**UNIT- III** . Management Development programme CR

Significance of Human Resource Development (HRD)

Human resource is needed to be developed as per the change in the external environment of the organization, hence, HRD helps to adopt such changes through the development of existing human resource in terms of skill and knowledge.

The purpose of HR development is to provide the ‘coaching’ needed to strengthen and grow the knowledge, skills, and abilities that an employee already has. The goal of development and training is to make employees even better at what they do.

The importance or significance of HRD can be explained as follows:

HRD expands capable HR

HRD develops the skills and knowledge of individual; hence, it helps to provide competent and efficient HR as per the job requirement. To develop employment’s skill and competencies, different training and development programs are launched.

HRD builds prospect for Career Development

HRD helps to grasp the career development opportunities through the development of human skills and knowledge. Career development consists of personal development efforts through a proper match between training and development opportunities with employee’s need.

Employ Promise

Trained and efficient employees are committed towards their jobs which is possible through HRD. If employees are provided with proper training and development opportunities, they will feel committed to the work and the organization.

Job Fulfillment

When people in the organization are well oriented and developed, they show a higher degree of commitment in an actual workplace. This inspires them for better performance, which ultimately leads to job satisfaction.

Transform Management

HRD facilitates planning and management of change in an organization. It also manages conflicts through improved labor management relation. It develops organizational health, culture, and environment which lead to change management.

Opportunities for Training and Development

Training and development programs are tools of HRD. They provide an opportunity for employee’s development by matching training needs with the organizational requirement. Moreover, HRD facilitates integrated growth of employees through training and development activities.

Performance development

HRD develops necessary skills and abilities required to perform organizational activities. As a result of which, employees can contribute to better performance in an organization. This leads to greater organizational effectiveness.

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**What is the Management Development Program?**

The Management Development Program (MDP) is an investment in you as a manager. As a UC manager, you drive results that directly influence the success of the [University](https://myphotohunter.com/s/?q=University) of California and the communities we serve. MDP is here to support your efforts. You’ll connect with peers from across your individual location, share challenges and work together to find effective solutions.

MDP is a dynamic systemwide training program that's designed to enhance and strengthen your leadership capabilities in the UC core competencies and ensure you have the skills, knowledge and resources to effectively lead, engage, and develop your team. The program consists of completing four modules focused around the UC Core Competencies of people management, employee engagement and change management.

* [Manager Redefined](https://www.ucop.edu/human-resources/management-development-program/manager-redefined.html)
* [Employee Engagement](https://www.ucop.edu/human-resources/management-development-program/employee-engagement.html)
* [Exercising Influence](https://www.ucop.edu/human-resources/management-development-program/influence.html)
* [Leading Change and Managing Transitions](https://www.ucop.edu/human-resources/management-development-program/change-management.html)

Who should attend?

This program benefits mid-level managers at UC in any of the following roles:

* Managers
* Managers of Managers
* Leaders of a division or functional area
* Leaders of complex operational programs, system-wide projects or projects that span across location departments or divisions

Why should I attend?

Working in a supportive cohort model, MDP provides participants with an opportunity to enhance existing skills and gain new ones. Additionally, participation in the program builds relationships with other managers within individual locations and across the UC system.

How do I enroll?

Enrollment specifics vary by location. Contact your local HR or Learning and Development unit for details. For general inquiries, contact Terry Barton, Director, Systemwide Staff Development Programs at [Teresa.Barton@ucop.edu](mailto:teresa.barton@ucop.edu)

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**Management Development Techniques**

Management development techniques are several and diverse depending on the context and purpose

These include: conferences, lectures, seminars, group discussions, case studies, films and slides, outside reading, role playing, workshop, study panels, etc. Some other techniques include : job rotation, coaching and counselling, professional lectures, membership in professional and technical associations, committee assignments, management courses in reputed institutes and universities, in-basket techniques, business games and T-group training, etc.

Each technique has a unique purpose of its own. Ad Edwin Flippo contents, “techniques such as in-basket methods, business games, and case studies purport to develop decision-making skills, while role-playing sensitivity, training and structural insight are likely to develop interpersonal skills of the executives. Further, while special projects, counselling, etc.

Meet the specific needs of executives, on the job-experience, coaching and understudy provide job knowledge, and multiple management and position rotation enhance an executive’s organisational knowledge.

These methods can be discussed under the following heads:

I. On-the-job techniques: These methods comprise of

(a) The coaching method,

(b) Understudy method,

(c) Job rotation,

(d) Special projects,

(e) Committee assignments, and

(f) Selective

ii. Off-the job methods These methods include:

(a) Case studies,

(b) Role playing,

(c) In-basket methods,

(d) Business games,

(e) Sensitivity training,

(f) Simulation,

(g) Incident method,

(h) Conferences,

(i) Lectures, and

(j) Syndicate method.

Let us briefly discuss these methods of bringing about executive development.

I. On-the-job techniques:

On-the-job methods are most popular for developing executive talent. Here, both the trainee executive and trainer are not free from their daily chores and the pressure of their executive routine jobs. Some of the most commonly techniques of executive development which fall under the category of on-the-job techniques are as follows:

(a) Coaching method:

Coaching is again on-the-job training of individual by the supervisor in the area of specifically defined tasks. This technique is more appropriate for orientation of new employee and for helping disadvantaged employees to learn specific jobs.

The supervisor must have interpersonal competence and be able to establish helping relationship with the trainee. Solving the real problem in the organisation. JIT is unstructured programmer it is useful for only shall ground of trainees.

The coaching method enjoys the following merits:

(I) The coaching method is akin to learning by doing.

(ii) Coaching method requires the least centralized co-ordination from staff because every superior can coach his subordinates even without a formal management development programme.

(iii) Immediate feedback and periodic evaluation enable the trainee executives to learn the job easily and without mistakes.

The chief demerits of the coaching methods are as follows:

(I) The trainer may impose upon the trainees his work habits, ideas, beliefs, and methods of doing the work. Coaching method, therefore, has a tendency to perpetuate the current management styles and practices rather than promoting innovative styles.

(ii) The effectiveness of coaching methods depends on the ability of the trainer. If the trainer is inexperienced, possesses pseudo-knowledge, and follows dogmatic principles, there would not be any use of coaching the trainee executives.

Coaching method would be effective if the superior has extraordinary communicative skills, and if he provides a common platform for exchanging the ideas with the trainee executives without becoming too comment, and if he has the capacity to stimulate the executives to learn and practice the work.

(b) Understudy Method:

Also known as attachment method, under this system, a person is picked up and subjected to training so that he in future, assumes the full duties and responsibilities of the position currently held by is superior.

It is necessary to ensure a fully-trained person to replace a manager (superior) during his long absence or illness or on his retirement, transfer or promotion. ‘Understudy’ method is aimed at providing a person who is going to replace the existing superior.

The chief merits of understudy method are as under:

(I) The ‘understudy’ method ensures continuity of managerial talent even when the superior leaves (retires, transfers, or gets promotion) the department or organisation.

(ii) The leadership qualities of trainee would be developed because he may be asked to supervise and guide a number of subordinates at work.

(iii)This is perhaps the better method of training subordinates to assume higher responsibilities in future.

(iv) The ‘understudy’ method is not a costly affair because it is coming within the purview of ‘on-the-job training programme’.

On the negative side of the coin, the following are the chief demerits of understudy’ method:

(I) If a wrong person is selected as ‘understudy’ (due to favouritism or any other factor) there are opportunities for sizable errors which may turn out to be costly to the entire organisation.

(ii) The understudy may be picked up by the superior and in this process the may exhibit favouritism; this may promote the tendencies of sycophancy and perpetuation of the existing practices of in-breeding.

(c) Job rotation method:

‘Job rotation’ is also known as the Channel Method. Under the job rotation method, the specialists are translated into generalises’ or all-rounder’s because the executives are moved from one job to another on some planned basis in order to learn and develop all-round knowledge. As pointed out by H. Bedroslan, “Job rotation is designed for beginning level managers while planned progression is more likely to occur at higher managerial levels.”

The merits of job rotation are as under:

(I) Job rotation roots out the possibility of monotony and boredom of executives.

(ii) The innovative ideas of executives who are on rotation are infused into departmental personnel and then diffused throughout the organisation

(iii)Job rotation gives equal chance for all the executives for development and promotion.

(iv) Each executive’s talents, intelligence, abilities, and behaviour are tested at several places as they move on from one job to another.

(v) Executives take a broad, company-pomt-6r-view, rather than narrow, departmental-view, and hence take fruitful decisions.

Job rotation suffers from the following defects:

(I) Job rotation may result in over-centralisation; inflexibility and inefficiency.

(ii) Job rotation has the disadvantages of a ‘musical chairs game’ because it leaves behind some executives who are not at all rotated and some are constantly rotated either by virtue of their cleanness to their bosses or by their intelligence. This may lead to class-struggles between the executives who are rotated and those who are not.

(iii)Job rotation may involve frequent transfers which may upset the executive’s organisational, family, and home life.

(iv) Job rotation may also result in certain dysfunctional behaviours in terms of jealousy, cleavage, non-cooperation, friction within the departments, etc.

To make job rotation effective, executives who are rotated or. different jobs should be educated to view the change as an opportunity for genuine learning and experience.

(d) Special projects:

Under this method, a trainee executive is assigned a special project involving heavy responsibility. The trainee is supposed to study the project, understand the problem issues, and prescribe appropriate solutions, and make a recommendation on the viability of the project.

(e) Committee assignments:

This is similar to the special project method. Here the trainee executives become members of special committees designed to solve specific problems. Through committee assignments solve different problems; they may now be effective in bringing rapid executive development.

(f) Selective readings:

Some organisations maintain huge libraries involving a large collection of useful material on the subjects of interest to the enterprise. The executives go through the books, journals, articles, notes, and magazines and assimilate knowledge. The executives, during their leisure hours, try to exchange their views with others and in this process learn new ways to looking at things.

II. Off-the-job methods:

On-the-job methods of executive development just discussed above may not be adequate because of the complexities of management process and inadequate facilities, environment and teaching experience, calling for more sophisticated and comprehensive methods of development.

Off-the-job training methods aim at placing the executives in a highly maneuvered and stimulated atmosphere so that they are exposed to new ideas, new ways of analysis and are in a position to introspect themselves by studying their own behaviour.

There is a wealth of off-the- job executive development techniques and let us discuss some of the most important of these techniques hereunder.

Case study:

The case study method involves diagnostic and problem solving study of usually a written description of some event or set of circumstances on organisational problems providing relevant details.

The method is appropriate for developing analytical and problem solving orientation and skill, providing practice in applying management concepts, tools and techniques and enhancing awareness of the management concepts and processes. The method is relevant for developing o- generational, conceptual and functional skills among top and senior level executives.

Role playing:

Role playing is used in helping trainees to diagnose human relations problems, to develop insight through in-depth analysis of problems relating to human interaction and to acquire skills in interpersonal communication with particular emphasis on empathy and listening.

A simulated situation is created in which trainees act out the thoughts and behaviour of persons in particular roles in the organisation. Roles are often played spontaneously and unrehearsed.

In-basket method:

In-Basket on In-Tray technique involves simulation of a series of decisions a trainee might have to make in real life. The trainee is presented with pack of papers and files in a tray containing administrative problems and is asked to take decisions within specified time limit.

The decisions taken by several trainees are recorded and compared with one another. Learning occurs as trainees reflect and evaluate the decisions taken on priorities, customer’s complaint, superior’s demand, irrelevant information and the like.

The in basket method of executive development offers the following advantages:

(I) through in-basket method of executive development, the efficiency planning and systematic approach, he efficiency of long-term objectives and planning can be demonstrated.

(II) (ii) Instant feedback provides an opportunity for the executives to identify their loopholes and rectify them.

(iii) The decision-making is quick, rapid and effective.

(iv) Decisions are taken by a group of people from different departments and hence each executive gets a fair chance of participating in the decision-making.

The chief disadvantages of the in-basket method are:

(I) The in-basket method may discourage original ideas because the ideas of an executive may be turned down by the group a whole.

(ii) The solutions prescribed by the group of executives may not be accepted by the top management and hence the entire exercise may become redundant and unnecessary.

(d) Business games:

Also termed as ‘management games’, these games refer to the classroom simulation exercises in which different teams consisting of individual executives are required to compete with one another in order to achieve a given objective. Here, an artificial atmosphere close to the real life situation is created in which the participant executives play a dynamic role and enrich their skills through involvement and simulated experience.

The teams usually consist of two to six members and each team takes decisions on production, prices, research expenditure, advertisement expenditure, marketing, and the amount of expected profits under hypothetical conditions.

Management games are aimed at teaching the executives how to take useful and profitable managerial decisions and make the executives aware of the existence of various group processes, conflicts, leadership problems, and ways of maintaining ties of friendship with peers in other departments or functional areas.

The possible pay-offs of management games can be listed thus:

(I) It is very interesting for the dynamic executives to play games and learn, in this process, the art of making decisions, developing the problem-solving skills, understand the importance of planning in management.

(ii) Executive can analyses and select the relevant data from the available mass of information and would be able to decide about the important aspects even with incomplete information by filing up the gaps.

The chief limitations of the management games as a method of executive development can be listed thus:

(I) Games are expensive to develop and administer and small organisations cannot affront to manage them.

(ii) As pointed out by Taylor and Lippett, “Executives are forced to choose from among the closed list of alternatives whereas, in real life, managers indulge in creating better alternatives and get ample reward for developing fruitful alternatives and appropriate selection of an alternative from the available ones”

(iii) Games represent merely simulations which may one be very close to reality and, therefore, it would be wrong to infer that those who are successful in management games would also be successful in real jobs.

(e) Sensitivity training:

Originally developed by a behavioural scientist Kurt Lewin and popularised by the National Training Laboratories, U.S.A., sensitivity training (also known as T-group training) is a “group experience designed to provide maximum possible opportunity for the individuals to expose their behaviour, give and receive feedback, experiment with new behaviour and develop awareness of self and of others,” (Chris Argyris).

The fundamental objectives of sensitivity training are:

(i) To help the executives in improving their understanding of human behaviour and their ability to read others and predict actions of fellow- colleagues.

(ii) To increase the participant’s awareness of the impressions created by him on others.

(iii) To highlight the insensitivity of other executives for the actions and feelings (opinions) of him.

(iv) To increase personal satisfaction from relationship with other executives.

(v) To achieve greater behavioural effectiveness in transactions with one’s various environments.

(vi) To develop concepts and theoretical insights that will serve as tools in linking personal values, goals and intentions to actions that area consistent with these inner factors and with the requirements of the situation under question.

A T-group is a small group consisting of ten to fifteen executives who meet with no formal agenda and discuss on important problems. This is a leaderless group and the essence of T-group training is a elf- examination and introspection of the behaviour of oneself and also there. This is a kind of behavioural training that is aimed at bringing about organisational development.

(f) Simulation:

Simulation is a special training technique conducted one a duplicate environment which is a mock up of a real life environment. Under the simulation method a single hour may be equated for a month, or a quarter of a month in real life. Like this, several events may be experienced in a relatively short span of time.

Simulation is a useful technique of executive development because the decisions taken are reversible (if wrong decisions are taken) and less costly o the enterprise. One long-standing deficiency of the simulation technique is that it is difficult to duplicate the reality (specially the presses and problems) of actual decision-making on jobs. Quite truly, individuals might act differently in real life situations than the, actions m simulation exercises.

(g) Incident method:

This method combines intellectual ability practical judgment, and social awareness of the executives. The group members are required to address questions to the discussion leader. The procedure is to ask general questions like what, when, where and how of the situation in which an incident developed and who was present at that time.

Finally, the executives react why of the behaviour. After having subjected through this method the executives would be in a position to increase their power to think clearly, incisively and reasonably about specific facts and also about abstractions.

The executives’ capacity to modify conclusions arrived at intellectually also would go up. Finally, the executives would be in a position to appreciate the force of other executive’s feeling. and willing to adjust or implement a decision with useful modifications.

(h) Conference:

The conference method is used to help employees develop problem- solving skills. Group discussions and Meetings are the two common techniques often made use of in organizations. The chairman or the t trainer leads discussion, involves trainees in attempting to solve problems and in arriving at decisions.

The conference leader must have the necessary skill to lead the discussion in a meaningful way without losing sight of the topic or theme. The conference method or group discussion effects changes in the participants through modification of their experiences due to sharing and reshaping of their views, thinking and attitudes.

(i) Programmed Learning:

A form of individual study, the programmed learning is more suited to meeting the behavioural objectives and when non-motor skill or knowledge is to be learned by a large number of trainees. The trainer monitors trainees’ independent progress through the programmer. This method is governed by the principle of positive reinforcement developed by B F Skinner and allows the trainee to learn through a series of small steps in phases and at his own pace.

**What is performance analysis?**

Performance analysis is planning. It is how workforce learning professionals figure out what to do, in a world where you can't do everything, respond to every request, or meet every need. Analysts are charged with taking a fresh, irreverent look at the work, worker, and workplace.

**How it works**

Analysis protects us from unpleasant surprises. Imagine the following scenario: your organization invested in a new blended program to enable salespeople to sell a new product without analysis. You were enthusiastic about this blended approach because it combined vivid classroom exercises with current technology, including an online resource center and community.

Four months after rollout, sales disappointed and participation in the online center is slim to none. What's up?

Unfortunately, you missed red flags that an analysis would have unearthed:

* Managers were not keen on the new product.
* Managers were not keen on the online center or community and had little experience with either approach.
* Salespeople shared this resistance to the product, but were somewhat intrigued with an online resource center to answer questions that emerge.
* Salespeople lacked confidence about their ability to talk about and demonstrate the new product.
* Leadership was not entirely certain how they wanted to position the product.
* Salespeople are on the[**road**](https://myphotohunter.com/s/?q=road) and not all are equipped to access the online resources.
* Incentives had not been shifted to embrace the new product.
* \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Performance Appraisal**

Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal is generally done in systematic ways which are as follows:

1.The supervisors measure the pay of employees and compare it with targets and plans.

2 .The supervisor analyses the factors behind work performances of employees.

3 .The employers are in position to guide the employees for a better performance.

**Objectives of Performance Appraisal**

Performance Appraisal can be done with following objectives in mind:

1.To maintain records in order to determine compensation packages, wage structure, salaries raises, etc.

2.To identify the strengths and weaknesses of employees to place right men on right job.

3 .To maintain and assess the potential present in a person for further growth and development.

4.To provide a feedback to employees regarding their performance and related status.

5 .It serves as a basis for influencing working habits of the employees.

6.To review and retain the promotional and other training programmes.

**Advantages of Performance Appraisal**

It is said that performance appraisal is an investment for the company which can be justified by following advantages:

1**.Promotion**: Performance Appraisal helps the supervisors to chalk out the promotion programmes for efficient employees. In this regards, inefficient workers can be dismissed or demoted in case.

**Compensation**: Performance Appraisal helps in chalking out compensation packages for employees. Merit rating is possible through performance appraisal. Performance Appraisal tries to give worth to a performance. Compensation packages which includes bonus, high salary rates, extra benefits, allowances and pre-requisites are dependent on performance appraisal. The criteria should be merit rather than seniority.

**Employees Development**: The systematic procedure of performance appraisal helps the supervisors to frame training policies and programmes. It helps to analyse strengths and weaknesses of employees so that new jobs can be designed for efficient employees. It also helps in framing future development programmes.

Selection Validation: Performance Appraisal helps the supervisors to understand

the validity and importance of the selection procedure. The supervisors come to know the validity and thereby the strengths and weaknesses of selection procedure. Future changes in selection methods can be made in this regard.

**Communication**: For an organization, effective communication between employees and employers is very important. Through performance appraisal, communication can be sought for in the following ways:

Through performance appraisal, the employers can understand and accept skills of subordinates.

The subordinates can also understand and create a trust and confidence in superiors.

It also helps in maintaining cordial and congenial labour management relationship.

It develops the spirit of work and boosts the morale of employees.

All the above factors ensure effective communication.

**Motivation**: Performance appraisal serves as a motivation tool. Through evaluating performance of employees, a person’s efficiency can be determined if the targets are achieved. This very well motivates a person for better job and helps him to improve his performance in the future.

PERFORMACE APPRAISAL

7 MANAGERIAL APPRAISAL

It is relatively easy to appraise the performance of technical or operative employees compared to managerial personnel because the performance of operative employees compared to managerial personnel. This is because the performance of operative employees can be measured quantitatively whereas the performance of managers cannot be measured in quantities terms. On managerial appraisal the managers attain organizational objectives by performing the basic managerial functions, planning, organizing, leading, motivating, staffing and controlling. Each of these functions can be done by performing a number of or series of activities.

**USES OF PERFORMANCE APPRAISAL**

The use of performance appraisal is that enables the management to make effective decisions their earlier decisions relating to the following issues of HRM;

 Organizational planning based on potentialities of its human resources

 Human resources planning based on weakness, straights and potentialities of human resources

 Organizational effectiveness through performance improvements

 Fixation and re-fixation of salary, allowances, incentives and benefits

 Original placement or placement adjustment decisions

 Identifying training and employment needs and to evaluate effectiveness of training and development programmers

 Career planning and development needs and movement of employee

*Performance improvements;*Performance feedback allows the employee, manager and personnel specialists to intervene with appropriate actions to improve performance.

*Compensation adjustments;* Performance evaluations help decision-makers determine who should receive pay raises. Many firms grant part or all of their pay increases and bonuses based upon merit, which is determined mostly through performance appraisals.

*Placement Decisions;* Promotions, transfers and demotions are usually based on past or anticipated performance. Often promotions are a reward for past performance.

*Training and Development needs;* Poor performance may indicate the need for retraining. Likewise, good performance may indicate untapped potential that should be developed.

*Career Planning and Development;* Performance feedback guides career decisions about specific career paths one should investigate

*Staffing Process Deficiencies;* Good or bad performance implies strengths or weakness in the personnel departments staffing procedures

*Informational Inaccuracies;* Poor performance may indicate errors in job analysis information, human resources plans or other parts of the personnel management information system.

*Job design errors;* Poor performance may be symptom of ill-conceived job design. Appraisals help diagnose these errors.

*Equal Employment Opportunity;* Accurate performance appraisals that actually measure job-related performance ensures that internal placement decisions are not discriminatory

*External Challenges;* Sometimes, performance is influenced by factors outside the work environment, such as family, financial, [health](https://myphotohunter.com/s/?q=health) or other personnel matters

*Feedback to Human Resources;* Good/bad performance throughout the organizational indicates how well the human resources function is performing.

**PROBLEMS OF PERFORMANCE APPRAISAL**

 Rating biases; the problem with subjective measure has the opportunity for bias. The rater biases include halo effect, the error of central tendency, the leniency and strictness biases, personnel prejudice and the recency effect

 Failure of the superiors in conducting performance appraisal and post performance appraisal interviews

 Most part of the appraisal is based on subjectivity

 Less reliability and validity of the performance appraisal techniques

 Negative ratings affect interpersonal relations and industrial relations system

 Influence of external environmental factors and uncontrollable internal factors

 Feedback and post appraisal interview may have a setback on production

 Management emphasizes on punishments rather than development of an employee in performance appraisal

 Some superior completed appraisal reports within a few minutes

 Absence of inter-rater reliability

 The situation was unpleasant in the feedback interview

**HOW TO MINIMIZE THE PROBLEMS OF PERFORMANCE APPRAISAL?**

 By convening an open meeting with the appraises to discussed the performance of all employees before, during and after performance

 By encouraging everyone to comment on each other’s achievements and areas requiring improvement

 The appraiser should tell the truth and reality behind the curtains to his subordinates

 By conducting counseling meetings with the appraises to appraise them of their performance and its consequences

**Recent Developments**

In view of the limitation of performance appraisal, improvements performance appraisal practices are improved. These improvements include;

 Change in the Approach to performance management

 Emphasis on Documentation

 Computer-based performance management

 Collaborative performance management

 Customized performance management system

**LEGAL ISSUES IN PERFORMANCE MANAGEMENT**

As indicated earlier, the scores and rates obtained in performance appraisal are used for promotions, training, transfers, pay fixations, providing benefits etc. As such the performance rates are used for crucial HR decisions. These decisions may not be accepted to the entire employee in an organization. The employees dissatisfied with the HR managers decisions based on performance appraisal scores may move the matter in a court of law legally.

Hence management should develop a legally defensible performance appraisal system. The following guidelines to develop a legally defensible appraisal system;

 Conduct job analysis to ascertain in the criteria and standards required for successful job performance

 Incorporate these criteria and standards into a rating instrument

 Use clearly defined individual dimensions of job performance rather than undefined, global measures of job performance

 Communicate in [writing](https://myphotohunter.com/s/?q=writing) the performance to employees and also to those rating them

 Employ subjective supervisory ratings as only one component of the overall appraisal process

 Train supervisors to use the rating instruments properly

 Allow appraisers substantial daily contact with the employee being evaluated

 Base appraisals on separate evaluations of each of the job performance dimensions

 Appraiser should have absolute authority to determine personnel actions

 Include an employee appeal process

 Provide corrective guidance to assist poor performers in improving their performance, wherever, appropriate.