

Your name:
Dates:

My Personal Expectations

Exercise - What's in it for me?

Benefits of Performance Management System

In 3 separate groups, discuss how Performance management system would benefit each of the following:

<i>Name of Orgn.</i>	<i>Managers/ Team leaders</i>	<i>Employees</i>

Story

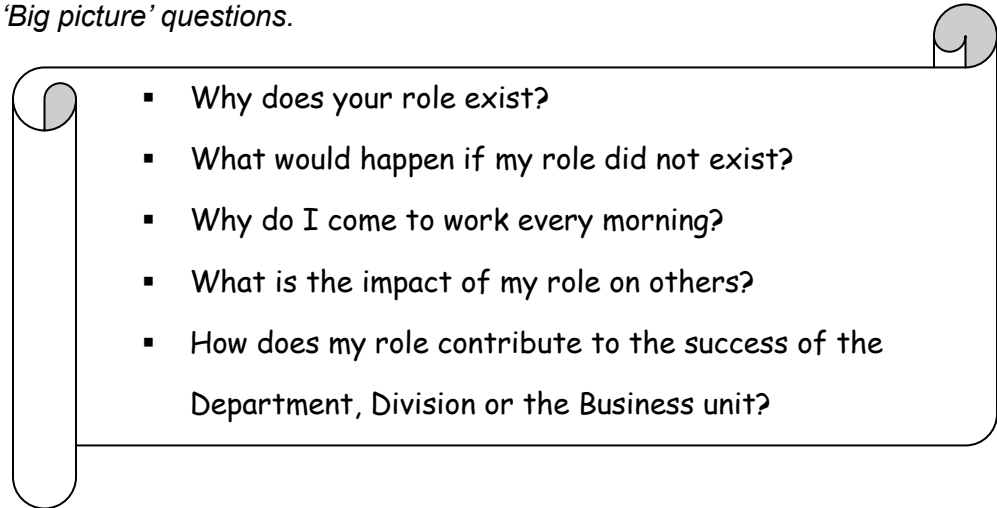
A video shared or any appropriate game may be experienced by the participants.

Exercise - Position Purpose (Step 1)

Keeping in mind

- a. The Purpose
- b. Your business unit's strategy and
- c. Purpose of your Manager's role & your position

Please write a **Position Purpose Statement** on your Performance Agreement. Think of the following 'Big picture' questions.



- Why does your role exist?
- What would happen if my role did not exist?
- Why do I come to work every morning?
- What is the impact of my role on others?
- How does my role contribute to the success of the Department, Division or the Business unit?

My Position Purpose

ACCOUNTABILITES/KRAs/TARGETS (Step 2)

1. What are some of the inputs that you could use to help you identify above areas? To identify your team/ leaders above, please DO NOT go into the details of writing a task list – instead concentrate on identifying your main areas.

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2
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4
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6
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- Shift required here is in thinking from activity based performance to Outcome based performance.
- Shift is critical because many people fall into the ‘activity trap’ and fail to see how they are making a valuable contribution.

2. What are some of the **common KRAs/Target?**

1
2
3
4
5

Discussion

Your KRAs

- Discuss **KRAs** with your neighbor.
- After discussion, please write them down in the PBR Format provided.
- You should have 4 –7 major focus areas,

Weightage

This step deals with prioritizing your **KRAs**. This is done by applying a weightage as a percentage to each **KRAs**. The weightage is dependent on the major focus area and the time spent on it.

It is important to discuss this part with your Manager, as it is possible that you may have different views on the 'Major Focus Area' and which you spend more time on.

An Example

Name – Tanya

Major Focus Areas	Weightage
What (KRA)	60%
Why (Behaviours)	40%

Name – Anthony

Major Focus Areas	Weightage
What (KRA)	40%
Why (Behaviours)	10%

Exercise:

- Look at your major focus areas now, and apply a weightage to each of them
- Total should add up to 100%

1. Considering the information above, what are the job implications for Tanya and Anthony?
 - Tanya -
 - a. _____
 - b. _____

c. _____

▪ Anthony –

a. _____

b. _____

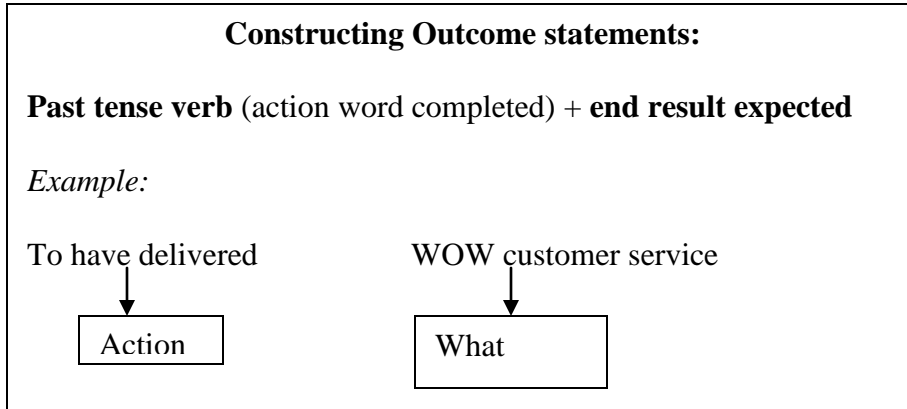
c. _____

2. Which of these is more appropriate for the team leader position purpose – i.e., to lead a team?

Outcome Statements

Outcome Statements are directly related to the 'Major Focus Area' in a very direct way. It is what you intend to deliver in each of the major focus areas. You will need at least one outcome statement for each 'Major Focus Area' 1.

Outcome statement can be constructed as follows:



Exercise:

- Write at least one outcome statement for each of your major focus areas.
- To help you construct your Outcome statements, ask yourself, 'What will it look like after you have completed this agreement period?'
- You will be asked to share your statement with the group.

GOALS /ACCOUNTABILITES/KRAS	OUTCOME STATEMENTS

Performance Indicators (Outcome Statement)

- Performance Indicators are needed *to help you evaluate* whether you have achieved your outcomes or not.
- Indicators help you and your Manager assess your performance from a more objective point of view rather than just a 'gut feeling'.
- Your outcome statements are not complete without these Performance Indicators.
- The Performance Indicators provide an overview of performance that allows you to move forward. They are therefore very important prerequisites for a successful Performance Appraisal.
- Unless a Manager and direct report can agree on the criteria for determining achievement or non achievement of outcomes, it is almost impossible to conduct a meaningful Performance Appraisal.

What sort of things can Performance Indicators measure?

Performance Indicators measure and relate to:

- Quantity – how many?
- Quality – how well?
- Timeliness – how soon?
- Cost – how much?

Examples could be:

- Delivery dates
- Volume indicators
- Sales values
- Due dates
- % satisfaction

Exercise: PBR Form

Please spend next 20 minutes writing OUTCOME STATEMENTS in your Performance Appraisal form. Share with your neighbor when you finish.

Why measure?

We measure so that we can monitor, control, and improve performance.

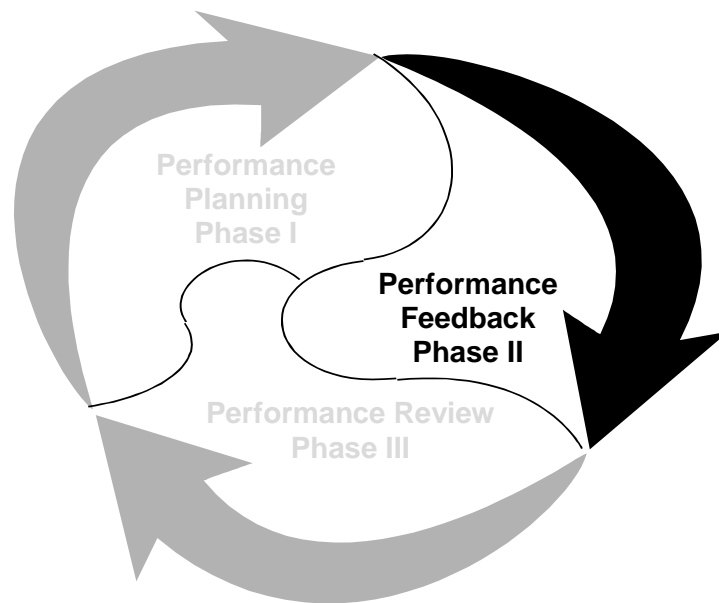
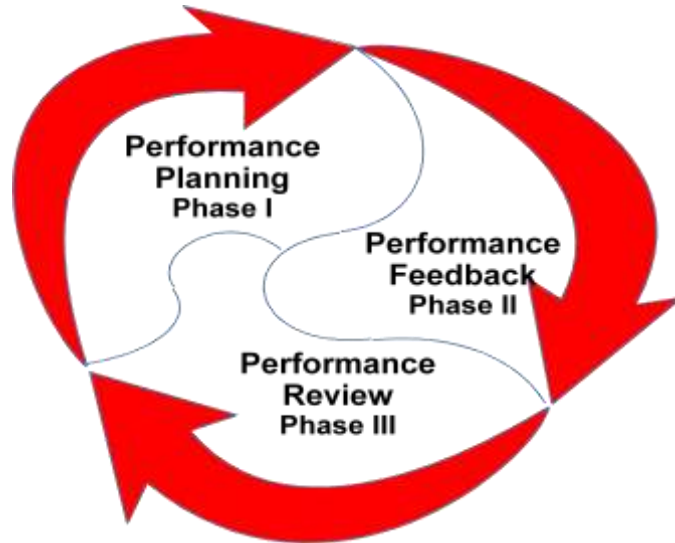
Without measures, **Managers** have no basis for

- Specifically communicating performance expectations to team
- Knowing what is going on in their organization
- Identifying performance gaps that should be analyzed and eliminated
- Providing feedback that compares performance against a standard
- Identifying performance that should be rewarded
- Effectively making and supporting decisions regarding resources, plans, policies, schedules, and structure.

Without measures, **employees** at all levels have no basis for

- Knowing what is expected of them specifically
- Monitoring their own performance and generating their own feedback
- Generating their own rewards and understanding what performance is required for rewards from others
- Identifying performance improvement areas.

Phase 2 – Performance Feedback and Coaching



Exercise – Dos and Don't s of an Ideal Manager

In the Good Manager section, think of the best Manager you have ever had – think of your entire career- this may be the Manager you have now, or it may be someone you had in the past. Write down all the reasons why you thought this Manager was the best you have ever had.

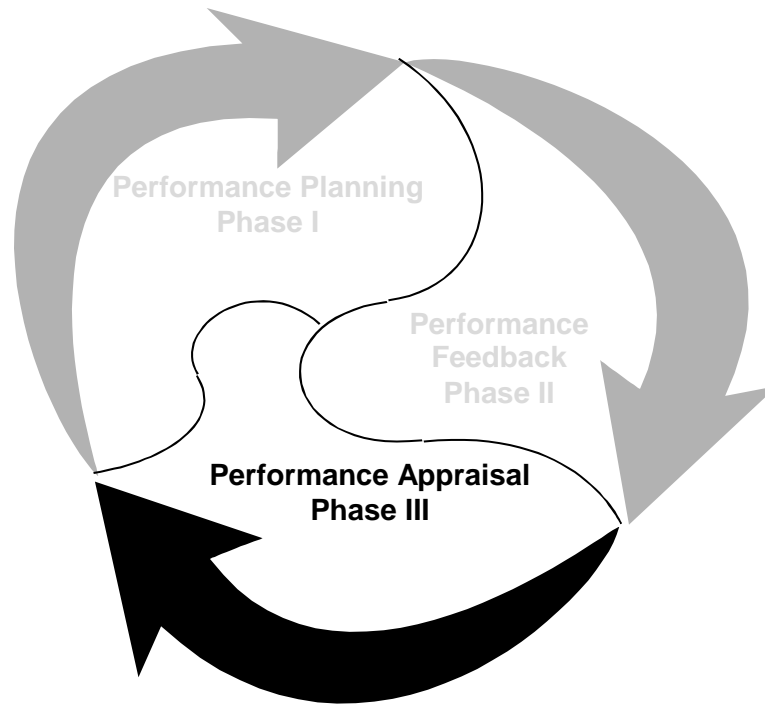
In the Bad Manager column, think of the worst Manager you have ever had, Do not write their name. Write down the reasons why in your opinion this Manager made a poor Manager.

—GOOD MANAGER	WORST MANAGER

Steps to helping others create Performance Agreement of your team members

1. Lead by example – hence ensure that YOUR Performance Agreement is finalized with your Manager including your personal development
2. Either on a one to one basis or in a team situation gives copies of your Performance Agreement and explains how this flows on from the business plan and Manager's Performance Agreement.
3. Explain which of your major focus areas will automatically cascade down into your direct report's Performance Agreements and why. Clarify the major outcomes that you are expecting in the each of the major focus area.
4. Explain what skills and knowledge you are going to focus on for your development (from your personal development plan)
5. Organize another meeting to look at your direct report's Performance Agreement. Ask the employee to come to this meeting with their draft agreement including their thought on their personal development plan.
6. In the meeting, agree on ALL contents of their Performance Agreement and personal development plan.

Unit 3: Appraisal Discussion



The actual appraisal is the most important form of task relevant feedback that supervisors can provide. The appraisal will influence a staff member's performance positively or negatively for a long time.

The Appraisal Interview – Video Exercise

Let us now watch the video

Watch the video and note the main points raised in each of the three parts. Make a note of any subsidiary points (for example, body language) that you will want to refer to during the course.

The characters

There are three main characters in the video.

Tony is the organization's Premises Manager. His responsibilities include cleaning, security, maintenance and safety.

Paul is Tony's boss. He is keen, busy and energetic but not very well organized and not a good appraiser, largely through inexperience.

Angela is Paul's boss. She has the experience; knowledge and detachment to help Paul and Tony get more from their appraisal discussions.

The story

The Appraisal Interview is shown in *three main parts*, followed by a summary.

Part One

We see Tony's appraisal interview with Paul. Much of this is shown in flashback, during separate conversations which the two men have with Angela.

- Tony is so fed up with the way Paul has behaved at the interview that he goes over Paul's head to complain to Angela.
- Her careful questioning and encouragement get him to reveal what has gone wrong - the lack of preparation, on his part as well as on Paul's, the interruptions, the impression that all Paul wants to do is recite a list of failures and much more.
- Angela begins the difficult job of showing Paul the mistakes he made in the appraisal interview and getting him to understand and accept ways of doing it better.
- Seen through Paul's eyes, the flashbacks seem to show the interview as much sharper and more positive than Tony's recollection of it.
- Angela's most important task is to persuade Paul that Tony's perception is more important than his own.
- In this part of the video she concentrates on the issues of preparing for and setting up the interview.

Part Two

Angela and Paul continue to discuss the very real difficulties of appraising Tony. Angela uses the key appraisal interviewing skills of listening, questioning and influencing to get Paul to see how he should improve. As she does so, she lists a number of key points about preparation, the structure and content of the interview and the way good appraisers behave.

Part Three

Paul sets up another meeting with Tony. Not surprisingly, Tony is suspicious of Paul's motives and not inclined to co-operate, so Paul has to work hard to put Angela's advice into practice.

Summary

In the summary, following the main video, Tony reflects on what he has learned. He now realizes there is much that appraisees can do to make the experience worthwhile.

KEY MESSAGES

- **Do prepare**

Both the appraiser and the appraisee should devote time to think about how work has gone during the appraisal period and decide what they want to get from the interview.

- **Don't impose your ideas**

Too many appraisal interviews consist of Managers reciting a list of information and instructions. Ideas have to be discussed and agreed, not imposed. Tony said to Angela: *'That was it - the whole way through - him going down the list telling me what I'd done wrong'*.

- **Do be specific about successes and failures**

Appraisers have to be honest with those they are appraising. But they must not concentrate exclusively on failures. Successes need to be celebrated.

- **Don't be destructive**

Appraisal should be about learning. People don't learn from Managers who hammer them into the ground. Do concentrate on performance not personality Appraisers are not amateur psychiatrists.

- **Do listen and ask questions**

When two people don't listen to one another, theirs is a dialogue of the deaf.

- **Do agree objectives**

The critical word is 'agree'. If objectives are not agreed, there is no ownership or commitment to them. Paul fell into the trap of inventing new ones when appraising Tony's objective about reducing staffing levels.

Part 1

Exercise – In **groups of three** list the issues, which you think that

- 1.Appraisers should consider when preparing to appraise
- 2.Appraisee should consider when preparing for appraisal

Issues Appraiser should consider

1	
2	
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4	
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Issues Appraisee should consider

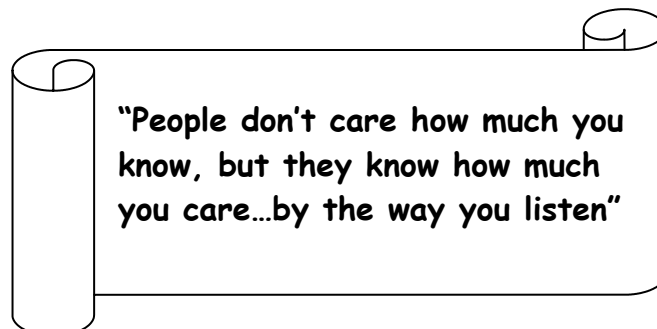
1	
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Part 2:

Listening Exercise & Discussion

1. As the speaker in Part One, how did you feel? Why did you feel that way?
2. What were some of the effective listening techniques used by the listener in Part 1?
3. As the speaker in Part 2, how did you feel after the listener stopped paying attention? What made you feel that way?
4. What are some of the ways you knew that the listener wasn't 'listening'?
5. Which of these listening skills do you use most frequently?
6. Have there been times when you've used poor listening skills? How did you think the speaker felt?

Let's look At Listening



Read and discuss:

Your ability to be a good listener is dependent on ...your attitude. You must want to listen to be good listener. You tell people what you think of them; by the way you listen to them. Discuss how your attitude toward the following would influence the way you listen.

1. Those you do not like
2. Someone you disagree with
3. Someone you think is boring
4. Someone you think is interesting or exciting.

Exercise on Persuasion

In sets of three, one of you will convince the other on a topic most dear to you, while the person being convinced will resist. You can even choose to sell something. You may for example, choose a product such as

- A calculator
- A hand phone
- An interesting gadget

Or convince about an idea, such as a strong opinion you hold about

- Politics
- Education
- Population etc.

The **objective** of the exercise is to get a sample of your persuasive style. It is not necessarily important to succeed in getting the other's agreement. The person getting persuaded should try to be moderately resistant to persuasion.

The third person is an observer. Each person has 10 minutes to persuade the second person. The observer will keep the time and there will be a change of role after 10 minutes. Each person should get an opportunity to be a persuader, persuadee and an observer.

Persuasion Exercise – Analysis form

Persuader - Person A _____

Customer - Person B _____

When an input (conversation) lasts for more than 15 seconds, put a tally mark in the appropriate box every 15 seconds.

A's Giving

B's Statements

Facts, arguments, opinions

Anything the customer says

A's Seeking

Questions only

Find the
Persuader's

Giving : Seeking ratio

Persuasion Exercise

Your Behaviour

What it means

More than 5 times as much 'Giving as Seeking'

You have developed a strong giving style of persuasion. This works best when:
Used with people you know
You are under severe time pressure
You are seen as an expert.
However, in getting commitment from others, seeking is more persuasive than Giving. Hence in situation of convincing you need to use much more seeking.

3 – 4 times as much 'Giving as Seeking'

You have got a strong Giving style. This may work well in some situations but research shows that when convincing others, Seeking behaviour works best.

1 – 2 times as much 'Giving as Seeking'

Most people Give more than seek. Your style has a balanced average ratio. Try to develop a higher level of Seeking.

More 'Seeking than Giving'

You have probably had a lot of leadership experience or you've got a natural leadership style. In any case, your high level of seeking will be a big help in your work life.

Part 3:

In this part, Paul has a second chance to try to put Angela's ideas into practice.

Exercise: In pairs, discuss the **improvements**, which Paul has made in his approach to appraising Tony.

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Appraising Performance:

- Determining the performance level of staff member in a strictly objective manner is very difficult. There is no cut and dried way to measure and characterize staff member's work completely. As a supervisor you need to be objective and at the same time not hesitate to use your judgment, even though judgment by definition is subjective.
- Be clear as to what is it that you expect from your staff member and then attempt to judge whether he performed to those expectations.
- One big pitfall to be avoided is the 'Potential trap'. At all times you should force yourself to assess performance, not potential. It is very important to assess actual performance and real output, not appearance.

Level, Listen and Leave yourself out

Keep the 3 L's in mind, while conducting the appraisal discussion:

- **Level:** You must level yourself with your subordinate – the credibility and integrity of the entire system depends on you being totally frank. And don't be surprised to find that praising someone in a straightforward fashion can be as hard as criticizing him without embarrassment.
- **Listen:** To make sure you are being heard, you should carefully watch the person you are talking to. The more complex the issue, more prone is the communication that is being lost. Does your subordinate give appropriate response to what you are saying? Does he allow himself to receive your message? If his responses – verbal and non verbal does not assure you, that what you have has gotten through, it is your responsibility to keep at it until you are satisfied that you have been heard and understood. Listen with all your intention, make sure your subordinate is receiving your message and don't stop delivering it until you are satisfied that he has received the message.
- **Leave yourself out:** It is very important for you and your subordinate to understand what the Performance Appraisal is about. Hence, your own insecurities, anxieties, frustrations should be kept out of it. The focus should be subordinates problems, not the supervisors. Anyone called to assess the performance of another person is likely to have strong emotions before and during the appraisal, just as actors have stage fright. You should work to ensure that these emotions don't affect your task of appraising your staff member.

Receiving critical feedback

Avoid the following knee-jerk reactions

Blame	"It's the system"
Rationalisation	"That wasn't typical"
Excuses	"I had a bad day"
Attack	"You made me anxious"
Deny	"I'm not sure that is correct"

When receiving critical feedback:

- listen without interrupting
- summarise what has been said
- explore further if necessary
- take time to think before you respond
- ask yourself if it is true, is it partially true? or is it all false ?
- consider the feedback from the giver's point of view
- explore options to change

Giving Feedback

Immediate – Give feedback as soon as possible after the event

Impact – Focus on the impact on you, don't guess on the intention

Personal – Give your own feedback – don't guess how others reacted

Descriptive – Describe what happened, don't make judgments

RATER'S ERRORS IN PERFORMANCE EVALUATION

Halo and Horns:

The tendency to generalize on factor ratings based on one or two specific traits; shortcomings of an employee who is especially cooperative may be overlooked as may strengths of an employee who frequently argues.

Clones:

Avoiding extremes to avoid problems; rating all employees high because "they're all good," or rating them all low because "they really need to be challenged."

Similar-to-me:

The tendency to give slightly higher ratings to employees who are similar to you in attitudes, education, income, interests, etc. than to employees who are different from you.

Contrast:

Rating an employee high (or low) due to an extremely high (or low) rating given to a previous employee.

Recency:

Giving an undue amount of weightage to what the employee has done in the last few weeks of a rating period over what the employee has done the rest of the period

Other Common Mistakes

- **Fear of Failure**
 - poor appraisal result tends to reflect badly upon them also
 - may point to a problem in the organization culture - culture that is intolerant of failure

- **Judgement Aversion**
 - natural reluctance to "play judge"
 - fear in creating a permanent record which may affect an employee's future career.
 - especially where there may be a need to make negative appraisal remarks.
 - Appraisers need to recognize that problems left unchecked could ultimately cause more harm to an employee's career than early detection and correction.

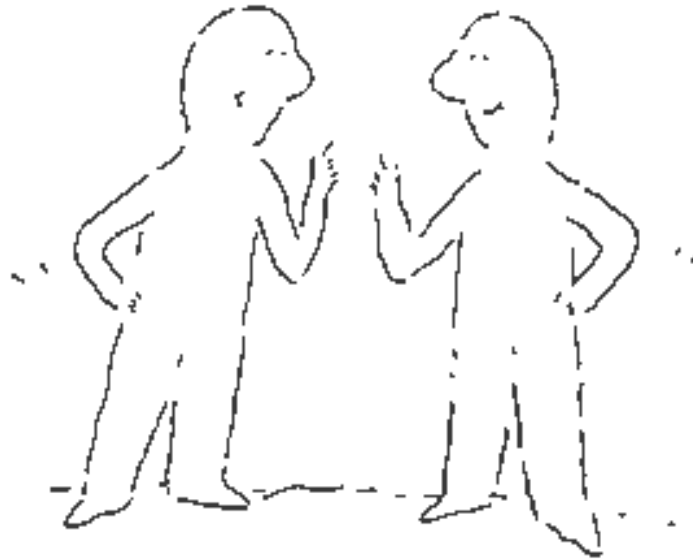
- **Feedback-Seeking**
 - poor performing employee regularly seeks informal praise from his or her supervisor at inappropriate moments.
 - they "ambush" the supervisor by seeking feedback at moments when the supervisor is unable or unprepared to give them a full and proper answer, or in settings that are inappropriate for a frank assessment.
 - game seems innocent enough until appraisal time comes around. Then the supervisor will find that the employee recalls, with perfect clarity, every casual word of praise ever spoken!
 - This places the supervisor in a difficult bind. Either the supervisor lied when giving the praise, or least, misled the employee into thinking that their performance was acceptable
 - The aim of this game is that the feedback seeker wants to deflect responsibility for their own poor performance.
 - Very often the feedback seeker will succeed in making the supervisor feel at least partly responsible. As a result, their appraisal result may be upgraded.
 - must learn to say, when asked for casual praise, "I can't talk about it now... but see me in my office later."

- **Appraiser Preparation**

The bane of any Performance Appraisal system is the appraiser who wants to "play it by ear". Such attitudes should be actively discouraged by stressing the importance and technical challenge of good Performance Appraisal. Perhaps drawing their attention to the contents of [this web site](#), for example, may help them to see the critical issues that must be considered.

- **Performance Management**
 - most common mistakes in the practice of Performance Appraisal is to perceive appraisal as an isolated event rather than an ongoing process.

Unit 5: Role Plays



Appraisal Interview Observation Guide

In the role play you just observed, where would you rate the supervisor on the following characteristics?

Excellent 5-4-3-2-1 Needs Improvement

1. Preparation Review of standards and performance. Completion of appraisal forms					
1. Opening Setting the scene and climate					
2. Information giving and gathering Gathering on performance and needs first. Giving feedback on Performance and opportunities					
3. Skills Open ended and probing questions, listening, encouraging, summarising					
4. Flow Control, pace, verbal and non verbal behaviour					
5. Close Agree future standards and objectives. Summarize interview, complete documentation					
6. Decision Making and follow up Record interview and follow up on promises made					

If you were the supervisor, what direction would you like the review to take? What are some of the questions you would have asked in order to give it that direction?

2. To what extent was the reviewer successful in separating facts from feelings?

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Overcoming Roadblocks

The following roadblocks are representative of some of the issues individuals are facing today when trying to implement organizational change.

As you read each of the descriptions, decide if the roadblock is affecting your progress.

1. A group that reports to someone else

It is very difficult to be responsible for improvement initiatives for a group that does not directly report to you. Even if you have the best intentions, the group may perceive that you are interfering where you do not belong. As an outsider, you appear to know little about the real issues and how they can be solved. This will make it difficult for you to gain support from the group.

2. Rewards based on individual versus team performance

From the time we entered kindergarten, through high school and college, the instructions were always the same: keep your eyes on your own paper; do your own assignment; do not get help from your friends.

When we start our careers, eager to make an impact, we are told about the importance of working in teams. Although this is contradictory to everything we have been taught, it somehow makes sense, so we become hopeful and optimistic.

Unfortunately, this euphoria is short-lived. In most organizations, when it comes time for compensation and recognition, everything is based on individual—not team performance. How can we expect people to invest the effort and energy that are needed in a team environment, when we reward them based on the success of their individual efforts?

3. Rewarding effort instead of results

A surprising number of organizations reward effort rather than results. For example, the raise, bonus, and promotion, as well as the glory, may go to the employee who successfully deals with a major customer crisis—even if he was the one who caused it in the first place!

The way to determine an organization's values—its real values which may or may not be the same ones posted on the wall in the boardroom—is to look at who gets rewarded and take note of that person's activities.

4. Too busy

"I'm too busy," can be a valid explanation for deferring a change initiative. There can be a sudden burst of sales that requires the focus of everyone involved. Or there might be an important market opportunity that requires immediate attention.

The problem is that very often, as in our personal lives, the things that people are too busy with are often not really important—just urgent. A flurry of activity can make us feel like we are really contributing to the success of the company.

If, however, there are major changes that need to be addressed and everyone is too busy to get to them, then the activities that could really help the organization are ignored and never fully addressed.

Tying it all together: Next Steps

What three ideas am I going to take away from this program and apply immediately?
Write your action steps in measurable terms.

Write names of two people in your 'action' group.

Name _____ Date you will check _____
with each other

Name _____ Date you will check _____
with each other

Five steps to completing a Performance Appraisal

(Before undertaking this process ensure that the Performance Agreement is clearly defined, agreed and relevant to the current role.) In this guide, the Employee is the person being appraised; The Manager is their Manager.

1 **(The Employee and The Manager – Joint responsibility)**
The Employee and The Manager agree a time to meet for the appraisal (The employee should give and be given one to two week's notice – where possible)

2 **(The Employee – Personal responsibility)**
The Employee completes a self appraisal in Steps 3, 4 & 5 using the Performance Appraisal Form and hands it over to his/ her *Manager*.

3 **(Employee and The Manager – Joint Responsibility)**
At the Performance Appraisal meeting *The Employee* and *The Manager* will discuss overall contribution by reviewing:

- The Performance Indicators to evaluate effectiveness of the performance in each major focus area of the job and application of capabilities on the job
- Self appraisal rating in Steps 3, 4, and 5
- The Personal development plan – discussing current learning and training needs and future career plan
- Updating priorities for development within the framework of Behavioral Attributes and capabilities

4 **(The Manager – Personal responsibility)**
The Manager summarizes the appraisal discussion and completes the Appraiser rating column in the Appraisal form for Steps 3, 4, and 5. This incorporates information from employee's self-appraisal and discussion with the employee.

Having gathered all the relevant information, The Manager will make an evaluation about the employee's performance.

5 **(The Employee and The Manager – joint responsibility)**
When the appraisal has been signed off by the next level of management, The Manager gives a final performance rating and both The employee and The Manager sign the appraisal and write a summary in the Coaching log sheet.