

Questions

- 8-16. Do you think that the experts' recommendations will be sufficient to get most of the administrators to fill out the rating forms properly? Why or why not? What additional actions (if any) do you think will be necessary?
- 8-17. Do you think that Vice President Winchester would be better off dropping graphic rating

forms, substituting instead one of the other techniques discussed in this chapter, such as a ranking method? Why?

- 8-18. What performance appraisal system would you develop for the secretaries if you were Rob Winchester? Defend your answer.

HR IN ACTION CASE INCIDENT 2

Carter Cleaning Company *

The Performance Appraisal

After spending several weeks on the job, Jennifer was surprised to discover that her father had not formally evaluated any employee's performance for all the years that he had owned the business. Jack's position was that he had "a hundred higher-priority things to attend to," such as boosting sales and lowering costs, and, in any case, many employees didn't stick around long enough to be appraised anyway. Furthermore, contended Jack, manual workers such as those doing the pressing and the cleaning did periodically get positive feedback in terms of praise from Jack for a job well done, or criticism, also from Jack, if things did not look right during one of his swings through the stores. Similarly, Jack was never shy about telling his managers about store problems so that they, too, got some feedback on where they stood.

This informal feedback notwithstanding, Jennifer believes that a more formal appraisal approach is required. She believes that there are criteria such as quality, quantity, attendance, and punctuality that should be evaluated periodically even if a worker is paid based on how much he or she produces. Furthermore, she feels quite strongly that the managers need to have a list of quality standards for matters such as store cleanliness, efficiency, safety, and adherence to budget on which they know they are to be formally evaluated.

Questions

- 8-19. Is Jennifer right about the need to evaluate the workers formally? The managers? Why or why not?
- 8-20. Develop a performance appraisal method for the workers and managers in each store.

EXPERIENTIAL EXERCISE**Setting Goals for and Appraising an Instructor**

Purpose: The purpose of this exercise is to give you practice in developing and using a performance appraisal form.

Required Understanding: You are going to develop a performance appraisal form for an instructor and should therefore be thoroughly familiar with the discussion of performance appraisals in this chapter.

How to Set Up the Exercise/Instructions: Divide the class into groups of four or five students.

- 8-21. First, based on what you now know about performance appraisals, do you think Figure 8.1 is an effective scale for appraising instructors? Why or why not?
- 8-22. Next, your group should develop its own tool for appraising the performance of an instructor. Decide

which of the appraisal tools (graphic rating scales, alternation ranking, and so on) you are going to use, and then design the instrument itself. Apply what you learned in this chapter about goal-setting to provide the instructor with practical goals.

- 8-23. Next, have a spokesperson from each group put his or her group's appraisal tool on the board. How similar are the tools? Do they all measure about the same factors? Which factor appears most often? Which do you think is the most effective tool on the board? Can you think of any way of combining the best points of several of the tools into a new performance appraisal tool?

ENDNOTES

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