Performance Management Issues and Challenges

APHRDI-BAPATLA

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Aims and objectives

• To Understand and Apprise Performance Management

• To focus on CPD

• To sensitize on various Issues and Challenges in Performance Management

• To Discuss Case Method
Performance Management

Preamble

Job analysis
Recruitment and Selection
On the Job Learning
Skill Vs Talent

• Understanding the Learner
  – How learners learn (Interests, objectives)
  – Learner Differences (Age, Language, Motivation, Past Learning experience)
  – Learner Styles
  – Planning a lecture
Purpose

• Communicate strategy, values, expectations.
• Build the culture
• Evaluation
  – Current job (e.g., salary and bonus)
  – Future jobs (e.g., promotion)
• Development and Feedback
• Legal defense
  – Hiring and promotion decisions
  – Validation
• Equity and fairness
• Performance Management is…

- An ongoing process where supervisors and employees work together to plan, monitor, and review an employee’s work objectives, goals, and professional development.

- Comprised of frequent informal conversations including coaching, feedback and support to employees about their work, needs and accomplishments related to the duties and expectations of their positions.
Definition-Performance Management

The policies, procedures and practices that focus on employee performance as a means of fulfilling organisational goals and objectives’


Establishing a framework in which performance by individuals can be directed, monitored, evaluated and rewarded, and whereby the links in the cycle can be audited’

Basic Performance Model

- Individual Performance
- Group/Team Performance
- Organisational Performance
What is Performance Management?

The process of **setting expectations**, **aligning goals**, **assessing results**, and **focusing on staff development** through ongoing conversations between managers and their direct report(s).

<table>
<thead>
<tr>
<th>Setting Expectations</th>
<th>Goals and Objectives</th>
<th>Goal Alignment</th>
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</thead>
<tbody>
<tr>
<td>The process of discussing what is expected from an employee in terms of job roles and responsibilities</td>
<td>Desired results each employee aims to achieve, determined based on conversations between managers and employees</td>
<td>Process of ensuring individual goals support the achievement of department goals and department goals support the achievement of Organization goals</td>
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<tr>
<th>Assessment</th>
<th>Performance Calibration</th>
<th>Feedback and Development</th>
</tr>
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<tbody>
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<td>Review of goals, objectives, and other factors, and the determination of the level of successful achievement</td>
<td>Process in which supervisors and managers at the same level in an organization discuss staff performance ratings and outcomes to ensure ratings and development messages are applied consistently</td>
<td>Focus of the conversations between managers and employees in determining strengths, opportunities for improvement, and how to grow and develop</td>
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Performance management is not just a once-a-year conversation. It impacts staff over their entire career.
Change Drivers

- Feedback and Coaching
- Change Management
- Communication
- Recognition
- Professional Development
- Working Conditions
- Organizational Direction
- Job Compatibility
- Commitment
- Supervisory Consideration
- Teamwork
Organizational performance
Engagement, Performance and Retention

Engagement is the extent to which employees commit to something or someone in their organization, how hard they work, and how long they stay as a result of that commitment.

Two Commitment “Types”
- Rational Commitment: The extent to which employees believe that managers, teams, or organizations have their self-interest in mind (financial, developmental, or professional).
- Emotional Commitment: The extent to which employees value, enjoy, and believe in their jobs, managers, teams, or organizations.

Four Focal Points of Commitment
- Day-to-Day Work
- Team
- Direct Manager
- Organization

The Outputs of Commitment: Discretionary Effort and Intent to Leave
- Discretionary Effort: Employee willingness to go “above and beyond” the call of duty, such as helping others with heavy workloads, volunteering for additional duties, and looking for ways to perform the job more effectively.
- Intent to Stay: Employee desire to stay with the organization, based on whether they intend to look for a new job within a year, whether they frequently think of quitting, whether they are actively looking for a job, or have begun to take tangible steps like placing phone calls or sending out résumés.

Performance
Retention
Business Value of Engaged Employees

Moving from low- to high-effort levels can result in an improvement in employee performance that moves an employee’s performance rating up to 20 percentile points.

Moving from strong disengagement to strong engagement decreases the probability of departure by 87%.
The Manager, Employee Development and Performance

Employees of managers who are very effective at development can outperform their peers by up to 25 percent

Impact of Manager-Led Development on Employee Performance

Employees Reporting to Manager A
Manager A is very ineffective at developing employees

Employees Reporting to Manager B
Manager B is very effective at developing employees

25% Performance Improvement directly attributable to Manager B’s effectiveness at employee development

Source: Learning and Development Roundtable 2003 Employee Development Survey
Five Lead Roles for Managers

The manager-led development activities that impact employee performance fall into five basic roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Activity &amp; Impact</th>
<th>Average Impact of Role Activities on Employee Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Performance and Development Strategist</td>
<td>This role consists of activities that ensure employees know performance evaluation criteria, have development plans, and acquire needed knowledge and skills.</td>
<td>Explain Performance Evaluation Standards (19.8%)&lt;br&gt;Create Individual Development Plans (IDPs) (12.0%)&lt;br&gt;Ensure Necessary Skills/Knowledge (6.7%)</td>
</tr>
<tr>
<td>Solution Enabler</td>
<td>Help Employees Apply New Skills/Knowledge (11.6%)&lt;br&gt;Teach New Skill or Procedure (7.7%)&lt;br&gt;Give Advice from Own Experience (6.7%)</td>
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<td>8.7%</td>
</tr>
<tr>
<td>Execution</td>
<td>Learning-Experience Architect</td>
<td>This role consists of activities that enable employees to learn from the experiences acquired through their projects and assignments.</td>
<td>Ensure Projects Are Learning Experiences (19.8%)&lt;br&gt;Provide Experiences That Develop Employees (19.1%)</td>
</tr>
<tr>
<td>Opportunity Broker</td>
<td>Help Employees Find Training (13.6%)&lt;br&gt;Pass Along Job Openings (10.3%)&lt;br&gt;Pass Along Development Opportunities (8.7%)</td>
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<td>10.9%</td>
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<tr>
<td>Evaluation</td>
<td>Honest Appraiser</td>
<td>Activities falling into this role consist of appraising direct reports of their job performance and progress against their development plans.</td>
<td>Assess Development Progress (13.8%)&lt;br&gt;Give Feedback on Personality Strengths (13.3%)&lt;br&gt;Give Feedback on Performance Weaknesses (11.9%)&lt;br&gt;Give Feedback on Performance Strengths (8.0%)</td>
</tr>
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</table>

Our Goals

To design a best-in-class performance management system that aligns employee performance and development with mission and culture of excellence.
Expected Outcomes

• An easier, less cumbersome process
  – An “easy-to-use” performance management process
  – A common rating scale and set of competencies

• Better performance conversations
  – Managers and employees will have the skills and knowledge to have more meaningful performance conversations
  – A fresh focus on employee development

• Technology that drives efficiency
  – Easier to complete the process online
  – Reduces the burden on managers by reducing paperwork and time taken to complete the process
Two-pronged Approach

Performance Management Program

**DESIGN & IMPLEMENTATION**
- Focus on defining the new process and competencies
- Creating the tools, the content and the training etc.
- Planning the logistics for implementing the new program

**CHANGE MANAGEMENT & COMMUNICATION**
- Focus on getting leader engagement and buy-in
- Creating the plan to ensure that changes are seamless at all levels in the organization
- Develop communications
Performance Management Maturity Model

Performance Management as Fragmented HR Process

Performance Management as Required Mandate

Performance Management Drives Development

Performance Management Drives Accountability and Compensation

Performance Management as Fragmented HR Process
PM Objectives:
What Are We Trying to Change Or Improve?

Improving performance across the organization (raising the bar)

Retirement & Succession

Improving manager effectiveness with performance management

Behavior Change
Best in Class Performance Management Programs

Goal Setting & Development Planning
- Set organizational, team and individual goals
- Communicate goals, develop strategy
- Discuss development
- Create plan

On-going feedback and coaching throughout the year

Compensation Decisions
- Solicit feedback
- Formal review, employee writes self-review, gives self-ratings, manager adds and rates
- Manager and employee meet to discuss performance

Year-end Review
- Solicit feedback
- Formal or informal performance check-in via a mid-year review or feedback session
- Communicate clear messages around performance based on goals and competencies

Performance Check-in/Feedback/ Mid-year review
- Final ratings are assigned
- Compensation pools are distributed according to performance
- “Pay-for-performance” approach

Managers meet to calibrate performance
- Final ratings are assigned
- Compensation pools are distributed according to performance
- “Pay-for-performance” approach
Components of the PMP - Outline

**Process**
- Goal Setting
- Development Planning
- Mid-Year Reviews
- Coaching and Feedback
- Multi-rater feedback
- Year-End Reviews
- Rating scales & Calibration
- Link to Compensation

**Competencies**
- Competency Model
- Application
- Measurement of competencies
- Behavioral Descriptors

**People**
- University and School/Business unit Leadership
- Manager commitment, capability, confidence
- Employee commitment, capability, confidence

**Tools/Technology**
- Form for goal setting, dev planning, appraisals etc.
- Forced distribution curves
- Training curriculum and format
- Job- aids to learn the new process
Performance Management

Talent Management

Compensation

Performance Management

Employee Survey Experience
Pilot Issues

- Focus
- Scope
- Leadership
Performance Management & Appraisal

• Performance management
  – Defines performance
  – Facilitates Performance
  – Encourages performance

• Performance Appraisal
  – Measures performance
  – Evaluates performance
  – Feed back evaluation
Reflective Practices

Reflective practice is the process of thinking about evaluating, analyzing and reviewing what takes place in the Organization. Its goal is to improve and change our performance. It involves asking questions about existing performing practices, exchanging experiences with colleagues, finding out and trying different approaches and new ideas.
Importance of Reflection

Reflection enables learning

- To give a better chance to think
- To enable to identify any gaps in their knowledge and ask questions and seek clarifications
- To improve and change the existing practices
- To make meaningful contributions of what they learned
Writing Reflective Log

- The present Job routine
- What were the outcomes
- What went well
- What did not go well
- Would you change any thing next time
Becoming Effective

- Few characteristics of Performing Organizations
  - Two way method
  - Learner Autonomy
  - Multimedia based learning
  - Self or Peer correction
  - Unbiased and contemporary learning
  - Dynamic office environment
  - Positivity reinforced
  - Trusted relationships
• Interaction Patterns (Individual, pair, Group, Whole Group) - Choose a Pattern based on need

• Resource Management (beyond control)

• Challenges and Issues in Managing the group
  – Resistance, domination, low confidence, mixed ability

• Giving and Checking Instructions

  Make a note
  – ICQ”s and CCQ’s examples
Continuing Professional Development (CPD)

CPD is a Planned, Continuous and lifelong process whereby individuals try to develop their Personal and Professional qualities, and to improve their knowledge, Skills and Practice, leading to their empowerment, the improvement of their agency and the development of their organization and their Pupils.

-Padwad, Amol, Dixit, Krishna (2001)
Steps to build Professional Portfolio

- **Step 1**: Create your own professional profile (Current teaching position, interests and aspirations)
- **Step 2**: Set Goals (Skills, knowledge and strengths)
- **Step 3**: Evaluate (Investigate different tools, techniques and methods for achieving your goals)
- **Step 4**: Reflect (Question on what you did it and how you did it)
Steps to build Professional Portfolio

- **Step 5**: Insert Materials (Certifications, Trainings and activities)

- **Step 6**: Review (Manage deadlines so as to achieve your goals, monitor your progress track)
Professional Development Plan

• My Development Goal

• My Development Activity to realize my goal

• Finding Resources

• Activity to share my learning with others (clubs)

Collect 5 responses from the group
Few Activities

• Running Dictation
• Onion Ring
• Backs to the Board
• Mingle
• Hide and Seek
• Group work
Common pitfalls/errors for development

- Figure and Ground
- Projection
- Aiming low/less confidence/low motivation
- Self disqualifying
- Grouping
- Done well or well done
- Good Planning and weak implementation
Answer the following

- What’s New
- So what
- Why so
- Why now
- Done well
- Well done
- Who cares
Reflection on Session 1

• The most useful tip from today’s session

• How it will improve your teaching practice

• What went well and where to improve

• Challenges faced

• How to overcome challenges
Developing Professionals

• Are we teaching them what is required?
• What is required to be learned by the individuals?
• Knowledge of Facts?
• Memory of Theories?
• Prescriptive Solutions
• Skills?
  – Technical
  – Interpersonal
  – Conceptual
• Judgment?
Developing Professionals

• It is impossible to anticipate all possible situations, problems or opportunities going to be faced by the individuals in their career and provide solutions to them

• Make them learn how to fish so that, they are able to find sustenance for the rest of their life
Developing Professionals

- Ability to Analyze
- Ability to conceptualize
- Ability to relate the theory to situations
- Ability to create and sense to look at more alternatives
- Ability to judge and choose wisely
- Ability to assimilate learning from new experiences
- Ability to generalize to create theory
Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding
What participants like?

• The more we teach, the less they learn (*they will be teacher dependent*)

• Learning comes not from lecture, not even from reading and remembering, but from the contemplation—the thought they do
  – If I listen, I will forget
  – If I see, I will believe
  – If I do, I will Understand

• If we are able to make them to do more of thinking—they learn

• Teachers are not supposed to cook and serve
  They must facilitate

• The good teacher is the one whose students do the maximum work

• We must arrange and motivate
Some Analogies

• What skills a doctor must have
  – Diagnosis
  – Prescription
  – Treatment
  – Interpersonal

• How are they taught?
Some Analogies

• The Case of a detective
  – Collect evidence scientifically
  – Form hypothesis
  – Use evidence to test hypothesis

• How can they be taught
The Logic

• Constructivism
  – This point of view maintains that people actively **construct** new knowledge as they interact with their environment.

• Constructionism
  – Constructionism asserts that learning is particularly effective when constructing something for others to experience.

Source www.moodle.org
The logic

• Social Constructivism
  – This extends the above ideas into a social group constructing things for one another, collaboratively creating a small culture of shared artefacts with shared meanings.

  When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels.

Source
www.moodle.org
The Logic

• **Connected and Separate**
  – This idea looks deeper into the motivations of individuals within a discussion.
  – **Separate** behaviour is when someone tries to remain 'objective' and 'factual', and tends to defend their own ideas using logic to find holes in their opponent's ideas.
  – **Connected** behaviour is a more empathic approach that accepts subjectivity, trying to listen and ask questions in an effort to understand the other point of view.
  – **Constructed** behaviour is when a person is sensitive to both of these approaches and is able to choose either of them as appropriate to the current situation.
Performance Management: Issues and Challenges

- Workforce Diversity
- Work life Balance
- Philosophy of the Performance Management
- Roles and responsibilities of Raters and Ratees
- Measurement or Methods in appraisal
- Objectivity in the evaluation
- Individual, Group and Organizational Performance
- Leadership style
- User friendliness of Performance Management
- Win Win situations
- Total Quality Management
- Communication and Transparency
- 360 feed back appraisals
• Sub ordination of Individual Interest to Organizational Interest
• Employee Cognitions
• Challenges

• Managing the expectations of all the stakeholders with regard to the performance management process

• Embedding performance management as an ongoing process

• Monitoring the process and keeping it on track
• Getting real business value from performance conversations
• Engaging both line managers and employees in the process
• Having the flexibility to customize the individual performance appraisal according to the changes in the business
• Accessing and recording all the relevant information
A good teacher makes you think even when you don’t want to.

(Fisher, 1998, *Teaching Thinking*)
He who learns but does not think is lost

(Chinese Proverb)

Thank you