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The corporate president put the senior executive at the head of the failed operation. His only directive was to get him in black. Within two years of that injunction, the new executive moved the operation from a deficit position to one that showed a profit of several million. Just after his triumph, the executive announced himself as a candidate for a higher level, and indicated that he was already receiving offers from other companies. The president of the corporation, however, does not share the manager's positive opinion about his behavior. In fact, the president wasn't at all happy with the way the executive branch handled things. Naturally, the supervisor was dismayed, and when he asked what he had done wrong, the corporate president told him that he had actually done what he was asked to do, but he did it alone, by the sheer power of his own personality. In addition, the Executive Was Told that he had replaced people whom the company considered good employees to be those it considered compatible. In fact, by demonstrating his strength, he made the organization weaker. Until the executive changes its authoritarian manner, according to his boss, it is unlikely that he will move forward. The implication in this vignette is a major error in evaluating performance and management goals, namely, a fundamental misconception about what should be evaluated. Performance evaluation has three main functions: (1) provide adequate feedback to each person about his or her activities; (2) serve as a basis for changing or changing behavior towards more effective work habits; and (3) provide managers with data through which they can judge future appointments and compensations. The concept of performance appraisal is central to effective management. A lot of hard and creative work was eighth in developing and improving it. In fact, there is a lot of evidence of how useful and effective performance evaluation is. However, the current performance evaluation systems do not serve any of these functions well. Because performance is usually defined and used, performance assessment focuses not on behavior but on behavior results. But even though the executive branch achieved its goal in the example, he was judged on how he achieved it. So while the system pretends to evaluate the results, in practice, people are really evaluated about how they do things that are not formally described in setting goals, and for which there are rarely record data. In my experience, the most important aspect of any manager's job and the source of most failures, which is almost never described, is how. As long as managers evaluate goals, but actually attach weight of funds, and use a static job description base that does not describe how and does not have mechanisms to support the evaluation, evaluation, dissatisfaction with performance evaluation will inevitably continue. In fact, one recruitment body talks about performance evaluation as the Achilles heel of our profession... 1 Just how these shortcomings affect performance evaluation systems and how they can be corrected to give managers a realistic reason to make judgments about employee performance is the subject of this article. The flaws in performance systems are widely recognized that there are many things inherently wrong with most performance evaluation systems in use. The most obvious drawbacks: no matter how clearly defined are the size of the performance estimate by quantitative goals, performance judgments tend to be subjective and impressionistic. Because evaluations provide inadequate information on the intricacies of work, managers who use them to compare staff to determine pay increases often make arbitrary judgments. The ratings of different managers, and especially in different departments, are usually incomparable. What is a great job in one division can be unacceptable in another in one company. When wage increases are allocated on the basis of a normal distribution curve, which in turn is based on a rating of results rather than conduct, competent employees may be denied not only promotion but also demotion.2 Attempting to base decisions on promotion and dismissal on estimates leaves decisions open to a stinging dispute. When employees who had been retired early complained to federal authorities of age discrimination, the defendant companies found that there was no data satisfactory to support dismissal decisions. While managers are strongly encouraged to give feedback freely and frequently, there are no built-in mechanisms in place to ensure that they do so. The delay in feedback creates both frustration when good performance is not quickly recognized and anger when the decision is rendered for flaws long ago. There are several effective mechanisms created to cope with either the feeling of inadequacy of managers about evaluating subordinates, or the paralysis and procrastination that are the result of guilt about the game of God. Some people may argue that these problems are flawed managers, not systems. But even if that were generally true, managers are part of this system. Performance assessment should not be seen as a method, but as a process involving both people and data, and therefore the whole process is inadequate. Recognizing that there are many shortcomings in performance evaluation, managers in many companies do not want to do them. In other companies there is a great reluctance to make them straightforward. Staff attributed these problems to the reluctance of managers to go on in a new way and fear irreparable damage to the self-esteem of their subordinates. In B Evaluating performance is largely a joke, and both in private and in public enterprise, merit ratings are hollow.3 One of the main sources of problems with performance evaluation systems, as I have noted, is that the result of behavior rather than behavior itself is what is evaluated. In fact, most people's jobs are described in terms that are only quantifiable; job description is in itself the root of the problem. A static job description When people write their own job descriptions (or make statements from which others will write them) essentially they determine their responsibilities and core functions. Then on performance evaluation forms, managers comment on these features, describing what the person needs to accomplish. The forms that are used in many companies today have such directions as: 1. List the main goals of this person's work, which can be measured qualitatively or quantitatively. 2. Determine the expected results and performance standards - money, quantity, quality, timing or completion dates. 3. Describe the actions planned as a result of this assessment, the next steps to be taken - re-evaluation, strategy, tactics, and so on. 4. List a person's strengths - his assets and achievements - and his weaknesses or areas where improvement is needed. What are the improvement plans? In most cases, the appraiser is asked to make an overall rating with a five scale or some similar device. Finally, he is asked to make a statement about a person's potential for the next step or even for senior management. Nowhere in this set of questions or in any of the performance evaluation systems I've reviewed anything asked about how a person should achieve the goals that he or she is accused of achieving. While some may argue that the ideal way to manage is to give a person a charge and leave him or her alone to accomplish it, this principle is simplified in both theory and practice. People need to know the topography of the land they need to cross and the routes they perceive to be those to whom they report. Each manager has several obligations, not least of which are certain types of relationships with colleagues, subordinates, as well as various consumers, financial, government, suppliers and other public. Some are more important than others, and some need to be handled with much more skill and aplomb than others. In some situations, you can expect the manager to take an active and firm position, as in the course of labor negotiations; in others he may have to be conciliatory; third, it may even have to be passive. If these different modes of expected behavior are not outlined, the work is static. Because static job descriptions define behavior in gross terms, critical differentiated aspects of behaviour are lost when assessments are made. For example, in one of the more advanced performance evaluation systems, which is used by an innovative company, the manager, to develop his own job description, prepares a statement about the mission or role of what he should do according to the employee, which specifically directs him to focus on what and when, rather than on why and how.4 The guide instructs him to divide his mission into four common areas : (1) innovation, (2) problem-solving, (3) current administration, and (4) personal. In another company, the manager, having evaluated the work of a subordinate, is asked to describe the achievements of the employee, forgotten areas, goals and goals. The manager is told that he must recognize the good work, offer improvement, get agreement on priority elements of the task, clarify responsibility, check and correct rumors, and talk about personal and long-term goals. In the outstanding leadership of another company to evaluate efficiency, which reflects great detail and careful consideration, categories: work, efficiency with others, problem solving, decision-making, setting goals, organization and planning, the development of subordinates, participation in self-development, and search for initiatives. Each of these categories is broken down into examples such as: shows a high level of independence in work; identifies and deals with problems. Appropriately subordinated to the departmental interests to the overall purpose of the company; or gives people genuine responsibility, holds them accountable, and gives them leeway. Some staffing researchers promote role analysis techniques to cope with static job descriptions, and this is a step in the right direction.5 But even these methods are limited because they rely heavily on what other people - managers, subordinates, peers - expect from the manager. These expectations are also generalized; they don't indicate behavior. Nowhere in these examples did a person tell what behavior is expected of him in different contexts. Who are the sensitive people with whom certain relationships should be maintained? What are the specific problems and barriers? What were the historical production errors or frictions? How should the problems of union relations and trade union leaders be solved? What specific integrative problems need to be addressed and what are the historical conflicts? These and many other similar pieces of behavior will be the true grounds on which a person will judge, regardless of the questions the assessment form asks. Static job descriptions are disastrous for managers. Knowledge of posts and achievement of goals are generally necessary but insufficient for promotion; the key elements in making one do this in an organization are political. Collective judgments about a man who rarely in evaluating performance, become the social network in which he or she must live. Therefore, when a person finds himself in a new situation, whether in a different geographical location, at another level in the hierarchy, or in a new role, he must be informed of the intricacies of the relationship he will have with those who will influence his role and his career. It also needs to be helped to differentiate the different types of behaviours needed to succeed. Some people develop political diagnostic skills very quickly; however, they are often people whose social feelings allow them to go beyond their technical and managerial competence. And some of them may be from manipulative charlatans who succeed in business without trying, and whose promotion demoralizes good people. But the vast majority of people, those who have largely focused on their professional competence by acquiring political skills early on, will need to develop these skills, ideally at the expense of their own seniors. This development process requires: (1) dynamic job description, (2) a critical incident process and (3) a psychological support system. Dynamic job description If a static job description is at the root of the shortcomings of performance appraisal systems, a different type of job description is required. What we are looking for is one that reinforces claims of responsibility for work and desired outcomes, describing the emotional and behavioral topography of the task that a person must perform in a job. Psychologists describe behavior in many ways, each of which has its own preferences. I have found that the four main behavioral features are fundamentally important in a wide range of management settings. These features are related to how a person characteristically manages what some psychologists call aggression, attachment, dependence, and the nature of the ideal of the human ego.6 Using your preferred system, you can start formulating a dynamic description of the work, describing the characteristic behavior required by work. This is what these terms mean with regard to job descriptions: 1. How does this job require an employee to cope with his aggression, his attacking potential? Should he or she defeat customers? Should he hold on to his anger in the face of repeated complaints and attacks from others? Will it be the object of hostility, and if so, from whom? Should he give firm guidance to others? Should it attack the problem vigorously, but handle some areas with great delicacy and sophistication? What problems should be attacked with force and spontaneity, and which are cold-blooded and analytical? 2. How this work requires manage love, the need to love and be loved? Should a person be a socially friendly leader of a close-knit working group? Should a person work closely and support subordinates to complete the task? Tasks? a task in which a person should be satisfied with a sense of well-done work, or is it one that involves more public expression and recognition? Will it be obscure and unnoticed, or highly visible? Should it generously focus on work, product, service, or customers? Should it be cold and far from the others, and if so, from whom? How does this work require a dependant's need from a management officer? Will a person be able to rely on those who have the skills and competence, or will he have to do things himself? How long will it be one and in what areas? How much will the bosses and employees be supported? How clearly defined is the nature of the work? What are the feedback provisions? What are the structural and hierarchical relationships? How strong are they and who to turn to and for what? Which people should he interact with to achieve what he needs to achieve, and how? 4. What ego ideal requirements does this work do? If you do the task well, what pleasures can you get? Will a person make a lot of money? Will it achieve significant organizational and public recognition? Will she be eligible for promotion? Will he feel good about himself, and if so, how? Why? Will it acquire significant skills, an important element of reputation, or an organizational electorate? Will he gain power? Individuals can be described by the same four dynamic dimensions: How does this person characteristically cope with aggression? How does he or she characteristically handle love? How does he or she characteristically handle addition needs? What is the nature of his or her ego's ideal? Once the intricacies of the task are defined and described by individuals, people can be so excited about the tasks. I am not in favour of a return to the assessment of personality traits. I advocate a more dynamic management role and a more dynamic assessment of staff characteristics. And only when a person's behavior is recognized as basic as he does his job will the performance evaluation system be realistic. Critical Incident Process After creating a dynamic job description for a person, the next step is to develop an additional performance evaluation system that will provide feedback on verifiable behavior, do so continuously, and serve coaching, promotion, and salary data needs. Ideally, the manager and his subordinate will work together to identify the goals that need to be achieved in a particular job and the criteria by which each of them will know that these goals have been achieved, including better aspects of the work. Then they will outline the intricacies of how different aspects of the work should be performed. In this way, they will develop behavioral requirements. To ensure performance to be effective for coaching, training and changing those aspects of employee behavior that may change, the employee needs to be aware of every part of the behavior that is good, and that for some reason is not acceptable or needs to change. Such incidents will occur randomly and will be assessed randomly by his manager. To have useful data, the manager needs to quickly write down what he said to the subordinate, describing in the paragraph what the subordinate did or did not do, in what situation, under what circumstances, about what problem. This information forms a behavioral record, a critical account of an incident that a subordinate has already been informed of and which is currently in his folder, which is open for review. Examples of two incidents can be found in the sidebar Examples of Critical Incidents. On May 15, the production director met with the president of the union with a group of store stewards and an international business agent, who were angry about the temporary reduction of 10% of working time. The cuts were prematurely announced by corporate staff without consultation at the local level. The production director heard them, didn't get hot under the collar about their tirade, and then explained the need to use the stock. Assuring them of the company's true intention, the production director reduced tensions at the plants. Executive Vice President Production Director and I met today (August 13) to review his development plans for his subordinates. Although they are broadly defined on paper, the director does not hear enough from his subordinates about their goals or ask enough about what they are against. He is impatient with this aspect of his responsibility. I invited him to give him regular meeting time for such discussions and to take longer to listen to him. He agreed to do so. Executive Vice President This method of critical incidents is not new.7 In the past it has been used mainly for case illustrations and, in modified forms, has been proposed as a method for first-level managers to evaluate line employees. Managers have already documented negative incidents against line officers, as warnings and disciplinary measures must be documented. However, efforts to develop a scale from critical incidents to rating behavior didn't work well.8 Behavior is too difficult to be scaled down by multiple dimensions and then evaluated. But instead of scaling up behavior, it would be possible to directly record the behavior of those assessed and evaluate it at a later date. There are other good reasons for adopting this technique as well. Finally, here's a process that provides data to help managers perform performance evaluation systems functions, namely, provide feedback, coaching, and data promotion. Another plus is that recorded data live longer than the manager records them. Here's how behavioral data can be used in critical incidents: 1. Feedback data. When there is a semi-annual or annual review, the employee will have no surprises and the manager will have on paper what he uses as a basis for making his resume feedback and evaluation. Since the data is on the record, the employee cannot deny hearing what has been said before, and should not try to remember the whole year, which was the basis of his judgment. In addition, as each critical incident is recorded, over time, the person's file will be followed by information to refer to when and if there are discrimination claims. Critical incidents of conduct that illustrate patterns of conduct will be the only strong evidence acceptable to the judiciary. 2. Coaching data. When employees receive feedback information during an incident, they may be able to adapt their behavior more easily. With this technique, the employee will receive guidance more often on how he does and will be able to fix small problems before they become big. In addition, if an employee cannot change his or her behavior, this fact will become apparent to him through repetitive critical incident notes. If an employee feels unfairly judged or criticized, he can appeal immediately and not long after the fact. If there are several or no incidents on the record, that in itself says something about work behavior, and can be used as a basis for discussion. In any case, both the manager and the employee will know what behavior is assessed. 3. Promotion data. With such an accumulation of critical incidents, the manager or hr department is able to evaluate repeatedly how a person is characteristically managing aggression, love and addition needs, and the nature of his ego ideal. These consistent judgments become cumulative data for the best work fit. When a person constantly provides verifiable information, including when he has been transferred for promotion and why, he can more accurately perceive the nuances of his behavior and his behavioral patterns. Thus, when other opportunities are offered, the employee is in a better position to weigh their own behavioral configurations relative to those required for potential work. It will be easier for a person who knows himself this way to say about this work: It's not for me. He will see that the next work in the pyramid is not necessarily his right. Recognizing his own behavioral limitations, he can save himself a lot of grief as well as avoid painful difficulties for his superiors and organization. But the most important reason why such information is available in increasing the chances of success for those chosen for greater responsibility. In most staff folders, there is little information about how the manager is manager do when placed on your own. Data on addition is noticeably lacking, and many brilliant prospects dim when there is no one to support it at a higher level of work. Management needs to know early on who can stand alone and they may not know that without behavioral information. Long-term data. Often new managers don't know their employees and too often have little information in the folder to evaluate them with. This problem is compounded when managers move quickly from one area to another. For his part, the employee also often needs to prove himself to temporary bosses who keep their fate in their hands, but know nothing about his past work. With a little bit of information, managers feel unqualified to make judgments. However, in critical incidents, managers can report incidents that may be summarized by someone else. Some may object to the recording of the group's achievements. When people work together in a group, whether they report to the same person or not, they need to establish criteria by which they and those they report will know how well they are doing. If managers can't get promoted or transfer employees without proper documentation, they will soon learn about the need to follow through. The critical process of the incident forces the bosses to face subordinates, the responsibility of too much to evade. While it may seem difficult to analyze performance in terms of aggression, attachment, dependency, ego ideal, or other psychological concepts to do so is no different from learning to use economic, financial or accounting concepts. Many managers already talk about these same issues in other words, such as: take responsibility against being a good guy; The need to put compared to a self-starter; A quick track compared to a self-setting. Small practices, along with support mechanisms, can take place. Efficiency Assessment support mechanisms cannot be limited to annual dividends in remuneration and punishment. Ideally, the assessment should be part of an ongoing process that can guide both the manager and the employee. It should also help to strengthen effective relations between higher-ranking subordinates. To achieve these goals, performance evaluation must be supported by mechanisms to enable the manager to cope with his shortcomings and to cope with his feelings of guilt. Have a record of that part of his job that takes place outside the scope of his own boss (e.g., the appointment of a task force that requires someone to evaluate an entire group); and change the aspects of his boss's behavior that hinder his work. All of this needs to be improved 1. Management of guilt. The fault of the manager in the assessment of subordinates appears when managers complain about the game of God, on the destruction of people. The great cripple of effective performance evaluation is guilt, much of which is irrational, but which is most there is when they criticize others.9 Guilt is what leads to fear of making scores. It is the root of procrastination, the inability to evaluate honestly, and an overreaction that can destroy subordinates. Fortunately, there are group methods for exonerable and to help managers and managers understand that critical importance is really a necessity, accurate behavioral assessments. One way is to get people together at the same peer level to discuss their problems in evaluation and talk about their feelings in performing the task of evaluation. In addition, role-playing rehearsals increase the manager's sense of familiarity and competence and ease his anxiety. In fact, a five-step process, one step a week for five weeks, can be extremely helpful: Week One: Group discussion among peers (no more than 12) about their feelings about evaluating subordinates. Week 2: Group discussions, which result in each other being consulted about the specific issues that everyone expects when assessing individuals. Week 3: Role interview assessments. Week 4: Actual estimates. Week 5: A panel discussion to consider the assessments, the challenges faced, both expected and unforeseen, lessons learned and the need for skills that may have surfaced. Group assessment. By group assessment, I don't mean peer approval of each other, which usually fails; rather, I am referring to the assessment of the group's achievements. When people work together in a group, whether they report to the same person or not, they need to establish criteria by which they and those they report will know how well the task force or group has worked - in terms of behavior as well as results. Group assessments provide information that is useful both in setting criteria and in providing feedback to each person. At the end of this task, the team can make a group assessment or be evaluated by the manager they are reporting to, and that the score can be entered into the folders of each person involved. It will then serve as another basis for managerial and self-assessment. 3. Ascending score. Finally, there should be a score up. Some of the first voluntary steps in this direction are being taken by the Sun oil company, as well as by individual executives of other companies. Improving the valuation is a very complex process, as most managers do not want to be evaluated by their subordinates. In fact, however, most managers are evaluated indirectly by their employees, and these assessments are often behavioral. The work of employees is in itself a kind of assessment. Their work can be done chaotically or irresponsibly. Or they may be ill-motivated. Negative behaviour is a form of and one of which the manager gets little. The manager can't be sure what accelerated the behavior he sees, let alone what to do about it. If the manager receives a dynamic behavioral assessment from his employees, then he too can adjust his course. But if he asks his subordinates to raise his score without warning, he is likely to be met with dead silence and great caution. A useful way to deal with this situation is to ask your employees to identify the criteria by which they will evaluate the manager's work rather than judge his actual performance. This determination process may require the manager to meet weekly with staff for several months to determine the criteria. By the end of three months, say, employees should be much more comfortable working with their manager on this issue. And if a manager can be trusted at all, then when he or she finally asks them to evaluate performance, including specific behavior, by the size they've developed together, they'll probably be more willing to do so. Of course, if there is no trust, there is no possibility of increasing the assessment. Either way, performance-enhancing scores should go to the head manager, so people don't jeopardize themselves by speaking directly. Under current performance evaluation systems, it was difficult to compensate managers for human development because the criteria were elusive. With the evolving file up scores, however, managers can judge how well a manager has done in the development of his people. Employees can't assess their manager's entire job, but they can say a lot about how well he or she contributed to their work, upgraded their skills, cleared barriers, protected them from political forces, and raised their level of competence - in short, how the manager fulfilled his ministerial, maturing and skill needs.10 The top manager can quantify such assessments up and use the result as a basis to compensate the manager for his performance. When a group of co-managers experiment with an upstream assessment and work to their own comfort as well as at the level of their employees, it can be tested at the next lower level. When several successive levels have developed their own systems, the process can be formalized throughout the organization. The adoption of the concept of evaluation enhancement was likely to be more significant if it had been tried and modelled by the very people who should use it, and if it had not been imposed on them by the human resources department. With the relevant experience, managers involved in the process will eventually develop appropriate forms of evaluation. What about the results? What does it mean to adopt a critical incident method and dynamic job description to assess a person's ability to get results? Do quantitative indicators lose their value? My - unconditional no. There will always be other issues that managers will have to identify, such as the level level or promotability-issues that should be addressed in other sessions after the basic behavioral performance evaluation.11 Some of the performance evaluation information may be useful in making such definitions, but neither of these two functions should contaminate the performance evaluation feedback process. There may also be an annual compensation assessment based not only on the behavior that is the basis for coaching, but also on the results. Worker making money? Has it achieved quantitative goals? Does it solve the problems in the organization to which it is responsible? No doubt there will be some overlap between behavior and result, but the two are qualitatively different. One could behave as expected, but at the same time not do what should have been done to handle the vagaries of the market. He may not have responded with sufficient speed or flexibility to the problem, although his conduct was consistent with everything that was originally suggested about him in the job description and goal-setting process. Both behavior and results are important, and neither should be overlooked. However, the most important thing is that they are not embarrassed. 1. Herbert Heneman, Roundup Research, Personnel Administrator, June 1975, page 61. 2. Paul H. Thompson and Gene W. Dalton, Performance Score: Managers Beware, HBR January-February 1970, page 149. 3. Herbert S. Mayer, Performance Payment Dilemma, Organizational Dynamics, Winter 1975, page 39. 4. John B. 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