Monitoring employee performance

Overview

Implementing performance management systems invariably involves change. This could mean a change of HRM processes, culture, procedure, operational plans, and possibly mindset. As you introduce performance management systems, it is likely you will become an agent of change. How and when you communicate, with whom you communicate, and what you communicate will need careful consideration before you proceed. The effectiveness of your introduction strategies will become crucial to a successful implementation.

In this section, you will first consider options for introducing performance management systems into your organisation. This will facilitate your progress and direct your approach for implementing systems into any number of different operational areas of the organisation. It will also help you to identify whom you will train, and at what stage you will train people to implement the system.

When you implement performance management systems, you need to communicate the organisational expectations for both team and individual performance. To this end, you may consider making yourself available to work with those who are determining ways to monitor, measure, review and give feedback on performance. You will also determine strategies for dealing with both exceptional performance from high achievers, and unacceptable performance from under-achievers, in your organisation.

Key terms

**Benchmarking**

The practice of comparing specific organisational performance indicators or business processes with those of other comparable companies.
Performance standards
The level of performance sought of an individual or group which may be expressed either qualitatively or quantitatively.

Management By Objectives (MBO)
A systematic approach allowing management to focus on achievable goals.

Communicate plan of action
Having identified reasons for wanting to introduce performance management systems into your organisation, and having considered the essential elements that make up performance management systems, you now need to decide on the ways you will introduce and implement them.

The plan of action at this stage is to introduce performance management systems to people in your organisation. In a sense, this is a project, so you need to introduce your systems with a view to implementing all of the required elements on time, within budget, and with allocated resources. Your plan of action needs to incorporate all these elements.

There will be people to inform, possibly throughout the entire organisation, who are not familiar with performance management systems. There may also be the need to alter the focus of those who have previously used older performance appraisal systems. Some may be reluctant to accept and work with the new concept of performance management systems.

Process of change
You have already considered the impact that change can have on organisations and the working life of employees. If you are to be the instrument of change in the process of implementing performance management systems, then you need a clear understanding and application of the process of managing organisational change.

For some people, change can be exciting as it stimulates the promise of great benefits. For others, change can be unsettling, disruptive, threatening, and disturbing. It can cause stress, loss and uncertainty.

You need to proactively reduce or cushion the negative effects of change, as you introduce and communicate this new way of managing performance. By doing so, it will be less traumatic and disruptive for all concerned, and it will also enhance your efforts to gain acceptance from those who will be implementing the new performance management systems.
It is a strange paradox that people often enjoy certain types of change, such as travelling to different countries, buying in new shops, eating in a variety of restaurants, and changing clothes, cars and hobbies. Yet, change at work can be very upsetting. The main difference is that change by choice is exciting, refreshing and empowering, however, imposed change does not enjoy these characteristics.

Think

Think of a major workplace change that you have had to make.

Consider your responses as you worked through the change. There may have been various stages you worked through, such as the awareness of the need for the change, obtaining more information about the likely effects of the change, the effects on you personally of the change, and how management were likely to react to the change.

Other factors to consider might be:

- how you imagined the change was going to affect others, e.g. customers, colleagues and other departments
- whether you started working or talking with other people to coordinate, cooperate or manage the change
- whether, as time progressed, you looked beyond the change to see better ways of doing things or make suggestions

With these adoption stages in mind, consider introducing your performance management systems to your employees as a process of change. Work through the following checklist:

Table 1: Checklist (2 cols)

| It is clear in my own mind exactly what I want to achieve. | ☐ |
| I have created a common purpose among those who are to work with me to introduce this change. | ☐ |
| From an early stage, I have addressed the concerns of those who have misgivings about performance management systems. I have dealt with their concerns and uncertainty, and clarified their issues. | ☐ |
| I have communicated my plan of action to all who are to implement performance management systems. | ☐ |
I have outlined my strategy for staying in touch with staff.

I have checked and rechecked my plans and messages for consistency and clarity.

I have offered my support and congratulated successes, while discouraging negativity.

I have set in place strategies for remaining positive, proactive and steadfast to the systematic changes that are essential to implementing this new system.

Resistance to change

While introducing a workplace change, resistance to change will most likely occur at some point or all points along the way. It can be wearying. As you proceed to introduce performance management systems into your organisation, resistance may come in a number of guises.

People can put up roadblocks with comments, such as “no”, “no way”, or “leave me out of it”.

- There may be the traditionalist who will want to do it the way it has always been done, and can see no reason to change.

- There can be more subtle attempts to resist with passivity and comments, such as “just tell me what you want done”. They may not really commit themselves to the spirit of it, but rather let you carry the torch for them.

- In the same way, some people may use persistent questioning to arrest their own commitment, such as “do you really need to do that?”

- There are those people who delay or procrastinate, trying to stave off the inevitability of adopting a change with “I’ll do it soon”, or “perhaps it can wait”.

- There is the artful dodger who shifts responsibility to avoid being involved.

- There are those who show great enthusiasm with “Hey, that’s what we need”, or “Yes, I’m happy to do that”, only to reverse their decision with balloon-popping surprise.

Be ready for these eventualities. Roadblocks are often expressions of concern, threat or vulnerability. Your responses to these people could be to ask them to express their concerns and worries about the suggested change, so you can address them specifically.
For those who are delaying or procrastinating, ask them to clarify what is being asked of them, and when it is expected that they do it. Then reconfirm your expectations. Follow-up and get feedback to be sure they have acted to produce the results.

The passive resister can subtly avoid being involved or contribute a minimum amount of effort. These individuals need to accept full responsibility. This type of passive resistance can be a problem in teams. They can also be the source of much bitterness. Ask the person, “Are you clear what is expected of you?” and “Tell me exactly what you intend to contribute to this”.

Follow-up and get feedback on the degree of effort that has been contributed. Likewise, follow-up on those people who enthusiastically agree or promise to do something, even though their body language indicates the opposite.

The artful dodger who moves responsibility to other people needs to have the responsibility to act. Likewise a person who threatens to go to a person with more power and authority needs firm clarification and reinforcement of what is expected from them.

**Introducing performance management systems**

Before you begin, ensure you have the following ingredients for introducing the implementation of performance management systems into your organisation:

1. Organisational commitment, with a clearly defined mission/vision statement, and strategic goals and objectives that support a performance management system.

2. Key personnel who will help to introduce and support the new performance management system.

3. Potential to form a working party to draw up a plan of action for introducing the implementation of the performance management system, and which will:
   - ensure all employees understand the business focus and strategic plan for the organisation
   - identify organisational KRAs
   - ensure all employees are appraised of essential elements of performance management systems

4. Specified operational/functional areas for implementing the performance management system.
5. Training strategies for implementing the performance management system.

Try it

Determine your state of readiness for introducing a performance management system.

Do you:

Have the commitment of your organisation to a performance management system?

Yes ☐ No ☐

If you do not have a commitment, how do you propose to gain a commitment?

________________________________________________________________________

________________________________________________________________________

To gain commitment you may speak with or lobby the executives and senior managers, and/or present a case or proposal for introducing performance management.

Do you:

1. Have an organisational mission statement and strategic goals and objectives for your staff to peruse and discuss?

   Yes ☐ No ☐

2. Have appropriate organisational policies and procedures to support a performance management system?

   Yes ☐ No ☐

Are you able to:

3. Identify key personnel who will help and support the introduction of a
new performance management system?

Yes ☐  No ☐

4. Form a working party to draw up a plan of action for introducing the implementation of a performance management system?

Yes ☐  No ☐

5. Identify specific operational/functional areas for implementing a performance management system?

Yes ☐  No ☐

6. Determine training needs for implementing the new system?

Yes ☐  No ☐

Read


Effective communication strategies

Effective communication is crucial for introducing and managing performance management systems, particularly at this early stage. You need to lobby, collaborate and network effectively to introduce the concept of performance management, and the working components of the performance management systems.

Communicate clearly, concisely and appropriately. Be aware of your audience, their level of understanding, and receptiveness.

Avoid jargon and terms that are alien to the particular group of people. Be prepared and receptive to questions. Be open to requests for your participation in team problem solving and decision making. Be available to teams and individuals to reinforce understanding and correct misunderstanding.
Identify networks

Identify networks within your organisation that you can access to inform key personnel. Enlist their support for your efforts. Lobby your peers and senior managers to co-opt their assistance and involvement in coordinating introductory activities. Collaborate with them and with team leaders to gain secondments and to undertake training for those individuals involved in introducing and implementing the new system.

You need to communicate with team leaders, area managers and supervisors to inform and work with them on the working components of the system. You also want to gain feedback from these same leaders to ascertain the degree of success on the introductory process. You want feedback from them to rectify any information deficits, deal with resistance, and address any staff concerns.

Consider the most effective ways of communicating the required information. Will you address small groups or one large group? Will you meet with team leaders only, or with key individuals? Much of this depends on the organisational factors, such as the nature of the business, the structure of the company, and the culture of the organisation.

Consider the format you will use to communicate information:

- you can arrange for formal question and answer sessions, or small group discussions
- you may want to provide information sheets, handouts, information kits or case studies as examples
- you could prepare a video recording or a CD-ROM
- you may want to prepare overhead transparencies or a PowerPoint presentation
- you would probably use a combination of any of these

Gantt charts

You may consider using Gantt charts as complementary planning tools to your action plan. Gantt charts could be particularly useful if you were introducing performance management systems throughout an organisation, or in a number of operational areas simultaneously.

The following is an example of a simple Gantt chart involving:

- relocation of an office from its current site
- installation of new and old furnishings in a new site
<table>
<thead>
<tr>
<th>Task No</th>
<th>Task</th>
<th>Duration (Days)</th>
<th>Precedence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Layout planned</td>
<td>5</td>
<td>First</td>
</tr>
<tr>
<td>2</td>
<td>Agreement for layout obtained</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>New office site cleaned and painted</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>New office furniture installed</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Preliminary services — phones etc. installed</td>
<td>4</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>6</td>
<td>Old office — files packed</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Milestone — ready for senior manager visit</td>
<td>0</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>8</td>
<td>Senior manager visit</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Existing furniture and files moved</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>All staff moved to new office</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Milestone — ready to open</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Office opened</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>
Figure 11: A worked example of this Gantt chart (using MS Project)
Try it

Address the following points from pages 6 and 7, where you determined your state of readiness for introducing a performance management system, then draw up a plan of action and a Gantt chart.

- identify key personnel who will help and support the introduction of the performance management system
- form a working party for introducing the implementation of a performance management system
- identify specific operational/functional areas for implementing a performance management system

Note. You can combine all three points into one Action Planning Sheet and one Gantt Chart, or you may create separate sheets and charts to address each point. This depends on the size and complexity of your undertaking.

(a) Draw up a plan of action using the following format, or a similar format of your own:

**Action Planning Sheet**

Table 4: Action Planning Sheet (5 cols)

<table>
<thead>
<tr>
<th>Action</th>
<th>When</th>
<th>Who</th>
<th>Where</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
(b) Complete a Gantt chart using the following format, or a similar one of your own.

**Gantt chart**

Table 5: Gantt chart #3 (4 cols)

<table>
<thead>
<tr>
<th>Task No</th>
<th>Task</th>
<th>Duration (Days)</th>
<th>Precedence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>9</td>
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<td>10</td>
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<td></td>
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<tr>
<td>11</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Train personnel**

While you may have identified key personnel during your planning stages for introducing performance management systems, you need to analyse the specific training needs of each person who will be involved in the implementation process.
Training needs analysis

Much of the work you have done so far can be included as recognised elements of a traditional training needs analysis. The training needs for implementing performance management systems should consist of:

1. An organisational analysis:
   - external and internal environment
   - culture
   - mission, goals and objectives
   - HR goals and objectives
   - KRAs

2. A person analysis:
   - person specification (knowledge, skills, attributes, experience)
   - performance records

3. A task analysis:
   - job analysis
   - job description

Read

A recommended and optional reading on a systematic approach to training and development can be found in Human Resource Management by Raymond J Stone, on pages 325–327.

This reading will also be relevant to your further deliberations on feedback training and team and individual learning and development in later sections.

Relevant personnel

Relevant personnel will include senior managers, line managers, team leaders and supervisors. You need to take the opportunities to gauge the responsiveness of the leaders and the rapport they have with their teams. Identify the degree of cohesion and self-determination that exists among team members at work. This assessment and observation will help you
determine the extent to which they need training in preparation for implementing the new system.

Other personnel, such as workplace trainers, technical support staff, HR staff and administrators, may also need training beyond the basic information stage. For example, technical support staff developing HRMIS, or administration staff preparing performance management documents or timetables, may need training in the areas in which they will be involved.

Checklists and feedback sheets

HR managers may design a checklist for use as they speak with employees during the introduction stage of implementing a performance management system. They may also design a feedback sheet for those participating in the information sessions.

The following is an example of a checklist that you can use when introducing performance management systems:

<table>
<thead>
<tr>
<th>Checklist Introducing Performance Management Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team _________________________________   Date __________</strong></td>
</tr>
<tr>
<td>1. Introduced the concept of performance.                                     YES □ NO □</td>
</tr>
<tr>
<td>2. Discussed the rationale for introducing performance management systems.   YES □ NO □</td>
</tr>
<tr>
<td>3. Presented the organisational strategic plan for performance achievement as indicated in:</td>
</tr>
<tr>
<td>– The mission statement                                                    YES □ NO □</td>
</tr>
<tr>
<td>– The strategic goals and objectives                                       YES □ NO □</td>
</tr>
<tr>
<td>4. Identified the Key Results Areas (KRAs) for organisational performance.   YES □ NO □</td>
</tr>
<tr>
<td>5. Illustrated the link between organisational performance and the performance of teams and individuals. YES □ NO □</td>
</tr>
<tr>
<td>6. Discussed a range of issues which impact on performance management systems, including:</td>
</tr>
<tr>
<td>– Legislation                                                              YES □ NO □</td>
</tr>
<tr>
<td>– Codes of Practice                                                        YES □ NO □</td>
</tr>
</tbody>
</table>
7. Explained and gave examples of:

- Team Key Results Areas  
- Team Key Performance Indicators  
- Team Performance Targets

8. Explained the need for each person to manage their individual performance by:

- Referring to their Job Description  
- Developing individual performance objectives  
- Devising and using action plans

9. Provided examples of:

- Individual performance objectives  
- Individual action plans

10. Explained why performance needs to be:

- Monitored  
- Measured

11. In collaboration with participants, identified a variety of techniques for:

- Monitoring performance  
- Measuring performance

12. Discussed the need to uphold the flexibility and responsiveness that characterises the use of performance management systems.
13. Identified organisational policies and procedures for formal performance review.  

14. Explained performance feedback mechanisms for:
   - Formal feedback  
     ✔ YES □ NO □
   - Informal feedback  
     ✔ YES □ NO □

15. Outlined options for intervention to close performance gaps and rectify under-performance, sub-standard performance, and non-compliant performance, including:
   - Training and development  
     ✔ YES □ NO □
   - Counselling  
     ✔ YES □ NO □
   - Mentoring  
     ✔ YES □ NO □
   - Coaching  
     ✔ YES □ NO □
   - Employee assistance programs  
     ✔ YES □ NO □
   - Suspension and termination of employment  
     ✔ YES □ NO □

16. Discussed options for performance improvement and development in pursuit of exceptional performance results, including:
   - Self-managed teamwork  
     ✔ YES □ NO □
   - Effective interpersonal communication  
     ✔ YES □ NO □
   - Promoting creativity and innovation  
     ✔ YES □ NO □
   - Responsiveness to change  
     ✔ YES □ NO □
   - Managing conflict  
     ✔ YES □ NO □
   - Commitment to continuous learning  
     ✔ YES □ NO □

Ensure your checklist covers each aspect of the performance management system with each team. It must also allow you to determine the degree of understanding and acceptance among people.

Undertake a person and task analysis as you identify individuals for training. Scrutinise job specifications and job descriptions. The information that you gather from this activity will determine the methodology you use for training. Methods, in terms of process and content of training, must
address what individuals need to know and do, to be able to put their systems into practice.

The way you present your training must take into consideration the capabilities of each individual for understanding, and their need to relate what is learnt to their own job, and to team work.

HR managers may design a feedback sheet for those participating in the information sessions for them to complete at the end of your session. Feedback needs to determine the understanding and relevance to each person of the points you have addressed in training.

The following is an example of a feedback sheet, which can be completed by participants following the performance management systems information sessions:

Table 7: Feedback sheet (1 col)

<table>
<thead>
<tr>
<th>Feedback Sheet introducing a Performance Management System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team _____________________                       Date ________________</td>
</tr>
</tbody>
</table>

Circle one answer to each point.

As a result of having attended information session(s) on a Performance Management System, would you say that:

1. You understand the concept of performance management:
   – completely
   – partially
   – not at all

2. You can identify with the mission statement and strategic goals and objectives of your organisation:
   – completely
   – partially
   – not at all

3. You understand the need to monitor and measure team performance:
   – yes
   – no

4. You understand the need to monitor and measure your own performance:
   – yes
   – no

5. You would now be able to work with other team members to develop with ease KPIs, performance targets and performance objectives for your work team:
   – with some difficulty
   – with a great deal of difficulty
6. You could write your own performance objectives and develop an action plan for achieving your objectives:
   – with ease
   – with some difficulty
   – with a great deal of difficulty

7. You could list the monitoring techniques you would use to check your performance along the way:
   – with ease
   – with some difficulty
   – with a great deal of difficulty

8. You could say how you would measure that you have achieved what you wanted to achieve in your work performance:
   – yes
   – no

9. You have come to terms with the fact that performance management systems must be flexible and adaptable in response to the changing needs of the organisation
   – yes
   – no

10. You realise that a performance management system designed to meet the needs of one operational area can be different from a performance management system for another or a number of other operational areas; that each operational team develops their own system which will address their specific KRAs and KPIs:
    – yes
    – no

11. You are aware of the organisational policy and procedures for formal performance review and feedback:
    – yes
    – no

12. You can explain the difference between formal and informal feedback, and can identify situations which lend themselves to providing informal feedback:
    – I can identify a number of situations when informal feedback can be provided
    – I have difficulty identifying when informal feedback can be provided
    – I cannot identify situations for providing informal feedback

13. You understand what is meant by a performance gap:
    – yes
    – no

14. You understand the difference between under-performance, sub-standard performance, and non-compliant performance:
    – clearly
    – not sure
– am confused
15. You understand what is meant by intervention to rectify poor performance:
   – could name a number of possible interventions
   – not sure
   – am confused

16. You can relate to the need to work towards exceptional performance through a process of continuous improvement:
   – yes
   – no

17. You can identify a number of performance improvement strategies that you could participate in (individually or as a team member):
   – yes
   – no

These points are not exhaustive. The feedback sheet is an example of the kinds of detail you need to elicit to determine the degree of understanding of the information you have given.

If every first statement is circled, you have done exceptionally well in communicating performance management systems. On the other hand, if every last statement is circled, you need to reconsider your communication strategy and techniques. Perhaps you may need to revisit certain points.

**Training methodologies**

Training can take many forms. It must be planned, with set goals and objectives to address specific training needs. One type of training will suit one group, such as university lecturers or managers, while another type of training will suit another group, such as warehouse staff or orchard workers. A team in a holiday resort may have a variety of training needs, while a team in an aquatic centre may have fairly homogeneous training needs.

At the end of the training, check that you have achieved your training objectives, and that the personnel who undertook the training have achieved their learning objectives. Aim to have no gaps.

Training in the form of planned information sessions can be followed by question and answer sessions. You can provide information sheets, handouts of overhead transparencies, or Microsoft PowerPoint slides. You can show a self-prepared or commercial video on performance management systems.

Your training can include:

- seminars
- simulations
• role plays
• computer assisted interactive CD-ROMs (particularly useful for remote area teams)
• workshops
• visits to other organisations
• coaching
• mentoring

Training needs to address both the process and content of performance management systems.

Processes

The processes are those organisational determinants that include:

• linking team and individual performance to business strategies and KRAs
• linking team and/or individual performance with pay, rewards and incentives
• identifying legislation and standards relevant to team and individual performance
• achieving team and individual performance outputs and outcomes
• monitoring team and individual performance
• measuring team and individual performance
• reviewing team and individual performance
• giving and receiving feedback
• closing performance gaps
• intervening in cases of sub-standard performance and non-compliant performance

Content

The training content for performance management systems includes:

• how to conduct and when to call team meetings
• how to identify and write team KRAs that link to organisational performance results
• how to write KPIs
• how to set team and individual goals and objectives
• how to write action plans
• how to design and/or use the tools for monitoring the progress of team and individual performance
• how to design and/or use the tools for measuring the results of team and individual performance
• how and when to review team and individual performance
• how to design and/or use review documents
• how to coach, mentor and train
• how and when to obtain feedback

Implementing performance management systems

Your performance management systems are introduced and are ready to be implemented. You have communicated, informed and trained relevant personnel to explain what implementation entails.

Teams and individuals are starting to grasp what is expected of them to activate the interrelated elements that make up performance management systems. You need to keep the momentum going and to review your own progress, e.g. are you on track? Are your staff moving towards implementation?

Manage performance

There are two points to be considered when managing performance. The first concerns the obligatory organisational requirements of performance management systems.

The second concerns the functional elements of the performance management system.

Organisations expect that performance management systems uphold organisational policies and relevant legislation and standards, when monitoring, measuring, reviewing, and giving and receiving feedback on team and individual performance.
This will also be the case in relation to subsequent performance interventions, whether they be pay rewards for exceptional performance or disciplinary action for sub-standard performance. Obligatory organisational requirements also apply to determining the appropriateness and allocation of training and development activities for teams and individuals.

One important functional requirement is that teams and individuals work to enact performance management as an ongoing, systematic, continuous and cyclical process.

Managing team performance

You need to monitor and measure the team performance goals and objectives that you set. You need evidence to support the fact that you are on track for meeting your objectives. Then you need evidence to indicate that you have achieved what you intended. The tools you use to collect this evidence must highlight the performance gaps between what you intended to achieve, and what you actually achieved.

The tools and evidence for monitoring and measuring team and individual performance depend on what is being measured.

Tools and equipment for measuring quantity range from clocks to cash registers, from mechanical counters to weighing scales, from audiograms to stopwatches.

Read

Recommended additional reading on performance measures can be found on pages 345–358 of Human Resource Management by Dessler. This reading illustrates the various ranking and rating methods that can be used to measure performance. It also explains the critical incident method, and management by objectives (MBO).

Measuring and monitoring performance

There are options to consider for monitoring and measuring team and individual performance. Remember though, that whatever you are measuring and monitoring, it has to be within the capacity of the job description held by the individual, and compliant with the applicable standards, legislation and policies.

By definition, “review” literally means to look again. If goals and objectives were written six months or a year ago, it is now time to review them. They
are looked at again to see what has occurred in the interim, in relation to achieving those goals and objectives.

The difference between a monitor and measure, is that a monitor is a control mechanism that is used for making a judgement on the progress of something along the way, whereas a measure provides an analysis of the result or outcome.

Just as a cardiac monitor records the ongoing activity of the heart of a patient, a thermometer continues to indicate the heat of an oven as the bread cooks. A security camera monitors the movement or presence of people in a given area, whereas a seismograph continuously monitors earthquake activity.

The measures that can be applied in these cases are that the cardiac monitor provides a measure in both quantitative and qualitative terms for diagnosing the activity and condition of the heart. The thermometer provides an ongoing quantitative measure of the heat of the oven, so that the right temperature is maintained.

The activity on a security camera is analysed at any given point of time, before, during and after the event. The activity on a seismograph is shown as a quantitative measure on the Richter scale. A monitor checks the progress, a measure indicates the outcome.

Once you have monitored and measured team performance, you will now need to decide how you will review this.

You must analyse your achievements to:

1. Identify and analyse the reasons for performance gaps.
2. Determine interventions for addressing performance gaps/
3. Determine and recognise the contributions that individuals have made to the team effort, and to prepare for their own performance assessment
4. Capitalise on results to improve performance and excel in the future.

Retain the evidence that you collect from your monitoring and measuring activities. As a team, review this evidence.

It may be possible to obtain computer data analysis to analyse the evidence collected from monitoring and reviewing team performance. However, it must be collected in a format than can be used for input into the computer system.

It is wise to design your performance monitoring and measurement tools so they can be computer generated, collected, collated and analysed. The information can then be presented at any time with minimum effort for review and feedback.
While performance evidence may be collected by manual or mechanical means, the tools that are used to collect the evidence can be designed for computer analysis.

Rating and ranking scales can still be devised and applied for qualitative assessment, as well as quantitative assessment, based on the ability of workers to address written statements of expected skills, behaviour, attitudes and relationships.

Qualitative measures assess things such as:

- responses
- comments
- judgements
- behaviours
- attitudes
- satisfaction
- appearances
- conditions
- attributes

Quality measures can be nebulous, for they may need to include:

- value and opinion statements
- subjective judgements
- personal appraisal.

Quality can be measured with:

- responses to statements on scales from 1–10
- ratings from poor to excellent, from acceptable to unacceptable
- comparisons such as effective or ineffective, efficient or inefficient.

Quality components may also be measured with:

- YES or NO answers
- LOW, AVERAGE, HIGH ticks to posed questions
Examples of questions are: “minimises pain by handling the sore limb with care”, or “approaches the violent offender with caution”.

Managing individual performance

Individual performance monitors and measures will also need to provide evidence for review. When individuals are at work (whether alone or in a team), there is an important risk management component to performance management, to counter the chance of:

- accidents
- incidents and mistakes
- material resource losses and wastage
- down-time and lost time
- sub-standard and non-compliant behaviour and performance

All of these ultimately impact on team performance.

There are three documents that must be used to monitor, measure and review individual performance. These documents are:

- job descriptions based on job analyses
- individually written performance goals and objectives
- individually determined action plans

Relevant legislation and standards must be taken into account as individuals develop and apply these documents to managing their performance. This is particularly relevant for individuals who are setting goals and objectives and developing action plans to address team goals and objectives.

Individual performance expectations must reflect the knowledge, skills and role relationships of the job description of the person. They must also respect any trade, professional or industry standards that apply to the particular individual.

While you can review your own progress and achievements, a formal appraisal review and feedback process needs to be undertaken with your team leader. There are other methods that can be used for combined performance review, such as the comprehensive 360 degree review process, which includes self review, peer review and leader review.

A formal review will provide performance evidence for your personnel record as a matter of organisational policy. Consider the reasons for and implications of this.
A recommended additional reading on 360 degree review can be found in the journal article titled, “360° Feedback covers all the angles”, by Nagel in HR Monthly.

Cooperative performance appraisal

Some of the reasons for a cooperative performance appraisal are to:

• give you an opportunity to seek and provide feedback on your performance

• give your team leader the opportunity to seek and provide feedback on your performance, based on evidence

• jointly identify performance gaps

• jointly plan strategies for closing the gaps

• plan for your performance development

• jointly recognise your performance achievements, and to identify your attainment of exceptional performance

• jointly determine performance remedies and/or interventions for under-performance, sub-standard performance and non-compliant performance

• retain your performance record for reference for the period of your employment, for your personal/professional needs, and for organisational performance analysis and statistics

Some of the consequences of undertaking individual performance review as a cooperative activity are:

• maintaining a legal record of your performance (as it relates to individual and organisational obligations)

• retaining an organisational record of your performance

• conducting a fair and equitable assessment of your performance, by providing a valid and reliable process

• linking and assessing your individual performance with team performance requirements, and vice versa
• identifying performance excellence in line with organisational policies for recognition, incentives and rewards

• identifying under-performance, sub-standard performance and non-compliant performance for further action and intervention

• identifying and planning for performance learning and development activities

Joint reviews

You now need to prepare for a joint review with your team leader, either at a time determined by the organisation’s performance management policy, or at any time arranged between you and your team leader. This may depend on the nature of your business and the operations of your functional area.

You may decide to have frequent review sessions in the early stages of implementing your performance management system. There may be other circumstances that determine the frequency of individual performance reviews, such as commencement of a new project, or a transfer of key personnel from another area.

Adapted from Open Learning Institute (2003) Learner's Guide
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