UNIT – 3 - PERFORMANCE MANAGEMENT

Performance Appraisal:

Once an employee has been selected, trained to perform the job, worked on it for a certain period, his performance should be evaluated. Performance appraisal is the process of determining how employees do their job. Performance is the extent of completion of the tasks that constitutes the job of a person. Performance is often measured in terms of results. Thus, performance appraisal is a system in accordance with the usual requirements of review and assessment of a person or team task performance. The existence of team in an organization makes the evaluation of team performance discerning. However, the individual employee, in most of the organizations continues to be the focus performance appraisal. A result oriented performance appraisal system assesses achievements, goal and objectives, and the development plans.

Performance Appraisal Process

The complete ethos of performance appraisal should commence at the highest level and be integrated into the strategy and values of the organization. The performance appraisal should strengthen the working relationship between the managers and their employees also contribute to the long term success of the organization. The whole process should be rewarding and satisfying experience not only for the individual employees but also for the entire organization. An effective performance evaluation process should provide the basis for management to consolidate the business of today and for developing in the future.

Setting the Goals: The initial step in the process of performance appraisal is setting specific goals usually jointly by both the superiors and employees. The goal setting process ensures that every employee understands the expectations from him and how the accomplishment of the goal contributes to the overall success. Organizations should choose only important and realistically achievable goals. Stephen Williams specified three types of objectives for a performance evaluation program including key result areas, performance standards and performance development. In fact, the effectiveness of performance appraisal depends on the efficiency of the objectives being set.

Setting the Performance assessment Goals: The next step in the process of performance appraisal is establishing the performance criteria as the basis for comparison. It is, in fact, a reference point in terms of which other things can be evaluated. An organization has to determine the characteristics of employees to be evaluated. The criteria should be job-related, specific and within the control of the employees including the traits, behaviors, cost related outcomes, competencies, goal achievement, and scope for further improvement. The employees and the superiors should jointly discuss the criteria for evaluation. Once the performance criteria are established, these should be communicated to all those concerned.

Establishing the Performance Criteria:The evaluation of employees' performance is made on the basis of pre-established criteria. Then the appraiser and the appraised jointly review the results of appraisal. This review determines the extent to which employees have met these standards, ascertaining the reasons for any deficiencies and preparing a plan to correct the problems.

Post evaluation interview with employees: For post-evaluation the superior can have a meeting with the appraised employees to discuss the results of the evaluation, once the appraisal is over. At this stage, the evaluator can ascertain from the employees the reasons for their high or low level of achievement against pre-determined objectives. Further, the evaluator can help the employees consolidate their strengths and improve their relative weaknesses. At this meeting, goals can also be set for the next evaluation period and the process goes on.

Methods of Performance Appraisal

A more widely used classification of appraisal methods into two categories, viz., traditional methods and modem methods, is given by Strauss and Sayles". While traditional methods lay emphasis on the rating of the individual's personality traits, such as initiative, dependability, drive creativity, integrity, intelligence, leadership potential, etc.; the modem methods, on the other hand, place more emphasis on the evaluation of work results, i.e., job achievements than the personal traits! Modem methods tend to be more objective and worthwhile.

Table 28.4 : Methods of Performance Appraisal

Traditional Methods	*Modern Methods*
1. Ranking method	1. Management by Objectives (MBO)
2. Paired comparison	2. Behaviourally anchored rating scales
3. Grading	3. Assessment centres
4. Forced distribution method	4. 360-degree appraisal
5. Forced choice method	5. Cost accounting method
6. Checklist method	
7. Critical incidents method	
8. Graphic scale method	
9. Essay method	
10. Field review method	
11. Confidential report	

Traditional Methods:

Ranking: Ranking is the most old and simple formal method of performance appraisal. Ranking method compares an employee with all others in order to make order of worth. The ranks are provided to employees from the highest to the lowest or from the best to the worst. In doing this the employee highest on the feature being measured and also lowest, are indicated. Then the next highest and the next lowest are ranked until all the employees have been given ranks. Thus, if there are ten employees to be appraised, there will be ten ranks from 1 to 10.

However, the greatest limitations of this method are

- (i) It does not tell how much better or worse one is as compared to another,
- (ii) The task of ranking individuals is difficult when a large number of employees are rated

Paired Comparison: In this method, each employee is compared with other employees on one- on one basis, usually based on one trait only. The rater is provided with a bunch of slips each coining pair of names, the rater puts a tick mark against the employee whom he insiders the better of the two. The number of times this employee is compared as better with others determines his or her final ranking.

Grading Method: In this method, certain categories of worth are established in advance and carefully defined. There can be three categories established for employees: outstanding, satisfactory and unsatisfactory. There can be more than three grades. Employee performance is compared with grade definitions. The employee is, then, allocated to the grade that best describes his or her performance.

Such type of grading is done is Semester pattern of examinations and in the selection of a candidate in the public service sector. One of the major drawbacks of this method is that the rater may rate most of the employees on the higher side of their performance.

Forced Distribution: Forced distribution compares evaluations where an evaluator awards rating to employees in accordance with a specified distribution. Dissimilar to ranking methods, forced distribution is often applied to multiple rather than only one component of the performance of job. The use of the forced distribution method is shown by the management asked to rate subordinates in accordance with the certain distribution: Below 10 percent; 20 percent below average; 40 percent average; 20 percent above average; and 10 percent high. A group of 20 employees, who would have to be put in the low category, four in the below-average category, eight in the average, four above average, and two put in the highest category. The proportion of forced distribution varies. For example, a supervisor could be asked to place employees into top, middle, and bottom thirds of a distribution. Forced distribution is fundamentally applied to lower down rating errors of leniency and central tendency, but the method itself can be a source of rating errors because it generates discriminations between employees even in cases of identical job performance. For example, even if all employees in a unit are performing well, the forced distribution approach requires a certain number to be placed at the bottom of a graded continuum. For this reason, raters and rated do not agree on this method, especially in small groups or when group members are all of high ability.

Forced-Choice Method: The forced-choice method is developed by J. P. Guilford. It contains a series of groups of statements, and rater rates how effectively a statement describes each individual being evaluated. Common method of forced-choice method contains two statements, both positive and negative.

Examples of positive statements are:

1. Gives good and clear instructions to the subordinates.

2. Can be depended upon to complete any job assigned.

A pair of negative statements may be as follows:

1. Makes promises beyond his limit to keep these.

2. Inclines to favour some employees.

Each statement carries a score or weight, which is not made known to the rater. The human resource section does rating for all sets of statements— both positive and negative. The final rating is done on the basis of all sets of statements. Thus, employee rating in this manner makes the method more objective. The only problem associated with this method is that the actual constructing of several evaluative statements also called 'forced-choice scales', takes a lot of time and effort.

Check-List Method: The basic purpose of utilizing check-list method is to ease the evaluation burden upon the rater. In this method, a series of statements, i.e., questions with their answers in 'yes' or 'no' are prepared by the HR department (see Figure 28-2). The check-list is, then, presented to the rater to tick appropriate answers relevant to the appraisee. Each question carries a weight-age in relationship to their importance.

Fig. 28.2: Sample Check-list for Appraising University Teachers

	Yes	No
1. Is regular on the job?	—	—
2. Does maintain discipline well?	—	—
3. Does show consistent behaviour to all students?	—	—
4. Is interested in (teaching) job?	—	—
5. Does ever make mistakes?	—	—
6. Does show favouritism to particular students?	—	—
7. Is willing to help colleagues?	—	—

When the check-list is completed, it is sent to the HR department to prepare the final scores for all appraises based on all questions. While preparing questions an attempt is made to determine the degree of consistency of the rater by asking the same question twice but in a different manner.

However, one of the disadvantages of the check-list method is that it is difficult to assemble, analyse and weigh a number of statements about employee characteristics and contributions From a cost stand point also, this method may be inefficient particularly if there are a number of job categories in the organisation, because a check-list of questions must be prepared for each category of job. It will involve a lot of money, time and efforts.

Critical Incidents Method: In this method, the rater focuses his or her attention on those key or critical behaviours that make the difference between performing a job in a noteworthy manner (effectively or ineffectively). There are three steps involved in appraising employees using this method.
First, a list of noteworthy (good or bad) on-the-job behaviour of specific incidents is prepared. Second, a group of experts then assigns weightage or score to these incidents, depending upon their degree of desirability to perform a job. Third, finally a check-list indicating incidents that describe workers as "good" or "bad" is constructed. Then, the check-list is given to the rater for evaluating the workers.

The basic idea behind this rating is to apprise the workers who can perform their jobs effectively in critical situations. This is so because most people work alike in normal situation. The strength of critical incident method is that it focuses on behaviours and, thus, judge's performance rather than personalities.

Its drawbacks are to regularly write down the critical incidents which become time-consuming and burdensome for evaluators, i.e., managers. Generally, negative incidents are positive ones. It is rater's inference that determines which incidents are critical to job performance. Hence, the method is subject to all the limitations relating to subjective judgments.

Graphic Rating Scale Method: The graphic rating scale is one of the most popular and simplest techniques for appraising performance. It is also known as linear rating scale. In this method, the printed appraisal form is used to appraise each employee.
The form lists traits (such as quality and reliability) and a range of job performance characteristics (from unsatisfactory to outstanding) for each trait. The rating is done on the basis of points on the continuum. The common practice is to follow five points scale.

The rater rates each appraisee by checking the score that best describes his or her performance for each trait all assigned values for the traits are then totaled. Figure 28-3 shows a typical graphic rating scale.

This method is good for measuring various job behaviours of an employee. However, it is also subjected to rater's bias while rating employee's behaviour at job. Occurrence of ambiguity in design- mg the graphic scale results in bias in appraising employee's performance.

Essay Method: Essay method is the simplest one among various appraisal methods available. In this method, the rater writes a narrative description on an employee's strengths, weaknesses, past performance, potential and suggestions for improvement. Its positive point is that it is simple in use. It does not require complex formats and extensive/specific training to complete it.

However, essay method, like other methods, is not free from drawbacks. In the absence of any prescribed structure, the essays are likely to vary widely in terms of length and content. And, of course, the quality of appraisal depends more upon rater's writing skill than the appraiser's actual level of performance.

Moreover, because the essays are descriptive, the method provides only qualitative information about the employee. In the absence of quantitative data, the evaluation suffers from subjectivity problem. Nonetheless, the essay method is a good start and is beneficial also if used in conjunction with other appraisal methods.

<u>Field Review Method:</u> When there is a reason to suspect rater's biasedness or his or her rating appears to be quite higher than others, these are neutralised with the help of a review process. The review process is usually conducted by the personnel officer in the HR department.

The review process involves the following activities:
(a) Identify areas of inter-rater disagreement.
(b) Help the group arrive at a consensus.
(c) Ensure that each rater conceives of the standard similarity.

However, the process is a time-consuming one. The supervisors generally resent what they consider the staff interference. Hence, the method is not widely used.

<u>Confidential Report:</u> It is the traditional way of appraising employees mainly in the Government Departments. Evaluation is made by the immediate boss or supervisor for giving effect to promotion and transfer. Usually a structured format is devised to collect information on employee's strength weakness, intelligence, attitude, character, attendance, discipline, etc. report.

<u>Modern Methods:</u>

<u>Management by Objectives (MBO):</u> Most of the traditional methods of performance appraisal are subject to the antagonistic judgments of the raters. It was to overcome this problem; Peter F. Drucker propounded a new concept, namely, management by objectives (MBO) way back in 1954 in his book.

The Practice of management. The concept of MBO as was conceived by Drucker, can be described as a "process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of results expected of him and use these measures as guides for operating the unit and assessing the contribution of each its members".

In other words, stripped to its essentials, MBO requires the manager to goals with each employee and then periodically discuss his or her progress toward these goals.

In fact, MBO is not only a method of performance evaluation. It is viewed by the Practicing managers and pedagogues as a philosophy of managerial practice because .t .s a method by wh.ch managers and subordinates plan, organise, communicate, control and debate.

An MBO programme consists of four main steps: goal setting, performance standard, comparison, and periodic review. In goal-setting, goals are set which each individual, s to attain. The superior and subordinate jointly establish these goals. The goals refer to the desired outcome to be achieved by each individual employee.

In performance standards, the standards are set for the employees as per the previously arranged time period. When the employees start performing their jobs, they come to know what is to be done, what has been done, and what remains to be done.

In the third step the actual level of goals attained are compared with the goals agreed upon. This enables the evaluator to find out the reasons variation between the actual and standard performance of the employees. Such a comparison helps devise training needs for increasing employees' performance it can also explore the conditions having their bearings on employees' performance but over which the employees have no control.

Finally, in the periodic review step, corrective measure is initiated when actual performance deviates from the slandered established in the first step-goal-setting stage. Consistent with the MBO philosophy periodic progress reviews are conducted in a constructive rather than punitive manner.

The purpose of conducting reviews is not to degrade the performer but to aid in his/her future performance.

Limitation of MBO:

MBO is not a panacea, cure for all organisational problems.

As with other methods, it also suffers from some limitations as catalogued below:

(i) Setting Un-measurable Objectives:

One of the problems MBO suffers from is unclear and un-measurable objectives set for attainment. An objective such as "will do a better job of training" is useless as it is un-measurable. Instead, "well have four subordinates promoted during the year" is a clear and measurable objective.

(ii) Time-consuming:

The activities involved in an MBO programme such as setting goals, measuring progress, and providing feedback can take a great deal of time.

(iii) Tug of War:

Setting objectives with the subordinates sometimes turns into a tug of war in the sense that the manager pushes for higher quotas and the subordinates push for lower ones. As such, goals so set are likely to be unrealistic.

(iv) Lack of Trust:

MBO is likely to be ineffective in an environment where management has little trust in its employees. Or say, management makes decisions autocratically and relies heavily on external controls.

<u>360-Degree Feedback Evaluation:</u> Yet another method used to appraise the employee's performance is 360 – degree appraisal. This method was first developed and formally used by General Electric Company of USA in 1992. Then, it travelled to other countries including India. In India, companies like Reliance Industries, Wipro Corporation, Infosys Technologies, Thermax, Thomas Cook etc., have been using this method for appraising the performance of their employees. This feedback based method is generally used for ascertaining training and development requirements, rather than for pay increases.

Under 360 – degree appraisal, performance information such as employee's skills, abilities and behaviours, is collected "all around" an employee, i.e., from his/her supervisors, subordinates, peers and even customers and clients.

In other worlds, in 360-degree feedback appraisal system, an employee is appraised by his supervisor, subordinates, peers, and customers with whom he interacts in the course of his job performance. All these appraisers provide information or feedback on an employee by completing survey questionnaires designed for this purpose.

All information so gathered is then compiled through the computerized system to prepare individualized reports. These reports are presented to me employees being rated. They then meet me appraiser—be it one's superior, subordinates or peers—and share the information they feel as pertinent and useful for developing a self-improvement plan.

In 360 – degree feedback, performance appraisal being based on feedback “all around”, an employee is likely to be more correct and realistic. Nonetheless, like other traditional methods, this method is also subject to suffer from the subjectivity on the part of the appraiser. For example, while supervisor may penalise the employee by providing negative feedback, a peer, being influenced by ‘give and take feeling’ may give a rave review on his/her colleague.

Behaviourally Anchored Rating Scales (BARS): The problem of judgmental performance evaluation inherent in the traditional methods of performance evaluation led to some organisations to go for objective evaluation by developing a technique known as “Behaviourally Anchored Rating Scales (BARS)” around 1960s. BARS are descriptions of various degrees of behaviour with regard to a specific performance dimension.

It combines the benefits of narratives, critical incidents, and quantified ratings by anchoring a quantified scale with specific behavioural examples of good or poor performance. The proponents of BARS claim that it offers better and more equitable appraisals than do the other techniques of performance appraisal we discussed so far.

Developing BARS typically involves five steps:

1. Generating Critical Incidents:

Critical incidents (or say, behaviours) are those which are essential for the performance of the job effectively Persons who are knowledgeable of the job in question (jobholders and/or supervisors) are asked to describe specific critical incidents of effective and ineffective performance. These critical incidents may be described in a few short sentences or phrases using the terminology.

2. Developing Performance Dimensions:

The critical incidents are then clustered into a smaller set of performance dimensions, usually five to ten. Each cluster, or say, dimension is then defined.

3. Reallocating Incidents:

Various critical incidents are reallocated dimensions by another group of people who also know the job in question. Various critical incidents so reallocated to original dimensions are clustered into various categories, with each cluster showing similar critical incidents. Those critical incidents are retained which meet 50 to 80% of agreement with the cluster as classified in step 2.

4. Scaling Incidents:

The same second group as in step 3 rates the behaviour described in each incident in terms of effectiveness or ineffectiveness on the appropriate dimension by using seven to nine points scale. Then, average effectiveness ratings for each incident are determined to decide which incidents will be included in the final anchored scales.

5. Developing Final BARS Instrument:

A subset of the incidents (usually six or seven per cluster) is used as a behavioural anchor for the final performance dimensions. Finally, a BARS instrument with vertical scales is drawn to be used for performance appraisal, as in Figure 27-5.

How BARS is developed can be exemplified with an example of grocery checkout clerks working in a large grocery chain.

Assessment Centres: The introduction of the concept of assessment centres as a method of performance method is traced back in 1930s in the Germany used to appraise its army officers. The concept gradually spread to the US and the UK in 1940s and to the Britain in 1960s.

The concept, then, traversed from the army to business arena during 1960s. The concept of assessment centre is, of course, of a recent origin in India. In India, Crompton Greaves, Eicher, Hindustan Lever and Modi Xerox have adopted this technique of performance evaluation.

In business field, assessment centres are mainly used for evaluating executive or supervisory potential. By definition, an assessment centre is a central location where managers come together to participate in well-designed simulated exercises. They are assessed by senior managers supplemented by the psychologists and the HR specialists for 2-3 days.

Assessee is asked to participate in in-basket exercises, work groups, simulations, and role playing which are essential for successful performance of actual job. Having recorded the assessee's behaviour the raters meet to discuss their pooled information and observations and, based on it, they give their assessment about the assesee. At the end of the process, feedback in terms of strengths and weaknesses is also provided to the assesees.

The distinct advantages the assessment centres provide include more accurate evaluation, minimum biasedness, right selection and promotion of executives, and so on. Nonetheless, the technique of assessment centres is also plagued by certain limitations and problems. The technique is relatively costly and time consuming, causes suffocation to the solid performers, discourages to the poor performers (rejected), breeds unhealthy competition among the assessees, and bears adverse effects on those not selected for assessment.

Cost Accounting Method: This method evaluates an employee's performance from the monetary benefits the employee yields to his/her organisation. This is ascertained by establishing a relationship between the costs involved in retaining the employee, and the benefits an organisation derives from Him/her.

While evaluating an employee's performance under this method, the following factors are also taken into consideration:

1. Unit wise average value of production or service.
2. Quality of product produced or service rendered.
3. Overhead cost incurred.
4. Accidents, damages, errors, spoilage, wastage caused through unusual wear and tear.
5. Human relationship with others.
6. Cost of the time supervisor spent in appraising the employee.

CAREER PLANNING & DEVELOPMENT

Definitions:

1. A career may be defined as ' a sequence of jobs that constitute what a person does for a living'.

2. According to Schermerborn, Hunt, and Osborn, 'Career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment'.

3. Career planning is the process of enhancing an employee's future value.

4. A career plan is an individual's choice of occupation, organization and career path.

Career planning encourage individuals to explore and gathers information, which enables them to synthesize, gain competencies, make decisions, set goals and take action. It is the crucial stage of Human Resource Development that help the employee in making strategy of work life balance.

Features of Career Planning And Development

1. It is an ongoing process.

2. It helps individuals develop skills required to fulfill different career roles.
3. It strengthens work related activities in the organization.
4. It defines life, career, abilities, and interests of the employee.
5. It can give professional directions, as they relate to career goals.

Objectives of Career Planning

The major objectives of career planning are as follows:

1. To identify positive characteristics of the employees.

2. To develop awareness about each employee's uniqueness.

3. To respect feelings of other employees.

4. To attract the talented employees to the organizations.

5.To train the employees towards team building skills.

6.To create healthy ways of dealing with conflicts, emotions and stress.

Benefits of Career Planning

1.Career planning ensures a constant supply of promotable employees.

2. It helps in improving the loyalty of employees.

3. Career planning encourages an employee's growth and development.

4. It discourages the negative attitude of superiors who are interested in suppressing the growth of the subordinates.

5. It ensures that senior management knows about the calibre and capacity of the employees who can move upwards.

6. It can always create a team of employees prepared enough to meet any contingency.

7. Career planning reduces labour turnover.

8. Every organization prepares succession planning towards which career planning is the first step.

Process of Career Planning and Development

Steps involved in career planning and development includes;

1. Analysis of individual's skills, knowledge, abilities, aptitudes etc.
2. Analysis of career opportunities both within and outside the organization.
3. Analysis of career demands on the incumbent in terms of skills, knowledge, abilities, aptitude etc., and in terms of qualifications, experience and training received etc.
4. Relating specific jobs to different career opportunities.
5. Establishing realistic goals both short term and long term.
6. Formulating career strategy covering areas of change and adjustment.
7. Preparing and implementing action plan including acquiring resources for achieving goals.

Limitations of career planning / career problems

1. Dual career families: with the increase in career orientation among women, number of female employees is on increase. With this the dual career families have also been on increase. Consequently, one of the family member might face the problem of transfer. This has become the problem to organizations.
2. Low ceiling careers: Some career do not have scope for much advancement. Employees cannot get promotions despite their career plans and development in such jobs.
3. Declining career opportunities: Career opportunities for certain categories reach the decliing stage due to the influence of the technol;ogical or economic factors. Solution for such problem is career shift. For example career opportunities for statisticians declined due to computerization. The existing statisticians can overcome this problem by acquiring computer skills.
4. Further, interaction of career issues with the issues of life stages of the employee and his family, changing needs of employee throughout his life cycle complicate and the career issues.
5. Downsizing / Delayering and careers: Business process reengineering, technological changes and business environmental factors force the business firms to restructure the organizations by delayering and downsizing. Downsizing activities result in fixing some employees, and degrading some other employees. These activities necessitate the organization to provide training and to provide training climate for job sharing.

restructure the organisations by delayering and downsizing. Downsizing activities result in fixing some employees, and degrading some other employees. These activities necessitate the organisation to provide training and to provide climate for job sharing.

Suggestions for Effective Career Development

(i) Challenging Initial Job Assignments: There is an evidence indicating that employees who take up initial challenging jobs perform better at later stages.

(ii) Dissemination of Career Option Information: Mostly employees lack information about career choices/options. The managers identify career paths and succession paths. This information should be made available to all employees concerned.

(iii) Job Positioning: Management should provide job information to employees through job positioning. For posting the jobs organisations can use bulletin board displays, company publications, electronic billboards and similar means.

(iv) Assessment Centres: The assessment centres evaluate the people regarding their ability to certain jobs. This technique helps to identify the available skills, abilities and knowledge.

(v) Career Counselling: Career counselling helps employees in setting directions, reviewing performance, identifying areas for of professional growth. The content of career counselling include:

(i) Employee's goals, aspirations and expectations with regard to future career,

(ii) The manager's views about the future opportunities,

(iii) Identification of employee's attempts for self-development.

(vi) Career Development Workshops: Managements should conduct career development workshops. There workshops help for resolving misperceptions. Entry workshops help for orientation and socialization activities. Mid career workshops help the employees with the same background and length of service. Late-career workshops are helpful for the employees preparing for retirement, employees who are frustrated over unfulfilled career goals.

(vii) Continuing Education and Training: Continuous education and training help the employees to reduce the possibilities of obsolete skills. In fact, continuous education and development are highly essential for career planning and development. Competency-based training approaches are best for career development.

(viii) Periodic Job Changes: In the modern business, the Proverb, "rolling stone gathers no mass" has a little relevance. In fact, the rolling stone gathers mass. The technique of job rotation helps the employees to acquire the organisational knowledge, and knowledge about different jobs and departments. Ultimately, the employee gains confidence of working efficiently under any environment. The periodic job changes offers diverse and expanded range of experiences that the future job will demand. Thus, this technique prepares the employee for the future careers.

Leave of Absence\Lien\Sabbaticals: Long leave of absence or sabbaticals allow the employee to work under new environment or attend an executive development programmes. Thus, leave allows the employees to learn under different environments.

Management Simulation: Under this technique, employees are taken through a number of exercises and given extensive career development feedback regarding the areas of development necessary.

Professional Associations: Professional associations enable the managers to interact among themselves and learn from each other. Further, associations arrange guest speakers on current topics. Thus, these associations help the employees to keep abreast of current career demands and expectations.

Mentor — Protege Relationships: Organisations encourage these relationships through networking, building mentor expectations into managerial job descriptions and recognising and rewarding successful mentoring efforts.[9]

Solution to the Career Problems

Employees can minimise the problems by *(a)* improving the dissemination of career information in order to help the early process of career choice, *(b)* improving mechanisms for people to discover their own talents, needs and motives, *(c)* improving mechanism for career switching, and *(d)* introducing necessary educational facilities.

The organisation can also minimise the problems by *(a)* improving human resources planning and forecasting systems, *(b)* improving dissemination of career option information, *(c)* initiated career counselling, *(d)* developing effective internal and external assessment centres, *(e)* supporting educational and training programmes, *(f)* introducing more flexible reward and promotional systems and conducting career development sessions (Exhibit 10.9).

EXHIBIT 10.9
Career Development Sessions

The purpose of career development discussions is to allow both the supervisor and the individual to explore future areas of growth to satisfy their respective needs.

The content of the session should be as employee-centered as possible, with the supervisor providing structure and feedback. The range of areas that can be covered is practically limitless, but here are some suggested topics:

- Discover what the individual truly wants. Is this different from your own original estimate of the goal that he should strive for? If so, why are these two objectives different?
- Examine the 'individual's "self-selling" technique and offer suggestions for improving it.
- Is the individual being relatively objective in the assessment of his strengths and weaknesses?
- Is the individual limited in his scope? Is he aware of the wide range of alternatives available to him?
- Is the individual neglecting consideration of some positions because of the personalities of the person currently in those positions? Is he overrating other positions for similar reasons?
- Can the employee verbalize both the pros and cons of a position, or does he focus solely on the positive?