**7200 PERFORMANCE APPRAISAL – AN INNOVATIVE APPRAISAL IN EDUCATION**

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**ABSTRACT**

*Human Resource Development aims at continuous improvement of employee performances within the organizations and allows an improvement plan which can be measured periodically based on some criterion laid down for the performance appraisal. The process helps in attaining organizational effectiveness, by and large ,making human resource development possible at all levels. The performance of individuals or teams in the organisations are rated at multiple levels specifically by an individual, teams or groups, divisions, or organization as a whole. For performance appraisal at group level, two conditions are necessarily to be fulfilled, i.e group cohesiveness and difficulty in identifying individual performances. The point here to be noted is that all employees in an organisation ought to act as appraisers at various levels to ensure rating of each employees’performance. The present review paper based on past and contemporary research studies is an attempt to untangle the concept of 7200 appraisal for education, focussing on its perspectives, practices and future scope from an individual as well as organizational viewpoint. 3600 appraisal as a source of appraisal is notably a precursor to 7200 appraisal proposed for measurement of performance on a continuum rather than a transient phenomenon, leading to a strategic human resource development approach .The research study also provides directions for future research which could be carried out for further contribution to the area of performance appraisal management in education sector.*

**KEYWORDS:**

3600 appraisal, 7200 appraisal, employee empowerment, training and development.

**INTRODUCTION**

Performance Appraisal of employees, as is evident from history, originated in the Wei dynasty (A.D.221-265) in China and in 1813 was formally introduced as a programme in the US army. It has now taken shape of a universally recognized process of evaluating and developing organizational personnel. (Saskin1986). Performance is what one does within the limits of one’s position created to achieve organizational goals. As Singh (1992) points it out ‘Performance Appraisal is a formal exercise in which an organization makes an evaluation in a documented form, of its employees, in terms of contributions made towards achieving organizational objectives and\ or their personal strengths and weaknesses and in terms of absolute behavior demonstrated, for meeting whatever objectives the organization may consider relevant’.

Appraisals are conducted by organization usually for administrative and / or developmental purposes. McGregor (1957) and Wexley (1984) have suggested two broad objectives of performance appraisals in organizations. Firstly, it serves administration purposes in areas of reward allocation and assignment decisions and secondly, evaluation of individual’s performance but not the personality. ‘It contributes to employee development, in that it makes possible the identification of their strength and weakness, provides performance feedback and facilitates exchange with supervisors’ The uses of appraisals have been broadly categorized into three areas, i.e one for administrative decisions such as promotions, transfers, demotions, termination etc and other two uses are for individuals/ teachers and non-teaching staff i.e to inform them where they stand in the organization as what traits, strengths and weaknesses they possess and the third one to enable them, counsel them, how to overcome on the weak areas and the expectations laid down by the institutional standards.

Academic institutions owe their success mostly to the effort and academic contribution of their academic staff that is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc, rotate. Therefore, for educational institutions to be effective and productive, satisfied academic staff is a critical issue.‘The performance appraisal is a formal and structured system that evaluates job related behaviours of employees and their contributions to the organisation’ (Andrews 2009). According to Ganihar and Nayak, 2007 ‘Performance Appraisal is comparing the output that an employee produced with what an employee is supposed to produce. It is a mechanism to understand and remove difficulties of the subordinates; understand the strengths and weaknesses of the subordinates and help the subordinates to realize them; help the subordinates to become aware of their positive contribution; encourage subordinates to accept more responsibilities and challenges; and help subordinates to acquire new capabilities, plan for effective utilization of the talents of employees.Performance Appraisal often includes equipping employees with new knowledge and skills it may also contribute to the employees perceived investment in employee development- Using a social exchange lens (Coyle-Shapiro and Conway, 2004;Eisenberger et al., 1990, Lee & Bruvold, 2003), employees who believe their organization is committed to providing them with developmental activities may feel an obligation to repay the organization through high work performance.

Quiet a variety of appraisal methods are used by organizations, as has been indicated through research studies, however, no commonly accepted or utilized norms are existing. Though few common and most prevalent methods of assessment have been evolved in recent times but no set norms exist in this area. These include Confidential report ; Narrative or descriptive methods, the essay method, The critical incident method; Ranking technique (simple or straight ranking paired comparison, forced choice distribution; Graphic rating scales; Check list method; Group appraisal; Assessment centre method; Result oriented appraisal approach/ Management By Objectives (MBO); and Behaviourally Anchored Rating Scales (BARS).Each of the appraisal methods which are in use to appraise the performance of employees could be effective for one or the other specific purpose,particular individual or organizational needs. Mufeed (2000) and Saloome & Mufeed (2017) are of the opinion that none of the methods of performance appraisal should be rejected or accepted as accurate or inaccurate. The real focus of several past research studies is the content of the various appraisal forms, which include three basic categories of anindividual’s performance assessment content, viz (a) Behaviour-Based Approach (observable physical action); (b) Objective-Based Approach (end results)and (c) Judgement-Based Approach (opinions of knowledgeable observers). The appraisal method should inform and let the employee know where he or she stands and where he or she has to reach.

**PAS FOR FACULTY IN EDUCATION**

According to Rao (1986) ‘The performance of the higher level officers(administrators) should be assessed and feedback should be given to them on their innovativeness, imitativeness and activities geared to develop local level talent in the education Systems’. Annual appraisals are in practice in almost every institution but, lack of feed-back renders them useless for they are not linked to the HRD mechanisms as should have been the case. The prime need in education sector is to link these mechanisms which will pave way for changing attitudes and systemic rigidities right from the top level.The performance of teaching faculty should be appraised with a good degree of weightage given to self-appraisals taking into account the evaluation and feedback of students and peer group. It should suggest developmental needs of a particular teacher and therefore create linkage with the HRD activities of the institution. Rastogi and other committees advocated for bottom – up appraisal which has been opposed by some of the Teacher Associations in higher education. ‘It seems there is some kind of fear of failure on the part of the teachers. The practice has been successfully carried out during the past few years’ (Mrinalini 2000; Mufeed 2001; and Upadhyaya & Soni 2002). 3600 appraisal systems provides a complete feedback to a teacher, recently, though it is seldom practiced and has not yet become popular. Even self-appraisal system has just been introduced in some of the educational institutions in India.

**OBJECTIVES OF THE PRESENT STUDY**

In the light of the above discussion, the objectives for present paper are to:

* study the perspective of 3600 appraisal as a source of performance evaluation for teaching faculty in school education
* understand the different dimensions and merits/demerits of using 3600 appraisal in school education
* foresee emerging trend of emergence of 7200 appraisal as an extension of dual evaluation to 3600 appraisal and its merits and demerits
* assess the need for 7200 appraisal in the modern educational institutions and provide directions for future research.

The study is based on secondary data using books, journals, magazines and reliable online  
sources/digital resources with special focus on conceptual studies or empirical assessments of 3600 and 7200 appraisals. Due care has been taken to ensure that the papers considered for this research paper are relevant to the perspectives and practices of subject under study.

**CONCEPT OF 3600 APPRAISAL**

The 3600 appraisal is made by self, superiors, peers, subordinates and clients, it can help an employee be rated from different sides, different people who can give a wider perspective of the employee competencies, overall personality and behavior at workplace (Shrestha, 2007). Stone, 2002 reports 3600 . Appraisal has been widely used for human resource appraisal and decisions regarding pay fixations.T.V. Rao ,The Father of Indian HRD, has been popularizing the methodology of “Developing Leadership through Feedback by Known People” (DLFKP), which was developed by him in mid 1980’s at IIMA (Indian Institute of Management, Ahmadabad) and worked on it along with other experts which specialists termed as 3600 feedback. During the Second World War the German military first began gathering feedback from myriad origins, so as to rate performance. Through the concept of training groups, other organisations also explored the use of multi-rater feedback during this period of time. The momentum of 3600 feedback made headway from there and by 1990 this concept was imbibed by most of professionals for the development of human resources. However, these complex manual calculations or lengthy delays in the gathering and comparing of feedback necessitated a paper based endeavour. While on one hand the manual calculations led to dismay and despair on the part of practitioners, the lengthy delays led to a gradual erosion of commitment by the recipients, on the other.

At corporate level the methodology was first developed and implemented professionally in General Electric US in 1992, and has become quite popular to amass gains in Indian companies like, Reliance Industries, Crompton and Greaves, Godrej, Infosys, Wipro, Thomas cook etc. Apart from evaluating performance, some other imputes of the assessee-talents, behavioural quirks, values, ethical standards, tempers and loyalty are evaluated in the 3600 method by the people best placed to do it. Rating committees , often comprising of six members, are used by umpteen employers to assess the employees, as has been depicted in the figure 1.

**Fig 1:** 360 degree appraisal – kalian-city.blogspot.com (Gaurav, 2011)

Generally, within organizations, it is accepted that feedback is priceless. Numerous suggestions have been put forward to free up feedback channels- 3600 feedback is one such mechanism. There is an efficacious and ethical pressure in almost all the organizations to assess employees in an objective, persistent and honest way(Bacal, 2000; Greenberg, 1986 & Mufeed, 2008). Therefore organizations are increasingly implementing high performance work practices such as 3600 feedback interventions with the hope to improve workplace attitudes and performance (London et al., 1997; Tornow & London, 1998, Sujith, 2017) which is constantly improved to latest versions. 3600 Appraisal or multi-source appraisal, the process in which subordinates, peers, supervisors and faculty and students provide anonymous feedback to recipients, has grown in popularity over the past decade. Any organization, including education, can be benefited in a number of ways by 3600 appraisals. Summing up it can be used:

* for executive or administrative development. Wiley(1993) found that executives are less likely to participate in group training programmes and they rarely get in depth performance feedback or developmental coaching from their bosses. 3600 feedback can be used to provide such developmental feedback to executive or administrative class in education sector.
* solely for developmental purposes. Romano (1994) and Atwater (1993) found that the most common use of the 3600 appraisal is in the area of training and development.
* facilitate cultural change such as to accelerate a shift to team work among the staff in an educational institution and faculty empowerment.
* as part of its succession planning systems in education sector (Nowack, 1993; Tornow,1993) for the reason that the instrument evaluates what skills and abilities certain individuals are perceived to have, to be at a particular position which demands such skills and abilities.

Feedback from multiple sources leads to enhancement in the dependability and credibility of the  
data as the feedback is received from multiple sources and not just one source. It may have a positive effect on managerial performance. However in some cases performance gets enhanced after getting poor ratings during evaluations. It proves to serve a directional purpose because recipients of feedback receive valuable information about their strengths & weakness which can pave a way for them in formulating career development plans. Such an attempt uncovers and resolves conflict among individuals who get an opportunity to praise or criticize their co-workers anonymously. Though it has a wider acceptance, still whether it is a good idea and how effectively it works is a question to be unveiled. Bracken et al., (2001) were of the view that these questions literary behold on making use of results for decision making like performance appraisals, pay findings, taking over plans, job placement or even curtailment. 360 0 feedback captivates enhanced pressure on administrators as the burden of the feedback may be more than they can actually deal with, more so when the results are damaging and all of the rater’s agree on the negative areas. Such type of assessments can lead to uncertainty and threat on part of both theadministrators and their superiors, if the results turn unfavourable. Organizations may become saturated with forms or as described as “survey fatigue” Kalpan (1993). This can add complexity to the administration process (London & Beauty, 1993; Tornaow, 1993). When the individual being rated is allowed freedom of choice of raters he/she has an opportunity to choose friendly raters and may attempt to cheat the system (Bracken, 1994). Bernardin et.al. (1993) found that subordinates are qualified to evaluate only certain aspects of manager’s behaviour. According to Campbell (1995), the 3600 feedback process can be expensive. He approximates that it is ten time more expensive than the standard reports. Brett & Atwater(2001) found that individuals who received feedback most discrepant with their own ratings believed that feedback was less accurate & less useful. Johnson & Ferstl (1999) found that the under rated individuals actually showed a performance decline following feedback. Researchers predominantly maintain that difference between that actual & rated performance should not be considered to be measurement error but forces in the organization that discourage accurate ratings (Murphy & Cleveland, 1995).

To do away with such discrepancies organizations strive hard to make the system au courant with such real time challenges. The 3600 feedback suffers from the limitations that it is time consuming, costly, partial and lacks confidentiality and reliance owing to troubles and tensions to several staff on extension of exchange feedback as a result of evaluation (Jency, 2016). In order to improve 3600 feedback methodology organizations should pay more attention to communication about the behaviour of individual employees with each level of dimension (Stoker & Heijden, 2001).

**CONCEPT OF 7200 APPRAISAL**

The latest addition to 3600 appraisal method that has been introduced in New Economy Companies is 7200 appraisal which can be stated as two fold 3600 appraisal i.e., when the appraisal is done and the targets are set and the second time the feedback is given for further improvement towards achievement of goals. The new economy is the result of the transition from a manufacturing based economy (old economy companies) to a service based economy. 7200 appraisal, considered an ‘all round’ appraisal, is one of the most recently introduced concepts. The major setback in the other methods was that it did not guide the employee after the appraisal hence 7200 appraisal was introduced when the employees performance is measured, analysed and targets are set in the first appraisal and after a short period his/her performance is evaluated again and proper feedback and guidance is given to ensure that the employee achieve the target. Hence it can be stated as twice 3600 performance appraisal (Jency, 2016). The phases of 7200 appraisal are as under:

**a) PRE APPRAISAL FEEDBACK**

After the feedback is collected from the different sources like, self, peers, superior, faculty and students and subordinates, the performance is finally rated, targets are set for the employee and feedback meeting is organized to intimate the appraisee about where he/she stands. This phase also allows the organization to facilitate the appraisee for any training needs recognized in the feedback from various stakeholders. This phase is indicated in figure 1.0 as P1.

In case of education sector the same procedure can be followed.After the feedback is collected from the different sources like, self, co-faculty, superiors, administrators and students, the performance is finally rated, targets are set for the faculty and feedback meeting is organized to intimate the faculty about where he/she stands. This phase also allows the department to facilitate the faculty for any training needs recognized in the feedback from various stakeholders.

**b) SELF APPRAISAL**

The employee evaluates his/her own performance through self appraisal. This steps  
gives appraisee an opportunity to express ratings based on his/her judgement of strengths and weaknesses. In the education sector faculty can evaluate his or her own performance which can provide him or her opportunity to express own strengths and weaknesses.

**Fig 2:** Representation of Phases of 7200 Appraisal

**c) PEER APPRAISAL**

Here, feedback from the peers is taken to apprehend the capabilities of the employee to work in a team, with full cooperation and coordination with others by motivating them towards the task oriented goals.The feedback from the co-staff can be taken to apprehend the capabilities of faculty to work as a team thereby motivating them towards the task-oriented goal of providing education through facilitation.

**d) SUPERIOR APPRAISAL**

The performance is assessed by the boss/immediate manager of the employee based on appraisee’s role and responsibilities and attitude at work. In this step the head of the institution or administrator of whatever kind assesses the role and responsibilities of the faculty apart from his or her attitude towards work.

**e) STUDENT APPRAISAL**

Undoubtedly teaching faculty is the prime focus of the education sector in appraisals, yet taking feedback from the students recognizing them as stakeholders and their feedback as an invaluable tool for further improvement of faculty and services at large, is surely going to yield promising results. This step is also aimed at achieving greater student satisfaction apart from improving the faculty as well as the education sector.

**f) SUBORDINATE APPRAISAL**

To evaluate the employee’s communication, leadership and motivation skills, ability to delegate the task to subordinates and managing his/her role and responsibilities, subordinates are required to give feedback about their bosses. In case of the education sector the faculty communication, leadership and motivation skills, ability to delegate the task to subordinates and managing his/her role and responsibilities, subordinates are required to give feedback about their head of the institutions and administrators.

**g) POST APPRAISAL PHASE**

In this step, the performance is again evaluated based on the targets pre - determined during the P1 phase of the 7200 appraisal and feedback from the respective multi rater group. It is the post appraisal phase that distinguishes 7200 appraisal from the 3600 appraisal. Thus with the twin objective of facilitating the appraisees for further improvement by organizational support and provision of timely feedback to them from various dimensions, the dual objectives of 7200 appraisal are met. This phase is exhibited as P3 in the figure 1.2.  
Further, 7200 appraisal is a method that gives paramount importance to feedback as there is a pre and post feedback session. From a study based on six IT companies, it is concluded that most of appraisers and appraisee respondents do not know about the 7200 appraisal method and are not satisfied with the current performance appraisal method owing to occurrences of bias and prejudice during rating (Anupama et. Al. 2011, Jenifur, 2016).

However, 7200 appraisal can prove beneficial in education sector as the post appraisal phase is enhancement to 3600 appraisal leading to 7200 appraisal. Thus with the twin objective of facilitating the appraisees for further improvement by organizational support and provision of timely feedback to them from various dimensions, the dual objectives of 7200 appraisal are met.

**NEED FOR 7200 PERFORMANCE APPRAISAL IN EDUCATION SECTOR**

There is a dire need for the education sector to evaluate its faculty based on the  
sources which are reliable so that the appraisee trust on the performance appraisal system remains unshaken. Mutual participation of both the parties appraiser and the appraisee is as significant as having an appraisal system within the sector, 7200 appraisal allows an appraisee to participate fully in the performance appraisal process, which after the first feedback session becomes an improvement tool for the appraisee. Other benefits of 7200 appraisal in education sector:

* Helps in bringing about a synergetic environment in institutions by helping the faculty  
  perform at their best
* Facilitates the educational institution in analysis and re-analysis of the faculty performance by encouraging them to work out their deficiencies if any, within a specific time period.
* Allows the appraise faculty to receive feedback from various stakeholders including peers and students, making it more development oriented appraisal source.
* Helps in team building and cooperation by providing a platform for performance discussions  
  continually.
* In the education sector 7200 appraisal system, the organisation gets invaluable information from the students about the faculty, in particular the front office staff for further improvement.
* Brings transparency and justice in the performance appraisal system PAS, rendering the entire system of performance assessment as highly reliable for the appraisees and appraisers.
* Powerful appraisal source for supplementing training and development functions in a better way
* Ensures reduction of the appraisal errors such as rating bias, discrimination or prejudice due to the high involvement of appraisee till the process is done.
* Fortifies quality human resources management due to provision of highly reliable information which can further yield administrative purposes within educational institutions.

**CONCLUSION**  
Undoubtedly 7200 appraisal opens the threshold towards strategic human resource development by partnering with the stakeholders within and outside the organisations. A unique feature that this type of performance appraisal source bestows is the fact that it allows facilitation to the appraisees so that there is improvement with regard to deficiencies that have already been marked red during the 3600 appraisal. Remarkably the process does not end here but puts the faculty on an improvement plan for a particular period of time, after which again the performance will be assessed using the same criteria as had been laid down earlier. This kind of appraisal surely works for better coordination, cooperation, facilitation, employee motivation and target orientation within the organisations. Time is inevitably ripe to realize the importance of the dual performance appraisal in place.

**DIRECTIONS FOR FUTURE RESEARCH**

7200 appraisal is yet another step farther towards performance effectiveness in education sector. There is a dearth of extensive empirical research studies based on the effectiveness of 7200 appraisal. However the available research focuses on the conceptual framework of 7200 appraisal. Comparative research studies may also be conducted measuring the effectiveness of 3600 and 7200 appraisals in education sector. Further, appraisees’ and appraiser’s acceptance and level of satisfaction can also be analysed in order to assess the perception of faculty towards 7200 appraisal. Exclusive managerial studies could serve researchers in understanding the administrators’ perception and satisfaction level towards 7200 appraisal in education sector. Similar studies could be undertaken in different educational institutions so as to arrive at comparative empirical analysis.

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