

CHANGING DIMENSIONS IN PERFORMANCE APPRAISAL WITH RESPECT TO ORGANIZATION

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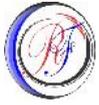
ABSTRACT

Although there is significant journalism on the use of performance appraisal for the profit motive, there is little journalism available in concerning the appraisal for the staff position in institutions with reference to education sector. A considerable research indicating that more knowledge is needed in this area so that performance appraisal creates benefits to an organization and its employees as output. This study is based to review the performance by improving overall organizational development and to determining the individual and organizational employees by giving them training and development. The study found a very high usage of staff performance appraisal. However, it is found that a significant amount of disappointment with the appraisal is due to lack of leadership support for the staff people and appraisal process by top level people. Sometimes supervisors are not being held for timely completion of their appraisals of the staff members and there is a lack of training and development provided to the supervisors and staff for doing performance appraisals well. This paper will try to find out the changing dimensions in performance appraisal with respect to organization and the outcome of the paper will help in bettering the condition of organization.

Key Words: Performance Appraisal, Organization, Training and Development

INTRODUCTION

People or students are the lifeblood of colleges and universities. A college or university is defined by its students, faculty, administrators, and staff. People are their primary resource, and the development of these people is their *raison d'être*. Due to the paramount importance of these people who are involved in higher education, it is important to monitor how well these personnel are performing their roles and whether they are fulfilling their responsibilities for which they were hired or not. The students in higher education are categorized on the stereo typical notions of performance, assessment, and appraisal. Questions are asked concerning how students are performing academically in their studies as well as how well they are adapting to their new social environment in higher education (Creamer & Winston, 1999). The academic success of students is typically measured by grade point averages and professional examinations, while students' adaptation to their new social environment is measured through such things as retention rates and graduation rates. However, another important question to be answered in the area of appraisal addresses the evaluation of the faculty, administrators, and staff of colleges and universities. These employees are hired to enable the institutions in accomplishing the goals that have been established. A critical question is whether the employees are in fact fulfilling the responsibilities and requirements of their positions or not. Are colleges and universities not



aware that their employees are not performing well and are this information being conveyed accurately and on a timely basis to their employees? Are there well-developed appraisal systems in place that are used on a consistent basis? These are examples of some of the basic questions that the present work investigated while focusing on the performance appraisal of staff.

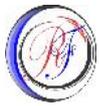
GENERAL BACKGROUND

Appraising employee performance in organizations is a complex and challenging task. It is an often unacknowledged but always inevitable component in the supervisory process. Judgments about how individuals are performing will be made whether or not there is a formal performance appraisal system because people regularly make judgments about others (Grote, 1996; Seldin, 1988). Since many of these informal, uninformed judgments will be erroneous, a formal appraisal system is needed to minimize the possibilities of bias and flawed judgments. Performance appraisal is an unavoidable element of organizational life (Brown, 1988; Longenecker & Fink, 1999).

There are many decisions in modern organizations that depend on performance appraisals, and they are widely used in most organizations (Burkhalter & Buford, 1989; Davis, 2001; DeNisi, 1996; Wanguri, 1995). They are an important piece of the process by which organizations attempt to direct themselves (Kreitner, 1998; Landy & Farr, 1983), and they have been considered a key component in the success of organizations for most of the twentieth century (Grote, 2002; Petti John, Parker, Petti John, & Kent, 2001; Rasch, 2004; Starcher, 1996). From the organization's viewpoint, an important reason for performance appraisal is the principle of accountability of its employees. Responsibility and accountability must be aligned at every level of the organization, and performance appraisal encourages this behavior.

Non-alignment happens when employees are assigned tasks, but are not held accountable for the fulfillment of these tasks (Performance Appraisal, n.d.). From a different perspective, Bolman and Deal (2003, p. 281) suggest that performance evaluation "ensures a responsible, serious, and well-managed image. Its widespread use persists largely for symbolic reasons." It suggests that an institution takes goals seriously, and is concerned about its performance and the performance of its employees. An important goal for organizations is the improvement of employee job performance. It is generally accepted that performance appraisal is a necessary part of a successful performance improvement method (Creamer & Winston, 1999; Landy & Farr, 1983; Shah & Murphy, 1995).

Performance appraisal allows organizations to inform their employees about their rates of growth, their competencies, and their potentials. It enables employees to be intentional in creating their individual developmental goals to help in their personal growth. There is little disagreement that if performance appraisal is done well, it serves a very useful role in reconciling the needs of the individual and the needs of the organization (Cleveland, Landy, & Zedeck, 1983; Conry & Kemper, 1993; Grote, 1996). If used well, performance appraisal is an influential tool that organizations have to organize and coordinate the power of every employee of the organization towards the achievement of its strategic goals (Grote, 2002; Lewis, 1996).



It can focus each employee's mind on the organization's mission, vision, and core values. However, if performance appraisal is not done well, Grote suggests the process can become the object of jokes and the target of ridicule.

OBJECTIVE OF THE STUDY

1. This study is based to review the performance by improving overall organizational development and
2. To determining the individual and organizational employees by giving them training and development

LITERATURE REVIEW

While the importance and usage of performance appraisal has grown over the past 45 years, the formality of evaluating employees with performance appraisal has been present for centuries (Murphy & Cleveland, 1995).

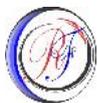
It can be traced back to the third century A.D. when Sin Yu, Chinese philosopher, was critical of a prejudiced ratter working for the Wei dynasty on the basis that “the Imperial Rater of Nine Grades seldom rates men according to their merits but always according to his likes and dislikes” (Patten, 1977, p. 352). In the 1500s, St. Ignatius Loyola developed a process to assess the members of his religious order (Lopez, 1968). In 1648, the *Dublin* (Ireland) *Evening Post* purportedly rated lawmakers using a rating scale based on personal character traits (Hackett, 1928 as cited in Murphy & Cleveland, 1991). The first business use of merit rating was probably made by Robert Owen at his cotton mills in New Lanark, Scotland, in the early 1800s (Heilbronn, 1961). In the cotton mills, wooden cubes of various colors representing various levels of merit and achievement were hung over each employee's work area. As employee performance varied, the wooden cube was changed to reflect it.

RESEARCH METHODOLOGY

The present paper is the outcome of the research based on secondary sources. For collecting information a number of books, magazines, journals and internet sites are used. The study is purely descriptive in nature and qualitative in character

RESULT AND DISCUSSION

- The results are not directly comparable because the existence of a performance appraisal system at an institution does not necessarily guarantee that the system was actually being used consistently and with all staff. It merely means that the institution did have a performance appraisal system in place.
- Performance appraisal was not being consistently utilized across all departments or even within a department at a given institution, implying that some staff at an institution received appraisals while other staff did not.
- These institutions may feel there is a conflict when evaluative and developmental appraisals are done together. This is particularly true if an employee's compensation is impacted by the results of the appraisal, since it could influence how honest and truthful a supervisor is with the employee.
- The results of the current study strongly suggest, however, that most institutions feel that both purposes of performance appraisal can be used together effectively. Additional research is needed with a larger population to clarify this important question.



- The results of this study found there were many institutions that did use a performance appraisal system, but they were not receiving all the potential benefits that an appraisal system could offer.
- The Human Resource Directors may have had a biased view of the appraisal system at their institutions since they had ownership and responsibility for the success of the appraisal system and may not have wanted to criticize a system for which they were responsible.

FINDINGS

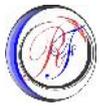
- ❖ It is found that a significant amount of disappointment with the appraisal is due to lack of leadership support for the staff people and appraisal process by top level people.
- ❖ Sometimes supervisors are not being held for timely completion of their appraisals of the staff members and
- ❖ There is a lack of training and development provided to the supervisors and staff for doing performance appraisals well.
- ❖ Providing feedback to employees about their performance.
- ❖ Facilitating decisions concerning pay increases, promotions, layoff.
- ❖ Encouraging performance improvement
- ❖ Setting and measuring goals.
- ❖ Determining individual and organizational training and development needs.
- ❖ Confirming that good hiring decisions are being made
- ❖ Provide legal support for personnel decisions.
- ❖ Improving overall organizational performance

LIMITATIONS OF THIS STUDY

- ❖ Performance appraisal is very time taking for the research work because it has a broad area so it requires much more time for the research work.
- ❖ Performance appraisal data is not given accurate on website.
- ❖ Inadequate information
- ❖ Unwillingness on part of respondents due to their personal interest.
- ❖ The size of country (geographical areas) cannot be covered within such a short span of time

CONCLUSION

The following discussion relates the findings of this study to the components of the framework. Research Winston & Creamer (1997). Performance appraisal is a key component of this framework, particularly as it relates to other components of the framework which include supervision and staff development. The performance appraisal component contains. The use of performance appraisal can be traced back to China in the third century A.D., and from there it can be found in Ireland in the 1600s, in Scotland in the 1800s, and in the U.S. in the early 1800s. The U.S. government required the use of performance appraisal for all federal employees in 1978, and it became an established management tool in many organizations in the U.S. by the early 1950s. The use of performance appraisal in higher education is a more recent occurrence and began receiving significant attention in the 1960s and 1970s when competition for scarce resources and a decrease in the public's trust in higher education resulted in colleges and universities being asked to prove their effectiveness



and efficiency (Alexander, 2000). The focus of this study was based on a conceptual framework developed by certain system requirements, which are necessary for performance appraisal to be successful.

They include (A) a dual focus on employee and organizational improvement,

(B) A link from performance appraisal to institutional productivity and rewards

(C) The Recognition of Contextual Constraints on Employee Performance

(D) The Constant Involvement of All Stakeholders

(E) The Requirement That Procedures Are Clear, Open, and Fair

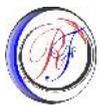
(F) Ongoing Review and Update of Position Requirements

(G) The Requirement That Appraisers Show Leadership and Recognize Their Unique Contribution to the Results of the Appraisals, And

(H) The avoidance of all systematic biases (Winston & Creamer, 1997, pp.281-282). The stakeholders of colleges and universities began holding these institutions to higher levels of accountability, and performance appraisal was adopted by the institutions as a tool to help strengthen their accountability. Much of the literature on performance appraisal suggests that performance appraisal is an inevitable element of organizational life and, if done well, it serves a very useful role in the overall success of the institution. However, the literature also indicates there are significant challenges associated with performance appraisal. When it is not done well, it can be a detriment to the success of the institution and its employees.

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