

Managing Performance

Week 2

Amare Desta

[PhD, MEd, MSc, LCGI, BSc (Hons)]

Professor of Information & Knowledge Management

Email: a.desta@uwtsd.ac.uk

Session Objectives

- The Performance Management Cycle
- Measurement: the key principles
- Coursework & Expectations

The Performance Management Cycle



Planning

- Corporate strategic goals provide the starting point for business and departmental goals
- followed by agreement on individual performance and development priorities.
- Individuals and managers can then draw up plans

Developing

- Targets to be met (such as sales levels)
- Tasks to be completed by specified dates
- They may be directly work-related, referring to results to be attained, or personal, taking the form of developmental objectives for individuals.

Performing

- There has been a shift in focus away from the measurement of individual output only
- A greater emphasis placed on how an individual contributes to organisational objectives through behaviour and capability.

Performing

- Monitor performance continuously.
- Feedback should be given regularly, and could be supported by formal performance reviews at agreed points in the year.

Review

Measuring can focus on individuals or teams, and consist of:

- Inputs (for example, behaviours, competencies and applying new skills to the job)
- outputs (for example, achievement of objectives and outstanding pieces of work).

Performance appraisal

- Gives employees feedback on performance
- Creates opportunity to plan future objectives or workload
- Judge and helper roles
- Possible to try to build too much on any one appraisal system
- Relationship with personal development reviews ('one-to-ones')
- Integration of objectives and competencies

Problems with appraisal schemes

- Lack of clear purpose
- Links with pay
- Information kept secret from employee
- Appraiser attacking appraisee's character
- Being too subjective in judgement
- Linking to disciplinary process

The role of line managers in performance appraisal

Advantages

- Line managers know about subordinates, their jobs and their performance
- Creates time for discussion
- Gives appraisee the manager's attention

Disadvantages

- Personality conflicts
- Subjectivity
- Seen by managers as low priority

Performance appraisal

- Gives employees feedback on performance
- Creates opportunity to plan future objectives or workload
- Judge and helper roles
- Possible to try to build too much on any one appraisal system
- Relationship with personal development reviews ('one-to-ones')
- Integration of objectives and competencies

Problems with appraisal schemes

- Lack of clear purpose
- Links with pay
- Information kept secret from employee
- Appraiser attacking appraisee's character
- Being too subjective in judgement
- Linking to disciplinary process

The role of line managers in performance appraisal

Advantages

- Line managers know about subordinates, their jobs and their performance
- Creates time for discussion
- Gives appraisee the manager's attention

Disadvantages

- Personality conflicts
- Subjectivity
- Seen by managers as low priority

Tools used in performance management

- Performance and development reviews
- Learning and development
- Coaching
- Objectives and performance standards
- Competences and competencies
- Pay
- Teams
- 360° feedback
- Performance problem solving

Part 2: Measurement: the key principles

- Measuring / assessing the customers reactions and perceptions is critical.
- Customer needs should be then incorporated into strategic planning
- Measurement should lead to a process on continuous improvement

A note on 'customers'

- It sounds straightforward – but:
- Who are your customers – short and long term ?
- How do these relate to the stake holders – especially in the public sector?
- Can customers have different / conflicting needs ?

Some issues to consider

- The distinction between ‘soft’ and ‘hard’ measures – should all be ‘hard’
- The significance of the ‘process’ / ‘output’ distinction

Exercise 1

Select 1 of the following:

- Doctors
- Teachers or lecturers
- Local police chiefs
- HR managers at a national retailer / supermarket
- Your choice ?

Consider what targets should be set for each.

- How could these be measured ?
- What are some of the possible difficulties / anticipation(s) ?

Part 3: Coursework

- To provide guidance and support to students for completion of Assignment:
 - Review assignment tasks and indicative content
 - Review marking criteria
 - Preparation
 - Assignment planning
 - Academic writing
 - Assignment key words
 - Paraphrasing
 - Harvard referencing
 - Turnitin
 - Proof reading

Sources

- Programme Handbook
- Moodle VLE / Study Support

ASSESSMENT Report – 100%

5000 -6000 Words

- Task Description
- Human capital is widely used in HR to describe people at work and their collective knowledge, skills, abilities and capacity to develop and innovate.
- Human capital reporting aims to provide quantitative, as well as qualitative, data on a range of measures (such as labour turnover or employee engagement levels) to help identify which sort of HR or management interventions will drive business performance.

ASSESSMENT Report

Write a report in which you need to: -

- Explain how you would obtain qualitative and quantitative data on a range of measures that would drive business performance. You may include relevant examples of qualitative and quantitative data to support your explanation
- Identify and justify three specific HR interventions that would increase the 'value' of the human capital within the organisation
- Highlight your preferred intervention in the form of a specific recommendation and include specific actions for implementation

Guidelines

- Writing: Written in English in an appropriate business/academic style
- Focus only on the tasks set in the assignment.
- Length: 6000 words(maximum)
- Document format: In business report format with a clear title, course, and name or ID number on a cover sheet and including a reference list using Harvard referencing throughout.
- Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive

Preparation

- Prepare
- Actively research and read
- Review notes
- Plan the structure
- Write the first draft
- Reflect
- Review, revise and edit
- Write the final draft
- Proof read

Planning

- BUG the assignment title:
 - **B**ox the action/instruction word
 - **U**nderline the key words in the question
 - **G**lance back to check – have you missed any words?
- Turn these key words into questions:
 - Who? What? How? Where? When? Why?
So what?

Assignment Key Words

- **Explain** - requires an answer that offers a rather detailed and exact explanation of an idea or principle, or a set of reasons for a situation or attitude.
- **Evaluate** - requires an answer that decides and explains how great, valuable or important something is. The judgement should be backed by a discussion of the evidence or reasoning involved.

Academic Writing

- Clear and explicit
- Objective, detached and rational
- Uses evidence, source materials (correctly referenced) and a critical approach
- Structure:
 - Introduction, main body, conclusion
- Be cautious, precise, and specific
- Avoid 'lazy' words, slang, unnecessary words

Paraphrasing

- Read the text carefully, then put to one side
- Identify important words and phrases
- Consider the attitude of the author
- Re-write in your own words, capturing the essence and meaning
- Compare with the original, verify the meaning has been captured
- The paraphrased text should not have copied text, the meaning is the same, is written in your style, is similar length and the source is acknowledged

Harvard Referencing

- Study TSD University guide on Moodle
- Note everything you consult
- Record reference details before making notes
- Reference diagrams, tables etc
- Paraphrase to demonstrate understanding
- Become familiar with how referencing works by reading books and journals
- Use information from a variety of reputable, academic sources

Turnitin

- Refer to Moodle