



PERFORMANCE MANAGEMENT & APPRAISAL PROCESS

Lucie Hejtmánková

PERFORMANCE MANAGEMENT

- ▶ CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF INDIVIDUALS AND TEAMS IN ORDER TO ACHIEVE HIGH LEVELS OF ORGANISATIONAL PERFORMANCE
- ▶ SHARED UNDERSTANDING ABOUT WHAT IS TO BE ACHIEVED AND AN APPROACH TO LEADING AND DEVELOPING PEOPLE WHICH WILL ENSURE IT IS ACHIEVED

(FOOT&HOOK, 2011,p.249)

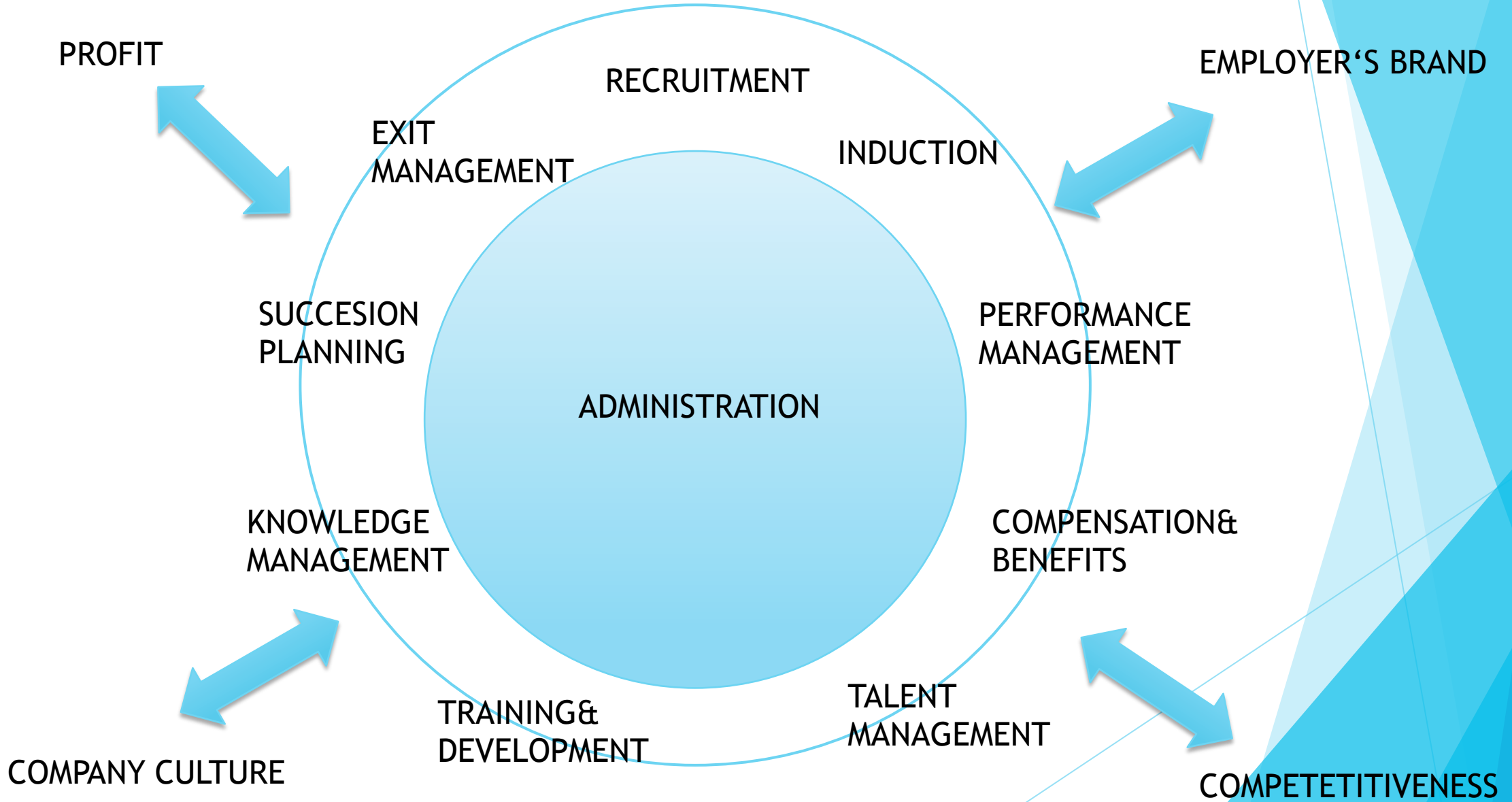
APPRAISAL PROCESS

- ▶ FORMAL SYSTEM OF REVIEW AND EVALUATION OF INDIVIDUAL OR TEAM PERFORMANCE

THE MAIN GOALS OF APPRAISAL

- ▶ TO IDENTIFY HIGH PERFORMANCE EMPLOYEES
- ▶ TO DETECT PROBLEMS IN EARLY STAGE
- ▶ TO MOTIVATE AND TO DEVELOP EMPLOYEE

HR PROCESSES



WHY WE DO THE APPRAISAL?

- ▶ **ASSESSMENT OF CURRENT EMPLOYEE PERFORMANCE**
 - ▶ ARE PERFORMANCE STANDARDS BEING MET?
- ▶ **TRAINING NEEDS**
 - ▶ WHAT DOES THE EMPLOYEE NEED TO LEARN IN ORDER TO IMPROVE HIS/HER CURRENT WORK PERFORMANCE?
- ▶ **CAREER PLANNING AND DEVELOPMENT**
 - ▶ ASSESSING AN EMPLOYEE'S STRENGTHS AND WEAKNESSES TO DETERMINE ADVANCEMENT OPTIONS
- ▶ **COMPENSATION PROGRAMS**
 - ▶ PROVIDES A BASIS FOR RATIONAL DECISIONS REGARDING PAY ADJUSTMENTS (RAISES AND BONUSES)

WHY WE DO APPRAISAL?

- ▶ **INTERNAL EMPLOYEE RELATIONS**

- ▶ USED FOR DECISIONS IN SEVERAL AREAS OF INTERNAL EMPLOYEE RELATIONS, INCLUDING PROMOTION, DEMOTION, TERMINATION

- ▶ **RECRUITMENT AND SELECTION**

- ▶ GENERATES DATA TO VALIDATE SELECTION CRITERIA

- ▶ **HUMAN RESOURCE PLANNING**

- ▶ ASSESSMENT DATA IS HELPFUL IN BUILDING REPLACEMENT OR SUCCESSION CHARTS

WHAT MATTERS?

- ▶ ORGANISATION'S STRATEGY AND OBJECTIVES
- ▶ ORGANISATION CULTURE
- ▶ ORGANISATION PROCESSES
- ▶ HRM APPROACH
- ▶ MISSION

WHAT SHOULD BE DONE

- ▶ EXPECTATION SHOULD BE LINKED TO LONG-TERM GOALS AND BROAD ISSUES
- ▶ WE MUST ENSURE THAT OUR EMPLOYEES:
 - ▶ KNOW AND UNDERSTAND WHAT IS EXPECTED FROM THEM
 - ▶ HAVE THE SKILLS NECESSARY TO DELIVER ON THESE EXPECTATIONS
 - ▶ ARE SUPPORTED BY ORGANISATION TO MEET THEIR GOALS
 - ▶ ARE GIVEN FEEDBACK ON THEIR PERFORMANCE
 - ▶ HAVE THE OPPORTUNITY TO DISCUSS AND CONTRIBUTE TO TEAM AIMS

HOW WE CAN CONDUCT APPRAISAL?

- ▶ MANAGEMENT BY OBJECTIVES (MBO)
- ▶ RATING SCALES
- ▶ BEHAVIOURALLY ANCHORED RATING SCALES (BARS)
- ▶ BEHAVIOURAL OBSERVATION SCALES
- ▶ CRITICAL INCIDENTS
- ▶ NARRATIVE REPORT

ROLES IN THE APPRAISAL PROCESS

HUMAN RESOURCE DEPARTMENT

- ▶ DESIGNS THE APPRAISAL SYSTEM
- ▶ ESTABLISHES AND MONITORS A REPORTING SYSTEM
- ▶ TRAINS MANAGERS IN CONDUCTING APPRAISAL
- ▶ ADVISORS FOR MANAGERS
- ▶ MAINTAINS APPRAISAL RECORDS

MANAGERS & SUPERVISORS

- ▶ EVALUATE EMPLOYEE PERFORMANCE
- ▶ COMPLETE THE APPRAISAL DOCUMENTS AND FORMS
- ▶ REVIEW APPRAISALS WITH EMPLOYEES

SUPERVISORS AS AN APPRAISER SHOULD:

- ▶ BE AWARE OF THE OBJECTIVES & REQUIREMENTS OF THE EMPLOYEE'S JOB
- ▶ HAVE THE OPPORTUNITY TO FREQUENTLY OBSERVE THE EMPLOYEE OR HIS/HER WORK
- ▶ BE CAPABLE OF EVALUATING AND RECORDING OBSERVED WORK BEHAVIOR OR PERFORMANCE
- ▶ AVOID OR MINIMIZE POTENTIAL APPRAISAL ERRORS AND BIAS

AMO MODEL - PURCELL

- ▶ ABILITY - TO LEARN NEW SKILLS AND CAN BE DEVELOPED FURTHER
- ▶ MOTIVATION - MOTIVATING PEOPLE TO USE THEIR ABILITY TO ACHIEVE ORGANISATIONAL GOALS
- ▶ OPPORTUNITY - ORGANISATION SHOULD PROVIDE OPPORTUNITY TO PEOPLE TO USE THEIR SKILLS

APPRAISAL ERRORS

Segment Action (use to validate placement)

		LEARNING AGILITY		
		CONSULT	STRETCH	ACCELERATE
PERFORMANCE	HIGH	<p>CONSULT</p> <p>Support the self-development of their expertise within function rather than across functions, reward high performance in area of expertise, utilize as mentor to lower level staff, propagate their knowledge across the organization where possible.</p>	<p>STRETCH</p> <p>Turn up the heat, increase their level of challenge, stretch them outside of their area of expertise, monitor progress closely to control failure, evaluate when challenge threshold has been discovered and adjust stretch to match before reaching burnout.</p>	<p>ACCELERATE</p> <p>Promote or align for promotion into new role, treat as 'ready now' to go to the next career level, retain through short and long term equity.</p>
	MODERATE	<p>MAINTAIN</p> <p>Allow incremental self-development within function rather than across but only if employee is pushing for self growth, don't introduce development otherwise.</p>	<p>ENGAGE</p> <p>Actively encourage and engage them in self-development within or across function through proactive career discussion, invest in incremental growth, check in and measure often to identify HIPO spark emerging. (new hires here for first cycle)</p>	<p>GROW</p> <p>Perfect them in their current role, ensure their performance success and confidence grows, consider pay grade promotion within role but not into new role, retain through long term equity.</p>
	LOW	<p>MANAGE</p> <p>Actively manage to correct performance with punitive measures to manage out of the organization and/or company if improvement isn't rapid.</p>	<p>IMPROVE</p> <p>Actively engage in performance improvement without punitive measures (for first year), correct in current role, hold pay.</p>	<p>REASSIGN</p> <p>Actively engage in attitude improvement without punitive measures, diagnose source of disengagement, move out of job or correct in current role to address quickly, move out of company if improvement isn't rapid.</p>
		LOW	MODERATE	HIGH

APPRAISAL ERRORS

- ▶ **APPRAISER DISCOMFORT**
 - ▶ TIME CONSUMING
 - ▶ UNPLEASANT EXPERIENCES
- ▶ **LACK OF OBJECTIVITY**
 - ▶ USED WRONG SCALE METHODS
 - ▶ USED WRONG FACTORS
- ▶ **HALO/HORN EFFECT**
 - ▶ APPRAISER USE JUST ONE POSITIVE/NEGATIVE SITUATION TO EVALUATE EMPLOYEE
- ▶ **LENIENCY/STRICT EFFECT**
 - ▶ GIVING UNDESERVED HIGH RATINGS/BEING UNBDULY CRITICAL

APPRAISAL ERRORS

▶ CENTRAL TENDENCY

- ▶ ERROR OCCURES WHEN EMPLOYEES ARE RATED INCORRECTLY NEAR TO AVERAGE

▶ RECENT BEHAVIOR

- ▶ EMPLOYEES BEHAVIOR OFTEN IMPROVES SEVERAL WEEKS BEFORE SCHEDULED EVALUATION

▶ PERSONAL BIAS

- ▶ DIFFERENT KIND OF STEREOTYPES CAN AFFECT APRAISER'S JUDGEMENT

▶ EMPLOYEE'S ANXIETY

- ▶ MANAGER DOES NOT WANT TO TREAT EMPLOYEES BADLY

QUICK CARD - APPRAISAL PROCESS

- ▶ ESTABLISH OBJECTIVE CRITERIA
- ▶ OBSERVE EACH EMPLOYEE DURING THE WHOLE APPRAISAL PERIOD AND MAKE NOTES
- ▶ SET UP THE APPOINTMENT SEPARATELY AND MAKE TIME JUST FOR INTERVIEWING
- ▶ PREPARE NOTES ON YOU WANT TO TALK ABOUT
- ▶ TALK ABOUT WORKING BEHAVIOR AND PERFORMANCE OF EMPLOYEES NOT ABOUT THEIR PERSONAL CHARACTERISTICS
- ▶ APPRAISAL PROCESS IS NOT DISCIPLINARY PROCESS
- ▶ GIVE SPACE FOR EMPLOYEE TO TALK DURING THE INTERVIEW TOO
- ▶ LISTEN TO YOUR EMPLOYEE CAREFULLY
- ▶ CREATE GOALS FOR OTHER APPRAISAL PERIOD



Training&Development

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PŘÍSTUPY KE VZDĚLÁVÁNÍ

- ▶ NAHODILÝ
- ▶ SYSTEMATICKÝ
- ▶ UČÍCÍ SE ORGANIZACE
 - ▶ ATMOSFÉRA PERMANENTNÍHO VZDĚLÁVÁNÍ
 - ▶ VZDĚLÁVÁNÍ SE ODEHRÁVÁ CO NEJBLIŽE SAMOTNÉ PRÁCI
 - ▶ PRACOVNÍK JAKO SUBJEKT ROZVOJE
 - ▶ TÝM EXTERNÍCH I INTERNÍCH LEKTORŮ
 - ▶ DŮRAZ NA MULTIMEDIÁLNOST A DIFERENCIALIZACI

FUNKCE VZDĚLÁVÁNÍ

- ▶ ORIENTAČNÍ A ADAPTAČNÍ
- ▶ INTEGRAČNÍ
- ▶ KVALIFIKAČNÍ
- ▶ SPECIALIZAČNÍ
- ▶ INOVAČNÍ A ZMĚNOVÁ
- ▶ MOTIVAČNÍ

OBLASTI VZDĚLÁVÁNÍ

- ▶ FUNKČNÍ (PROFESNÍ)
- ▶ DOPLŇKOVÉ
- ▶ MANAŽERSKÉ
- ▶ JAZYKOVÉ
- ▶ IT
- ▶ ÚČELOVÉ
- ▶ ZÁKONNÁ

CYKLUS VZDĚLÁVÁNÍ V ORGANIZACI (Hroník, 2007)

- 1/ IDENTIFIKACE VZDĚLÁVACÍCH POTŘEB
- 2/ DESIGN VZDĚLÁVACÍ AKTIVITY
- 3/ REALIZACE VZDĚLÁVACÍ AKTIVITY
- 4/ ZPĚTNÁ VAZBA (VYHODNOCENÍ EFEKTIVITY)

IDENTIFIKACE POTŘEB

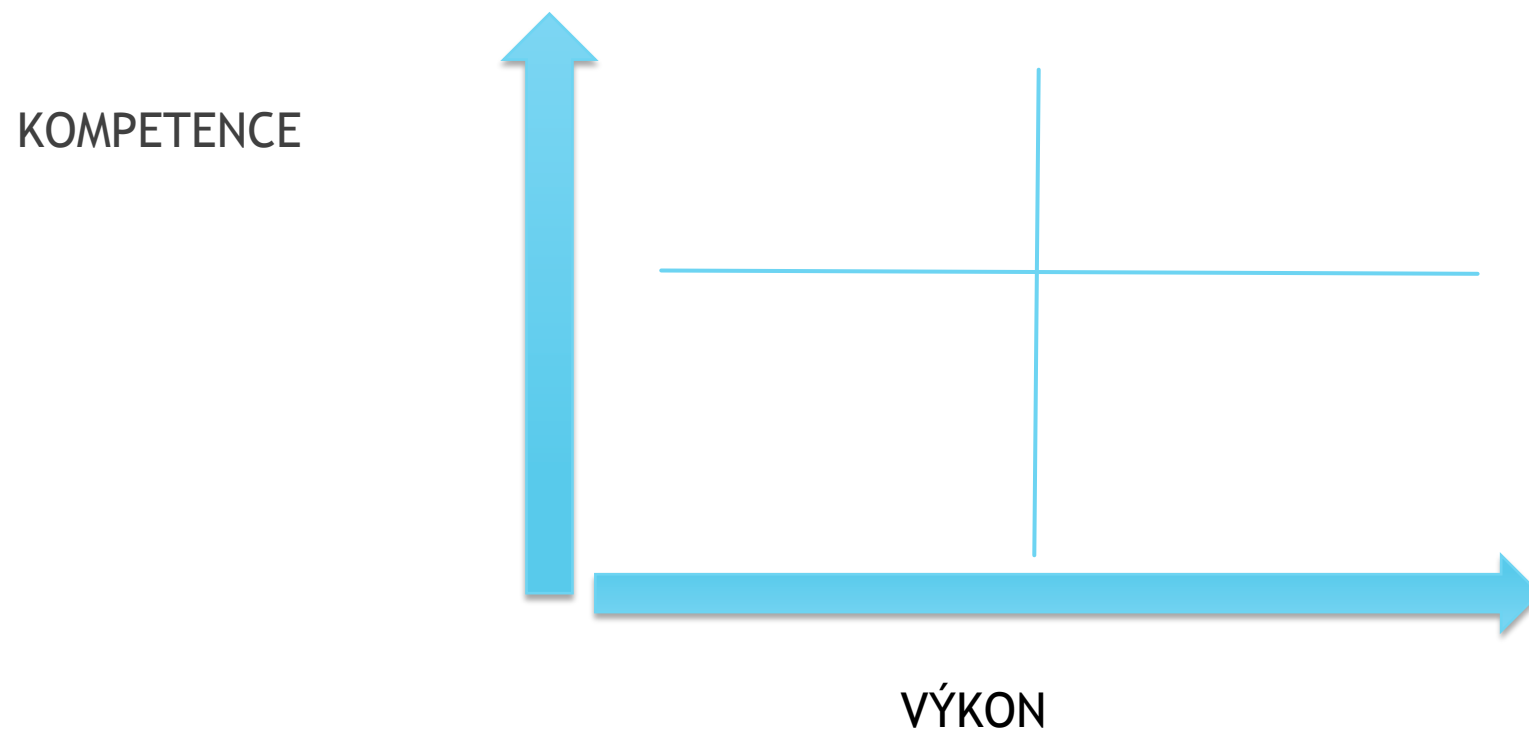
1/ POTŘEBY ZAMĚSTNANCE

- ▶ VLASTNÍ ZPĚTNÁ VAZBA
- ▶ IDENTIFIKACE ROZVOJOVÝCH POTŘEB NASŘÍZENÝM (ZNÁ?, UMÍ?, CHCE?, MŮŽE?)
- ▶ DEVELOPMENT CENTRUM
- ▶ 360° ZPĚTNÁ VAZBA
- ▶ ROZVOJOVÝ PLÁN

IDENTIFIKACE POTŘEB

2/ POTŘEBY ORGANIZACE

- STRATEGIE, CÍLE, KULTURA



Individual development plan

Employee Name		Summary: <i>Short paragraph summarizing this talent, strengths and weaknesses, ambitions, etc.</i>			
		Date:			
Performance Profile		Background		Career Goals	
Employee Picture	Segment	9Box	Current: <i>Job position (# yrs)</i> Prior: <i>(up to 3 in or out of company)</i> <i>Job position (# yrs)</i> <i>Job position (# yrs)</i> Education: <i>Highest degree and specialization</i>	<i>1st role or bigger project or new job position targeted for this HiPot in how many years</i>	
	Evaluation	<i>Last 3 year average</i>		Replacement by	
	Years of services			<i>Name of employee who is able to replace HiPot position</i>	
	Promotion	<i>Year of last promotion</i>			
Retain	<i>Actions taken to retain talent with company.</i>		Develop	<i>Summary of development strategy: specific development path or combination of paths and why.</i>	
	<i>What does employee expect from the company side?</i>				
Engage	<i>Actions taken to increase employee commitment.</i>			<i>What does employee appreciate from the company side?</i>	
COMPETENCIES		STRENGTHS	WEAKNESSES		
<i>Customer Focus Action oriented Optimizes Processes Collaborates Communicates Effectively Instills trust Professional skills</i>		<i>needed improvement – satisfactory - outstanding needed improvement – satisfactory - outstanding needed improvement – satisfactory - outstanding needed improvement – satisfactory - outstanding needed improvement – satisfactory - outstanding needed improvement – satisfactory - outstanding</i>	<i>Describe HiPot's strengths.</i>	<i>Describe HiPot's weaknesses.</i>	
DEVELOPMENT GOAL(s)	LEARNING (70%)	NETWORKING (20%)	TRAINING (10%)	MEASURE	
<i>Use the S.M.A.R.T. criteria: Specific Measurable Attainable Relevant Timely</i>	<i>Actions you are taking or plan to take in this fiscal year to provide this talent with experiences that force them to try new skills, stretch the span of their work, or enable them to practice and perfect current capability</i>	<i>Actions you are taking or plan to take in this fiscal year to connect this talent to the networks and relationships (including your own) needed to support their development process</i>	<i>Formal learning situations taken or planned for this fiscal year to provide this talent the training necessary to prepare them for their development process (classes, seminars, degree programs, certifications</i>	<i>Tracking of results: changes in knowledge, ability, competency, job readiness you would expect to see as evidence that development is complete</i>	

DESIGNOVÁNÍ VZDĚLÁVACÍ AKTIVITY

- ▶ CÍL AKTIVITY
- ▶ OBSAH
- ▶ ÚČASTNÍCI
- ▶ FORMA
- ▶ LEKTOR
- ▶ PROSTŘEDÍ

METODY VZDĚLÁVÁNÍ

- ▶ PŘEDNÁŠKA, INSTRUKTÁŽ
- ▶ PANEL, FŮRUM
- ▶ WORKSHOP
- ▶ PŘÍPADOVÁ STUDIE
- ▶ SKUPINOVÁ DISKUZE
- ▶ HRANÍ ROLÍ, MODELOVÁ SITUACE
- ▶ UČENÍ V AKCI
- ▶ PRÁCE NA PROJEKTU
- ▶ SUPERVIZE
- ▶ EXKURZE
- ▶ SDÍLENÍ
- ▶ OUTDOOR AKTIVITA

METODY A PŘÍSTUPY

- ▶ METODU VZDĚLÁVÁNÍ VOLÍTE PODLE TOHO ZDA ROZÍJÍTE
 - ▶ ZNALOST
 - ▶ DOVEDNOST
 - ▶ PRAKTICKOU APLIKACI
 - ▶ POSTOJ

REALIZACE

- ▶ LEKTOR
 - ▶ MÍSTNOST
 - ▶ UČEBNÍ POMŮCKY
 - ▶ UČEBNÍ MATERIÁLY
-
- ▶ 3P - POSELSTVÍ, PŘÍKLAD, PŘEKVAPENÍ (Hroník, 2007)

EFEKTIVITA VZDĚLÁVÁNÍ

KIRKPATRICKŮV MODEL

1/ HODNOCENÍ VZDĚLÁVACÍ AKCE ÚČSTNÍKY

2/ ZHODNOCENÍ ZNALOSTÍ

3/ HODNOCENÍ ZMĚNY CHOVÁNÍ

4/ ZHODNOCENÍ DOPADU NA BUSINESS CÍLE

HODNOCENÍ EFEKTIVITY VZDĚLÁVÁNÍ

Learning Evaluation:

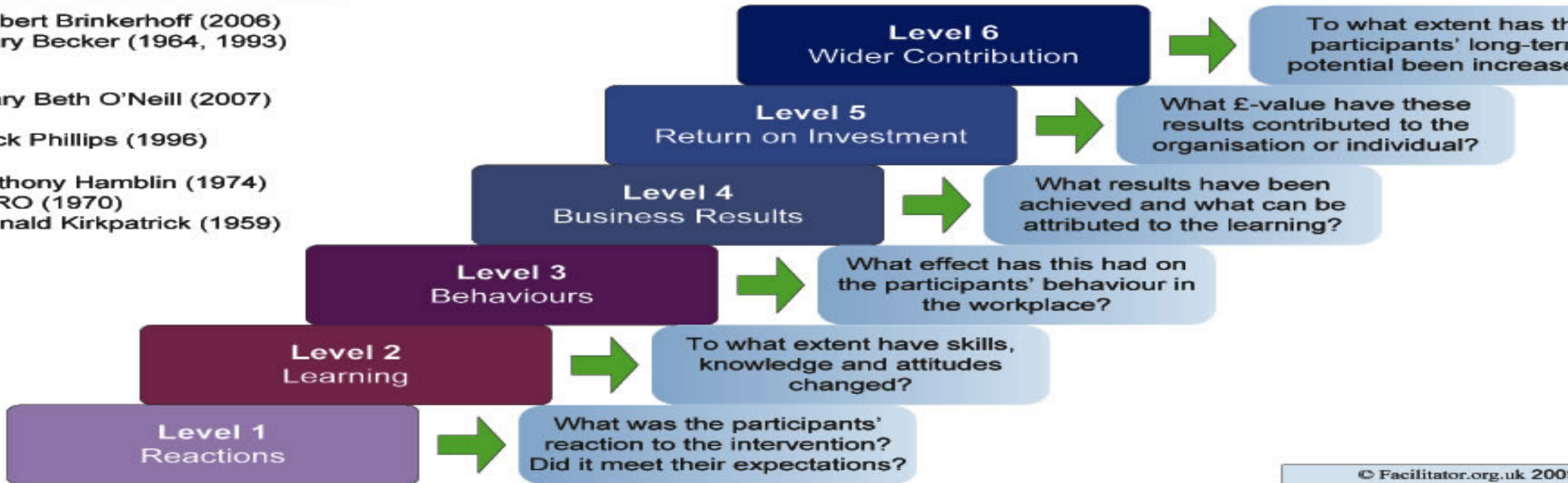
From Kirkpatrick to Brinkerhoff

Robert Brinkerhoff (2006)
Mary Becker (1964, 1993)

Mary Beth O'Neill (2007)

Mark Phillips (1996)

Anthony Hamblin (1974)
Donald RO (1970)
Donald Kirkpatrick (1959)



NÁSTROJE HODNOCENÍ

- ▶ 360° ZPĚTNÁ VAZBA
- ▶ HODNOTÍCÍ FORMULÁŘ
- ▶ HODNOCENÍ NADŘÍZENÝM
- ▶ TESTOVÁNÍ ZNALOSTÍ
- ▶ DEVELOPMENT CENTRUM
- ▶ REPORTING
- ▶ NÁVRATNOST INVESTIC DO VZDĚLÁVÁNÍ
- ▶ DOSAHOVÁNÍ BUSINESS CÍLŮ

LITERATURA

Hroník, F.(2007): Rozvoj a vzdělávání pracovníků, Grada, Praha.

Foot, K.& Hook, K.(2011): Introduction to HR management,



PROSTOR PRO DOTAZY



DĚKUJI ZA POZORNOST

PŘEJI PŘÍJEMNÝ DEN