



Performance Development @ UNSW

Reviewer's Resource Book

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Performance Development @ UNSW

- ✚ Definition
- ✚ Principles
- ✚ Internal and external drivers
- ✚ Objectives
- ✚ Benefits

Definition - what's in a name?

Performance Development is called different things in different organisations. For example, Professional Development Planning, Recognition & Development Framework, Professional Development & Review, Personal Planning & Review, and most commonly Performance Management. At UNSW, we choose to name it the Performance Development Scheme for a number of reasons:

The **focus is on developing** organisational, team and individual capability.

At UNSW in the past, the term 'Performance Management' has been strongly associated with the discipline process. In order to introduce a new scheme which we trust staff at all levels will engage in, and experience the many benefits that constructive and regular dialogue can bring, we use the term Performance Development to avoid the possibility of confusion.

Performance Development is...

- ✚ The process of identifying, evaluating and developing the work performance of employees in the organisation, so that organisational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance¹
- ✚ A shared process between managers and the individuals and teams they manage. It is based on the principle of management by contract not command...it is based on the agreement of objectives, knowledge, skills and capability (competence) requirements, performance improvement and personal development plans. It involves the joint and continuing review of performance against these objectives, requirements and plans and the agreement and implementation of improvement and further development plans.
- ✚ Based on the belief that everything that people do at work at *any* level contributes to achieving the overall purpose of the organisation. It is therefore concerned with what people do (their work), how they do it (their behavior) and what they achieve (their results)²
- ✚ A scheme in which the fundamental goal is to establish a culture in which individuals and groups take responsibility for the continuous improvement of business processes and for their own skills and contributions³

¹ Lansbury, RD 1988, 'Performance management: a process approach', Human Resources Management in Australia 26(3).

² Armstrong, M, 2000, Performance Management-key strategies and guidelines. 2nd edn. Kogan Page, London.

³ Philpott, L and Shephard, L (1992) Managing for improved performance, in Strategies for Human Resources Management, ed M Armstrong, Kogan Page, London

Principles of Performance Development

- ✓ Translates corporate goals into individual, team, department and divisional goals
- ✓ Helps to clarify corporate goals
- ✓ A continuous and evolutionary process, in which performance improves over time
- ✓ Relies on consensus and cooperation rather than control or coercion
- ✓ Creates a shared understanding of what is required to improve performance and how this will be achieved
- ✓ Encourages self-management of individual performance
- ✓ Requires a management style that is open and honest and encourages two – way communication between managers and staff
- ✓ Requires continuous feedback
- ✓ Feedback loop enables the experiences and knowledge gained on the job by individuals to modify corporate objectives
- ✓ Measures and assess all performance against jointly agreed goals
- ✓ Should apply to all staff; and is not primarily concerned with linking performance to financial reward.⁴

What does Performance Development mean @ UNSW?

Internal and External Drivers

As a leading G08 research-intensive university we are reliant upon the excellent performance of all UNSW staff.

The University Council, President and Vice-Chancellor consider Performance Development to be an essential enabler to improve University performance and to achieve the strategic priorities outlined in the Blueprint to Beyond-UNSW Strategic Intent document.

Performance Development supports the University's commitment to providing a work environment that is free from unlawful discrimination and harassment.

The Enterprise Bargaining Agreement (Clause 33.0) embodies the key functions of Performance Development as described below:

An employee will meet annually with his/her supervisor in order to review his/her work in the past year, to discuss work in future years and to discuss the employees own personal career development. The major areas for conversation will include:

- ∞ how the employee's position links to the wider plans of the work unit and of the University;
- ∞ allocated duties within the work unit and the employee's development needs associated with meeting work unit and University goals;
- ∞ where relevant, facilitating development needs for broad banding progression;
- ∞ support needed by the employee from the work unit and the university in order to achieve personal career goals.

⁴ IRS Management Review (1996)

Performance Development @ UNSW

Objectives

- ✦ assist in the achievement of the strategic priorities of the University
- ✦ better align staff capabilities with the University's guiding principles
- ✦ plan individual performance consistent with the operational goals of the work unit
- ✦ enable staff to gain a sound understanding and definition of roles, responsibilities, capability and anticipated achievements through self-assessment and feedback
- ✦ provide constructive feedback about individual performance and progress
- ✦ plan professional development and support for career development through access to appropriate professional development activities
- ✦ assist individual staff to realise their full potential and achieve their aspirations
- ✦ recognise high performing staff for their positive achievements and contributions
- ✦ encourage and develop mutual trust, respect and understanding between staff and their supervisor
- ✦ enable performance problems to be identified and addressed at an early stage

Benefits

Feedback on performance
Direction & support
Clarify concerns
Recognise achievements
Track changes to the job function
Ensure realistic and challenging work plans
Develop a career plan
Balance career & family

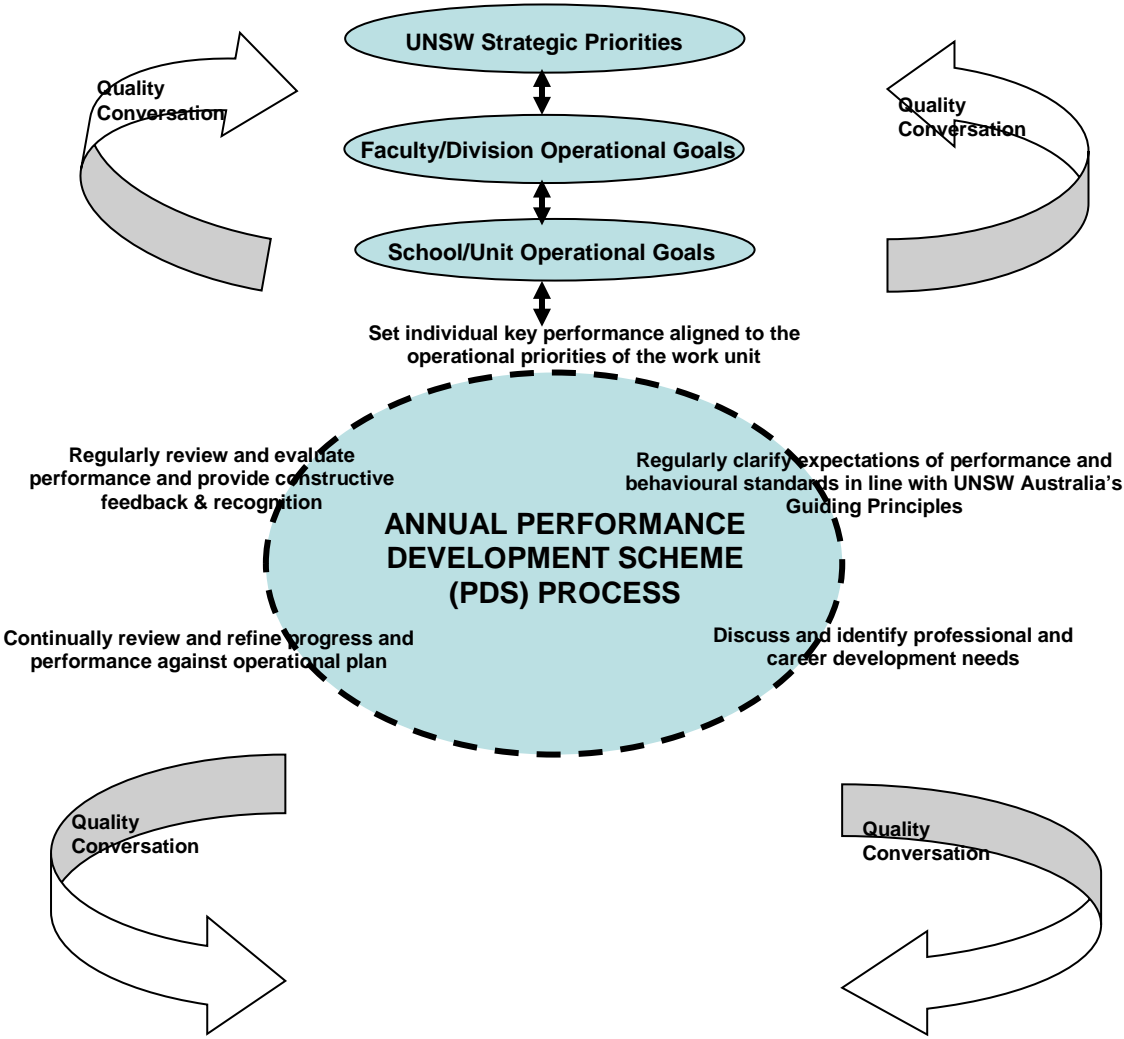
Team

Identify mutually beneficial goals and objectives
Enhance team collaboration
Value the diversity of individual capabilities within the team
Develop creative and innovative strategies across and within teams

UNSW

Improve overall organisational performance through enhanced staff capability
Harness feedback and development strategies to ensure continuous improvement
Effective response to changing needs in the environment
Improve the flow of communication

UNSW "Performance Cycle"



Implementing Performance Development

- ✚ Communication
- ✚ Key messages
- ✚ Flexibility
- ✚ Annual briefing
- ✚ UNSW performance cycle

Communication

Ensure staff knows what is required of them in the Performance Development meeting. Depending on the size of your team and the circumstances, you may see staff individually or as a team to discuss the following: Performance Development rationale and procedures, benefits; and how to complete the documentation. During this meeting and any time after, allow time for questions and concerns to be aired and discussed.

Remember that a discussion about performance and career planning and development *may* represent a cultural change process which takes time and there will be a range of reactions ranging from excitement to resistance.

Remember these key messages

- ✚ It is not about the forms. Completing the discussion and the paperwork may take more than one meeting.
- ✚ You can choose to conduct two meetings. One that has as its focus the team and individual achievements and work priorities; the other career planning and development. Or you can discuss both at the same meeting if this is what works for both parties.
- ✚ The principle that underpins Performance Development is that regular dialogue and feedback occur throughout the year to monitor, review and support staff progress towards the goals.

Be flexible in your approach

Consider your team's skill and experience, and discuss with them the importance of a flexible approach so that the process adds value. For example, a range of literacy levels in your team may mean that some staff simply jot down some key points and bring them to the conversation. Perfect documentation is not the point of the exercise and over time and with training, this ability can be developed.

Conduct an annual team briefing

An annual team briefing session is recommended to provide information to all staff about the strategic and operational plans of your work unit in the context of the university & faculty/division strategic directions. This information will assist staff plan team and individual work priorities that are aligned with the future direction of the workplace.

Team briefing sessions can be conducted with the whole faculty, division or with individual schools, centres or work units as appropriate. Each team briefing session should provide staff with the following information:

- ✚ Blueprint to Beyond - UNSW Strategic Intent
- ✚ Faculty/ Division Priority Goals and Targets
- ✚ School/ Work Unit plan

Preparing for the Performance Development Conversation

- ✚ Things you need to know
- ✚ Questions you need to ask
- ✚ Arrangements you need to make
- ✚ Recommended schedule of events

Things you need to know

- ✚ Do your best to be fully informed regarding organisational purpose, values and direction
- ✚ Translate organisational priorities and goals into meaningful goals with your team
- ✚ Ensure you are informed of relevant big picture issues including possible change programs, resource and budget levels that may need to inform plans and professional development activity
- ✚ Make time to reflect on your own Performance Development conversation – what was it like for you, what worked what didn't; and what information was relevant that needs to inform your meetings with staff
- ✚ Review the agreed annual goals
- ✚ Consider what you perceive to be the staff member's progress and achievements, strengths and areas to develop

Questions you need to ask

- ✚ Do you have sufficient examples at hand to support your feedback?
- ✚ Has there been any change in circumstances or in the job that may have influenced performance?"
- ✚ Have you been able to provide the right amount of guidance and support? If not, what else could you begin to do?
- ✚ Are you making the best use of the staff member's skill and experience?
- ✚ What are the key priorities in which you think they could make a contribution?
- ✚ Are there any special projects you could delegate that would be of benefit to the individual and the organisation?
- ✚ What direction do you think their career could take within or external to UNSW?
- ✚ How can you support them in their career?
- ✚ How does the staff member learn best?
- ✚ How are they different to you?
- ✚ Consider the staff member's relationship with the team, internal and external customers, and yourself. For example, have there been any recent critical incidents that could be influencing performance?
- ✚ Analyse the outcome of any training or development activity that has been undertaken. Have new skills and knowledge been applied to the job?

Arrangements you need to make

Creating and keeping to a Performance Development conversation schedule is important. Consider the following questions when you are creating the schedule, and revisit them with each conversation.

- ✚ Is it the right time for a Performance Development conversation? For you, for them?
- ✚ Have you made enough time in your diary?
- ✚ Where is a suitable place to hold the interview?
- ✚ Is it a private space neutral place free of interruptions?
- ✚ Have you spent enough time in preparation?

Recommended schedule of events

Important: The following schedule of events is **recommended** only. You may decide with your manager to vary the schedule, particularly in the first year when the process is very new. Examples of how the schedule might vary are as follows:

- ✚ A written draft self assessment may take the form of a conversation instead
- ✚ Both parties may simply write their own preparation notes and complete the documentation in the meeting
- ✚ More than one conversation may be required

Reviewer communicates to staff that it is time for the Performance Development meetings and schedules a mutually convenient time and place

Reviewee sends Reviewer completed draft (Recommended 2 weeks prior)

Performance Development Conversation is conducted that includes two lots of documentation:

Achievements & Priorities
Career Planning & Development

(no less than 30mins and no more than 1.5 hours is recommended per meeting)

Reviewee makes adjustments to the draft document (if necessary)

Reviewee and Reviewer sign the final document

Reviewer provides a copy of both PDS forms to HR that will be placed on the individual staff member's personnel file

- Reviewer retains the original PDS forms in their files (confidential area)
 - Reviewer provides a copy to the staff member

Schedule the next meeting

Regular coaching, support and feedback on performance

Getting the most out of the conversation

Achievements and Priorities

- ✚ How to structure the conversation
- ✚ Advantages of self-assessment
- ✚ Your assessment as a manager must be well balanced
- ✚ Problems of error in performance reviews
- ✚ The overall assessment

How to structure the conversation

WARM UP

This can be the most difficult part of the conversation, because both you and the employee may be apprehensive about what is to come. Talking about something interesting that happened in the workplace recently can ease the tension, but the initial objective is to ensure that the employee understands and accepts the objective of the meeting.

KEY ACHIEVEMENTS

Document Question: What were your top 3 or so work achievements in the past 12 months?

This is not always an easy question for some staff for a number of reasons including, but not limited to the following: low self-esteem, inability to distinguish between what is an “achievement” versus “just being busy and getting the job done”; and or concern about how articulating strength may be perceived by others. Watch for discounting language as a possible clue. For example: *“fairly good, a bit, sometimes, pretty good, I think...”* Your job in this instance is to help the reviewee identify their achievements. If this becomes difficult and looks to be creating an element of stress, be prepared with your own examples of what you consider to be their achievements; and make a note to yourself that the reviewee’s ability in this area requires some attention!

Some questions to facilitate:

- ✚ *How do you feel the job is going?*
- ✚ *What has interested you most in your job in the past year?*
- ✚ *Where do you think you are being most effective in your job?*
- ✚ *Overall, how do you feel about the goals we set?*
- ✚ *When you think about the last 12 months, what do you feel really proud of?*
- ✚ *Why do you think this is the case?*
- ✚ *What skills and or strengths did you employ that helped you achieve that priority?*
- ✚ *What else helped?*

Document Question: What did not go according to plan, and why?

In a conversation which is flowing, it is most likely that you will have already begun to discuss how the staff member has or has not achieved their plan(s). Allow time to explore their approach to work in more detail. Remind them of their strengths if necessary, allow the staff member to lead the conversation, respect reflective silences and encourage conversation with open questions.

This is where your active listening skills must be at their best so that you are able to summarise the points the staff member makes, share your perceptions, explain why they are the same or different and work towards an agreed view.

Keep the conversation positive and forward looking. When you give feedback, be sure that you have concrete examples to support your view, and only use as many examples as you need to make your point.

Remember to pay attention to barriers that exist outside of the staff member's area of influence and control that needs some action(s) developed to address and resolve.

You will have some ideas for areas of improvement or behavior which can be improved, and should think about possible solutions. These should not be imposed, but discussed and agreed with the employee. If possible, the employee should be encouraged to lead the conversation on possible improvements. Building on the employee's ideas is more positive than the employee responding to your ideas. Their subsequent agreement on action will give you both a positive platform for future conversation and performance.

Some questions to facilitate:

- ✚ *How do you reflect on that time?*
- ✚ *What were the disappointments and or frustrations?*
- ✚ *Where did you feel least effective?*
- ✚ *To what degree are these challenges still an issue?*
- ✚ *What do you think we can do to minimize the risk in that area?*
- ✚ *What can we do to help increase your effectiveness?*
- ✚ *What help or support can I give?*
- ✚ *What were the lessons learnt?*

Q. What do you see as your biggest leadership contribution for the year?

This question creates the opportunity to focus on not just WHAT has been achieved, but HOW; and therefore lends itself to a conversation about behavioural competencies and opportunities for skill development. This question may faze some staff, as the concept of *leadership* outside of the formal role may be new and not understood.

Consider the following:

- ✚ *Have they led a small project or been responsible for a discreet area of work that relied on collaboration with others?*
- ✚ *Have they trained or coached other staff on the job?*
- ✚ *Do they naturally take the lead in some problem solving or planning conversations?*

Some questions to facilitate:

- ✚ *What do you think are your main strengths?*
- ✚ *Tell me more about the significance?*
- ✚ *What was the outcome?*
- ✚ *What skills did you employ?*
- ✚ *How did you learn that?*
- ✚ *Is there an opportunity to share this with others?*
- ✚ *How might we help you grow this skill even more?*

PLANS FOR NEXT YEAR

Document Question: What are your top 3 or so work priorities for the next 12 months?

If this is your first Performance Development conversation, be sure to engage the employee first on what areas of the divisional/faculty strategic or operational plan they consider to be where they could make a contribution and would feel motivated to do so.

Some key principles

- ✓ Discuss work unit directions
- ✓ Remember the SMART criteria: specific, realistic, achievable, measurable and time limited
- ✓ Agree on the end result, not the means to get there
- ✓ Review regularly so that the team can respond to a dynamic and constantly changing environment
- ✓ May be short or long term
- ✓ Need to be in writing
- ✓ Need to be agreed, not “given”

Some questions to facilitate:

- ✚ *Where do you think we need to focus our energies this year?*
- ✚ *What goals are we looking at this year that interest you and present an opportunity to develop?*
- ✚ *What do you think ‘good’ performance would look like?*

Q. What impediments or barriers might stop you from meeting these priorities?

Impediments or barriers may be external such as a change in resource allocation, unplanned staff movements or inadequate delegated authority. Internal impediments or barriers may be as simple as the absence of a relevant skill, or as complex as a difficult workplace relationship.

Some questions to facilitate:

- ✚ *How would you rate the level of difficulty: (1) least difficult and (5) most difficult?*
- ✚ *What do you base your concern on?*
- ✚ *Have you worked with this kind of barrier before? If so, what worked?*
- ✚ *Do you need to modify your approach in some way?*
- ✚ *What are your thoughts for how to manage this concern?*

Document Question: What support might you need to meet these priorities?

Support will mean many things to many people. It may take the form of identifying a number of professional development options to grow skill in a particular area. Please refer to section of this book “Analysing professional development needs”. Support may mean money and resources. Whatever “support” is identified; work to ensure that the same definition is shared by both reviewer and reviewee.

There may be the occasion when a request for support can evoke some level of challenge. It could be that the reviewee does not believe they need support (when you think they do) and or the reviewee does not think it is appropriate to ask (and you do). Or, the request is unrealistic. These are common challenges in people management and require your very best interpersonal skills. Further information on

how to manage the challenges can be found in the sections of this booklet "Coaching for improved performance" and "Handling difficult conversations."

Some questions to facilitate:

- ✚ What would sufficient support look like?
- ✚ How regularly do we need to meet to discuss progress?
- ✚ What might be a contingency plan if your request for "... " cannot be met?
- ✚ What research have you done already into workshops available?
- ✚ How do you learn best?
- ✚ Have you been a mentor?
- ✚ How much time are you in a position to dedicate to a qualification?

As in all other areas of the conversation, let the staff member take the lead in proposing what and how they might address a learning need. In Gower's, 40 Checklists for Managers and Team Leaders 1997), we can find a very simple framework to assist in developing a plan.

Level of professional development support required

Remedial	<i>Improving particular aspects of performance which are not up to standard for whatever reason</i>
Developmental	<i>Reinforcing personal strengths Acquiring new skills and knowledge to cope with future work challenges Building capability for career development</i>
Creative	<i>Discovering and developing ways of dealing with new tasks</i>

Important considerations:

- ✚ It is important that you do not impose your own learning style
- ✚ Think creatively about options, on & off the job
- ✚ Avoid the tendency to jump to the conclusion that a course of some kind is the only way forward
- ✚ Match learning style preference to learning opportunities and select the best fit

Overall assessment

The UNSW Performance Development documentation for staff asks that you rate work performance after the discussion and finalisation of the documentation. The rating scale is as follows:

		Tick
Exceptional	<i>Consistently exceeds target performance levels in the last 12 months</i>	
Exceeded expectations:	<i>Consistently meets and often exceeds target performance levels in the last 12 months</i>	
Meet expectations:	<i>Consistently meets target performance levels in the last 12 months</i>	
Partially meets expectations	<i>Sometimes meets performance levels in the last 12 months with some improvement required</i>	
Does not meet expectations	<i>Does not meet target performance levels in the last 12 months with significant improvement required</i>	

- ✚ This does not mean that you do not discuss the rating with the reviewee; and this is not a top down process in which a manager imposes their view.
- ✚ The intent is to ensure that the rating does not become the sole focus of the conversation; and is best positioned at the conclusion phase of the conversation by which time the following should have occurred:

- ✚ Information exchange regarding the job context and performance, reviewee strengths and areas to develop
- ✚ Sharing perceptions in a two way discussion and coming to a mutual understanding of what and how goals have been achieved.

In his book Michael Armstrong⁵ makes the following observations about the advantages of self-assessment and the role of the manager.

Advantages of self-assessment

- ✓ Reduces defensiveness by allowing individuals to take the lead in reviewing their own performance rather than have your judgments thrust upon them
- ✓ Helps to generate a more positive and constructive conversation, which can focus on joint problem solving rather than attaching blame
- ✓ Encourages people to think about their own development needs and how they can improve their performance
- ✓ Provides a more balanced assessment because it is based on your views as the manager and the individual rather than either one alone

Your assessment as the manager must be well balanced

Care must be taken to avoid errors in assessment (see Errors in Assessment page 15-16); and you should be thinking about the impact your assessment might have on the employee. For example, a minor criticism of an otherwise well performing employee might dominate that individual's understanding of the assessment. Similarly, if you tread warily and choose words carefully in order not to upset a poor performer you might leave that employee with the impression that things are rather better than is the case.

- ✚ Be clear
- ✚ Provide examples
- ✚ Be assertive
- ✚ Do not accept passive or aggressive behaviour
- ✚ Use questioning to explore differences of opinion
- ✚ Be prepared to change your mind

8. Conclusion

Ending a performance conversation can prove more difficult than many would anticipate. Preparing to close, once the conversation has ended, is as important as preparing the opening. Summarise the conversation; agree on future action, include anything you have undertaken to do; describe what will happen with the results of the review; thank the employee for their time and contribution to the conversation, and end the meeting.

Are you conducting a Performance Development conversation for the first time in your work unit?

Be sure to allow time to reflect on the conversation with your employee using questions such as:

- ✚ *How did you find this process?*
- ✚ *Was there enough time for you to talk about the things you wanted to discuss?*
- ✚ *What worked well, what do you think we might do differently next time?*

After the conversation

- ✚ Monitor progress
- ✚ Diarise your promises
- ✚ Respect confidentiality
- ✚ Follow up on outstanding issues

⁵ Armstrong, M, 2000, Performance Management-key strategies and guidance, 2nd edn. Kogan Page, London.

- ✚ Seek support and advice if necessary
- ✚ Keep the conversation open⁶

Problems of error in performance reviews

Psychologists have long been concerned with what they call the problems of *psychometric error*—errors in measurement because of the psychological predisposition or make up of the assessor—in performance appraisal and other areas of human resources management. Most people are unaware that they are likely to make these errors. But forewarned is forearmed: knowing about psychometric error puts us on guard. Typical errors include:

Halo Effect

The Halo Effect is the tendency for ratings and assessments to be influenced by one or two positive attributes of the individual, resulting in an overall favourable assessment that would not necessarily be supported by careful consideration of all relevant factors.

Central Tendency

Many people have a psychological bias to using extremes and avoid both ends of a rating scale in making their assessments. As a result, their ratings are clustered in the middle of the range and there is little differentiation between outstanding and unacceptable performance.

Harshness/Leniency

Ratings that are too high or too low in terms of employee's actual performance will produce an inaccurate or skewed distribution of assessments. Apart from the misleading impression this gives, it can lead to problems where the ratings of different groups are compared.

Similarity/Dissimilarity

We are inclined to be favourably disposed to people who are like us. This means that some similarity in background, attitudes or experiences of the manager and the employee—quite unrelated to job performance—can lead to a more positive assessment than is warranted. Equally, dissimilarities between managers and employees can produce unjustifiably negative ratings.

First Impressions/Recency

This is a tendency to judge people on a recent incident or performance that might not be typical of a whole review period, or on the basis of a single factor or impression—for example, what the employee wore to the conversation.

Contrast

Managers can sometimes give an employee an unjustifiably high or low rating in contrast to a very high or low rating given to the previous employee assessed. This happens when employees are compared with each other and not with the performance requirements of the job.

Bias/Prejudice

Problems with bias or prejudice fall into two categories: *conscious* or *unconscious* discrimination set off by age, race, sex, cultural origins, appearance, marital status, social position or personal habits; and the other covers personal judgments about an employee that have no relevance to job performance.

Logical Error

Logical error occurs when characteristics or factors that appear to be logically related are given similar ratings. Stereotyping is a type of logical error. It happens when it is assumed that a particular characteristic of an employee will lead on to other

⁶ The structure has been adapted from Rudman, R., 2003, *Performance Review & Planning*, 2nd edn. Allen & Unwin, Sydney.

characteristics: for example, the employee is a woman; women are sensitive; therefore this employee is sensitive.

Insufficient Information

This is not simply a problem of psychometric error, but insufficient, inadequate, incorrect or unrepresentative information can be a problem in itself for performance reviews. It can lead to other error types, such as halo effect or central tendency.

Attributional Error

Some research is concerned less with the potential for error in designing and using rating scales, and more concerned with the ways in which managers try to explain good and bad performance. In his book Fletcher⁷ predicts that we will attribute our own poor performance mainly to situational or circumstantial factors—an *external attribution*. On the other hand, the main cause of poor performance in others will be seen in their individual characteristics—an *internal attribution*. The risk is that managers will attribute an employee's lack of goal achievement to personal deficiencies and pay insufficient attention to other factors.

More about the overall assessment

Whilst the form requests that the reviewee complete the rating scale at the end of the discussion, this does not necessarily mean that the staff member cannot be involved in the rating discussion. Indeed, the best discussion is where the reviewer and the reviewee discuss and agree on the rating.

The Overall Assessment has a number of benefits:

1. It provides you and your reviewee with an assessment that provides a clear benchmark for future performance that they can compare themselves against,
2. Assists the basis of a decision regarding recognition and reward; and
3. The *overall* assessment is holistic and means that it is easier for both parties not to over emphasise or dwell on those areas of work that need to develop – for a lot of people this is easy to do!

It is most important that you engage the reviewee to actively contribute to the discussion just as much as we encourage you to do throughout the rest of the Performance Development conversation. This means that whilst the reviewee does not need to complete this part of the draft prior to the conversation, it is important that they think about it. How would they rate themselves? How would they like to be recognised and rewarded?

Key points about the use of a rating scale

There is no definitive right or wrong when it comes to responding to a rating scale and a difference in perception between how you and your reviewee view your level of performance is always possible. What is important to remember is that the rating is only one aspect of the overall process and the intention is that it will guide development.

- ✚ Take time to think about what you really believe to be the case
- ✚ Concrete examples are important in order to substantiate your opinion
- ✚ The more you and your reviewee are able to listen actively to each other's viewpoint and are prepared to shift your perception and or change your mind, the more valid and meaningful the assessment of performance will be
- ✚ The Rating is a 'scale' so place your mark anywhere—you may approach it as a continuum

⁷Fletcher, 1993, Routes to improved performance, Institute of Personnel Management, London.

You may still use behavioral competencies

What are behavioral competencies?

- ✚ A competency is made up of the skills, knowledge, and attributes that you apply in performing your job
- ✚ The document that is available to support this discussion (see APPENDIX 1) was integral to a previous process, a result of enterprise-wide consultation and therefore relevant to all roles within UNSW and most other organisations.

Why are they important?

Change is occurring rapidly in the workplace. Our ability to respond to constant change, for example, changes in technology, student expectations, and legislation etc. is vital to sustaining UNSW as an organisation, and importantly, your employability. That is why there is such a focus now on lifelong learning.

Also, it is not just the technical job-specific skills that make up a job at UNSW. It is equally important to consider *how* we approach your job, our team and our customers.

Encourage your reviewee to keep a record of their skill development activity; this can also be very useful when preparing their next resume, applying for a job or planning a career move.

You can pick and choose from the list of competencies, talk about all of them or even utilize the template as the basis for discussion and rating. Some of the competencies will mean more to you than others—that's okay.

Remember that the template is a *tool to facilitate meaningful dialogue*.

Be sure that you have thought enough about the behavioural competency so that you can give a real life concrete example.

In your preparation, think about the following:

- ✚ *How do you think this competency is relevant to your role?*
- ✚ *What do you think is the impact on your job performance, if you are not working at the standard you would like to be, in a particular area of competency?*
- ✚ *What do you think are your main strengths?*
- ✚ *Do you envisage a particular career pathway?*
- ✚ *How can we help you grow this competency even more?*
- ✚ *What do you think are your areas to develop?*
- ✚ *Why do you think this is the case?*
- ✚ *Is there anything or anyone that is influencing your performance in this area?*
- ✚ *Is it a knowledge, skill or motivation issue?*
- ✚ *What support do you feel you need in order to develop?*

Getting the most out of the conversation *Career Planning and Development*

What is career planning?

Career planning and development is an active process that involves examining yourself, your skills and your goals. It also involves obtaining an understanding of current and future employment trends and how your skills apply in these situations. It is a journey, rather than an arrival at a position title or job. It is a continual process that involves lifelong learning and development.

At UNSW, staff are encouraged to:

- Take ownership of their career development
- Actively manage their career
- Create and review a flexible career plan
- Focus on the ongoing development of generic and professional skills that can be easily transferred between positions and career opportunities

The career planning and development conversation is a guaranteed uninterrupted time for you and the reviewee to reflect on their career, develop a plan and identify what support they require.

Why is this conversation important?

Traditionally, career progression followed a linear path up a vertical ladder within the one organisation. The reality of working at UNSW is that there is low turnover of staff and the opportunity to progress to a higher level is not always viable. If a staff member is experiencing the impact of few opportunities, you may want to encourage them to consider a lateral move within UNSW to broaden their skillset and experience.

Alternatively, allow a conversation that acknowledges the broader community external to UNSW that would provide the reviewee with the right opportunity. This is a good conversation, yet many reviewers and reviewees are cautious about approaching the topic of exiting UNSW because of how it may be interpreted.

UNSW values the need to have a work culture that creates time and permission for career conversations and career choices to occur; and values reviewers skilled and willing to have these conversations.

Research tells us that open and honest conversations about career planning and development will become even more important in the future. The average worker today stays at each of his or her jobs for [4.4 years](#), according to the most recent available data from the Bureau of Labor Statistics, but the expected tenure of the workforce's youngest employees is about half that.

Ninety-one percent of Millennials (born 1977-1997) expect to stay in a job for less than three years, according to the Future Workplace [“Multiple Generations Work”](#)

survey of 1,189 employees and 150 managers. That means they would have 15-20 jobs over the course of their working lives!⁸

Career planning and development also involves the balance of all aspects of life, not just work responsibilities.

The Performance Development @UNSW Staff Resource Booklet provides extensive information and resources to support staff in career planning and development. We encourage you to read this booklet and work through some of the information and tools with your reviewee(s).

On the following pages you will find information to assist you in analysing learning and development needs. This is relevant to both section one of the conversations when you are identifying work priorities and support required; and also section two when discussing career planning and development. In both instances you are working with the reviewee to analyse their learning and development need, research development options, make decisions and develop an action plan focused on increasing competency.

⁸ <http://www.forbes.com/sites/jeannemeister/2012/08/14/job-hopping-is-the-new-normal-for-millennials-three-ways-to-prevent-a-human-resource-nightmare/> 26 March 2014

Analysing professional development needs

- ✚ Two types of professional development needs
- ✚ The need to analyse
- ✚ Needs analysis tools
- ✚ Developing a range of options
- ✚ Adult learning principles

Two types of professional development needs

Strategic team learning and development plan

As a manager we need to know how to develop a strategic team development plan. In theory, this plan is directly related to the organisation's key strategic objectives. Ideally, it is a proactive, strategic plan covering the broad developmental needs of all employees and directly related to the organisations goals.

The team plan may be developed after and as a result of Performance Development conversations with your team because a number of themes emerge that relate to the whole team, not just one individual.

Individual development plan

At UNSW, professional development needs that relate to job performance and career planning and development are an integral component of the Performance Development conversation. In both cases we are doing the following: assessing people's competence levels against those required now and in the future.

The need to analyse

As managers we need to be able to analyse professional development needs for a number of reasons. The reasons include, but are *not limited* to the following:

As a manager, when a staff member:

- ✚ Is not performing to the required standard
- ✚ Needs development in order to take on a new task/project
- ✚ Is preparing a career development plan

A key question that needs to be asked is whether or not it is a development needs that requires training.

In his book *Basic Training for Trainers, A handbook for new trainers*, McGraw-Hill Company Australia Pty Limited (1995) Gary Kroehnert provides us with a couple of simple definitions and the key principle to assist you in answering this question.

"A training need exists when there is a gap between what is required of a person to perform their duties competently and what they actually know that enables them to do so...Training needs analysis is the method of determining if a training need exists and if it does, what training is required to fill the gap."

The key principle in identifying a learning and development need

Focus on what the learner is trying to do in their job. *Then* relate the *outcomes* of the learning to what the person is trying to do.

- ✚ What are they trying to do?
- ✚ What skills, knowledge and attitudes do they need to do it?
- ✚ How does this compare with their current skills, knowledge and attitudes?
- ✚ What area or combination thereof requires development? Skills, knowledge or attitudes?

Only then do you ask

- ✚ What is the best way for them to acquire or develop these skills, knowledge or attitudes; and what are the development options available?

Sometimes what looks like a training need at first, turns out to be something else

“The nature of the cause of a performance problem dictates the type of solution. That’s a simple-minded rule, but it tells you that if you have a training problem, you train. But if you have a motivation or incentive problem, you don’t train. You do some other things.”⁹

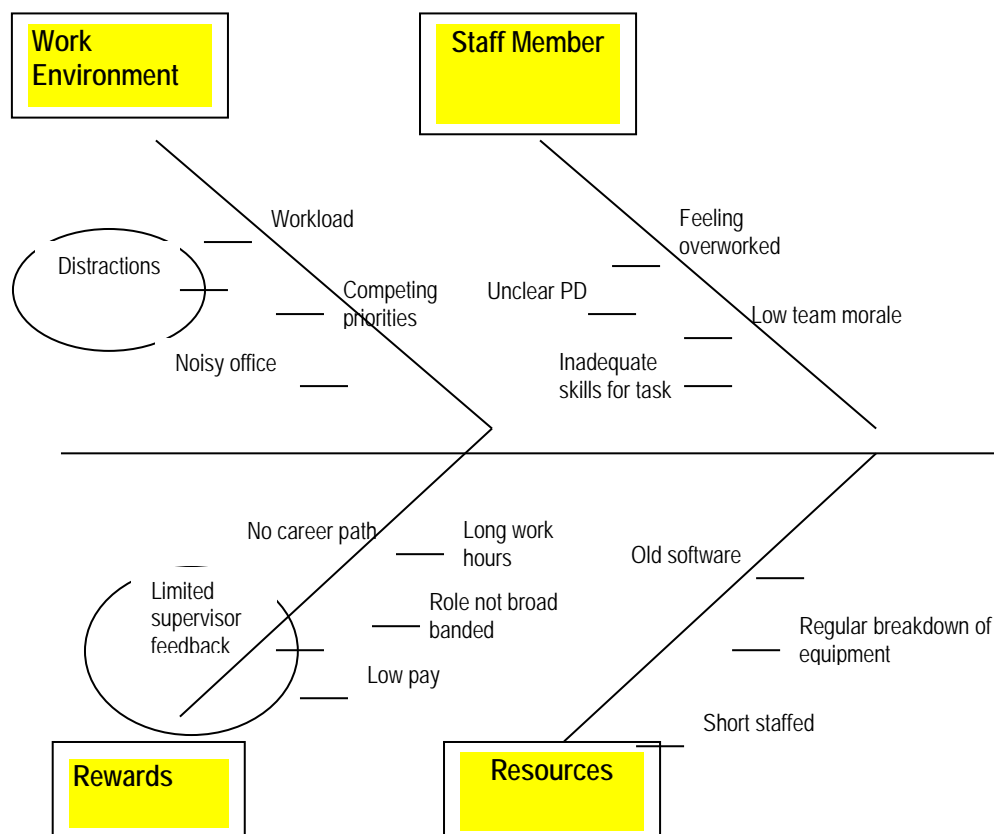
On the following pages are some tools to assist you to analyse the need.



⁹ Front-end Analysis, a quote by Harless, J. (1975) “Front-end Analysis”, New HRD Library No. 12. Designing Training, Lakewood Productions

Professional development needs analysis tools

Deciding whether a performance related issue will be addressed by learning and development can be aided by analysing the issue and breaking it down into its components. One useful method to do this is called the Fishbone Analysis (also known as the Ishikawa diagram or the Cause and Effect diagram)



Key steps

1. Draw the fishbone diagram as above.
2. List the problem/issue to be studied in the "head of the fish".
3. Label each "bone" of the "fish" with a major category that you believe to be a key contributing factor.
4. Brainstorm the factors within each category that may be affecting the issue.
5. Analyse the results of the fishbone after team members agree that an adequate amount of detail has been provided under each major category.
6. Decide which elements seem to be the most likely causes – circle them.

Invest time in exploring the causal factor by “Asking why five times”

This is a great technique to get to the cause of a problem. Often what appears to be a training need at first – may be masking others unmet needs or unresolved issues.

1. State your problem
2. Brainstorm possible causes
3. Decide the most likely cause
4. Ask 'Why' five times to get to the most likely cause

For example:

Consider the unmet work goals problem on the previous page. One of the most likely causes was distractions. The Why chain for distractions may look like this:

- | | |
|---------------------------------|---|
| 1. Why does this happen | There are frequent requests from others to do other work |
| 2. Why is this a problem | Staff member begins work given to them as they receive it and doesn't complete previous tasks |
| 3. Why | Staff member unsure what should be done first |
| 4. Why | Staff member not confident in organising self and managing time |
| 5. Why | Needs training in time management and negotiation skills |

Consider a *range* of learning and development options

Development of skills and experience is enhanced when a variety of development activities are planned and customised to the needs of each staff member. When planning a development program to address identified needs consider using a range of development activities such as:

- ✚ work based experiences e.g. on-the-job-coaching
- ✚ project work, temporary membership of a taskforce or working party
- ✚ networking or collaboration
- ✚ Internal transfer
- ✚ self-paced learning modules
- ✚ training courses
- ✚ seminars and conferences
- ✚ researching and reading
- ✚ mentors, coaches
- ✚ involvement in internal or external committees and professional associations
- ✚ peer observation of key work activities e.g. teaching, chairing committees, leading team meetings
- ✚ representing school or faculty in wider community
- ✚ maintaining a reflective learning diary

Adult learning principles

There are a number of principles that apply to the way all adults learn and therefore inform how we approach learning and development.

Active participation

Adults learn best when they actively participate; when they are involved physically, intellectually or emotionally. In other words adults learn best by 'doing'.

Meaningful and relevant

How does it relate to me? Adults need to be able to relate to the material to identify the meaning and relevance of the material to them and their situation.

Holistic learning

Adults like to know where this material fits in relation to the whole. Starting with the big picture and then dropping down into the specific details.

Multi-sensory learning

We have five senses—why limit learning to one sense? Using two or three senses in the learning experience increases the learner's capacity to understand and to retain.

Concerned with first and last impressions

We remember most clearly the beginning and the end. Make sure you provide a clear introduction in order to create a positive impression at the beginning. Also it is important to conclude on a positive note with learners feeling confident.

Practised and reinforced

Learners need to practise and reflect on what they have learnt and apply this material to their workplace context.

Regular feedback

Learners like feedback; they want to know how well they are doing.

Reward

If we know the benefits of the learning we will value the experience more and be motivated to do more learning. It is very rewarding to be told you have done a good job.

Coaching for performance improvement

- ✚ Coaching defined
- ✚ The role of coaching in the Performance Development scheme
- ✚ Six main characteristics of a good coach
- ✚ Asking questions
- ✚ Listening skills
- ✚ The feedback cycle

Coaching defined

Coaching is a goal oriented, solution focused process in which a coach facilitates workplace or personal growth in an individual. Coaching is about moving people through change. It is different to mentoring, but may be a process that a mentor uses. Coaching is more about asking the right questions not telling the person what to do.

"It is one of the most practical and effective tools at the disposal of any manager, supervisor or skilled employee. It can be carried out on a formal or informal basis, as part of a structured drive towards improved performance, or as a response to a single, unexpected opportunity" Paul Stafford & Jacqui Stafford (1994) The Learning Needs Interview, BBC Enterprises.

"Coaching is the series of conversations that helps individuals understand their roles or tasks that help them learn what they need to learn in order to fill a role or complete a task successfully, that develops them for the next role, and on a good day, helps them achieve fulfillment at work, and, maybe, a little joy." Myles Downey, Coach, Consultant and Author

What does a coach do?

- ✚ Provide direction, resources and support
- ✚ Guide and support another individual to achieve their goals
- ✚ Encourage learning
- ✚ Affirm achievements and progress
- ✚ Provide feedback and suggestions
- ✚ Build a positive environment
- ✚ Give ongoing support

Coaching can be used to support staff in a number of key areas:

1. To achieve and fulfill the requirements of their roles
2. To clarify and support staff in future career directions
3. To overcome barriers to success
4. To focus on areas for professional development

How is it different to mentoring?

There are many different definitions of mentoring. In the literature, the terms mentoring and coaching are at times used interchangeably. However, many authors agree that mentoring comprises various roles including: advisor, sponsor, tutor, advocate, coach, protector, role model and guide.

A mentoring relationship is a complex one in which two individuals of differing levels of experience and expertise are paired together for the purpose of growth, support and development.

A mentor is usually a person of a more senior level who agrees to act as a guide, leader, and role model... for a person of lesser experience or expertise.

A mentor's role will be to demonstrate, explain, model, share and facilitate while the protégés observe, question and explore. (Phillips & Stromei, 2001)

The role of coaching in the Performance Development scheme

In his book, Performance Review & Planning, 2nd Edition, Allen & Unwin 2003, Richard Rudman discusses the role of the manager as coach in the Performance Development process, highlights the main characteristics of a good coach and introduces us to types of questions that can facilitate the coaching process.

'For Performance Development, continuous learning on the job is more powerful than formal off the job training courses. It is your responsibility as manager to ensure that work based learning occurs, which means they must be able to turn workplace incidents and problems into learning opportunities. At its most straightforward, this means that all managers need coaching skills.'

Six main characteristics of good coaches

- ✓ They are interested in people
- ✓ They look for potential
- ✓ They know the interest, desires and capacities of their people
- ✓ Their interests are person-centred rather than work-centred
- ✓ They show confidence in staff but expect it to be justified
- ✓ They do not do their staff member's thinking for them

Perhaps the major challenge facing the manager who wants to be an effective coach is the duality of the twin roles of judge and helper. When observing and supervising employee's performance, as the manager you are in the role of judge. But as the coach, you try to work closely with employees to help improve performance.

Many communication skills that managers use in the professional development conversation are also needed for effective communication on the job. In particular, feedback and coaching are closely related. Feedback consists of information that describes a person's performance. While coaching is the help they get to improve their performance.

The feedback and coaching cycle begins when performance plans are agreed and continues until the professional development conversation is held.

Many managers find it more difficult to provide effective coaching than effective feedback. For most of us, it seems easier to tell people what is right and wrong than to help them identify what they might do to improve performance or correct a

problem. Effective coaches have to be good problem solvers, because coaching is basically problem solving applied to performance issues.

Asking questions – a key coaching skill

- ✚ Open questions are designed to open up a conversation and get people talking
- ✚ Closed questions are used to summarise or confirm what the other person is saying

Open questions

Usually begin with *What? How? Why? Who? When?* - but that doesn't mean that the conversation has to become like an interrogation. Blunt questions can be softened if they start with phrases like "Think about..." and "Tell me about..."

- ✚ *How do you think things have been going this year?*
- ✚ *What are you especially pleased about your performance?*
- ✚ *Why do you say that?*
- ✚ *How can we express that goal?*

Closed questions

Closed questions can usually be answered with a *Yes or No* or by providing a specific piece of information. They are best used to summarise what the person has said, to check your understanding of it or to close off part of a conversation so that you can move on. However, too many closed questions will stifle responses and turn the conversation into an interrogation.

- ✚ *Can I help you?*
- ✚ *Do you want to give that some more thought?*
- ✚ *Is there a better way to do it?*

Probing questions

These are hybrid questions, neither completely opened nor completely closed. We use them to get a person to talk in more detail about a topic or an event, but they shouldn't be used so frequently that the questioning becomes an interrogation.

- ✚ *Could you tell me more about?*
- ✚ *What do you mean when you say...?*
- ✚ *What effect has that had on...?*

Asking for comparisons

'*What do you feel are the advantages and disadvantages of...*' is a form of probing question that gets people to explore in more depth the points they are making.

Hypothetical questions

Hypothetical questions start with queries like 'What would you do if...?' Hypothetical questions are another technique for getting employees to think about new ideas and solutions. But they should not be used as a device to avoid talking about real issues. Similarly, people should be discouraged from translating real problems into hypothetical situations: the translation is seldom complete or completely accurate.'

Common mistakes with questions

1. We ask more than one question at a time
2. Our question suggests the answer we want
3. We go on talking after we have asked a question

Listening Skills

In his best-selling book *The 7 Habits of Highly Effective People*, Stephen Covey suggests that the key to effective listening is to first seek to understand, then to be understood. Communication breakdowns are the result of misleading assumptions, particularly when the listener is in the process of evaluating, approving, or disapproving what another person is saying.

How good a listener are you? Before you can begin to improve your listening skills, you need to understand the demands placed on your listening capacities. Most important, listening is an active behaviour; it involves careful attention and response to messages. Instead of evaluating the message or preparing a response, an effective listener tries to understand both direct and subtle meanings contained in messages. In other words, be attentive to the feelings of the sender and what he is *not* saying as well as to the verbal content of the message. Observe people while they are speaking. Watch facial expressions, gestures, body movements, and eye contact.

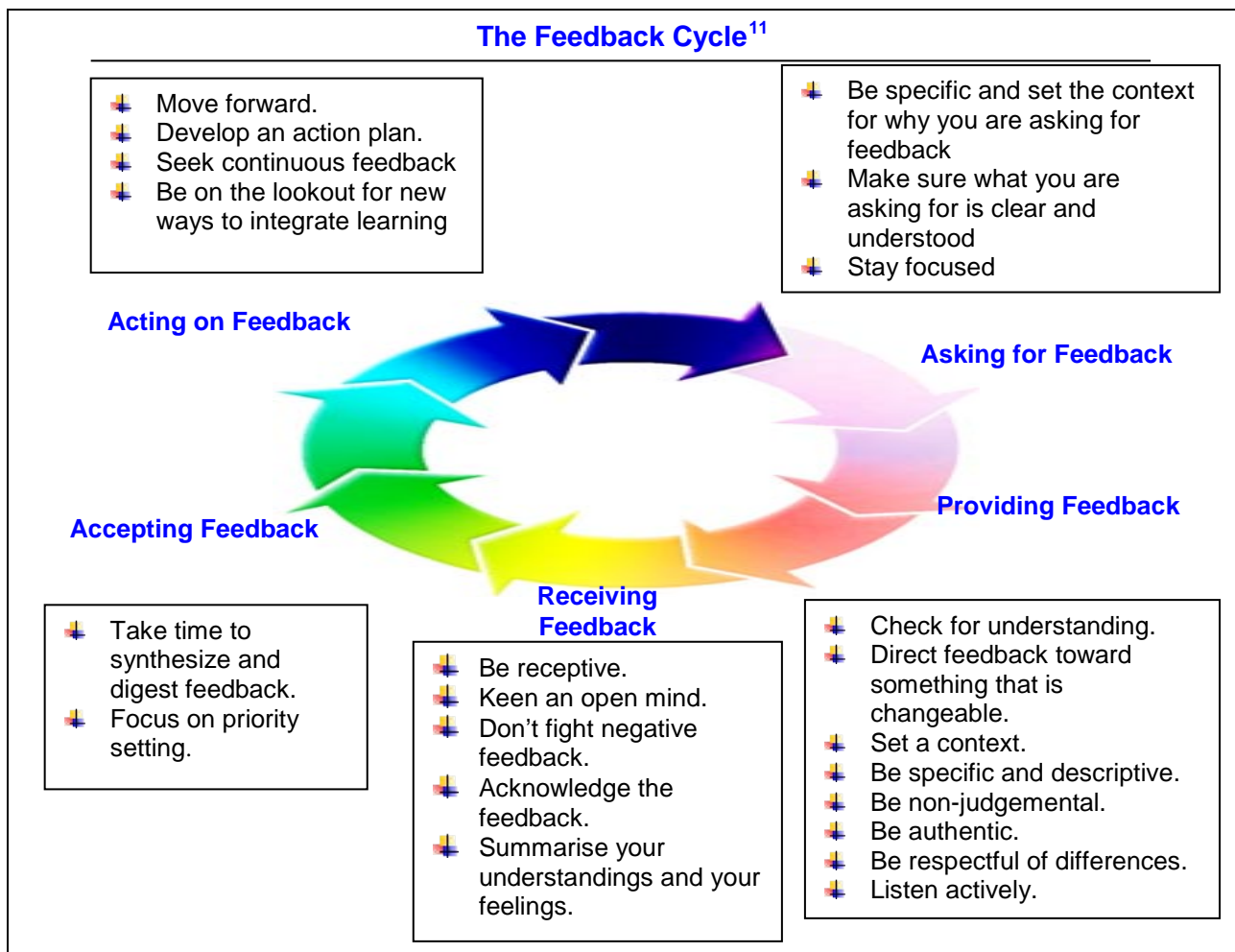
Research indicates that listening skills are related to cultural norms. For example, Native Americans have a reputation for excellent listening skills; they do not feel compelled to fill up silence with idle chatter.

The following guidelines will help you be an effective listener:

- ✚ Listen for message content. Try to hear exactly what is being said in the message.
- ✚ Listen for feelings. Try to identify how the sender feels about the message content. Is it pleasing or displeasing to the sender?
- ✚ Respond to feelings. Let the sender know that you recognise his or her feelings, as well as the message content.
- ✚ Be sensitive to both the nonverbal and the verbal content of messages; identify mixed messages that need to be clarified.
- ✚ Reflect back to the sender, in your own words, what you think you are hearing. Paraphrase and restate the verbal and nonverbal messages as feedback to which the sender can respond with further information.
- ✚ Be attentive and listen to understand, not to reply. Most people are thinking about what they are going to say next or what is going on in the next office. Don't squirm or fidget while someone else is talking. Find a comfortable position and give 100 percent of your attention to the speaker.
- ✚ Be patient. Don't interrupt the speaker. Take time to digest what has been said before responding. Don't be afraid to ask questions to clarify and understand

every word of what has been said. There is no shame in not knowing, only in not knowing and pretending to know.

Listening is an active process. Effective listening behaviours include maintaining eye contact, rephrasing what has been said, listening for the message beyond the obvious and over meaning of the words that have been spoken, and observing nonverbal messages. The key to more effective listening is the willingness to listen and respond appropriately to the feelings being expressed, as well as to the content.¹⁰



¹⁰ Lewis, Goodman & Fandt, 2001, *Management Challenges in the 21st Century*, South-Western College Publishing.

¹¹ As above

Handling difficult conversations

- ✚ Handling difficult emotions in others
- ✚ Managing unwillingness to resolve in others
- ✚ Using questions to respond to resistance
- ✚ A coaching framework for performance improvement
- ✚ Performance counselling tips
- ✚ When to refer and why

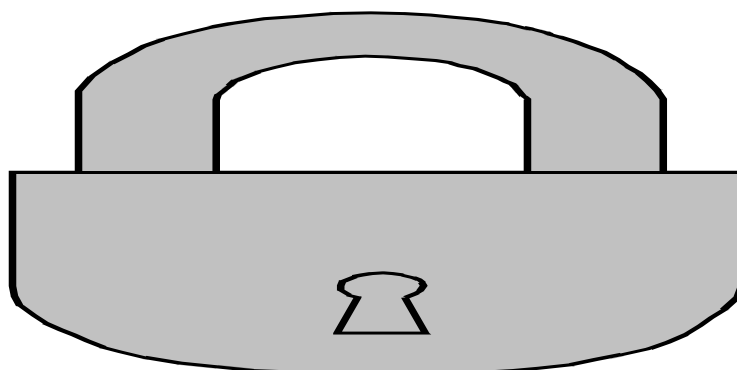
Why a section on difficult conversations?

There should be no surprises when you are engaged in a Performance Development conversation if you are having regular discussions with your staff and providing timely feedback. The annual performance conversation provides you with an opportunity to provide summary information; highlight achievements and look forward to the future together.

The information in this section is provided to assist you as a manager:

- ✚ On the rare occasion when you find it necessary to give constructive feedback about an issue for the first time in the Performance Development conversation
- ✚ When you are reflecting on past events, covering an issue and feedback is being *heard* – for the first time
- ✚ Throughout the year in instances when you are coaching, training and providing feedback that is supportive and timely.

The key to minimising difficult conversations is to have conversations regularly throughout the year



Handling difficult emotions in others

If we react to others defensively by attacking or withdrawing, conflict often increases. If, instead, we respond appropriately, we can help to bring the emotions to a level at which the issue can be dealt with more constructively.

Try the following:

Receive	Listen and say nothing for the moment. Give the other person room to discharge emotions. Respect the other person's communication of feelings.
Notice	Observe your own reaction.
Centre	Tune into yourself. Breathe deeply.
Listen again	Ask yourself what you are picking up from the communication. Separate feelings from content. Strain out what is valid and let at least some abuse pass you by.
Reflect back	Reflect both feelings and content. "Let me check with you if..." "Is what you're saying ...?"
Clarify and Explore	What are the other person's needs and concerns? Explore what is behind the words being used. Ask questions to shift the focus from anger to exploring the issues.
Repeat the cycle	Ensure that both feelings and facts are mutually understood.
Move	Acknowledge needs and concerns. Consider the next step e.g. develop options, make an "I" statement, take time out.

Managing unwillingness to resolve in others

Discuss the benefits of resolving the situation.

- Consider e.g. increased harmony, decreased stress, greater productivity and effectiveness, lower costs.
- Explore the “cost” of not resolving the conflict.

Explore blockers to further discussion.

- ✚ Consider whether he/she is backed into a corner. Is there something that can be done to help him/her save face?
- ✚ Identify areas of misinterpretation (e.g. objectives, motives, points of view, values feelings, requirements, outcomes, needs, concerns). How can these be clarified?
- ✚ Consider the relationship with the other person. Could a relationship of greater trust be developed, independent of solving the problem?

Divide the conflict-resolving process into smaller steps.

- ✚ Define the issue clearly.
- ✚ Explore both the other person's needs and yours.
- ✚ Explore both the other person's concerns and yours.
- ✚ Identify areas of common ground.
- ✚ Clarify the outcome(s) towards which you're both aiming.

Evaluate your part in the conflict.

- ✚ “Am I using my power appropriately?”
- ✚ Have I tried to build empathy with this person?
- ✚ Have I communicated my perspective, my needs and my concerns clearly and cleanly?

Consider your own resolution to the problem, if the other person remains unwilling to resolve.

- ✚ Remember the other person may be getting more out of having the problem than solving it (e.g. having a high investment in being right, having the final say, taking the credit, some financial gain).
- ✚ Consider ‘stepping back’ emotionally, or even physically distancing yourself to recognise the part of the problem that belongs to the other person.
- ✚ Work towards your own resolution, knowing that you have done all that you can. (This may involve practical steps such as looking for a new job, moving house etc., and also emotionally focused steps such as grieving, meditating, letting go, seeking counseling, finding new directions and relationships. It is sometimes a long process).

Using questions to respond to resistance

When faced with a statement that has potential to create conflict, ask open questions to reframe resistance. Explore the difficulties and then re-direct conversation to focus on positive possibilities.

Explore – Clarify details

It's too expensive.	⇒	Compared to what?
Too many/much/little/few	⇒	Compared to what?
I want the best.	⇒	What would be best for you?

Find options

You can't do that around here.	⇒	What would happen if we did?
He/she would never...	⇒	How can we find ways for it to happen?
They always....	⇒	Are there any times they don't?
We've tried that already.	⇒	What was the outcome?
This is the only way to do it	⇒	Yes, that's an option. What else could we consider?

Redirect – move to the positive

It will never work.	⇒	What would it take to make it work?
I won't...	⇒	What would make you willing?
It's a failure.	⇒	How could it work?
It's disastrous	⇒	What would make it better?
He's/she's useless.	⇒	What is he/she doing that <i>is</i> acceptable?
It's impossible.	⇒	What would it take to make it possible?
I can't	⇒	You can't see a way to do it at the moment?
I don't want to.	⇒	What would you like?

Go back to legitimate needs and concerns

He's/she's a hopeless case!	⇒	It's hard to see how to work with him/her?
You fool (and other insults)!	⇒	What do we need to do to sort this out?
How dare you do such a thing!	⇒	What do you dislike about it?
It should be done my way.	⇒	What makes that seem the best option?
His/her place is a pig sty!	⇒	He/she puts a different emphasis on tidiness to you?
He/she doesn't do their fair share.	⇒	Where do you think his/her priorities may lie?

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A coaching framework for performance improvement

Set out the purpose of the conversation

Be direct and specific. Identify the tasks or behaviours you want to discuss so there is no confusion about the purpose of the meeting.

✚ *I want to talk to you about how you write up your reports on client meetings*

Describe the performance problem

Plan ahead what you want to say. Set it out in observable and measurable terms. Describe what performance you expect or need, what is actually happening, and the effects this is having on the successful completion of the job.

✚ *We need to have your reports on the same day or the day after you meet with the clients so that the service department or the warehouse or whoever can be told of any problems. At the moment, some of your reports are coming in more than a week after the meeting, and during this time we have clients telephone to ask when the action you promised will happen.*

Get the employee's reaction

Ask for the employee's reaction or comment. Is your description and analysis accurate? If not, how would the employee describe what is happening? Focus the conversation on the task and behaviours you have already identified. Ask for the employee's agreement.

✚ *How do you feel about this situation?*

✚ *Do you agree with my assessment?*

✚ *How do you feel about your performance in this area?*

Analyse the reason for the unsatisfactory performance

Discuss the possible causes of the performance problem with the employee. Ask what factors within the employee's control could be contributing to the problem. Try to identify any factors outside the employee's control that might be affecting performance.

✚ *Why do you think this is happening?*

✚ *Is it your responsibility?*

✚ *Who else is involved?*

✚ *What else is going on that might be affecting the situation?*

Try for a collaborative solution

Ask the employee for ideas about how to solve the problem. Consider all ideas. Listen. Be patient. If the employee has no useful ideas, have a course of action ready to suggest and ask the employee to respond. But don't lead off with your proposed solution, or impose it. Summarise the actions to be taken, agree who is to take them, and by what date and time.

✚ *How do you think we might solve this problem?*

✚ *How would that work?*

✚ *How would you feel about...?*

Assistance and follow up

Find out what help the employee will need to implement the agreed actions. Be specific about the assistance you will provide. Identify what each of you will do for follow up and review.

✚ *What information or assistance are you going to need to make this work?*

✚ *Can we agree to meet every two weeks to check progress?*

Coaching tips

- ✚ Don't delay – address performance gaps when they arise
- ✚ Make it clear that your primary concern is unsatisfactory work performance
- ✚ Interview in private
- ✚ Clearly specify the performance you require
- ✚ Stick to clear behavioral and measurable facts
- ✚ Get agreement that there is a problem
- ✚ Listen!
- ✚ Don't attempt to psychoanalyse an employee
- ✚ Agree to a specific goal and monitor the schedule
- ✚ Get a commitment to improve
- ✚ Don't make idle disciplinary threats
- ✚ Monitor carefully and follow up
- ✚ Ensure the employee is aware that help is available to resolve any personal problems that may be causing the poor work performance.
- ✚ Document performance gaps and performance improvement interviews.¹²

¹² Cole, K. (2001) Supervision, The Theory and Practice of First - Line Management, Prentice Hall,

When to refer and why

The need to balance work and personal life is well known. It therefore goes without saying that how we feel in one area of our life can influence how we feel and therefore behave in another. As a manager you can find yourself faced with a situation in which a staff member is sad, traumatised, grieving, depressed, etc. It is not uncommon for a disclosure of feeling/fact to occur in a discussion which has as its focus how someone is feeling at work, especially if you have created a safe emotional environment and the relationship is one characterised by trust.

Some important things to keep in mind

- ✚ If the personal problem is not manifesting itself in unsatisfactory performance, it is none of your business. The question may well then be: 'what can I do as a colleague/friend'?
- ✚ If the personal problem is influencing work performance, it is important to identify this with the staff member in a discussion dedicated to the issue.
- ✚ Explain clearly and with examples the elements of unsatisfactory performance.
- ✚ Gain agreement on the problem regarding performance.
- ✚ Work with the staff member to identify what they perceive might be the causal factor.
- ✚ Allow space in the dialogue for the expression of emotion.
- ✚ Do not feel pressured to 'solve' the problem. The most valuable thing you can do is listen, show respect for the person and acknowledge their feelings.
- ✚ If there is total denial of a personal problem do not force disclosure. Respect the staff member's right to privacy. Acknowledge and stay focused on the 'behaviour' that is the source of concern and invite the staff member to offer suggestions as to how the situation can change.
- ✚ If there is total disclosure, monitor how much you need to know so that you can give details for referral if necessary or enough to understand what is relevant to the workplace.
- ✚ Contain the conversation so that you do not feel you are getting out of your depth. It is also worth noting at this point that if a staff member is disclosing something for the first time, and they provide a lot of detail, embarrassment and even aloof behaviour can follow. It is also for this reason that you monitor how much detail is coming across.
- ✚ Keep your own emotional response in check. This does not mean you should not show concern, but staying in control of your emotions is important at this stage.
- ✚ Know about resources available. The EAP program is also available to staff and is a service offered by Davidson Trahaire Corpsych.
- ✚ The EAP provides free, confidential counseling to staff members and their families for a wide range of personal or work related problems. EAP encourages self referral. For more information, go to www.hr.unsw.edu.au/employee/eap.html

Planning at UNSW

- ✚ The benefits of planning
- ✚ Key definitions and principles in the planning process
- ✚ Goals, targets, priorities and measures explained
- ✚ Agreeing priorities
- ✚ Using the SMART Criteria
- ✚ A six step planning process
- ✚ Planning tools
- ✚ When to involve the team in the planning process
- ✚ Tips to motivate and engage your team in the planning process

The benefits of planning

- ✚ Provides the groundwork for future action
- ✚ Gives us a way to track performance and assess achievements
- ✚ Helps eliminate duplication of effort and meet schedules more easily
- ✚ Helps us to prioritise
- ✚ Gives our efforts purpose and direction
- ✚ Helps us to establish resource requirements (tools, people, information and material)
- ✚ Can free us from crisis management
- ✚ Helps reduce uncertainty and anticipate change and ambiguity
- ✚ Gives us better control over costs

Key definitions and principles in the planning process

A definition of planning

The following information is adapted from Kris Cole, Management Theory and Practice, © Pearson Education Australia (a division of Pearson Australia Group Pty Ltd) 2005.

Plans are a projected course of action aimed at achieving future objectives. They provide clear goals and map the activities needed to reach them efficiently and effectively.

Values, Vision and Mission: The Corporate DNA

Values and beliefs are powerful motivators for most people. They express what a person holds dear and believe is right and wrong, good and bad, important and unimportant. Values combine with people's beliefs about themselves, others, and the world around them to guide their actions.

An organisation's values show it how to do business and respond to a crisis, and show its employees how to behave every day. They link with and support its vision.

*****At UNSW we call values 'Guiding Principles'*****

Our Guiding Principles@ UNSW

1. Academic freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality, teamwork and high service standards
8. Professionalism, accountability and transparency
9. Safety
10. Environmental sustainability

Vision is where we are headed. It expresses what the organisation truly wants and cares about. It provides a clear picture of what everyone is striving to achieve. It unifies people by defining an enterprise's fundamental purpose. It provides a starting point for moving forward and helps the organisation assess its progress and respond to change.

Mission expresses the 'how'. It underpins the vision and describes how it will be realised. This means that it needs to be more specific and reflect the organisation's standards in areas such as customer service, product or service quality, reliability and profitability.

*****Our Mission and Vision at UNSW is encompassed in a statement we call the UNSW Aspiration*****

UNSW Aspiration

UNSW's aspiration is to continuously improve our position as a leading research intensive university in the Asia Pacific region, focusing on contemporary and social issues through defined strengths in professional, scientific and technological fields.

We seek to make a significant contribution to the development of knowledge, to learning and teaching, to our students, and to society.

Together, an organisation's values, vision and mission helps to achieve six things:

1. Position itself in the marketplace
2. Focus on what is important
3. Frames for the business plan
4. Guide day-to-day activities and act as a reference point for decision making
5. Send a clear message to all stakeholders about who the organisation is, what it stands for, what it will achieve, and in broad terms, how it will achieve it
6. Enhance an organisation's reputation and help it attract like-minded employees.

Strategic Plans outline the general strategies to be followed to achieve the organisation's vision and mission. They are long term plans that generally look forward six months to five years, the variation depending on how dynamic and volatile the organisation's environment. In fact, the pace of change means that long term planning, which assumed a certainty that no longer exists in many industries, is fast being replaced by continuous planning, making strategic plans never-ending and evolving. The aim is to plot superior ways of adding value for stakeholders, to focus the energies of the organisation and to provide overall direction for its initiatives and activities.

Four essential questions to answer when developing a business plan are:

1. Who are we?
2. Where are we now?
3. Where do we want to be?
4. How do we get there?

UNSW Strategic Intent can be found at
http://www.unsw.edu.au/sites/default/files/documents/UNSW3268_B2B_Design_AW_3.pdf

The Operational Plan is developed by middle and first line managers for their department or team, showing precisely how the organisation's long term plans and objectives will be achieved. They are shorter than the overall business/strategic plans that they support, generally looking ahead one week to one year. As plans become more short term, their precision increases. Work schedules, holiday rosters, departmental training plans, and health and safety improvement plans are some typical operational plans line managers and team leaders' work with.

Operational Plans provide specific detail of what is to be done to help achieve the established overall goals of the strategic plan and the department's own more specific objectives. Many managers involve their team in developing the actual operating plans, and in some organisations specialist staff may help formulate them.

From Mission to Operational Plan – an example

Mission:	To be an employer of choice
Goals:	World class health, safety and welfare systems within two years Best in the industry leadership within 18 months Top quartile remuneration within 5 years
These goals would flow on to the various department in the organisation and be translated into shorter term departmental objectives.	
All Work Units	Human Resources
Improve safe working practices to reach an accident free goal of 100 days by the end of the financial year	Design a leadership and management capability framework by November 2014
Reduce reportable accidents to one per annum by May 2014	Implement and evaluate a pilot OHS on line training program by August 2014

Goals, Key Performance Targets, Priorities and Measures Explained

The definition of planning terms can become confusing as they differ across authors and organizations. For example: a KPT can sometimes be called an 'objective', a 'goal', a KPI or a 'priority'.

What is important is that the terminology remains consistent, and the underpinning philosophy that what people focus on in their work is understood, articulated, agreed and aligned with the overriding goals of the institution. Feedback on progress provides employees with a sense of achievement, recognition and accomplishment

That said, whilst below is an attempt to define some more terms, you may still find inconsistencies across our very large and complex organisation.

Key Performance Target (KPT): a statement of the strategic outcome to be achieved. It is an area of work in which we need to make a change or achieve a specific result in order to contribute to the UNSW Strategic Intent

Priority: Work that will contribute to the Key Performance Target

Targets need to be aligned across UNSW

It is important that individual targets and priorities are aligned so that there is a shared understanding of performance requirements throughout the organisation; and that it is clear how everyone is contributing to the achievement of team, divisional/faculty and UNSW goals. This alignment should not be considered only a top down process. Indeed, when we learn more about the strengths of staff and involve staff in the planning process, new ideas and opportunities can emerge which may lead to a broader or different vision.

What is a performance measure?

The term 'Performance Measure' is the evidence or information you need to show that you have achieved what you set out to achieve. Even if measures are not written and the form does not require a measure to be inputted, it is important to have the conversation when agreeing priorities. For example, "what would exceptional achievement look like?"

- ✚ Measures can be *quantitative*, using time, cost, increase in output. For e.g. Increase Linkage Grants by 10%
- ✚ Measures can be *qualitative*, using a descriptive statement. For e.g. accepted by all stakeholders
- ✚ Often, qualitative targets can be expressed in quantitative terms. For e.g. improve customer satisfaction so that service complaints do not exceed one per week on average

Questions to consider when agreeing priorities

- ✚ What are the *strategic* priorities?
- ✚ What do we need to achieve in the work unit area?
- ✚ How will this help to achieve the UNSW, Faculty/Division/Team Goals?
- ✚ What would achievement look like?
- ✚ What resources will be required?
- ✚ What learning and development might be required?
- ✚ Will this goal grow capability?
- ✚ Do potential barriers to success exist?

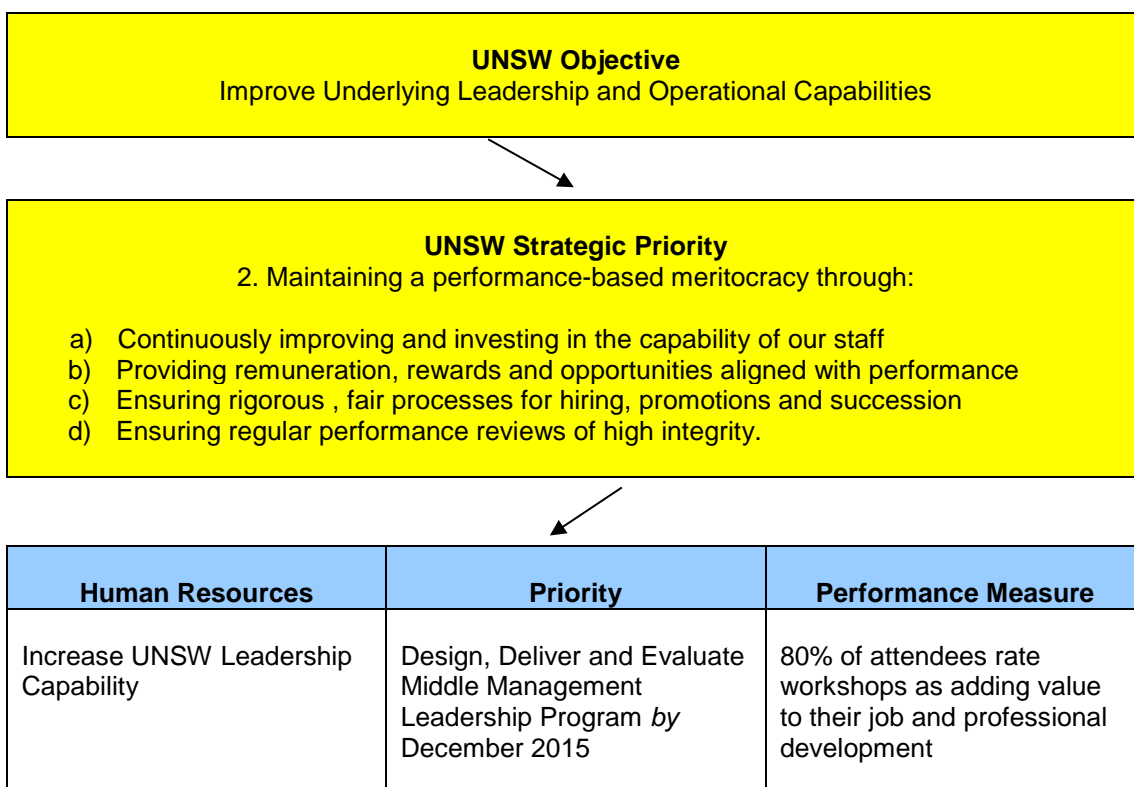
Using the SMART Criteria

Specific	What needs to be done? What results do you want?
Measurable	How will you know if the goal has been met?
Achievable	Is the goal possible to achieve?
Relevant	Is the goal related to overall school/university goals?
Time Framed	By when should the goal be achieved?

Use accomplishment verbs (action words). For example, increase, reduce, conduct, and achieve, implement. These words clearly state what will occur and can be measured.

Avoid words such as know, understand, appreciate, and learn. These words reflect mental activities, cannot be measured without an associated action; and therefore whether or not the goal has been achieved can be open to interpretation.

Putting it all together-example of an individual performance goal aligned across UNSW



See Appendix (2) for a framework to assist priority planning.

A six steps planning process to help you get started

Step 1

Establish realistic goals, objectives and goals. Quantify them and add time frames. What are you trying to achieve? What will indicate you are succeeding? Aiming for specific success measures makes achieving goals easier. It also makes monitoring easier.

To achieve.....(Goal).....by.....(Date)

Step 2

List all the things that will need to happen in order to achieve your goal. Try brainstorming or use the five W and one H triggers (What? Who? Why? Where? When? How?) to determine what needs to be done, who will do it and all the other details.

Step 3

Sequence the activities in the order they should occur. Network diagrams such as flow charts, PERT diagrams and GANNT charts are useful tools for this because they provide a visual representation of your plan. Assign goal dates and, if applicable, individual responsibility for each activity.

Step 4

Communicate your plan to those who will be involved in it or affected by it. Involving others increases your chances of success.

Step 5

Implement your plan. Once you are happy that it is complete and that you have communicated it well, put your plan into action.

Step 6

Check your progress to make sure your original goals and time frames are being achieved. This is your insurance. Your aim is to find out in plenty of time if things are going off the rails so that you can take corrective action.

Planning tools can assist you to develop your plan

Gap Analysis

Comparing where an organisation or work unit is now and where it wants to be is called a Gap Analysis. From this analysis the operational plan can be written to detail how to bridge the gap, or in other words how to move from the current situation to the desired situation.

- a) You may begin either by defining the current situation in relation to a strategic priority or by defining the desired situation.
- b) Then define the other end (current or desired)
- c) Brainstorm strategies or actions which will be required to bridge the gap

Current Situation <i>Where are we now?</i>	The Gap <i>How will we get there?</i>	Desired Situation <i>Where do we want to be?</i>
Example: Staff confidence and ability in using the new “....” system needs to improve.	Staff training in the use of “....” system.	All new and existing staff are fully trained and confident in the use of “....” system.

SWOT Analysis

Operational Plans are generally based on analysis of the organisations or work unit's internal strengths and weaknesses, and the threats and opportunities in the internal and external environment.

Strengths <ul style="list-style-type: none"> ✚ What are the strengths of your work unit? ✚ What do other people see as your strengths? ✚ What do you do well? 	Weaknesses <ul style="list-style-type: none"> ✚ What could you improve? ✚ What do you do badly? ✚ What do you avoid? ✚ In what areas is your work unit most vulnerable?
Opportunities <ul style="list-style-type: none"> ✚ What is the growth potential for your work unit? ✚ What new areas of work are available? ✚ What collaborations should you pursue? 	Threats <ul style="list-style-type: none"> ✚ What obstacles are inhibiting your team? ✚ What competing priorities does the work unit have to balance? ✚ What internal changes or priorities threaten your work unit? ✚ What is the likely impact of changes in the university sector or legislative environment?

When to involve the team in the planning process

- ✓ When new ideas are needed
- ✓ Acceptance of new/current directions
- ✓ Plans will affect individuals or group
- ✓ Team will have to implement it
- ✓ Interest is shown in being involved
- ✓ Knowledge and experience is relevant and vital

Tips to motivate and engage your team in the planning process

Motivating your staff to engage in the planning process is really part of the overall responsibility a manager has to motivate and engage staff in all aspects of team functioning. Below are some tips to keep your staff engaged and motivated.

- ✚ Treat employees as individuals – show genuine interest
- ✚ Provide an inspiring vision and use this to energise your team
- ✚ Set high standards and make your expectations clear
- ✚ Make the work interesting and worthwhile – consider job redesign & job rotation
- ✚ Give responsibility – delegate, don't oversupervise
- ✚ Develop people's skills – provide opportunities for growth, multi-skilling, ongoing learning and development
- ✚ Seek and give feedback
- ✚ Reward people – find ways that are meaningful to your staff
- ✚ Say thanks
- ✚ Remove barriers to achievement of results
- ✚ Build self-esteem and confidence through trusting your staff. If you expect staff to perform well they usually do
- ✚ Give all staff an opportunity to succeed – give credit to all who contribute
- ✚ Practice participatory decision making – people are more committed to decisions they are involved in
- ✚ Empower your team—provide appropriate levels of responsibility and accountability
- ✚ Promote a cohesive team – cooperation, team support
- ✚ Listen to your staff and keep your promises
- ✚ Resolve conflicts and complaints
- ✚ Set a good example

Important Note

On the following pages you will find templates and information regarding Behavioural Competencies and Priority Planning.

Both documents were designed by the People & Culture Development Unit in consultation with the Performance Development Working Group in 2008/9. The Working Group was representative of the Professional Staff community; and in consultation with the UNSW community, the group collaborated to design the first Performance Development process for the university.

The current Performance Development documentation has much more of what is known as an "Essay" approach in order to facilitate more focus on the conversation and less on the forms. The following documents have been provided as frameworks to help both reviewer and reviewee work through (1) The conversation about "how" the work is done and pin point development needs; and (2) Design and write work priorities that can be agreed and measured.

Please note that the use of these documents is optional. There are many other tools available in the marketplace. Find what works best for you.

Key Behavioural Competencies All Staff

- A competency is made up of the skills, knowledge, and attributes that you apply in performing your job
- The fact that they are 'Key' means that they are generic, and therefore relevant to all roles within UNSW and most other organisations
- They act as a foundation for you to build upon during your career and life

Appendix 1: Working with behavioural competencies for all staff

Critical Thinking & Problem Solving

Definition: The ability to analyse information, both creatively and practically, to find optimum solutions coupled with the capability to understand problems or situations by breaking them down and organizing them in a systematic way.

- thinks in a purposeful, reasoned and focused way
- collects, analyses, plans & organises information
- identifies underlying issues and problems and sees connections
- defines & applies strategies for problem solution

Need help to decide how well you are going? Try these trigger questions

How do you organize your daily workload?

How do you plan for meetings?

Do you have to organize information – how and what do you organize? eg timetables, events, meetings, people.

Describe your approach to solving a problem at work: what do you do and how do you react?

How do you plan to prevent problems from occurring?

What would be a complex problem in your job and how have you gone about solving it?

Do people seek you out for advice and ideas?

Have you had to make a decision that was a bit risky?

Have you had a problem that you have had to figure out? How did you go about it?

Communication

Definition:

- consistently communicates in a professional and courteous manner
- actively listens for understanding
- expresses and structures ideas and information in a clear, concise, accurate and logical way and using appropriate language
- develops positive workplace relationships
- gives and receives constructive feedback
- negotiate with others to resolve issues

Need help to decide how well you are going? Try these trigger questions

Do you present information to others? Who? How? (eg in meetings, by email, marketing material, instructions)

What different approaches do you take when talking to different people?

Have you had to compromise or help others arrive at a compromise?

How do you work with people you find difficult?

Have you had to tell someone that their work is not correct/up to standard/on time?

What feedback have you been given? How did you react?

How do you react to people who are angry or distressed?

How do you manage your emotions in these situations

Ethical Behaviour, Values and Diversity

Definition:

- acts in accordance with UNSW values
- acts with integrity and credibility
- treats people with integrity, respect and empathy
- gains trust of colleagues
- aware of own values and regularly examines to highlight biases that may affect behaviour
- demonstrates respect for individual differences

Need help to decide how well you are going? Try these trigger questions

Do you know what the UNSW Guiding Principles are?

Are you aware of UNSW Code of Conduct?

Do you try to treat everyone in a manner to suit them? Can you think of examples?

Do you know what your personal biases are and keep them in check at work?

Can you think of an interaction with a colleague, team leader, manager, internal customer & external customer who needed to trust you?

Do you have to deal with confidential and or sensitive matters in your job? What is your approach to these matters?

Innovation, Initiative and Creativity

Definition:

- receptive to new ideas
- adapts to new situations
- identifies opportunities and translates into ideas and action
- generates a range of options, collaborates and review options and initiate solutions

Need help to decide how well you are going? Try these trigger questions

Do people look to you for ideas?

Do you have ideas? What happens to them?

Have you implemented a new initiative – e.g. new form, process, change in environment

Do you encourage other people when they have new ideas?

Can you think of a project or task that was undertaken because of your efforts?

Have you come up with ideas to make a job or process easier?

Team Work & Collegiality

Definition:

- works in co-operative partnership with supervisor, team leaders, peers and support staff
- actively participates with team and works positively with others to foster team spirit and trust
- proactively contributes towards the achievement of common goals
- actively contributes towards team decision making

Team Work & Collegiality *cont.*

Need help to decide how well you are going? Try these trigger questions

Do you offer your ideas in team meetings?

Can you think of a time where you have had to work with someone new, how did you go about that?

Do you share how you are going in your work with others of your team?

If someone was watching you, how would they describe your behaviour towards your team?

Do you work with other teams outside your own?

What strengths do you bring to the team?

Can you describe a team when there was a team problem/internal conflict- how did you react/what did you do?

Customer Service

Definition:

- demonstrates an understanding customer service requirements and expectations
- presents a professional image at all times
- develops positive and supportive relationships with internal and external customers
- proactively suggests & makes improvements to customer service.

Need help to decide how well you are going? Try these trigger questions

What feedback do you get about your customer service?

Who are your customers – internal and external?

What do you think these customers would say about your service?

Can you think of a time when there was a customer complaint – how did you deal with this?

Change & Adaptability

Definition:

- understands the need for change
- responds and adapts positively to change
- actively contributes towards change outcomes
- acknowledges need to learn to adapt to change

Need help to decide how well you are going? Try these trigger questions

Have you implemented changes in your workplace this year?

How do you react when there is discussion around change?

Do you need help in dealing with change or do you help others?

Self-Management

Definition:

- manages time, sets priorities & works to deadlines
- develops personal goals & evaluates and reviews own performance for continuous improvement
- takes responsibility for own development
- asks for assistance and advice when required

Need help to decide how well you are going? Try these trigger questions

Do you get all your work done? Why/Why not?

What are some examples of work you do that has to be done by a certain time?.

What strategies do you use to complete your work on time?

How do you know if your work is on track?

How do you determine priorities when scheduling your time?

Do you think you are an organized person?

How do you keep motivated?

Are you aware of your strengths & areas to develop?

What do you actively do to try to get better at doing your job?

How ready are you to ask for help when you need it?

Appendix 1: Working with behavioural competencies for managers

Leadership

Definition:

- understands self and manages impact on others
- credibly represents self, work unit and UNSW
- sets and exemplifies standards of ethical behaviour and acts as a role model for others
- adapts leadership style to the person and situation
- influences and motivates staff to achieve strategic vision and priorities
- uses coaching effectively to encourage and motivate staff

Need help to decide how well you are going? Try these trigger questions

Do you coach your staff on a regular basis?

Do you know what motivates your team members and apply motivational strategy?

How well do you manage your stress levels so you're your stress or mood does not negatively impact staff?

What do you do to be a positive role model for your team?

Describe how you modify your own behavioural style to relate to peers, management, team; & .customers

When have you had to represent your team or UNSW and what have you done ensure that you have acted professionally and with credibility?

People Management

Definition:

- communicates strategic direction & organisational information to individuals and teams
- sets and communicates clear direction for individuals and teams
- sets achievable goals and priorities for staff and effectively delegates tasks
- applies effective resource management strategies to daily workplace priorities
- plans for individual and team development
- looks for opportunities to reward & recognise
- ensures team compliance with organisational policy and procedure

Need help to decide how well you are going? Try these trigger questions

Can you translate the UNSW strategic directions into something that is meaningful to staff?

How do you involve your team in the planning process?

Do you have regular team meetings with your staff?

How comfortable are you with your skill in setting and agreeing Key Performance targets with your staff?

Describe how you manage the day to day tasks when resources are limited

Do all your team have professional development plans that they are happy with?

How do you apply adult learning principles when coaching & or working with your staff?

Describe how you reward & recognize staff?

Do you know are policies and procedures are relevant to your role and how to find them?

Client Relationship Management

Definition:

- manages client relationships to support business outcomes
- markets the unit through a variety of communication formats and creates opportunities to promote services
- demonstrates and promotes a quality service culture

Need help to decide how well you are going? Try these trigger questions

Describe the key relationships you currently have with internal & external clients in order to do your job effectively

Have you had a 'difficult' client situation that you managed successfully? What did you do & what was the outcome?

What techniques & methods do you use to market your services?

Do you have a marketing plan?

Can your team easily define what Quality Customer service means in your service provision? What is it?

Describe what measures you have put in place to ensure that client satisfaction is maximized on an ongoing basis

Change Management

Definition:

- positively leads and facilitates organisation-initiated change
- proactively communicates rationale for change to individuals and teams
- acts as a role model for change and engages buy-in from others to drive the required change
- demonstrates a focus on continuous improvement and encourages others to look for opportunities for change

Need help to decide how well you are going? Try these trigger questions

Describe a change that you have initiated during the last review period – large or small. How did you go about it, what challenges existed & how did you deal with the challenge?

How comfortable are you with telling staff you have nothing to tell them?

What strategies do you use to engage your staff in the change process?

Do you understand & apply change management theory in your leadership role? How?

Does your team suggest changes to processes? What do you do as a leader to enable this process?

Appendix 2 - Priority Planning					
Strategic Priority Should reflect work unit priorities	Key Performance Target Outline how priorities will be achieved	Performance Measure Outline how achievement of the key performance target will be measured	Timeframe for Achievement	Resource Support What resources or support is required to achieve the objective?	Support Approved? Yes / No

Appendix 3 - Development Planning

1. **Identify** what **skills, knowledge and behaviours** need to be developed
2. **Decide** on an appropriate **development activity and/or strategy**
3. **Prioritise** the capability **development needs** and set a **realistic timeframe** for achievement
4. **Evaluate** the **effectiveness** of the development activity/strategy

*Development Priority Timeline

High = within 6-8 weeks

Medium = within 3-6 months

Low = within 6-12 months

List the identified development needs	Development/Training Activity/Strategy	Development Priority & Timeline			Evaluation/ Measurement (How will you know when you have embedded what you have learnt?)
		Priority*	By When	Cost	