

APPLICATION OF 360° FEEDBACK IN DOSM

Mardiana Abdul Rahman¹

Abstract

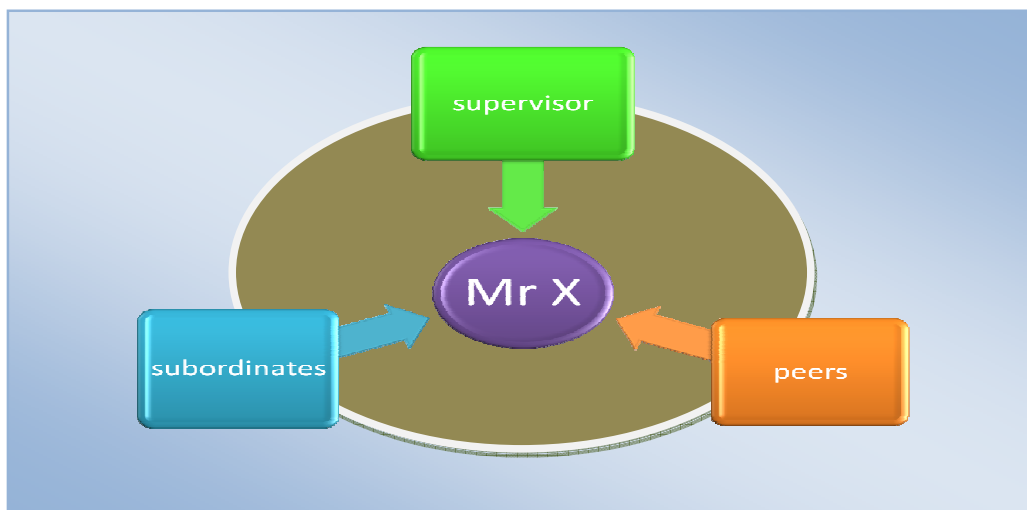
Presently, the Department of Statistics, Malaysia (DOSM) uses the annual assessment system to appraise its personnel. In order to have a more comprehensive assessment, the 360° Feedback is introduced in DOSM. A pilot project was coordinated by the Management Services Division² in 2009 and 2010. This paper highlights the findings of the pilot project.

Keyword: 360° Feedback

Introduction

The 360° Feedback, also known as multi-rater feedback, multisource feedback, or multisource assessment, is feedback that comes from all around of an employee. The "360" refers to the 360 degrees in a circle, with an individual figuratively in the center of the circle as illustrated in Figure 1.1. Feedback is provided by subordinates, peers, and supervisors. It also includes a self-assessment and, in some cases, feedback from external sources such as customers and suppliers or other relevant stakeholders. This is unlike the "upward feedback", where personnel present their performance report to their immediate superior or a "traditional performance appraisal", where the employees are most often reviewed only by their managers.

Figure 1: 360° Feedback



¹ Mardiana binti Abdul Rahman is currently an Assistant Director in the Management Services Division, DOSM.

² Management Service Division was formally known as Management and Human Resource Division.

The results from 360° Feedback are often used by the management to plan for career development of the personnel. The results are also used by some organisations in making administrative decisions such as pay or promotion. In this case, the 360° assessment is for evaluation purposes and "360° review". However, there are some arguments whether 360° Feedback should be used for development purposes or appraisal purposes as well. There is also doubt whether 360° Feedback improves employee performance.

Literature Review

Development of 360° Feedback

The German Military first began gathering feedback from multiple sources in order to evaluate the performance during World War II (Fleenor & Prince, 1997). Also during this period, others explored the use of multi-rater feedback via the concept of T-groups.

One of the earliest recorded uses of surveys to gather information about employees occurred in the 1950s at Esso Research and Engineering Company (Bracken, Dalton, Jako, McCauley, & Pollman, 1997). From there, the idea of 360° Feedback gained momentum, and by the 1990s most human resources and organisation development professionals understood the concept. The problem was that collecting and collating the feedback demanded a paper-based effort including either complex manual calculations or lengthy delays. The first led to despair on the part of practitioners and the second to a gradual erosion of commitment by recipients.

Multi-rater feedback use steadily increased in popularity, due largely to the use of the internet in conducting web-based surveys (Atkins & Wood, 2002). Today, studies suggest that over one-third of U.S. companies use some type of multisource feedback (Bracken, Timmreck, & Church, 2001a). Others claim that this estimate is closer to 90 per cent of all Fortune 500 firms (Edwards & Ewen, 1996). In recent years, internet-based services have become the norm, with a growing menu of useful features (e.g. multi languages, comparative reporting and aggregate reporting) (Bracken, Summers & Fleenor, 1998).

Accuracy

A study on the patterns of rater accuracy shows that length of time that a rater has known the person being rated has the most significant effect on the accuracy of a 360° review. The study shows that subjects in the group "known for one to three years" are the most accurate, followed by "known for less than one year," followed by "known for three to five years" and the least accurate being "known for more than five years." The study concludes that the most accurate ratings come from knowing the person long enough to get past first impressions but not so long as to begin to generalise favourably (Eichinger, 2004). It has been suggested that multi-rater assessments often generate conflicting opinions, and that there may be no way to determine whose feedback is accurate (Vinson, 1996). Studies have also indicated that self-ratings are generally significantly higher than the ratings of others (Lublin, 1994; Yammarino & Atwater, 1993; Nowack, 1992).

Recent research on 360° Feedback suggests that some feedback recipients may not be benefiting from the process while others demonstrate significant improvements in performance (Atwater, Waldman & Brett, 2002; Atwater, Roush & Fischthal, 1995; Reilly, Smither & Vasilopoulos, 1996). It is not uncommon for recipients to experience strong emotional reactions to 360° feedback (Illgen & Longitudinal Evaluation of a Davis, 2000; Kluger & De Nisi, 1998). Some research has suggested that individuals may even experience discouragement and frustration when 360° feedback is negative or not as positive as expected (Brett & Atwater, 2001). Furthermore, it is expected that the different rater groups will provide somewhat conflicting information and data in 360 feedback processes (e.g., Harris & Schaubroeck, 1998; Nowack, 1992; Greller and Herold, 1975).

These meta-analytic studies have consistently shown weak agreement between self-ratings and ratings made by others. Kluger and DeNisi's (1996) meta-analysis on the impact of performance appraisal feedback on performance also raised the issue that performance improvement is not the only outcome that can be expected. In fact, they concluded that in one third of the cases feedback actually resulted in decreased performance. Atwater, Waldman, Atwater and Cartier (2000) reported improvement following an upward feedback intervention only resulted for 50 per cent of the supervisors who received it. It seems that organizations using 360° Feedback would want to ensure that employees have positive reactions to the process and that it results in performance enhancements back on the job. It is important to understand how both participants and raters view a corporate 360° Feedback process and how to maximize its effectiveness to translate increased awareness into individual and team behavioural change. This one year follow-up study gathers the reactions of participants and raters around a 360° Feedback process utilised within a corporate leadership development programme.

Experience of Other Organisations

Several studies (Hazucha et al., 1993; London & Wohlers, 1991; Walker & Smither, 1999) indicate that the use of 360° Feedback helps people improve performance. In a 5-year Walker and Smither (1999) study, no improvement in overall ratings was found between the first and second year, but higher scores were noted between second & third and third & fourth years. A study by Reilly et al. (1996) found that performance increased between the first & second administrations and sustained this improvement two years later. Additional studies show that 360° Feedbacks may be predictive of future performance (Maylett & Riboldi, 2007).

Some authors maintain that 360° processes are much too complex to make blanket generalisations about their effectiveness (Bracken, Timmreck, Fleenor, & Summers, 2001b; Smither, London, & Reilly, 2005). Smither et al. (2005) suggest, "We therefore think that it is time for researchers and practitioners to ask, 'Under what conditions and for who is multisource feedback likely to be beneficial?' (Rather than asking 'Does multisource feedback work?')". Their meta-analysis of 24 longitudinal studies looks at individual and organisational moderators that point to many potential determinants of behavioral change, including positive feedback orientation, positive reactions to feedback, goal setting and taking action.

Bracken et al. (2001b) and Bracken and Timmreck (2001) focus on the process features that are likely to also have major effects in creating behavioral change and offer best practices in those areas. Some of these factors have been researched and been shown to have significant impact. Greguras and Robie (1998) document how the number of raters used in each rater category (direct report, peer, manager) affects the reliability of the feedback, with direct reports being the least reliable and therefore requiring more participation. Multiple pieces of research (Bracken & Paul, 1993; Kaiser & Kaplan, 2006; Caputo & Roch, 2009; English, Rose, & McClellan, 2009) have demonstrated that the response scale can have a major effect on the results, and some response scales are indeed better than others. Goldsmith and Underhill (2001) report the powerful influence of the participant behavior of following up with raters to discuss their results. Other potentially powerful moderators of behavioral change include how raters are selected, manager approval, instrument quality (reliability and validity), rater training and orientation, participant training, manager (supervisor) training, coaching, integration with HR systems, and accountability (Bracken et al., 2001b).

Others indicate that the use of multi-rater assessment may not improve company performance. A 2001 Watson Wyatt study found that 360° Feedback was associated with a 10.6 per cent decrease in market value. Others claim that "there is no data showing that [360° Feedback] actually improves productivity, increases retention, decreases grievances, or is superior to forced ranking and standard performance appraisal systems. It sounds good, but there is no proof it works." (Pfau & Kay, 2002) Similarly, Seifert, Yukl, and McDonald (2003) state that there is little evidence that the multi-rater process results in change.

Additional studies (Maylett, 2005) found no correlation between an employee's multi-rater assessment scores and his or her top-down performance appraisal scores (provided by the person's supervisor), and advised that although multi-rater feedback can be effectively used for appraisal, care should be taken in its implementation (Maylett, 2009). This research suggests that 360° Feedback and performance appraisals get different outcomes, and that both 360° Feedback and traditional performance appraisals should be used in evaluating overall performance.

360° Feedback in the DOSM

Perkasa Stats is a project initiated in 2007 to strengthen the Department as the main agency to provide data required by stakeholders. A total of 208 detailed recommendations have been developed. They are clustered into ten initiatives and overseen by four sub-committees namely; Data Gaps and Administrative Data Coordination Committee; Human Resource, Metadata and Sampling Frame Technical Coordination Committee; Inter- Agency Technical Committee; and Statistical Act Special Committee.

The 360° Feedback is one of the implementation plans under initiative seven (7) enhancing DOSM human capital planning and development further by the Human Resource Sampling Frame and Metadata Committee. The objective of the programme is to support the present evaluation method that is the Annual Appraisal Assessments Report. Implementation of the 360° Feedback is expected to contribute

to the capacity building of the department. This is in line with the efforts in enhancing the statistical services to fulfill the current and future data requirements.

Objectives

There are four objectives in implementing the 360° Feedback in DOSM. The first objective is to provide a holistic evaluating method in measuring the performance of employees. The four aspects of values and qualities required of an employee in DOSM are personal qualities and leadership; knowledge and skills; management and administration; and social and welfare. Thus, an employee who had been evaluated can immediately improve his/her performance after getting the results.

The second objective is to provide appropriate human development programmes to enhance performance of employees whereby the results will provide inputs to the Training Need Analysis and Competency Plan. Therefore, appropriate programmes such as training course and mentoring programme can be developed by focusing on specific aspects or target group.

The third objective is to inculcate positive values among employees in order to build competitive, proactive, determined and confident employees. As a result, the 360° Feedback will develop a positive working culture among the employees in DOSM and encourage a healthy environment towards a greater performance.

Lastly, it will also strengthened and acknowledged the services and loyalty of the employees towards the organisation. The results can be seen as a non-monetary reward for an employee when his/her performance is recognised by everybody around him/her such as superiors, subordinates and peers.

Development of Evaluation Forms

The evaluation forms were developed by the special committee comprising of the Management Services Division, Research and Development Division and Methodology Division. Three (3) types of evaluation forms were designed namely: Evaluation of supervisor towards subordinate, Evaluation of subordinates towards supervisors and Evaluation among peers.

Generally, the evaluation forms were developed based on the existing quantitative Annual Appraisal Assessment Report which covers four (4) main aspects of performance, knowledge & skills, personal quality and activities & contributions other than official duties. Meanwhile, the 360° Feedback is based on qualitative assessment of employees which covers the following aspects:

- a. Personal quality and leadership;
- b. Knowledge and skills;
- c. Management and administration; and
- d. Social and welfare.

Both evaluations will provide a more comprehensive assessment of the employees with the view of enhancing human capital development which is an important component in producing high quality statistics. This is in line with the vision of the

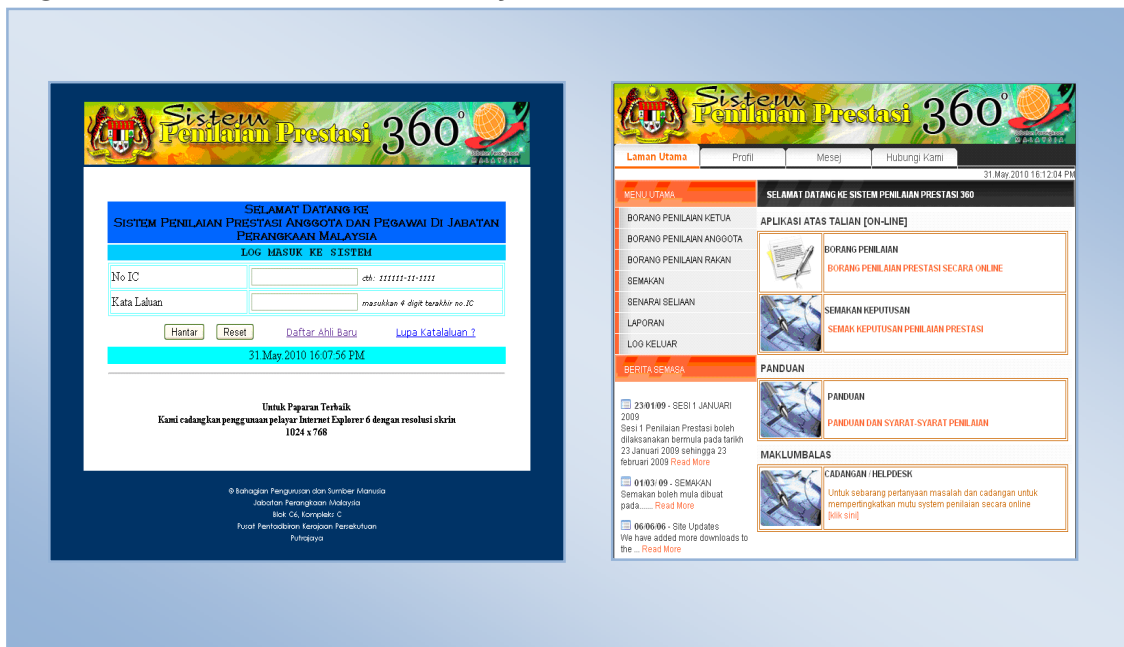
DOSM to become a leading statistical agency in the world by 2020. To facilitate the evaluation, an e-Form is made available in the DOSM's website.

Pilot Test on Questionnaire and e-Form

Several pilot tests were undertaken to evaluate the appropriateness of the questions as well as the viability of the e-Form. The first pilot test was conducted at the Management Services Division from 15 to 18 September 2009. A feedback sheet to solicit the comments of the respondents was attached to the questionnaire. A majority of the respondents agreed that the questions were suitable and appropriate.

A dry run was conducted from 10 to 16 October 2009 involving six (6) divisions namely: Data Coordination Division; Methodology Division; Services Statistics Division; Demographic Statistics Division; Industrial Production & Construction Statistics Division; and Prices, Income & Expenditure Statistics Division. The findings were presented to the management meeting in November 2009. The suggestions were incorporated in the e-Form and the scale for rating was expanded from 1 to 10. In a dry run which was conducted in 2009, the scale of 1 to 5 was used. The pilot test using e-Form was carried out for one month in 2010. The findings showed that the system was efficient, user friendly and practical.

Figure 2: 360° Feedback On-line System



Results

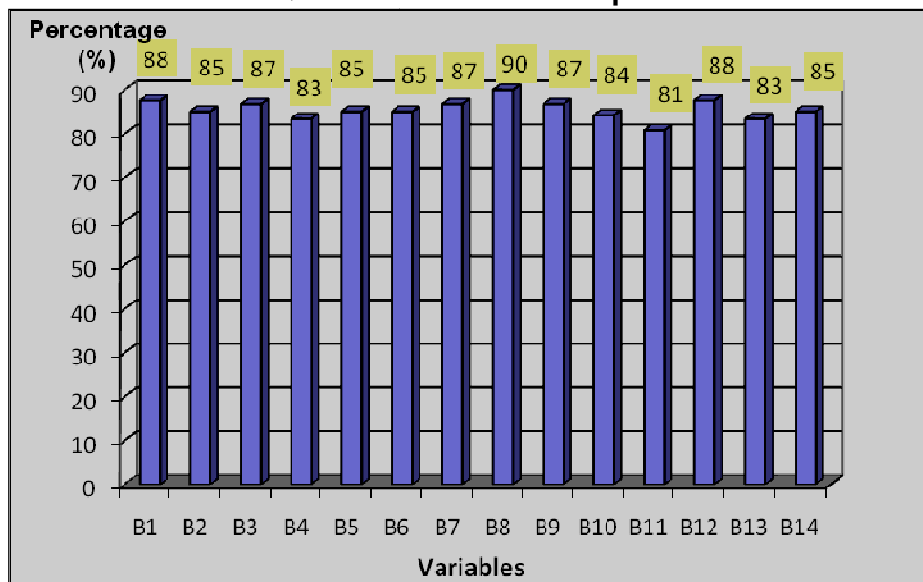
The appraisal system used in the government service adopts the top-down approach in evaluating the performance of officers as compared to the 360° Feedback system that incorporates the evaluation of supervisors, subordinates and peers. Since it is the first time 360° Feedback system was introduced, the response of the pilot test was not favourable. The majority of subordinates did not respond to the new evaluation system although some of them also evaluate subordinates within their unit. Similar situation was found in the evaluation among the peers. As a result, the pilot test only obtained partial evaluations either from the supervisors or subordinates or peers.

The findings also showed that the response was within the positive range. Although the system requires objective evaluations, the feedback showed that the evaluators tend to rate positively rather than providing true evaluations due to the fact that the subordinates were uncomfortable in evaluating the superiors. This can also be attributed to lack of anonymity and hierarchical evaluation.

Respondents need to rate the variables using scale 1 to 5 which 1 indicates strongly not agree, 2 indicates not agree, 3 indicates somehow agree, 4 indicates agree and 5 indicates strongly agree. List of variables by categories is listed as per **Appendix 2**. The findings cover three areas as follows:-

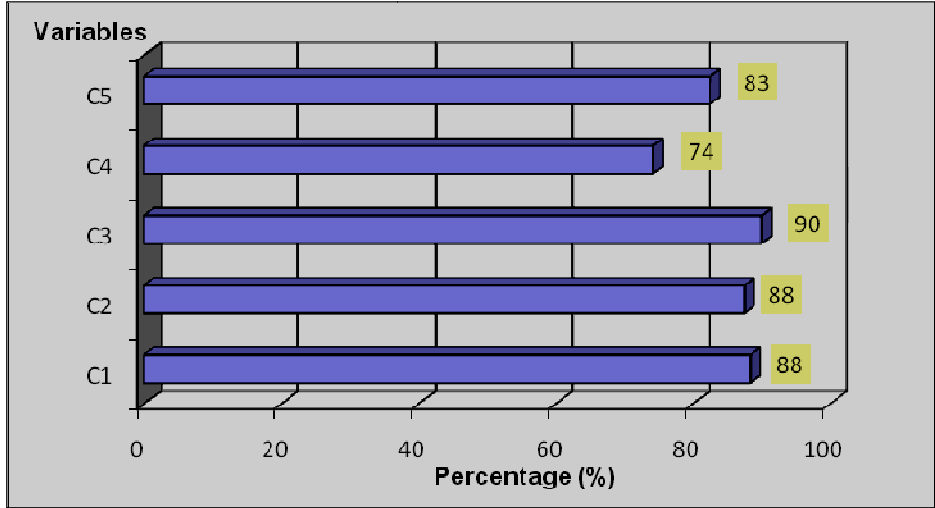
(i) Evaluation by Superiors on Their Subordinates.

Chart 1 : Personal Qualities and Leadership Section



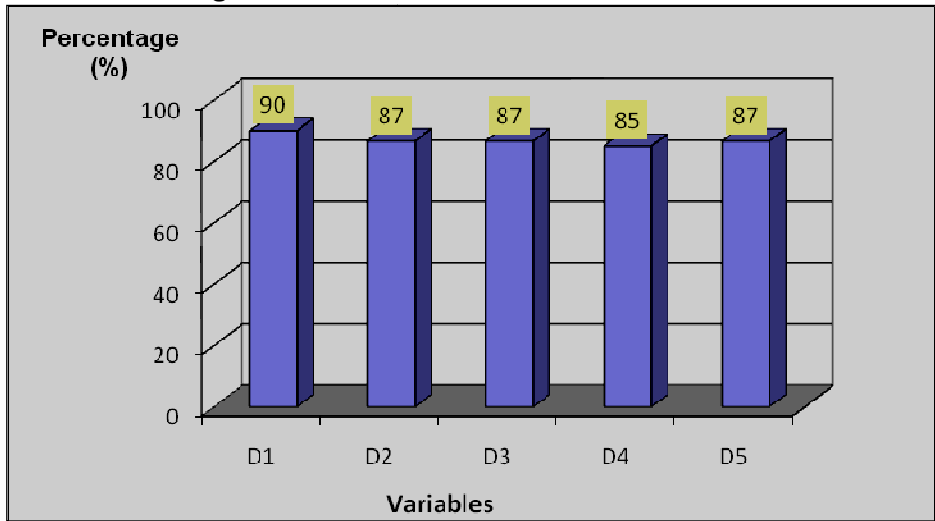
As shown in Chart 1, variables B8 which is politeness during communications was rated the highest in the personal qualities and leadership section.

Chart 2 : Knowledge and Skills Section

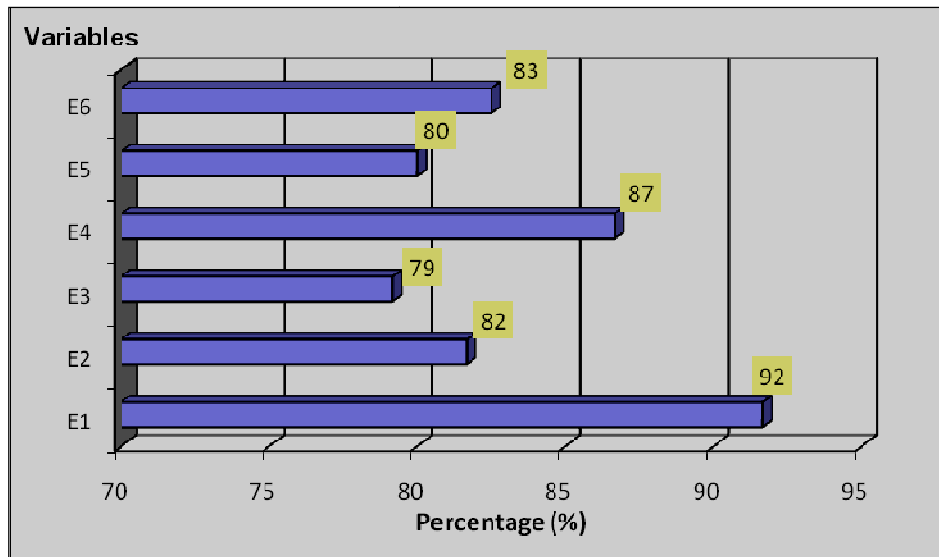


High rating was obtained in the knowledge and skills section. Within this section, variable C3 which is being knowledgeable of DOSM’s current issues was rated the highest.

Chart 3 : Management and Administration Section

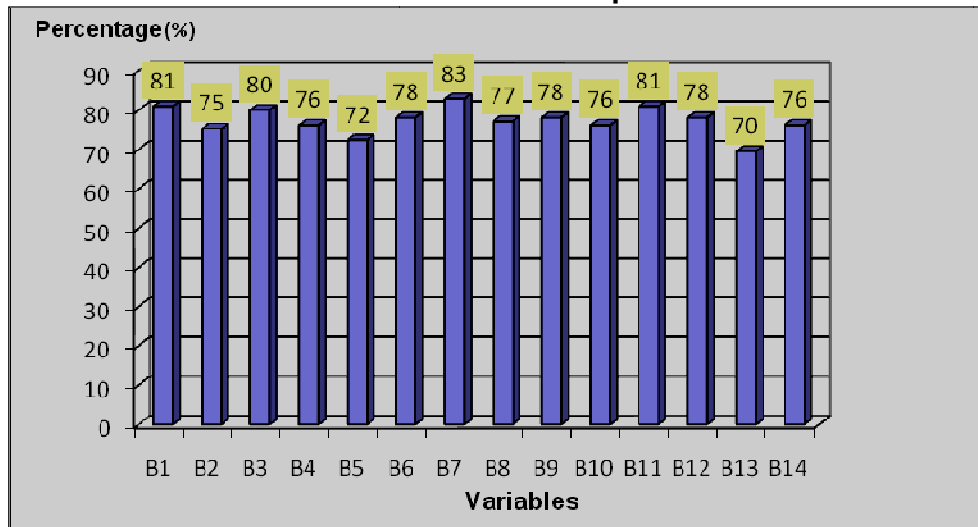


Within the management and administration section, variable D1 which is capability to implement department’s rules and regulations was rated the highest.

Chart 4 : Social and Welfare Section

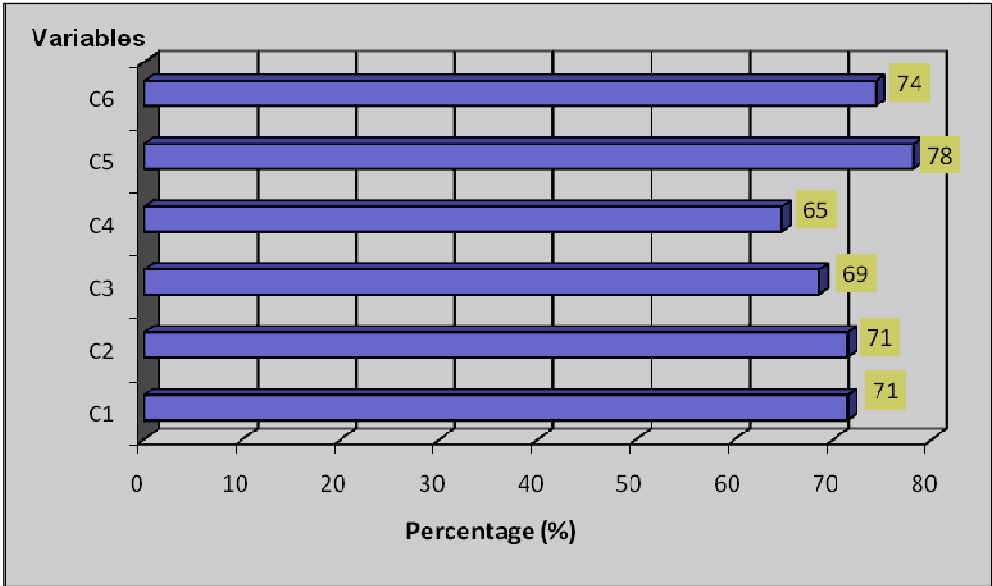
In the social and welfare section, variable E1 which is having a good relationship with subordinates was rated the highest.

(ii) Evaluation by Subordinates on their Superiors.

Chart 5 : Personal Qualities and Leadership Section

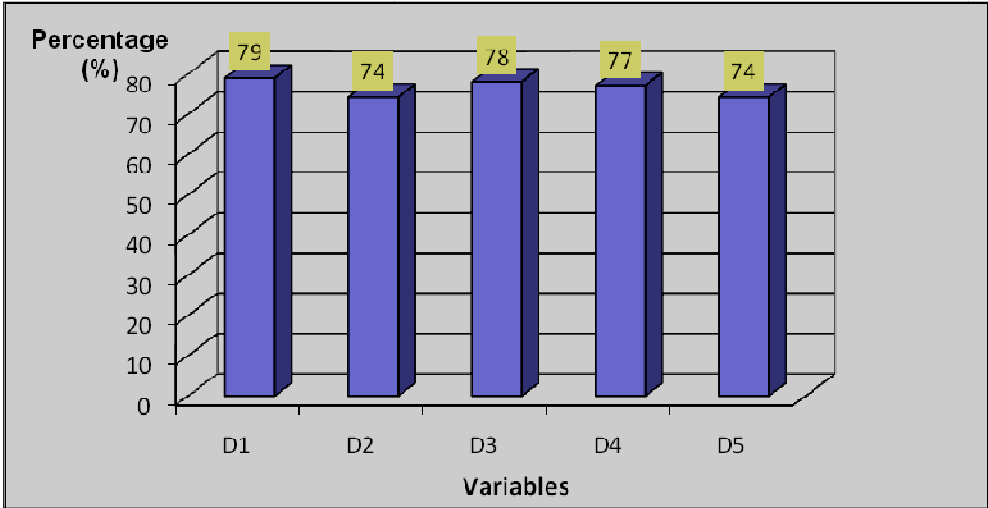
High rating was obtained in the personal qualities and leadership section for officers in managerial posts such as division director, head of section or unit. Within this section, variable B7 which is being punctual was rated the highest.

Chart 6 : Knowledge and Skills Section

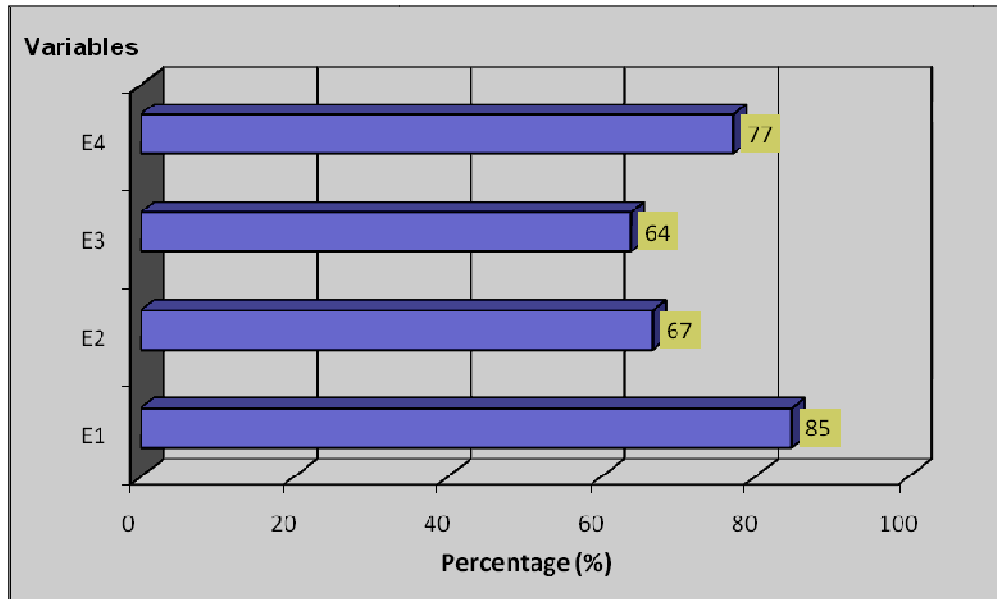


As expected, high rating was obtained in the knowledge and skills section for officers who have rendered long service in the organisation irrespective of rank. Within this section, variable C5 which is being knowledgeable of DOSM’s current issues was rated the highest.

Chart 7 : Management and Administration Section

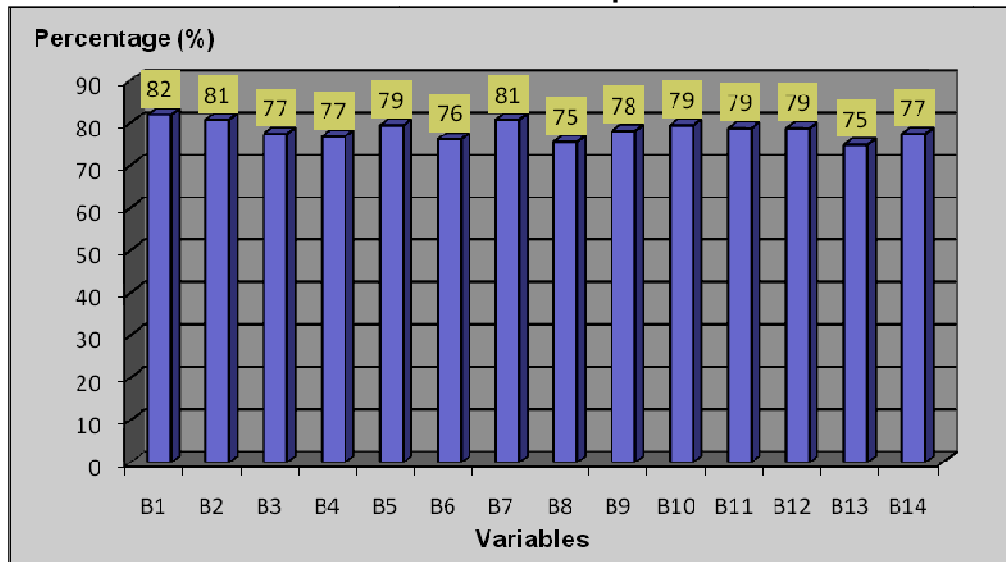


As for the management and administration section, variable D1 which is capability to implement department’s rules and regulations was rated the highest.

Chart 8 : Social and Welfare Section

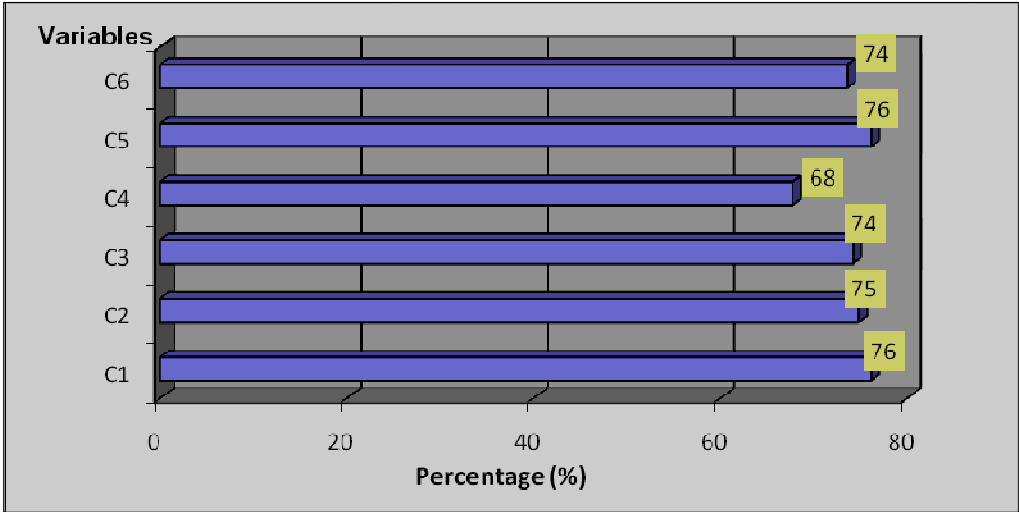
In the social and welfare section, variable E1 which is having a good relationship with subordinates was rated the highest.

(iii) Evaluation by Peer Friends

Chart 9 : Personal Qualities and Leadership Section

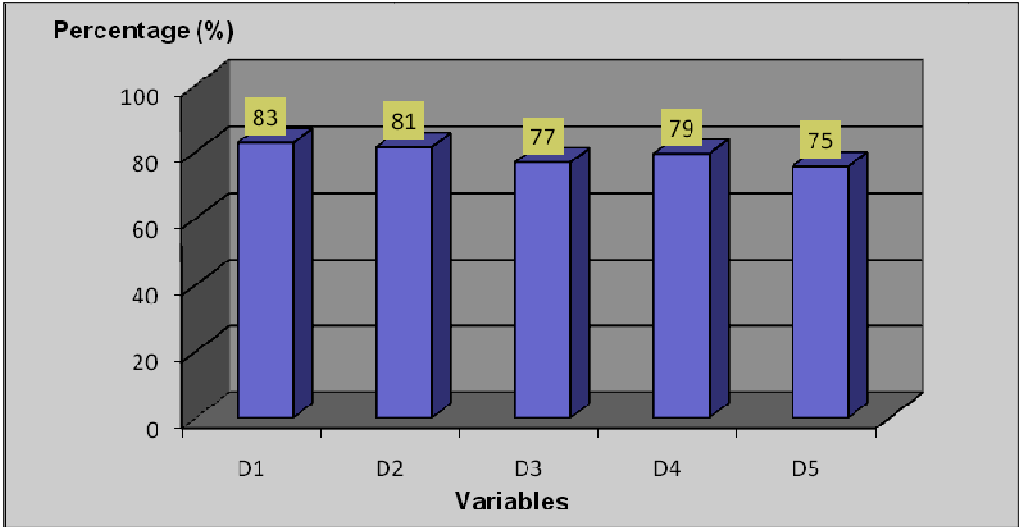
In the personal qualities and leadership section, variable B1 which is having a good mental control was rated the highest.

Chart 10 : Knowledge and Skills Section

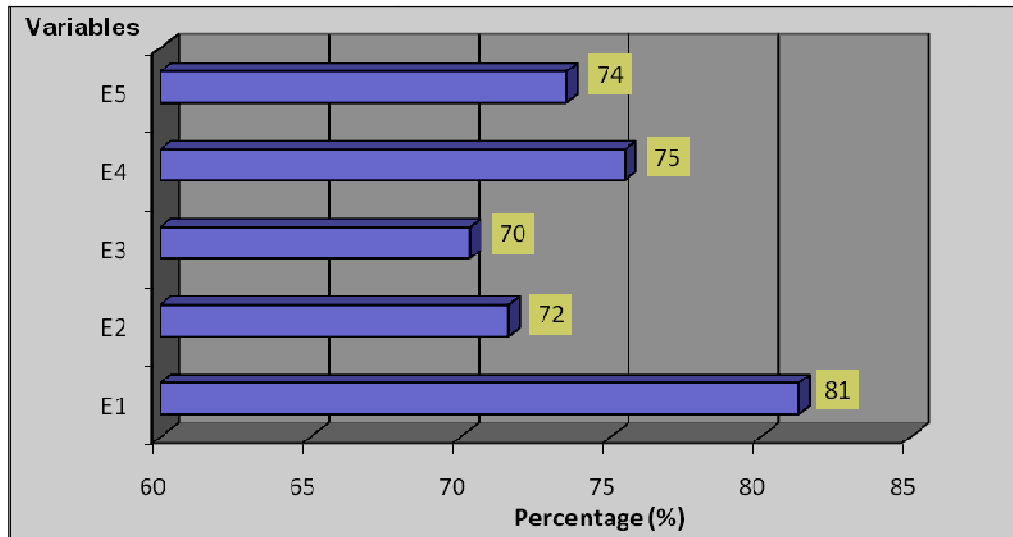


In the knowledge and skills section, variable C1 which is knowledgeable in their field and variable C5 which is willingness to share knowledge and expertise were rated the highest.

Chart 11 : Management and Administration Section



In the management and administration section, variable D1 which is capability to implement department's rules and regulations was rated the highest.

Chart 12 : Social and Welfare Section

In the social and welfare section, variable E1 which is having a good relationship with peers was rated the highest.

Way Forward

360° Feedback is a tool for an organisation to develop leadership skills as well as for raising awareness of how one is viewed in the workplace. The system can be used to evaluate employees from time to time. In addition, it acts as a base to monitor change in their performance.

As for DOSM, the 360° Feedback will be expanded to all divisions and state offices in 2011. Based on the outcome of the pilot test and experiences of other countries, the implementation plan will be structured as follows:

- a. Official notification and briefing on the implementation of the system;
- b. Provide training to all focal persons;
- c. Monitor the implementation of the system; and
- d. Submit regular progress report to management.

Starting from 2011, the evaluation will be carried out online using e-Form. Presently, the Management Services Division is updating the employees profile in the 360° Feedback database. The profile will identify employees position in the hierarchy as well as his/her peers.

In its effort to increase the performance and to motivate the employees, DOSM has introduced a few programmes such as Employees Excellence Award and Best Division/Unit Award. To strengthen the bond among the employees within DOSM, social and sporting events are also organised.

Conclusions

The 360° Feedback is one of the initiatives undertaken under PERKASA STATS implementation plan in strengthening DOSM as the main agency to provide the data required by stakeholders. As practiced in other government agencies, DOSM uses the annual assessment system to appraise its personnel. The 360° Feedback system is introduced with the objectives to provide a holistic evaluation method in measuring the performance of employees as well as to provide appropriate human resource development programmes to enhance the performance of its employees. In addition, the system will enable DOSM to inculcate positive values as well as to strengthen and acknowledge the services and loyalty of its employees.

The pilot tests in 2009 and 2010 act as catalyst for DOSM to implement the 360° Feedback system. The system will be expanded to all divisions and state offices in 2011. The necessary preparations are being undertaken by Management Services Division. By implementing this system, it is hoped that the employees will be more motivated and inspired to move forward in achieving DOSM's vision in becoming the leading statistical agency in the world by 2020. As of now, DOSM is one step ahead from other departments and agencies in implementing this system.

References

- Atkins, P., & Wood, R. (2002). Self-versus others' ratings as predictors of assessment center ratings: Validation evidence for 360-degree feedback programs. *Personnel Psychology*, 55(4), 871–904.
- Bracken, D.W., and Paul, K.B. (1993). The effects of scale type and demographics on upward feedback. Paper presented at the Society for Industrial and Organizational Society Annual Conference, May, San Francisco, CA.
- Bracken, D.W., Dalton, M.A., Jako, R.A., McCauley, C.D., & Pollman, V.A. (1997). *Should 360-degree feedback be used only for developmental purposes?* Greensboro, NC: Center for Creative Leadership.
- Bracken, D.W., Summers, L., & Fleenor, J.W. (1998) High tech 360. *Training & Development*, August.
- Bracken, D.W., Timmreck, C.W., & Church, A.H. (2001a). *The handbook of multisource feedback*. San Francisco: Jossey-Bass.
- Bracken, D.W., Timmreck, C.W., Fleenor, J.W., & Summers, L. (2001b). 360 degree feedback from another angle. *Human Resource Management*, 40 (1), 3–20.
- Bracken, D.W., and Timmreck, C.W. (2001) Guidelines for multisource feedback when used for decision making. In Bracken, D.W., Timmreck, C.W., and Church, A.H. *The Handbook of Multisource Feedback*. San Francisco: Jossey-Bass.
- Caputo, P. and Roch, S. (2009) Rating formats and perceptions of performance appraisal fairness. Paper presented at the Society for Industrial and Organizational Psychology Annual Conference, April, New Orleans, LA.
- Edwards, Mark R., & Ewen, Ann J. (1996). *360° Feedback: The powerful new model for Employee Assessment & performance improvement*. New York: AMACOM American Management Association.
- Eichinger, Robert. (2004). Patterns of Rater Accuracy in 360-degree Feedback. *Perspectives*, 27, 23–25.
- English, A.E, Rose, D.S. & McClellan (2009). Rating scale label effects on leniency bias in 360-degree feedback. Paper presented at the Society for Industrial and Organizational Psychology Annual Conference, April, New Orleans, LA.
- Fleenor, J. W., & Prince, J. M. (1997). *Using 360-degree feedback in organizations: An annotated bibliography*. Greensboro, NC: Center for Creative Leadership.

- Goldsmith, M., & Underhill, B.O. (2001). Multisource feedback for executive development. In Bracken, D.W., Timmreck, C.W., and Church, A.H. *The Handbook of Multisource Feedback*. San Francisco: Jossey-Bass.
- Greguras, G.J., & Robie, C. (1998). A new look at within-source interrater reliability of 360-degree feedback ratings. *Journal of Applied Psychology*, 83, 960–968.
- Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). The impact of 360-degree feedback on management skills development. *Human Resource Management*, 32(2–3), 325–351.
- John C. Maxwell (2005). *The 360° Leader*, 2007. Nelson Business.
- Joyce Jenkins. Feedback and Coaching In Asia: How Does It Receive? Does It Works? From www.ccl.org/leadership/pdf/capabilities/360Asia.pdf
- Kaiser, R.B., and Kaplan, R.E. (2006). Are all scales created equal? Paper presented at the Society for Industrial and Organizational Psychology Annual Conference, May, Dallas, TX.
- Kenneth M. Nowack, Ph. D. Envisia Learning. Longitudinal Evaluation of a 360° Feedback Program ; Implication for Best Practices. Paper presented at the 20th Annual Conferences of the Society for Industrial and Organizational Psychology, Los Angeles, March 2005. www.envisiatools.com
- Maylett, T. M., & Riboldi, J. (2007). Using 360° Feedback to Predict Performance. *Training + Development*, September, 48–52.
- Maylett, Tracy (2009). 360-Degree Feedback Revisited: The transition from development to appraisal. *Compensation and Benefits Review*, September/October 41(5), 52–59.
- Pfau, B. & Kay, I. (2002). Does 360-degree feedback negatively affect company performance? Studies show that 360-degree feedback may do more harm than good. What's the problem? *HRMagazine*, Jun 2002. 47, 6; 54–60.
- Reilly, R., Smither, J.W., & Vasilopoulos, N. (1996). A longitudinal study of upward feedback. *Personnel Psychology*, 49(3), 599–612.
- Seifert, C., Yukl, G., & McDonald, R. (2003). Effects of multisource feedback and a feedback facilitator on the influence of behavior of managers toward subordinates. *Journal of Applied Psychology*, 88(3), 561–569.
- Smither, J.W., London, M., and Reilly, R.R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis and review of empirical findings. *Personnel Psychology*, 58, 33–66.
- Vinson, M. (1996, April). The pros and cons of 360-degree feedback: Making it work. *Training and Development*, April, 11–12.

List of Variables**(i) Evaluation by Superiors on their Subordinates****Chart 1 : Personal Qualities and Leadership Section**

Variables Code	Variables Statement
B1	Mental control
B2	Emotion control
B3	Good Health
B4	Contribution of ideas
B5	Punctuality
B6	Open Mind
B7	Politeness
B8	Appearance
B9	Selfless
B10	Disciplined
B11	Team player
B12	Effort to excel
B13	Leadership quality
B14	Willing to accept task outside the job scope

Chart 2 : Knowledge and Skills Section

Variables Code	Variables Statement
C1	Working knowledge
C2	Problem solving
C3	Knowledge of organisation's current issues
C4	Working knowledge of others section/ unit
C5	Knowledge sharing
C6	ICT knowledge

Chart 3 : Management and Administration Section

Variables Code	Variables Statement
D1	Compliance towards internal regulations
D2	Works independently
D3	Willing to work over time
D4	Neat and tidy in carrying out duties
D5	Caring out duties within time period given.

Chart 4 : Social and Welfare Section

Variables Code	Variables Statement
E1	Relationship with peers
E2	Involvement in organisational social activities
E3	Involvement in religious/ moral activities
E4	Helping those in need
E5	Volunteer spirit

(ii) Evaluation by Subordinates on their Superior.

Chart 5 : Personal Qualities and Leadership Section

Variables Code	Variables Statement
B1	Mental control
B2	Emotion control
B3	Open mind
B4	Trustworthy
B5	Good health
B6	Contribution of ideas
B7	Wise decision
B8	Punctuality
B9	Accept ideas from others
B10	Encourage and motivate others
B11	Strict
B12	Good manners
B13	Accept ideas from subordinates
B14	Appearance

Chart 6 : Knowledge and Skills Section

Variables Code	Variables Statement
C1	Working knowledge
C2	Problem solving
C3	Knowledge of organisation's current issues
C4	ICT knowledge
C5	Working knowledge of others section/ unit

Chart 7 : Management and Administration Section

Variables Code	Variables Statement
D1	Compliance towards internal regulations
D2	Delegation of work
D3	Deliver instruction effectively
D4	Conducive working environment
D5	Diplomatic

Chart 8 : Social and Welfare Section

Variables Code	Variables Statement
E1	Relationship with subordinates
E2	Involvement in organisational social activities
E3	Involvement in religious/ moral activities
E4	Good listener
E5	Problem solver
E6	Motivator

(iii) Evaluation by Peers**Chart 9 : Personal Qualities and Leadership Section**

Variables Code	Variables Statement
B1	Mental control
B2	Emotion control
B3	Good Health
B4	Contribution of ideas
B5	Punctuality
B6	Open mind
B7	Politeness
B8	Appearance
B9	Selfless
B10	Disciplined
B11	Team player
B12	Effort to excel
B13	Leadership quality
B14	Willing to accept task outside the job scope

Chart 10 : Knowledge and Skills Section

Variables Code	Variables Statement
C1	Working knowledge
C2	Problem solving
C3	Knowledge of organisation's current issues
C4	Working knowledge of others section/ unit
C5	Knowledge sharing
C6	ICT knowledge

Chart 11 : Management and Administration Section

Variables Code	Variables Statement
D1	Compliance towards internal regulations
D2	Works independently
D3	Willing to work over time
D4	Neat and tidy in carrying out duties
D5	Caring out duties within time period given.

Chart 12 : Social and Welfare Section

Variables Code	Variables Statement
E1	Relationship with peers
E2	Involvement in organisational social activities
E3	Involvement in religious/ moral activities
E4	Helping those in need
E5	Volunteer spirit