statements that describe the characteristics and performance of employees on the job. The rater checks to indicate if the behaviour of an employee is positive or negative to each statement. The performance of an employee is rated on the basis of number of positive checks. There are three types of checklists that can be used: (a) *Simple checklist* (Table 14.3) wherein equal importance is given to each statement, (b) *Weighted checklist* (Table 14.4) in which weights are assigned to different statements to indicate their relative importance, and (c) *Forced choice checklist* (Table 14.5) wherein five statements are given for each trait, two most descriptive statements, two least descriptive statements and one neutral statement. The rater is required to check one statement each from the most descriptive and least descriptive ones. The aim is to minimise the rater's personal bias.

Table 14.3: Simple Checklist

1. Is the employee regular on the job	Yes/ No
2. Is the employee respected by his subordinates	Yes/ No
3. Is the employee always willing to help his peers	Yes/ No
4. Does the employee follow instructions properly	Yes/ No
5. Does the employee keep the equipment in order	Yes/ No