FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2019

Assignment 2

ADVANCED PERFORMANCE MANAGEMENT (APM812S)
Students were supposed to answer the questions as shown below following instructions given in the first Tutorial Letter for Advanced Performance Management (PM812S) to the letter.

I discovered that instructions are not being followed or never read at all when doing assignments. In the second assignment I will be stricter. Below are simple examples of how I want assignments to be completed in future.

1 (a) An analysis of the characteristics of an effective ideal performance management system (PMS).

1.1 Introduction

The focus of this essay is to analyse the characteristics of an effective ideal performance management system (PMS). Characteristics such as that the PMS should have strategic congruence, that the PMS must also have context congruence and that it must possess or have thoroughness will be analysed just to mention a few examples. After that a relevant conclusion will be provided (Armstrong, 2015; Aguinis, 2013; NUST, 2017).

1.2 Characteristics of an effective ideal PMS

An ideal and effective PMS must have strategic congruence. This means that an effect PMS has have objectives that are aligned to the business strategy in that it should be able to identify employees’ performance that helps in the achievement of the business objectives. It must be a PMS that can also help to quickly identify poor performance that makes it difficult for the company to achieve business goals or strategy; and have these performance problems quickly
rectified so that desired performance levels are in place; so that organisational objectives can be achieved. So, it can be concluded that an effective PMS should always support the achievement of business strategy and by so doing create congruence between itself and business strategy (Armstrong, 2015).

(Using the above given example, the learner analyses the characteristics of an effective ideal PMS listed below).

- The PMS must have practicality;
- It must have meaningfulness;
- It must have specificity;
- It must be able to identify effective and ineffective performance;
- It must have reliability and validity;
- It must have acceptability and fairness;
- It must have inclusiveness;
- It must have openness;
- It must have correctability;
- It must have standardisation; and
- Ethicality (Armstrong, 2015; NUST, 2107)

Students analyse and discuss the above and thereafter give a relevant conclusion.

Conclusion

It is true that an effective ideal PMS should have openness in that all parties concerned should know how it works. All stakeholders should know what this PMS means to them if they produce the desired levels of performance and help the company makes a profit. It must a PMS in which nepotism and favouritism is discouraged, a PMS where appraisals and rating scores are done transparently etc.

1 (b) A discussion of the merits of pilot testing a PMS and the criteria of testing the pilot testing respondents /group

It is very necessary to pilot test a PMS because by so doing this helps to ensure that the PMS is tested to find out whether it measures what is claimed it measures (validity). Pilot testing also helpful in finding out whether the same instrument (the PMS) can produce the same results when used with a similar group under the same conditions if it produces consistent results (reliability). The pilot testing of the PMS is also expected to show whether the PMS is difficult to use or not, if difficult to use it can then be modified to suit the participants’ levels of understanding (Armstrong, 2015; Aguinis, 2013).
There is criteria that can be used to select the most suitable group to use in pilot testing the PMS. For example, people to be used must be willing to give up part of their precious time in order to pilot test the new PMS. Secondly, both management and staff must be equally represented in the pilot test group. It is also important that pilot testing participants are well aware of their roles in the pilot test. The participants must also have been trained in how the whole PMS works, otherwise if not there will problems in interpreting how it should work (NUST, 2017; Armstrong, 2015).

1 (c) A discussion of biases that experienced when implementing a PMS.

There are basically three biases that are experienced in an organisation when implementing a PMS. These are biases such as selective exposure, selective perception and selective retention.

Selective exposure alludes to people making themselves amenable or free to accept or associate themselves with phenomenon that is of interest to them or which benefits them. For example, if employees feel that they will benefit from the implementation of the PMS, then they will support its implementation and those who see no benefits accruing to them will oppose the implementation of the PMS (Armstrong, 2015).

Selective perception alludes to the fact that people have their own choice of and preferred meaning to phenomenon that they face. In this situation, people attach their own meaning to phenomenon instead of what it really means. Even if the way the PMS is fair people may want to believe that it is unfair because that is what their mind sets believe (Armstrong, 2015).

And last but not least, selective retention happen in situations whereby people have an inclination of only remembering only the information they agree with. In a performance appraisal people may agree with the positive aspects of their performance only and refuse to remember the negative aspects. However, it is argued that only remembering the positive aspects does not give a clear picture of how someone is performance, it is rather better to remember the negative aspects as well (NUST, 2017).

To sum up, biases that an organisation is exposed to when conducting performance appraisals are selective exposure, selective selection and selective retention. The appraiser must be aware of these biases as discussed above to avoid distortion of collected information during performance appraisals.
Identification and discussion of developmental activities that employees may go through after performance appraisals in order to improve their skills and knowledge

1.1 Introduction

There are several developmental or learning activities that employees may have to go through after performance appraisals in order to improve their performance to the desired levels. These are developmental or learning activities such as coaching, mentoring, job enrichment, special assignments or projects, conferences, E-learning, Guided-reading, learning from colleagues, professional memberships and learning getting formal qualifications depending on the nature of the performance problem an individual employee or a team is experiencing (Armstrong, 2015).

1.2 Coaching

1.3 Mentoring

1.4 Job enrichment

1.5 Special assignments or projects etc.

(Under each of the sub headings the students discusses briefly and comprehensively what each of the learning activities entails, and citations must be included.)

Conclusion

From the discussion carried out above, it is clear that a developmental or learning activities are prescribed (coaching or mentoring) to help correct a specific nature of a performance problem. This done in order to correct the performance problem so that the job incumbent is able to perform to the desired level of performance which contributes to the achievement of organisational goals.

References

