



Effective Performance Management

A Workshop for Supervisors and
Managers

EFFECTIVE PERFORMANCE MANAGEMENT WORKSHOP OBJECTIVES

You will be able to:

- Identify what Effective Performance Management and its benefits.
- Understand the role of planning, monitoring and reporting
- Recognise your own supervisory style
- Identify roles managers and employees play in managing performance
- Use some strategies for providing feedback
- Understand how to approach the issue of Under performance in the Fijian Civil Service.

WORKPLACE BASED PROJECTS

- This project should be based on an initiative to be implemented back in the workplace relating to performance management.
- As we go through the training, think about something back at work that you might like to do that will have an impact on performance management in your work unit.
- Timeline - four weeks of completion of the workshop.
- You will have time to think about this project and discuss it with the group at the end of the second day of training.

What does **performance** mean to you?



WHAT IS 'PERFORMANCE'?

- The accomplishment of a given task/s measured against preset known standards.
- How employees behave in the workplace and how well they perform the duties that have been allocated to them.

WHAT IS PERFORMANCE MANAGEMENT?

- The process of creating a work environment or setting in which people are enabled to perform to the best of their abilities.

Principles of Performance Management

The overall principles of the performance management in the Civil Service are:

- Supervisors and employees must discuss performance regularly.
- All employees must have an Individual Work Plan (IWPs).
- Every IWP must include key performance indicators which are linked to those in the Ministry Costed Operational Plan and are reflected in the role description.
- Annual performance assessments provide an opportunity to formally discuss work progress and results.
- Performance is measured against KPIs and planned activities in IWPs.
- Employees and managers agree in advance the expected level of performance is and what activities need to be achieved.

BENEFITS OF GOOD PERFORMANCE MANAGEMENT

- Improves individual and organisational performance
- Aligns individual work with ministry and government objectives
- Assists with planning and monitoring of individual performance against the achievement of organisational goals
- Provides measures of organisational and individual accountability
- Recognises and rewards good performance, improving average performance and managing underperformance
- Supports skill development and career planning
- Motivates people to give their best

**What enables an employee to achieve
successful performance at work?**



What enables an employee to achieve successful performance at work?

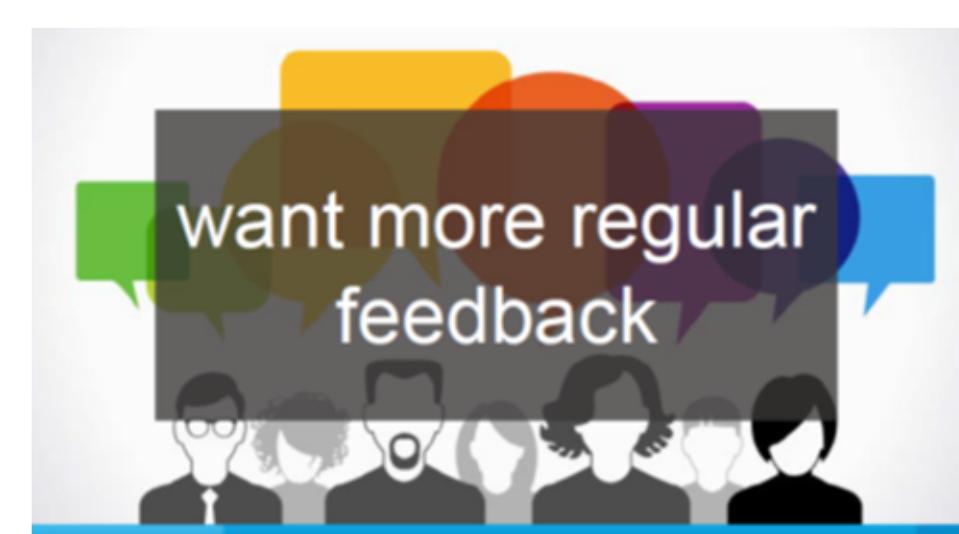
E.g.

Ensure employee understands organisation's goals and objectives

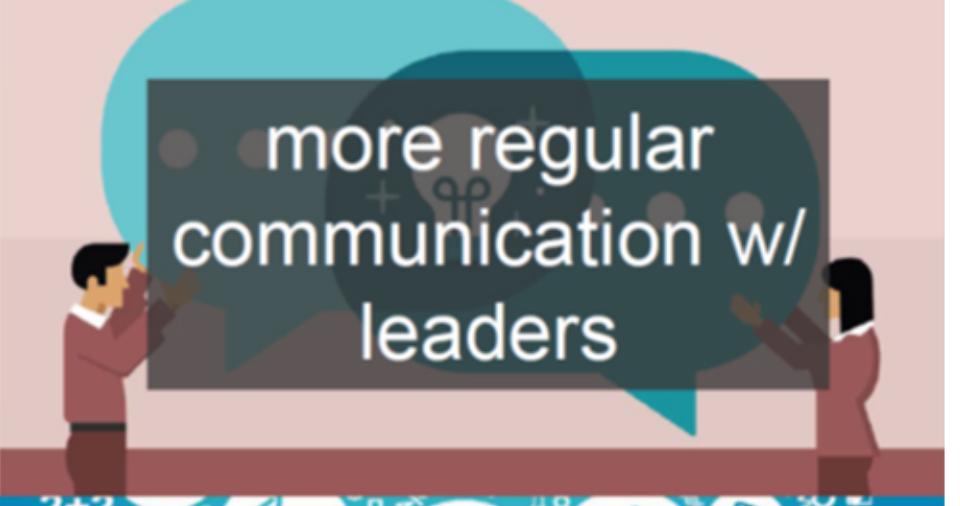
What can a supervisor do to support employees to achieve successful performance at work?

E.g.

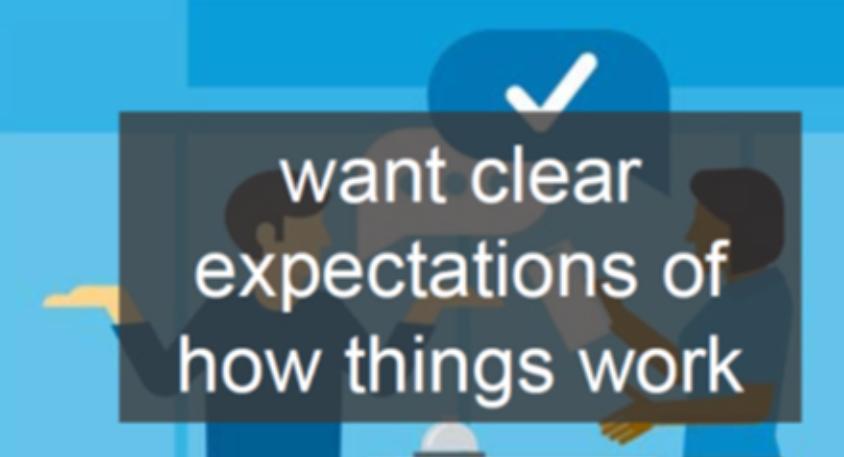
Discuss this with employee when developing IWP's with them.



want more regular feedback



more regular communication w/
leaders



want clear expectations of how things work



expect continuous learning

KEY ELEMENTS OF GOOD PERFORMANCE MANAGEMENT

- Ministry strategic and operational plans align with Government priorities and are regularly updated.
- Employee work is aligned to the achievement of ministry goals and priorities in the strategic and operational plans.
- Performance expectations are clearly stated, with employee and manager agreeing expected standards of performance.
- Support and development required to achieve agreed goals is provided.
- Continuous constructive feedback is provided.
- Good performance as evidenced by achievement of KPIs is recognised.
- Regular monitoring and reporting on achievement of individual and Ministry goals and priorities occurs.





can

't

BARRIERS TO PEOPLE PERFORMING SUCCESSFULLY

- Poor clarity about performance standards
- Poor internal communication
- Minimal or no feedback
- Emphasis on personal weaknesses
- Resource shortages
- Weak line management
- Impersonal treatment
- Lack of recognition
- Lack of control over the way employees can work
- Manager making frequent changes to employee's projects

CONSEQUENCES OF NOT EFFECTIVELY MANAGING PERFORMANCE

- Organisation / Government does not achieve its objectives
- Poor levels of motivation amongst employees.
- Low levels of productivity
- Low quality of work
- Wasted resources
- Potential high turnover of employees



An ounce of performance is
worth pounds of promises.

Mae West

quotefancy

Morning Tea Break

15 minutes



**IMPROVING ORGANISATIONAL
MANAGEMENT and SERVICE DELIVERY
THROUGH
BETTER PLANNING AND MONITORING**



WHAT'S PLANNING GOT TO DO WITH PERFORMANCE MANAGEMENT?

- Every manager in every Ministry is responsible for contributing to developing Ministry strategic and operational plans.
- Operational plans describe how the combined efforts of everyone in the Ministry will deliver the Ministry's services and form the basis of performance management.
- Managers are responsible for ensuring their work unit members understand the Ministry's strategic and operational plans and how each person contributes to achieving the goals in the plans.
- Understanding the planning framework is important for all managers and helps in ensuring the manager and the work unit can be successful.

PLANS IN THE CIVIL SERVICE

- National Development Plan – 20 years (2017 to 2036) and 5 years (2017 to 2021)
- Strategic Plan – 3 to 5 years, rolling plan updated annually
- Workforce Plan - 3 to 5 years, rolling plan updated annually
- Costed Operational Plan – 1 year – 1 August to 31 July (Fiscal year)
- Work Unit Plan – 1 year – 1 August to 31 July (Fiscal year)
- Individual Work Plan – 1 year – 1 May to 30 April (Performance Year)

MINISTRY PLANNING FRAMEWORK

| PLANNING COMPONENT | PURPOSE | MAIN ELEMENTS | | | | | | | | | |
|--|---|---|--|------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|-------------------------|---|--|
| Ministry Strategic Plan 3 – 5 years | Set the Ministry strategic direction and the expected major achievements (impacts) for the Strategic Plan period | Outcomes (priorities), outputs (goals) and measurable KPIs | | | | | | | | | |
| Costed Operational Plan 1 year (August to July) | Detail planned activities a Ministry will implement during the year to achieve progress towards strategic outcomes (priorities) and outputs (goals) | Planned activities and KPIs, work unit/s for responsible for each activity and specific budget requirements to implement activities | | | | | | | | | |
| Work Unit Plan 1 year (August to July) | Detail the specific activities the Work Unit will implement during the year to achieve outputs/goals | Planned activities, KPIs and budget and responsible work unit member/s | | | | | | | | | |
| Individual Work Plan 1 year (May to April) | Detail the specific activities (tasks) the Individual will undertake during the year to contribute to achieving the planned work unit activities | KPIs, planned activities, anticipated evidence of achievement and how the individual contributes to achieving the Work Unit Plan | | | | | | | | | |
| ELEMENTS OF PLANS | | | | | | | | | | | |
| Outcome /priority | Outputs/ goals to achieve outcomes | KPI for outcome and/or output | Planned activities to achieve outputs/ goals | Budget required for activity | Responsible work unit/s for activity | KPI for activity including timeframe | Work unit tasks to complete activity | Responsible team members for activities/ tasks | KPI for individual role | Planned Activities for Individual to meet KPI | Individual Anticipated Evidence of Achievement |
| Strategic Plan | | | | | | | | | | | |
| COP | | Costed Operational Plan | | | | | | | | | |
| Work Unit Plan | | | | Work Unit Plan | | | | | | Individual Work Plan | |
| IWP | | | | IWP | | | | IWP | | | |

KEY STRATEGIES FOR MAKING PLANNING AND REPORTING WORK BETTER

- Engage managers in planning and reporting to ensure they both understand and commit to goals and planned activities.
- Managers engage with team members and ensure that all team members understand how their work contributes to work unit and Ministry goals and achievements.
- Ensure that goals and activities at each level logically link to the next level of planning – lack of alignment creates confusion for team members who are not sure what is the highest priority and where to focus their efforts.
- Establish reporting arrangements which are streamlined and ensure information from each level of reporting flows to the next level, reducing reporting workload and improving consistency.

WHAT DOES 'ALIGNMENT' MEAN IN PLANNING?

- Ministry Costed Operational Plans outline the activities to be implemented in the year achieve progress towards the Strategic Plan – if there are goals in the Strategic Plan which are not going to be achieved through the activities in a Costed Operational Plans then the goal is unlikely to be achieved
- Each Work Unit Plan is a ‘subset’ of the Costed Operational Plan – and all activities in the Costed Operational Plan are allocated to at least one work unit
- Each Individual Work Plan is a ‘subset’ of the Work Unit Plan – and all activities in the Work Unit Plan are allocated to at least one person in their individual work plan

KEY POINTS

- Every supervisor needs to understand the planning and reporting framework and contribute effectively to these.
- Supervisors should ensure that every team member is familiar with the Work Unit Plan and how he/she will contribute to achieving this plan.
- Planning and performance management go hand in hand.

YOUR ROLE

- Ensuring all team members understand their role in the organisation and it's contribution to higher level plans
- Ensuring all team members have an up to date Individual Work Plan linked to higher level plans
- Ensuring all role descriptions have SMART KPI's, that are understood by team members
- Monitor all team members work and provide and invite regular feedback
- Get regular reports – provides evidence!
- Address learning and development needs

PLANNING AND REPORTING ACTIVITY

| What is the Plan? | Who is responsible for preparing it? | How often & when in the year is it prepared or updated? | Where do KPIs in it come from? | How is progress reported? | What decisions does the report support? | When is the report due? | What should happen to address under-performance? |
|----------------------------------|--------------------------------------|---|---|---------------------------|--|--------------------------------------|--|
| National Development Plan | Ministry of Economy | Updated every 5 years | Ministries outline proposed KPIs aligned to global commitments. | Ministry Annual Reports | Budget allocation Next National Development Plan | 31 December for previous fiscal year | Minister and PSC to outline issues for PS to address |
| Ministry Strategic Plan | | | | | | | |
| Ministry Costed Operational Plan | | | | | | | |
| Work Unit Plan | | | | | | | |
| Individual Work Plan | | | | | | | |
| Ministry Workforce Plan | | | | | | | |

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| Ministry Strategic Plan | Permanent Secretary | Revised Sept/Oct each year as a rolling plan | Ministry develops KPIs aligned to NDP KPIs | Ministry Annual Reports | Updating of NDP Budget allocation | 31 December for previous fiscal year | Minister and PSC to outline issues for PS to address |
| Ministry Costed Operational Plan | Permanent Secretary | January to March, submitted with annual budget submission in March Updated when budget approved in June | Ministry develops KPIs to align with Strategic Plan and NDP targets | Ministry Annual Reports Quarterly Progress Reports to Minister | Changes to activities planned or to allocation of resources | Within 2 weeks of end of each quarter | PS to address issues with work unit managers where performance is unsatisfactory |
| Work Unit Plan | Work Unit Manager | Jan-Feb as basis for Costed Operational Plan Updated when budget approved in June | Work Unit Manager to develop based on Strategic and Costed Operational Plans | Monthly reports to Permanent Secretary Annual Work Unit Results for PMF | Performance assessment of work unit manager Work unit activities & performance targets Moderation of performance ratings, salary step increases and performance payments for MyAPA | 1 week after the end of the month Interim in November, final in April each year | Work Unit Manager's supervisor to manage performance and may use a PIP Lower than expected achievements will result in moderation of MyAPA results |

| | | | | | | | |
|-------------------------|---------------------------------|--|--|---|--|--|---|
| Individual Work Plan | Employee with Work Unit Manager | May each year for the performance year | Role description and aligned to Work unit plan | MyAPA (Annual Performance Assessment) or MyPROBA (probation assessment) | Salary step increases and performance payments Performance Improvement Plans required Learning and development needs | MyAPA – interim in Nov, final in April | Performance improvement plan |
| Ministry Workforce Plan | Permanent Secretary | Revised Sept/Oct each year as a rolling plan | Developed by Ministry | Ministry Annual Reports | Changes to funding for staff, recruitment planning, advice to training institutions on required number & type of graduates | 31 December for previous fiscal year | Permanent Secretary to perform manage the managers responsible for implementation |

Lunch Break

1 Hour



SUPERVISING FOR SUCCESS



I REMEMBER A GREAT BOSS...

In your small groups:

1. Think about a time you worked with a great supervisor.
2. Discuss what this person did that made them a great supervisor.
3. Compile your groups list of qualities of a great supervisor.

“Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence.” Sheryl Sandberg, COO of Facebook



Personality Quiz

A short quiz to help you understand your personality and how this might impact your supervisory style.

Complete the questionnaire to determine what style of supervisor you tend to be.

Lion, Otter, Golden Retriever or Beaver?

- Find the other participants who share your style of supervision.
(E.g. All the other lions, all the other Otters etc. Gather together in a group.)
- In your group, examine the natural strengths and weaknesses of your style.
- **Discuss:**
 - How your natural strengths might work to support successful employee performance.
 - How your natural weaknesses might get in the way of employee performance.
 - Be prepared to share your answers with the whole group.

End of Day One1





Effective Performance Management

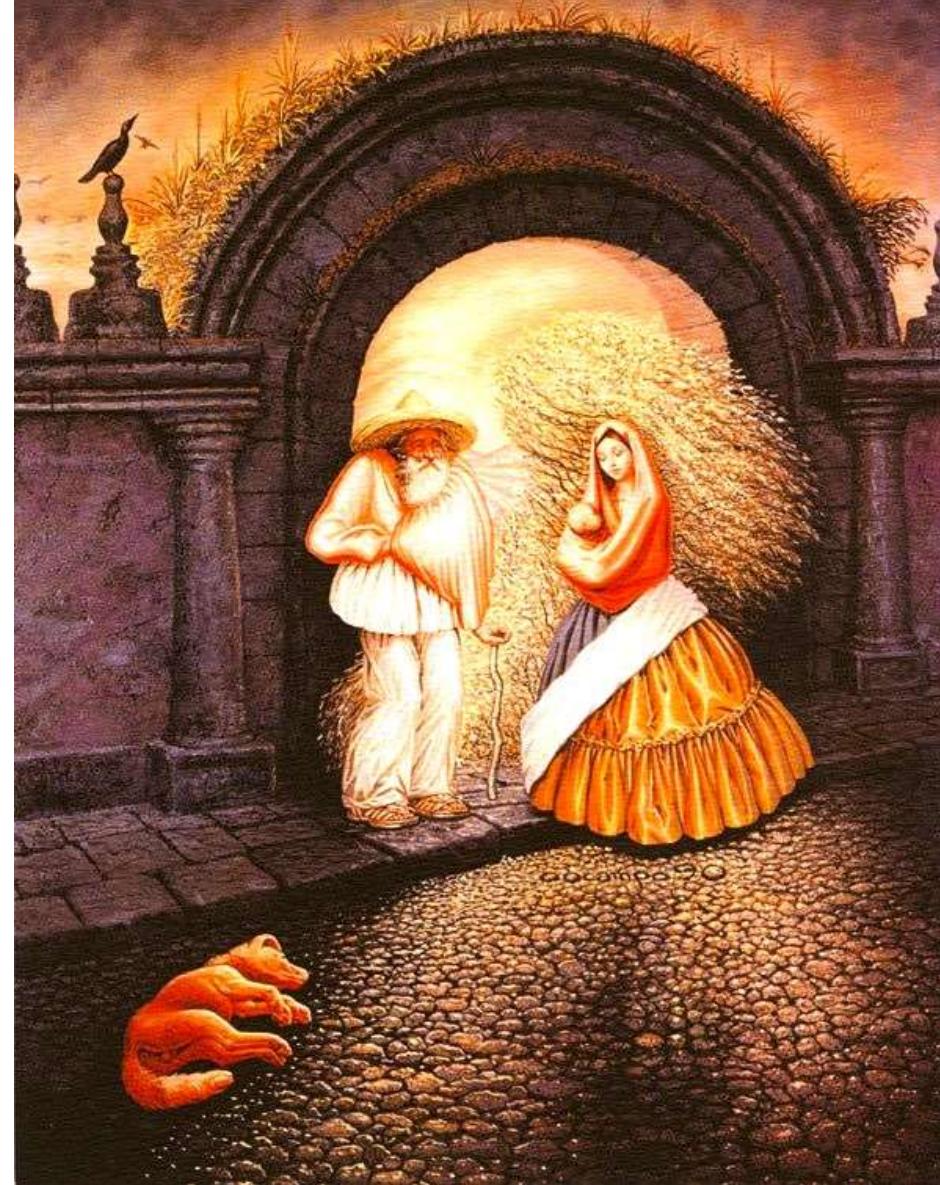
A Workshop for Supervisors and
Managers

Day Two

IMPROVING PERFORMANCE



WE SEE
THINGS
DIFFERENTLY-
WHAT DO
YOU SEE?

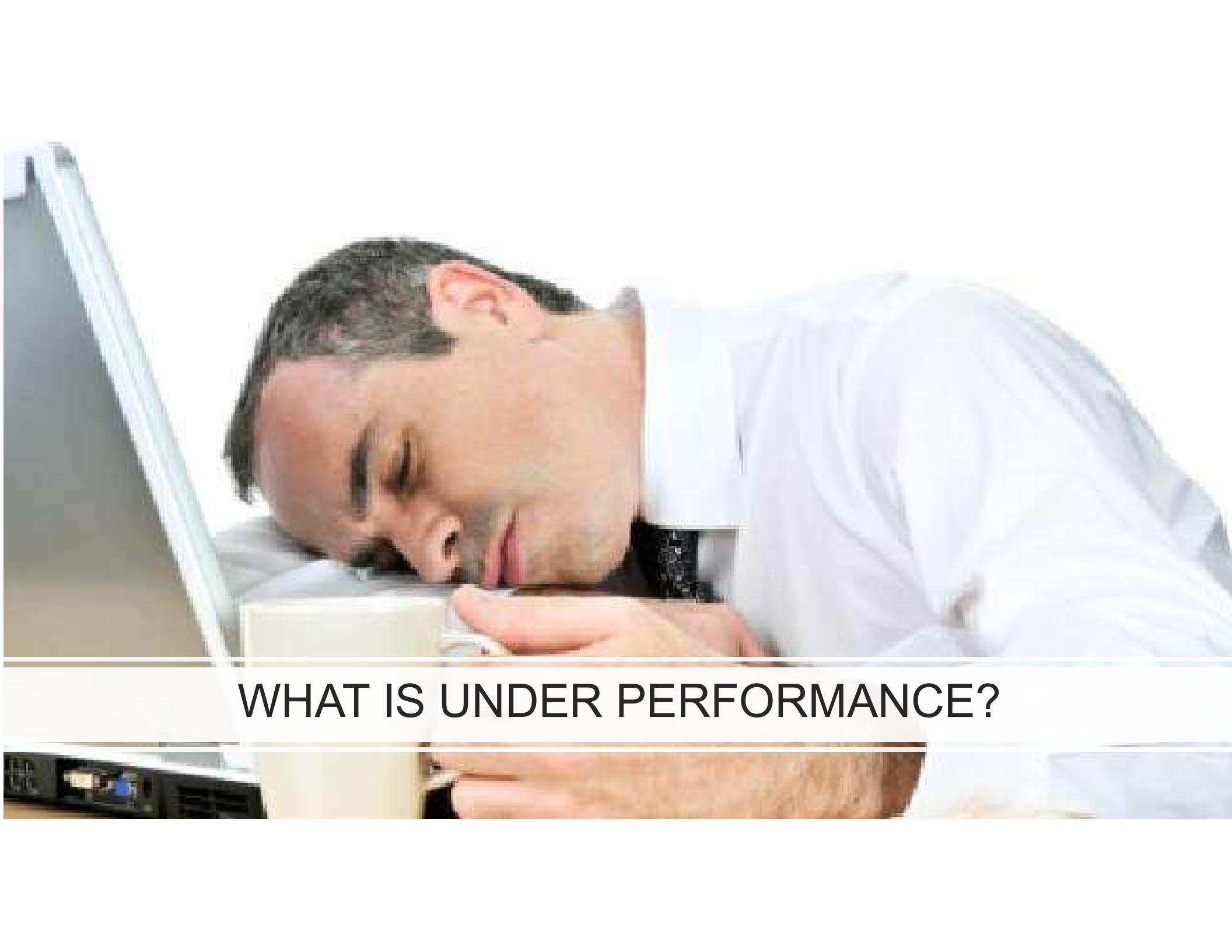


Some people are just
fundamental failures





Everyone
has the potential to perform
successfully at work.

A photograph of a man with dark hair and a beard, wearing a light-colored shirt, sleeping with his head resting on a white computer keyboard. He is lying on a light-colored surface, possibly a bed or sofa. The background is plain and light.

WHAT IS UNDER PERFORMANCE?

YOUR THOUGHTS

Take a few moments to think about what your definition of 'under performance' is.

Think of 2 or 3 examples of under performance.



UNDER PERFORMANCE

- Under performance or poor performance is performance of duties at a lesser standard than that which is required in the role description and/or for the step the employee occupies on the Salary bands.

• WHAT IS THE DIFFERENCE BETWEEN
UNDERPERFORMANCE AND MISCONDUCT?

IMPACT OF POOR PERFORMERS

- You may not achieve work unit goals or targets.
- Annoys other team members, who may have to work harder to "carry" the poor performer.
- You may promote a belief in others that you are prepared to accept underperformance.
- You may waste precious time and resources that could be better used elsewhere.
- You may signal that some employees deserve preferential treatment.
- You may undermine the whole idea of finding the best person for the job.

What is the cause
of the cause?



CAN'T vs WON'T

(Low ability vs low motivation)



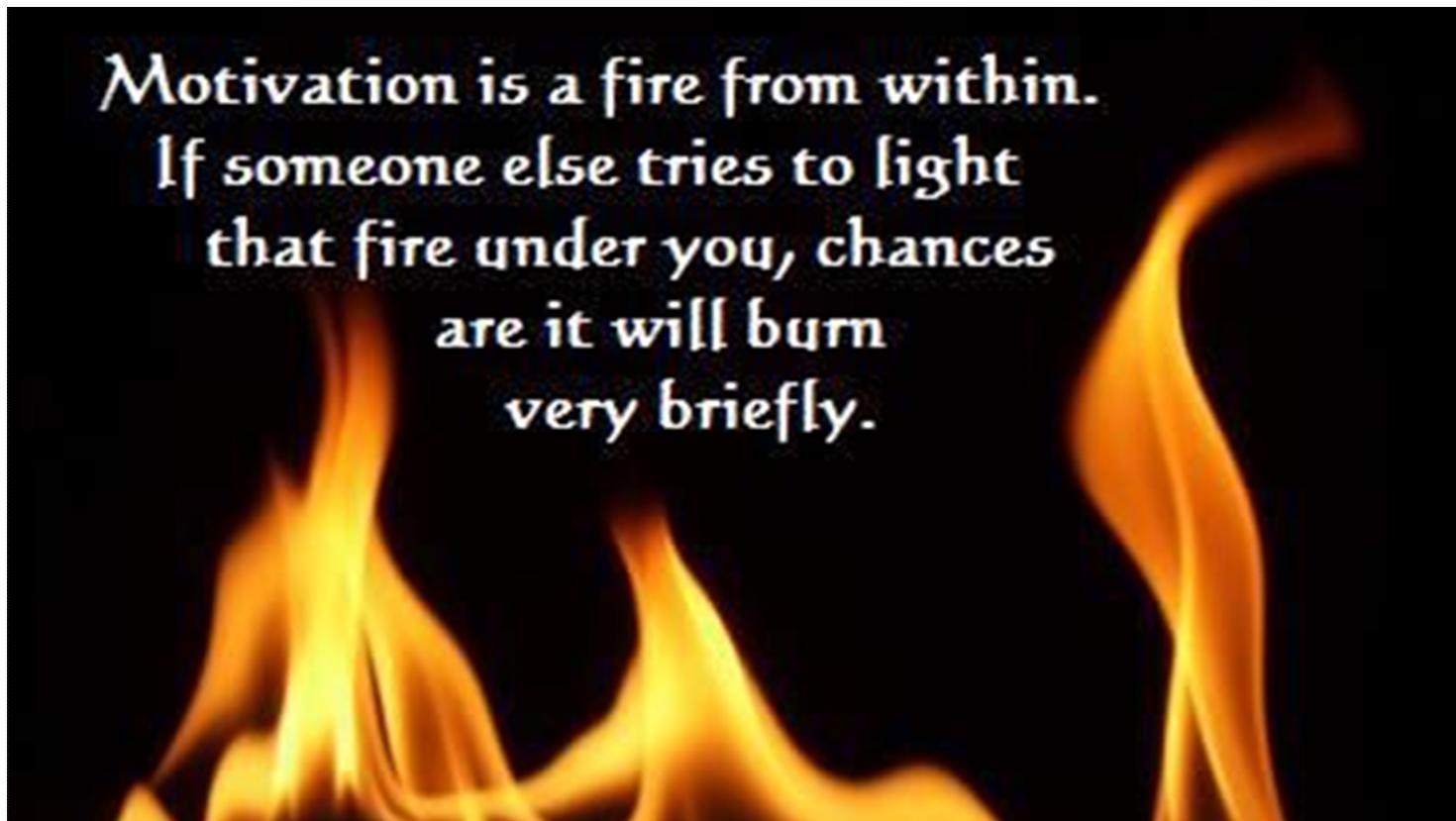
CAN'T – (LOW ABILITY)

Low ability may be associated with the following:

- Over-difficult tasks.
- Low individual aptitude, skill, and knowledge.
- Insufficient training.
- Insufficient explanation of tasks and standards.
- Employee may have been poorly matched with the job.
- Placed in a position that is too demanding for them.
- Lack of support from colleagues or manager.

WON'T - (LOW MOTIVATION)

Motivation is a fire from within.
If someone else tries to light
that fire under you, chances
are it will burn
very briefly.



Enhancing Ability

There are four main ways to overcome performance problems associated with a lack of ability:

- Resupply
- Retrain
- Reassign
- Release



RESUPPLY

- Focus on the resources provided to do the job.
- Do employees have what they need to perform well & meet expectations?
- Ask them about additional resources they think they need.
- Listen for points of frustration.
- Note where employees report that support is inadequate.
- Verify claims for resources. People will often blame external sources for their poor performance before admitting their own fault.
- This is a very effective first step in addressing performance problems. It signals to employees that you are interested in their perspective and are willing to make the required changes.

RETRAIN

- Explore with employees whether they have the actual skills required to do what is expected. This option recognises the need to retain employees and keep their skills current.
 - On the job training
 - Training courses with in-house or external providers
 - Coaching or mentoring
 - Computer-based training
 - University study
 - Attachments / Special projects

REASSIGN

- When other strategies have been tried and not worked (e.g. resupply and retrain)
- Employee still has skills useful in the organisation
- The employee's performance is not intentionally poor – he or she simply is not the right 'fit' for the job.
- Reassign to a different position in the organisation.

RELEASE

- If poor performance continues
- After completion of formal Performance Improvement Program
- With approval of Permanent Secretary in agreement with the Minister
- The aim is to try to prevent reaching this stage. Loss of employees is a loss to the employee, and to the organisation in terms of time, cost and resources.

HOW WOULD YOU DEAL WITH THESE SITUATIONS?

In your groups discuss the poor performance scenarios and determine how you would deal with them.

Be prepared to share your ideas with the whole group.

Morning Tea Break

15 minutes



INCIDENT OR PATTERN OF BEHAVIOUR

CONDUCT ISSUE



INVESTIGATION



**FOUNDED /
UNFOUNDED**

PERFORMANCE ISSUE



**PERFORMANCE
IMPROVEMENT
PROGRAM**

Performance Improvement Program (PIP)

- Employee performance is not up to standard – or drops in standard.
- Start with informal counselling and feedback. No improvement? Commence Performance Improvement Program.
- Discuss with employee areas where performance does not meet the required standard and what needs to improve. Discuss reasons for non-performance. Agree on plan of action to improve.
- Document this and forward to the PS for endorsement of program.
- Implement plan. Meet on a regular basis with employee and discuss. Document discussions.

Performance Improvement Program: the process

1. Prepare for the Performance Improvement Program meeting- identify, assess and analyse the performance/ behavioural problem



2. Conduct Performance Improvement Program meeting and agree on the plan



3. Monitor and review performance and behaviour



4. Conclude or continue Performance Improvement Program: Case to answer; initiate disciplinary action

What happens at the end of the PIP?

- Success? (Performance Improves)
Send recommendations to PS for end of PIP.



- No success? (Performance does not improve)
Recommend to PS – extend period of PIP
or commence disciplinary action.



Report to the Permanent Secretary

At a minimum, the format of the Performance Improvement Program Report should include:

1. Identification: employee and the supervisor/ manager.
2. Relevant background information
3. A summary of the Performance Improvement Program process:
4. A statement about the status of the employee's performance or behaviour at the end of the Performance Improvement Program and
5. Recommendation/s for consideration.

ACTIVITY

Examine the Performance Improvement Program scenario being handed out.

Using the PIP sample template, try to develop a Performance Improvement Plan for Mr. Saku.

Performance Improvement Plan

Employee name, Employment Number, current position..... Timeframe for completion of PIP – 2 months

| A. Areas of concern | A. Performance standards | A. Method of assessment | A. Training and development to be provided. | A. Overall timeframe and schedule of regular reviews |
|--|---|--|---|--|
| Issue of client service desk not being attended to by employees during required opening hours is not being addressed by Mr Saku. | Client services desk to be fully staffed from 8am to 1pm on a daily basis with sufficient employees to manage client queries. | Manager to verify service desk is open during required hours. Positive feedback from clients via a client feedback survey. Biometric attendance records. | Coaching to be provided to Mr Saku on how to provide feedback to employees on attendance and punctuality. Attend Effective Performance Management Training. | Timeframe for change to take place 2 weeks from commencement of PIP. Regular reviews to occur twice weekly. |
| Monthly reports from Mr Saku for his team not being submitted on a timely basis. | Monthly reports to be submitted by close of business third Friday of each month to Manager. | Monthly reports to be received by Manager by close of business third Friday of each month and acknowledged by email. Reports to contain data from all areas of the Client Services Section. | A checklist and timetable to guide the preparation of reports will be provided to Mr Saku to assist him to meet the reporting deadlines. Coaching to be provided to Mr Saku on how to provide training to employees on collation of report data and feedback on meeting deadlines. | Timeframe for change to take place 2 months from commencement of PIP. Reviews of progress in compilation of reports to take place weekly. |
| Staff meetings not taking place in the Client Service Section leading to low morale. | Weekly staff meetings to take place with all staff of the Client Service Section and Mr Saku. | Schedule of meetings, list of agenda items and minutes of meetings to be provided to Manager within one day of conduct of team meetings. | Demonstration of how to conduct meetings to be provided. Coaching on conduct of meetings to be provided. Mr Saku to provide client service training for team members. | Timeframe for change to take place one month from commencement of PIP. Reviews of progress to take place weekly. |

THE IMPORTANCE OF FEEDBACK



The aim of feedback is to provide guidance either to support effective behavior or to guide someone back on track toward successful performance.



Describe the last time you provided feedback
to your employees.



- Many people need to know how they are doing **every day** - ask them what will help them most. Most people need feedback at least once a week.
- A few can get by with feedback once a month, but even for seriously capable high-level strategic people this is a starvation diet.
- Performance management more than just a once a year process – it is a continuous activity.
- A brief remark or a quick email which recognises the achievement of others on a regular basis is just as important to maintaining commitment as an award or one off performance payment.

WHY DO WE NEED IT?

- People crave feedback.
- Most people want to do well at their work.
- People like to know how they are going – motivation/ development / achievement of work .
- Supports achievement of organisational goals and objectives.
- Promotes professional growth & skills mastery.
- Improves confidence.
- Greater sense of job satisfaction.
- Builds better relationships.
- Helps people to feel they belong and gives a sense of purpose.



FEEDBACK IS A GIFT

DAILY

AS NEEDED

2-3 TIMES
PER YEAR



Good job!
How is it going?
Maybe next time try...

Can we get together to
discuss x.
Short regular meetings.

Let's look back.
Let's plan forward.

ISSUES - YOU/THEM

In your small groups, discuss what might prevent you giving feedback to an employee.

Select three of the most difficult issues and try to determine what you could do to overcome these barriers.

Be prepared to share your answers with the whole group.

Supervisor says “Performance appraisals aren’t easy. Giving honest feedback is really important. Of course you still have to be diplomatic with people.”

Employee A hears:

“Giving honest feedback is really important.”



“My supervisor is giving me feedback about the importance of being more direct with my staff.”



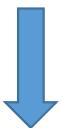
“I need to be tougher next time.”

Employee B hears:

“You still have to be diplomatic with people.”



“My supervisor is giving me feedback about the importance of sensitivity.”



“I need to be more sensitive next time.”

MAKING FEEDBACK SUCCESSFUL

- Ensure it is timely.
- Be specific – not general.
- Describe the behavior – not the person.
- Focus on solution – not the problem.
- Ask questions to understand and clarify.
- Listen carefully.
- Use "I" – not "You"
- Tell them what was good about what they did.
- Don't avoid what needs to be improved.
- Check to see if they understood by observing/asking questions.

MAKING FEEDBACK SUCCESSFUL (cont')

- Give them time to think, process and respond.
- Be willing to see things from their perspective.
- Collaboratively plan steps to address development needs.
- Offer help and resources to address development needs.
- Acknowledge / consider emotions.
- Choose your location / words / time of the day wisely.
- Be genuine. Be present. Do it when your emotions are right.
- Remember it is a gift – your aim is to help them be their best.

Remember with feedback you always have two choices:

1. Tell the person what you want them to know.
2. Ask them to self-assess and consider what has happened.

You may find initially that you tend to tell rather than to ask. The more you ask the more your team will be able to self-assess and improve their own performance.

A.I.D METHOD OF FEEDBACK

A.I.D is a simple feedback model that can be used for both positive moments and those that need corrective action.

A = Action

I = Impact

D = Desired Outcome

ACTION

- Describe the persons **action**. Emphasis is on their actions, not on your interpretation of it.
- Feed back what you observed or heard, not on their intentions, their personality or their character.
- Limit the number of actions you comment on.

Action questions to consider:

- – What are you there to discuss?
- – What did you see?
- – What evidence/facts are there for this performance level?

IMPACT

- This can include positive or negative impacts on the end result.
- Say why it was good or what made the difference this time compared with previous occasions.
- Helps the person to understand WHY there is a need to change the behaviour.

Impact questions to consider:

- What impact is this performance having on the team/organisation?
- How is the customer impacted?
- What evidence do you have for this?

DESIRED OUTCOME

- Emphasise what is missing rather than what is wrong – building on strengths or positives is far more likely to create enthusiasm.
- Using open questions, ask the individual how they think things can be developed or built upon. This will help to gain buy in and you may be surprised by the options they suggest.

Development or desired questions to consider:

- What needs to change going forward?
- What does the goal look like?
- Are actions SMART?
- When will you meet again to confirm improvement or review results?

EXAMPLE USING THE A.I.D METHOD

A – Action

“I think that answering the phone by just saying “Hello”...

I – Impact

“Might confuse the caller – as they will not be sure who they are calling or who they are talking to.”

D – Desired Outcome

“I think it would be more helpful to our clients in the future, if you were to say Good Morning, Corporate Services Section, this is Ashwini speaking.”

Using the AID method of providing feedback – think about how you would rephrase these statements.

In your groups, give four other people the rephrased feedback :

- "Why are you always arriving late to work?"
- "The quality of your reports is ok - but could be better."
- "Do you think you could get it done more quickly?"
- "You seemed to struggle with that spreadsheet."

FEEDFORWARD ACTIVITY

- Select one behavior that as a supervisor or manager you would like to improve.
(e.g. “I want to be a better listener.”)
- Describe this behavior to another person in the room.
- The other person must provide you with two suggestions for the future that might help you achieve a positive change in your selected behavior. They must not refer to the past in any way – only the future.
- You are not to respond in any way except to say “Thank you” when they have finished. You should listen only and take notes. Then ask the other person what they would like to change. Say “You are welcome” when thanked.
- Find another person and keep repeating the process until the exercise is stopped.



to be continued

Performance
management
– an ongoing
process.



Lunch Break

1 Hour



Workplace Based Projects



- Think of something you would like to see happen in your work team that might improve an aspect of performance.
- A project that you can undertake in your work unit that aims to improve some aspect of performance for your team or for individual employees.
- It should be achievable within four weeks.
- You will need to discuss it with your supervisor and get their approval to do the project.
- It should be based on some element of what you have learnt during this two days.

VINAKA VAKALEVU

