



Best Practice Guide

Planning and Developing Employee Performance



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Why do I need this guide?

Effectively managing and planning for performance is essential if your team is to achieve its goals and contribute to the organisation. As a manager, you have an increasing number of demands on your time. Used effectively, performance planning and development (the performance cycle) will save you time, because it clarifies what is expected of each person, focuses and combines team members' effort, helps you prevent and solve problems, and allows each person to perform to their full potential. Providing ongoing development and career options for our employees increases their engagement. The benefit to the organisation is that good staff, the right people in the right jobs, are retained.

The performance cycle is a continuous two-way process of conversation, planning and coaching that occurs between a team member, their team and their manager throughout the year.

To aid the performance cycle and business outcomes the Queensland Government introduced the Queensland Public Service Capability and Leadership Framework (CLF) which describes the behaviour expected of public service staff at every level, from base grade to CEO.

When developing an individual capability development plan, supervisors and staff should consider the CLF to identify particular capabilities that they would like to develop for current and future roles. Using the five capabilities described in the CLF employees can select appropriate learning and development opportunities and measure changes in performance. How to use the CLF and self-assessment tools is described in the planning section of this guide.

Organisationally, the performance planning and development process is critical to achieving our departmental goals and strategic objectives and delivering the Towards Q2 initiatives.

How does performance planning and development benefit everyone

Manager	Team member
<ul style="list-style-type: none"> • Everyone focuses on achieving goals and knows what they are doing. • Each person's work is mapped to the CLF and linked to the organisation's goals. • You build better relationships with your individual team members. • Helps you to better match your management style to each person's needs. • Gives you an opportunity to identify issues in your team and deal with them immediately. • You discover what each person has to offer. • You can better design each person's job to suit their skills and interests. • You are better placed to manage succession within your team. • Helps you delegate work more effectively. 	<ul style="list-style-type: none"> • They have a clearer understanding of their role and what is expected of them. • The contribution they make to the organisation is clearly identified. • They have an opportunity to think about what capability development they need and can discuss it with their manager. • Helps them plan and prepare for their next career move. • Their manager knows what work to recognise them for and how they like to be recognised. • They have an opportunity to talk to their manager about the challenges they face — both at work and at home • They are more satisfied with their work.

Technical terms and Glossary

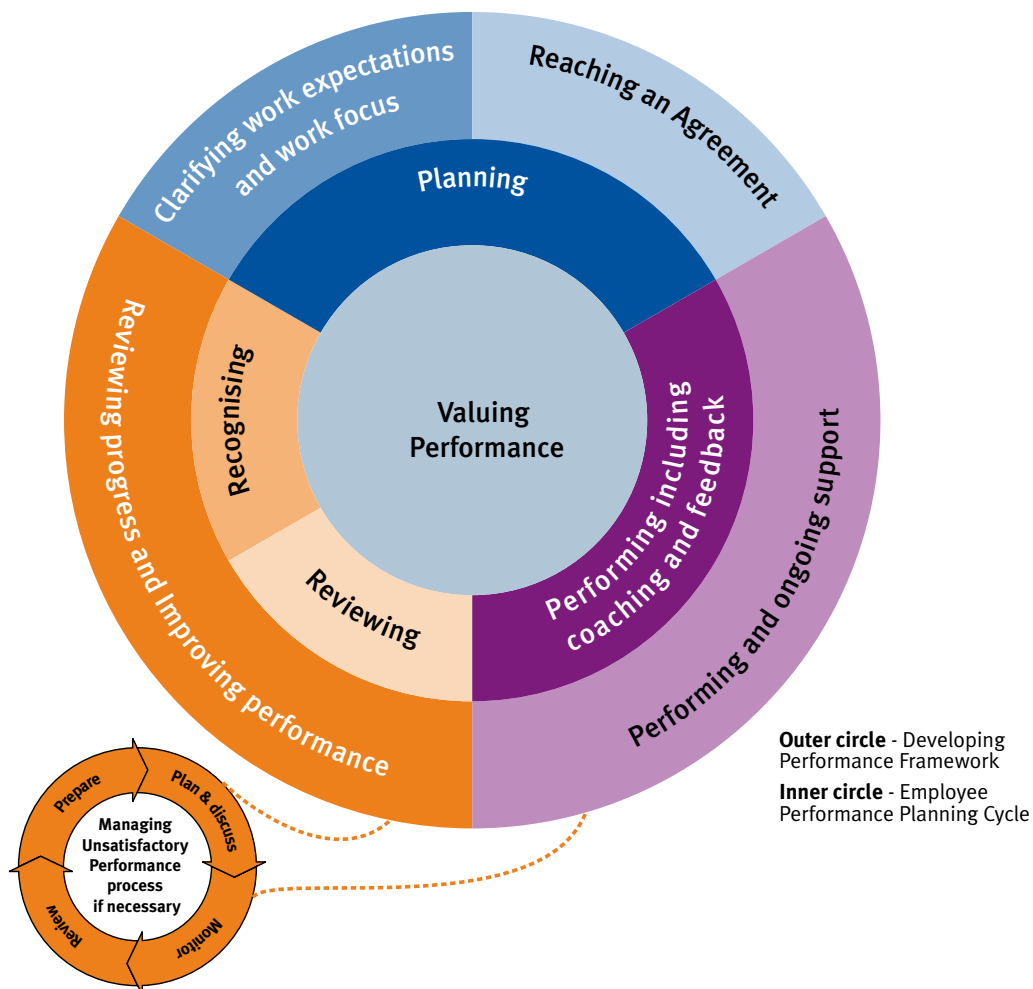
This guide contains terms you may not know. If you are not sure of the meaning of a term, please check in the Glossary.

We can't afford not to do it

The performance cycle has many compelling benefits to offer, and that's a good enough reason to do it. But if for some reason we decided not to, there could be consequences that suggest we can't afford not to do it.

These can include poor job clarity and direction of effort, less-capable and less-motivated staff, reduced opportunity to delegate, with its increased need for close supervision, poor working relationships within the team, and performance problems that would remain unidentified and unresolved. These consequences can ultimately lead to poor staff retention.

Employee Performance Cycles



The 5 Leadership Practices Model the way
 Inspire a shared vision
 Challenge the process
 Enable others to act
 Encourage the heart
 (Kouzes and Posner 2007)

Mythbusters

MYTH 1

Performance planning and development is about managing bad performance.

The performance cycle is as much about managing and recognising good performance as it is about improving unsatisfactory performance. When we change our thinking around performance planning and development we can begin to reap the benefits of improved workplace relationships and enhanced performance.

MYTH 2

Performance planning and development begins and ends with the performance meeting which occurs once or twice a year.

When done well, performance planning and development occurs daily, through regular feedback, recognition and coaching. Performance planning and development begins when a new job is identified, and ends only when a team member leaves the department, playing a part in the whole 'life-cycle' of the team member's time with the department.

MYTH 3

Performance planning and development is solely the responsibility of managers.

Performance planning and development involves everyone in the department — not just managers. It is a two-way process in which responsibility is *shared* between managers and team members. In monitoring performance and taking action, managers and their teams are jointly involved in agreeing on what they need to do and how they need to do it.

MYTH 4

Not everyone needs to participate in performance planning and development, it depends on your classification.

In addition to the benefits that performance planning and development provides, it is also a requirement of employment. An array of legislation, industrial instruments, awards, agreements, and policies and practices underpins every employee's contract of employment. These require employees in all roles and at all levels to actively participate in ongoing departmental performance planning and development.

How do I use this guide?

This guide is a resource for managers, to help you successfully plan and manage team member performance and contribution at individual and team levels.

It has been divided into the four stages of the performance cycle. An additional section covers performance improvement, sometimes incorporated to help team members who may require support to improve their performance. The four main sections are:

Planning — clarifying expectations and work focus and reaching an agreement, negotiating performance goals, understanding the broader business and departmental context, setting expectations and planning to develop skills and capability.

Performing — and ongoing support, including coaching and development, learning on the job, continuous improvement and providing feedback.

Reviewing — discussing individual performance and contribution in terms of previously negotiated goals and future courses of action and identifying areas for improvement.

Recognising — continuously acknowledging team members' contribution to the team, and motivating all team members.

The performance planning and development cycle



How long does the process take?

The performance cycle should be aligned to the budget cycle. The formal part of the process (the planning and review conversations) is generally a 12-month cycle with a review conversation after six months. This can be shortened to suit your organisational environment. For example, in an environment of constant change, you may like to conduct more frequent planning and review conversations to update performance plans. However, the informal part of the process (ongoing coaching, feedback and support) should be continuous. This occurs in your day-to-day interactions with your staff and is the key to high-performing teams.

Model the way

Demonstrate enthusiasm and a positive approach to the performance planning and review conversations

Ask for feedback from staff about the performance planning process and the way you manage their performance

(Kouzes and Posner, The Leadership Challenge)

Planning: how do I make it happen?

The performance plan is the outcome of your performance conversation with your team members around roles, goals, performance and behavioural standards, and their capability development needs. A variety of templates for recording this can be found in Appendix 3 and on the OnePortal website. Details of where to find these resources are provided in the Contacts section of this guide.

As shown in the diagram, a key feature of the planning cycle is the cascading nature of planning from government initiatives to the strategic plan, the business plan and then the team member's performance plan. This ensures that work done at all levels is aligned and gives each person a clear line of sight between their work and the 'big picture' goals of the organisation.



Performance plans: team, individual or both?

Best practice suggests that work units will develop team plans, and then individual plans are developed from the team plan (see diagram above).

The most effective approach is to have a conversation and develop a plan at the team level and then individual plans will flow.

However, team plans may not be appropriate in all circumstances. In this case each team member still needs an individual plan to clarify what is expected of them in their role, what they are accountable for and how their work will contribute to the business plan.

On the other hand, if you manage a large team, it might be feasible to have only a team plan, provided it clearly shows who is accountable for delivering each part of the plan and the development needs of each person.

Team and individual performance plans

When following best practice and deciding to develop a team plan as well as subsequent individual plans:

The whole team takes part in setting out their goals, taking into consideration what the manager has committed to and is accountable for delivering, and how each individual will contribute.

These need to be very clear and agreed to by all members. Good team plans also describe how the team will work together and what behaviours are expected for the team to function effectively.

Individual performance planning and development takes place after the team has negotiated their shared goals. The individual performance plan clarifies each team member's accountability and contribution to the team, and identifies their development needs.

Remember!

When individual team members know what is expected of them and what they are accountable for, it's much easier for them to work without constant supervision.

This will save you time, improve productivity and enable you to lead and manage proactively.

What's in a performance plan?

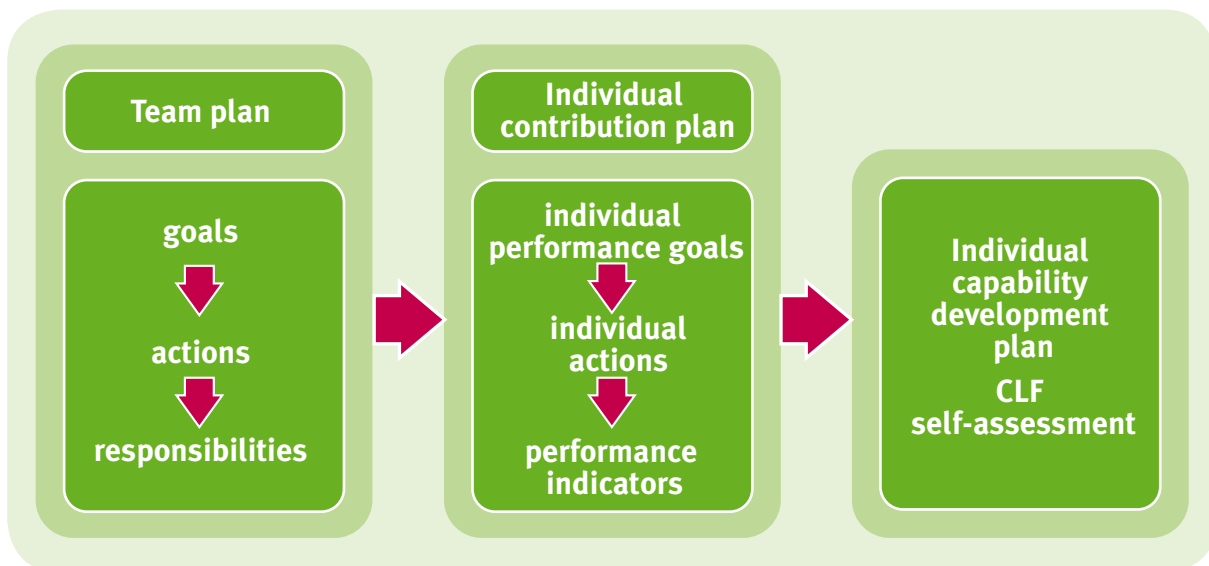
There are two major components of the performance plan. These are:

Negotiating the plan — The work the team and team members will do

The Developing Performance Plan, or Capability development plan (or learning and development plan) — Do the team members have the knowledge, skills and behaviours required for their current and future roles? The CLF will help you and your individual team members identify development opportunities for their current roles and career aspirations. The CLF self-assessment tool is a very useful resource during performance development and review discussions. It is available from the Public Service Commission website, at www.psc.qld.gov.au

Did you know?

The alignment of goals throughout the department is important because it allows team members to establish a line of sight between what they achieve as individuals and the attainment of organisational goals.



“ The tragedy in life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. ”

— Benjamin Mays (educator, scholar, and mentor to Martin Luther King Jr.)

Inspire a shared vision

Encourage enthusiasm for performance planning and development by the way you talk about it

Paint a compelling picture of the team's future

Talk about the meaning of the team's work

(Kouzes and Posner, *The Leadership Challenge*)

Negotiating the plan: part 1 — the team plan

Step 1: Identify strategic goals to which your team contributes

Performance goals describe what you want to achieve. They ensure that team members know *what* they are doing and *why* they are doing it.

Focus on the results that are needed, rather than what activity you will undertake — where you want to be, rather than what you will do to get there.

Goals can be derived from the operational or business plan that overarches your team plan, your manager's performance plan, key government initiatives, role descriptions or consultation with your team or manager. Your performance plan must show how your team's goals contribute to the organisation's strategic goals.

The team plan will start to look like this:

Team goals	Actions	Responsibilities
Productive partnerships with key stakeholders.		

Step 2: List the actions needed to achieve each goal, and assign responsibility

Briefly describe what needs to be done to achieve the performance goal. What will the team members responsible for the goal actually do?

Clearly identify what each person is responsible for. You will need to take into account each person's workload, strengths, skills, and interests.

Team goals	Actions	Responsibilities
Productive partnerships with key stakeholders, inside or outside the department.	Keep in regular contact with key industry representatives.	All team members
	Educate key stakeholders on what we have to offer.	John Citizen
	Actively participate in networks established across the department.	Sally Smith
	Create products and services that are valued by clients.	All team members

Step 3: Agreeing about how the team will work together

These are the things your team needs to agree on, to make sure they work together effectively. For example, you might discuss how you will communicate with each other, how you deal with conflict, how you accommodate each other's preferences for working in different ways, and what to do when you are feeling overloaded.

Negotiating the plan: part 2 – the individual plan

Step 4: Individual performance goals and actions

Refer to the team plan to list each person’s individual goals and describe in more detail what actions are required. This gives you and each team member a shared expectation of what they will do. If we continue with the example above, Sally Smith’s plan will start to look like this:

Individual performance goals	Actions	Performance indicators
<i>Goals I am personally responsible for achieving.</i>	<i>The tasks I need to undertake to achieve my goals - What will I actually do?</i>	<i>What measures can be taken to demonstrate that these actions have been successfully completed? How will I know I've been successful?</i>
Keep in regular contact with key industry representatives	Attend all relevant industry meetings Consultation with key industry representatives as necessary	
Actively participate in networks established across the department	Participate in Workforce Capability Working Group (WCWG) teleconferences and attend quarterly forums Submit agenda items for WCWG meetings	
Create products/ services that are valued by clients	Seek feedback from clients to improve current products/ services Review current products/services and make alterations as necessary	

Step 5: Use the performance indicators to define success

For each individual performance goal, imagine and describe in a short statement what success would look like. Ask, ‘What is success for me?’, ‘What would others expect to see?’ Specify what tangible evidence would clearly demonstrate a team member’s successful achievement of their goals. When you and your team member are both clear about what they are accountable for and what success looks like, the team member is more likely to achieve outcomes successfully.

When developing performance indicators, remember to:

- focus on what you can measure
- link them to the team or individual performance goals
- ensure the performance indicator is within the control of the team or team member
- give more time to discussing how the team member achieves the level of performance rather than the performance indicator itself.

Sally Smith’s plan will start to look like this:

Individual performance goals	Actions	Performance indicators
<i>Goals I am personally responsible for achieving.</i>	<i>The tasks I need to undertake to achieve my goals – what will I actually do?</i>	<i>What measures can be taken to demonstrate that these actions have been successfully completed. How will I know I’ve been successful?</i>
Keep in regular contact with key industry representatives	Attend all relevant industry meetings Consultation with key industry representatives as necessary	Key issues and concerns communicated in industry meetings and through consultation are documented in minutes Outcomes and key issues are shared with the team and responded to in the negotiated timeframe
Actively participate in networks established across the department.	Participate in WCWG teleconferences and attend quarterly forums Submit agenda items for WCWG meetings	Team is represented at all WCWG teleconferences and forums, and outcomes are communicated back to the team at the next team meeting Important topics are submitted and discussed with WCWG members – evidenced in Agendas and Minutes
Create products/services that are valued by clients	Seek feedback from clients to improve current products/services Review current products/services and make alterations as necessary	Client feedback survey indicates 90% satisfaction with products and services within the current financial year Demand for delivery increased by 10% within the current financial year

Negotiating the plan: part 3 – the capability development plan

What is capability development?

Capability development is the second major component of the performance plan. It is used to find out what capabilities your team members need to develop for their current role and for their career aspirations, and to negotiate effective ways to develop them.

Linking capability development to performance goals

To ensure a good return on investment of the time and money spent on capability development, activities you plan must clearly support the performance goals in the team or individual plan. Too often capability development activities are chosen without adequately considering whether they will help the team member perform their main duties or prepare for the future. To get the most out of the capability development activities you decide on, ask the following questions:

- How has the team member and the team benefited from the capability development activities they undertook in the previous 12 months?
- What strengths does the person already have that they can build on to achieve the goals in their individual performance plan?
- What skills and capabilities must they develop to successfully meet the requirements of the CLF and achieve their goals?
- What capabilities may they need to take the next step in their career? Consider that this step could be at level into a different role or a promotional step.
- What capabilities do I expect the whole team will need to meet future business opportunities?

Remember!

Discussion around capability development needs to be a two-way conversation. Ask your team members to candidly discuss their development needs and career aspirations.

The capability development part of the performance plan could look like this:

Capability Requirement Link to the CLF <i>(Focus on 3 - 4 components – based on their importance)</i>	What are my current role specific capabilities?	What capabilities, skills or behaviours do I need to develop? <i>(both now and in the future)</i>	How can I develop these capabilities? <i>(e.g. formal training, on-the-job opportunities, coaching, self directed activities etc)</i>
Achieves results	Identifies and uses resources wisely Takes responsibility for managing work projects to achieve results	Responds positively to change	Researching and reading articles and books about change. Becoming involved in change processes. Look for a coach to work with me about my response to change and how I can become more resilient

Identify capability development priorities

- Use the self-assessment tool from the CLF to identify capability development priorities.
1. Ask each team member to complete the self-assessment tool that matches their current level (for example an AO4 will use the CLF 4 self-assessment tool).
 2. Discuss each team member's self-assessment with them, in terms of which capabilities they have now or need now, and their career aspirations in the next two to five years and which capabilities they need to be developing to achieve their career goals.
 3. Prioritise capabilities – which capabilities must the person have to enable them to do their job. Assess current capabilities.
 4. Identify priority areas for development. Which capabilities will have the greatest impact on the person's performance because they can use them immediately?
 5. Incorporate these priority areas into the team member's performance development plan.

Did you know?

Capability development needs should be determined for each individual. However, you may find that several people from one team or across different teams have the same needs. In this case, group learning and development activities could be arranged. This will be part of each person's capability development plan.

Choosing methods of capability development

Where does learning come from?

Research undertaken by Lombardo and Eichinger around where we gain the most effective development suggests that

10% of learning is from formal training events alone

20% of learning is effected through working with a coach and/or mentor or more experienced colleagues.

70% of learning happens informally through on-the-job and off-the-job interactions

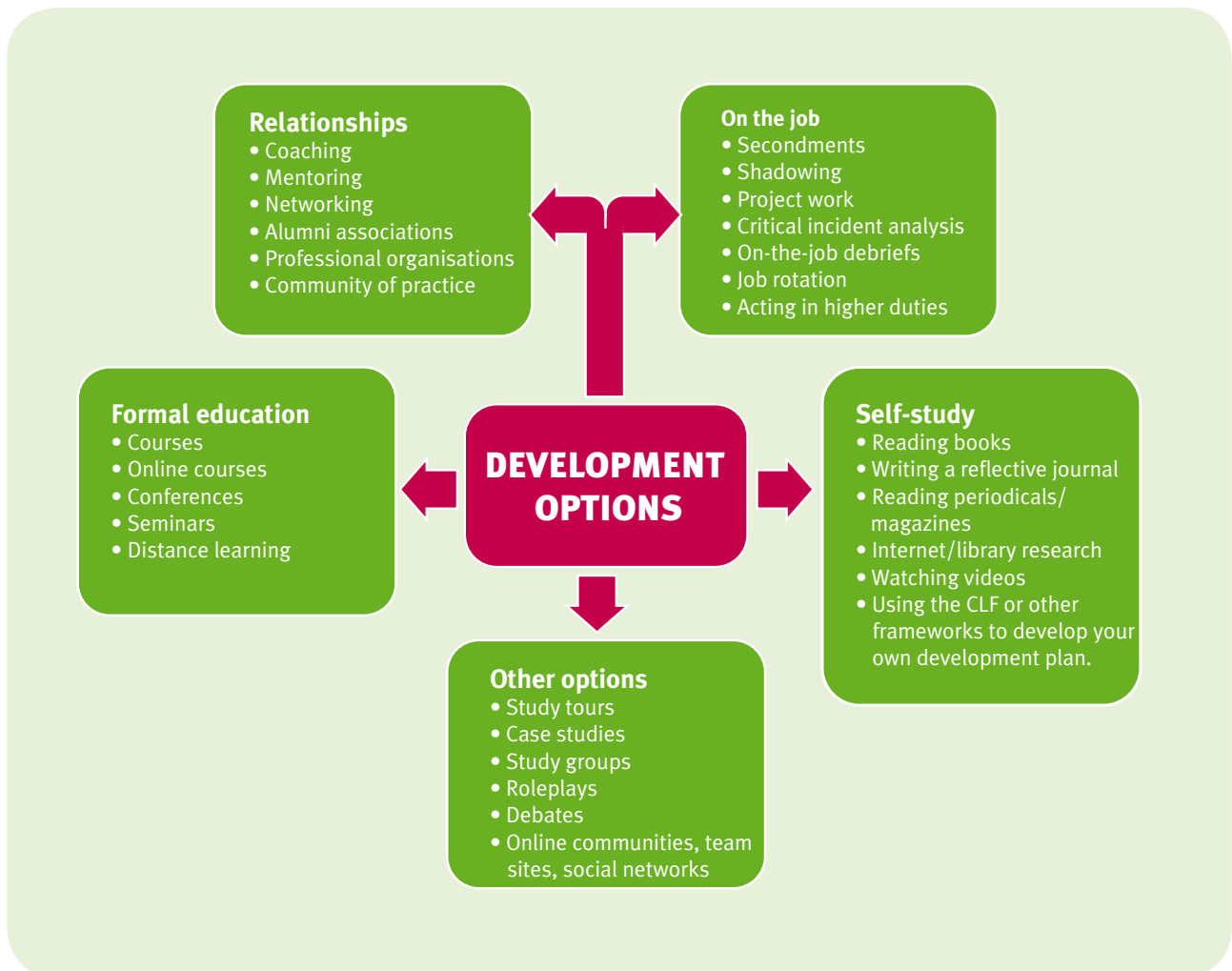
so it's important to consider what type of development is offered to team members to ensure the most effective return on investment in terms of your time, your commitment, their learning, and our funding.

Source: Lombardo and Eichinger, 2003 Leadership Machine

Remember!

Work with people's strengths!
You might need to change your thinking from focusing on gaps to building on what is already working well.

There are many ways to develop skills, to increase knowledge and to modify behaviours. A course or workshop is often the first option that comes to mind, but it may not be the most effective method. The array of capability development activities available are shown here:



Enable others to act

Give people a choice about the work they do

Actively listen to others' points of view – a performance conversation is a two-way event

Take advantage of every opportunity to build your relationships with your team members

Invite your team members to discuss their work with you

(Kouzes and Posner, The Leadership Challenge)

Looking forward: career planning

Effective career development planning can enhance workplace productivity, succession planning, job satisfaction and team members' commitment and helps us retain good staff. Negotiating the capability development plan provides an ideal opportunity to discuss each team members' career development. This is where the CLF will be most helpful for you and each team member to identify development needs and opportunities for now and their future.

What is my role in developing a team member's career?

Managers play a vital role in encouraging and providing opportunities for team members to develop the capabilities they require to manage their careers. Managers can support team members to develop their careers through:

Assessing	Using the CLF as a frame for conversations, helping team members assess and identify their strengths, areas for improvement, career goals, aspirations, expectations and interests. Providing feedback on observed behaviours, demonstrated skills and talents.
Providing information	Telling team members about their options, opportunities available and barriers.
Guiding	Encouraging team members to focus on realistic goals and giving feedback on the appropriateness of selected goals.
Coaching	Coaching team members through their development and implementation of a career strategy plan.
Developing	Recognising, discussing and working towards a team member's readiness for promotion. Assigning team members to development activities which might include: <ul style="list-style-type: none"> • Relieving at level in a different role or acting at higher levels • Participating in and contributing to an exciting new project • Raising the individual team member's profile by taking them to meetings • Putting a three to five year career plan in place as part of the performance cycle, including at level and promotional opportunities.

Performing

Q: I have negotiated the performance and development plan with my team members. What do we need to do now?

A: After negotiating the plan, the 'performance' phase of the performance cycle involves regular conversations with your team members. The types of conversations you will have include:

- coaching conversations
- conversations to provide specific and timely feedback
- day-to-day relationship-building conversations.

During the performance phase you will also be recording performance information.

In the next phase of the performance cycle, you and your team member will have another type of performance conversation — the formal review conversation.

Coaching conversations

Your role is both as manager and coach and involves helping your team members learn from the challenges and successes they experience every day.

A manager acting as a coach:

- gives helpful feedback
- listens and asks questions
- focuses on supporting the team member to achieve their goals
- helps the team member find their own answers to problems
- sometimes gives advice, but first asks the team member if they are open to some suggestions
- challenges the person to explore new ideas and ways of doing things
- reinforces the actions and behaviours that are needed to achieve team members' performance goals
- helps the team member to accept accountability for and understand the result of their behaviour - both positive and negative.

Remember!

Coaching is most effective when provided in a supportive environment. Your leadership style and your relationships with team members will influence the effectiveness of this process.

Example

Sally is one of your team members. She is a technical genius but can sometimes be insensitive to others. In a recent meeting she interrupted Joe and corrected him.

In the first 'coachable moment' after the meeting, you would draw Sally's attention to the exchange. Rather than telling her she is inconsiderate you should simply ask her: 'Were you aware that you interrupted Joe and corrected him? How do you think he felt?'

Opportunities to coach happen every day. Try to get into the habit of always being on the lookout for 'coachable moments'. Talk to Workforce Capability and Performance on 3234 1822 if you are looking for options to develop your coaching skills.

“ A pat on the back is only a few vertebrae removed from a kick in the pants, but is miles ahead in results. ”

— Ella Wheeler Wilcox (acclaimed author and poet)

Day-to-day conversations: considering what to talk about

Taking time to show genuine interest in your team members and their work is critical to developing an effective working relationship with them. If you build strong relationships you will find it easier to deal with problems before they escalate. Strong relationships also give team members an opportunity to share information with you and give you an opportunity to provide immediate feedback.

Consider the examples in the table below.

Topic	Examples
Feedback	<ul style="list-style-type: none"> Do they know how they're doing? Are they clear about what you expect of them? Point out what they are doing well and provide constructive feedback about what they are not doing so well. Do they need more clarity? Do they have any concerns or questions?
Preference fit	<ul style="list-style-type: none"> What aspects of their job do they enjoy? Is there anything else related to their job that they'd like to do?
Environment	<ul style="list-style-type: none"> Do they have the tools and physical resources to do their job?
Competency	<ul style="list-style-type: none"> Do they have the skills, knowledge and ability to do the job and meet changing demands? What help do they need from you or other colleagues? Are they being challenged enough in their role and for the next step in their career?
Personal life	<ul style="list-style-type: none"> Who are they outside work? Are there any challenges in their personal life that might be affecting their work? How can you help?

Best practice

'Performance management is not an event. It's not discrete, and it's not confined to the formal procedure required by my company. The real work is what comes in between.'— Thomas Wester, vice president of operations for People's Natural Gas.

Did you know?

If managers fail to create job satisfaction within their teams, people feel unmotivated and negative, Managers have the power to create a team that is totally engaged or they can stifle work fulfilment and drive people to leave their jobs.

Michael Leimbach, vice-president, research and design, Wilson Learning Worldwide.

When performance planning and development is done well it can help you to build strong relationships with your team and helps you delegate and free up your time.

Remember!

In your day-to-day conversations, if you only focus on performance you are missing an opportunity to build relationships. What you say in a performance conversation is strengthened when you have also shown an interest in your team members as people.

Providing feedback

The goal of providing feedback is to improve performance, open up conversation and enhance relationships. We all need feedback to know what we are doing well and should keep doing, anything we should stop doing and how to do things better. We cannot improve our performance without it.

Did you know?

A two-way conversation is needed for feedback to improve performance.

How do I provide performance feedback?

It is important to consider the following points when providing feedback:

Be frequent	Provide feedback often — it will increase the likelihood of your team members feeling comfortable with the process. Ensure that you have a balance of frequent feedback about what is working well and what is not working so well.
Be specific	Be specific about the behaviour, situation and consequences. Give recent examples of behaviour that you actually witnessed. Try not to interpret the behaviour and avoid emotional generalisations such as ‘irresponsible’ or ‘unprofessional’. See information on the ‘Ladder of Inference’ in Appendix 1.
Be direct	Get to the point. Both constructive and positive feedback should be given straightforwardly but tactfully.
Be timely	The best feedback is immediate. When this isn’t possible, give feedback at the first possible opportunity.
Be considerate of time and place	Consider the most appropriate time and place to provide performance feedback, again depending upon the individual’s needs and preferences. As a rule of thumb ‘praise in public, criticise (constructively) in private’.

Inviting different sources of feedback — 360° feedback

360° feedback is a formal and structured method of providing feedback that is more accurate and more balanced than feedback from the perception of only the immediate supervisor. It takes in the views of a wide range of people. The manager does not see the team member perform in all situations, but colleagues see them at different times for different reasons.

How does it work?

Information is gathered from a circle (360°) of people most familiar with the participant. The manager, the team member, peers, direct reports, customers and others participate in a confidential survey to rate the team member against an agreed set of performance standards. There are several valid and reliable 360° survey tools available. If you need advice on which one to use and where to find it, see the Contacts section at the back of this guide.

What are the outcomes?

From a 360° perspective the report based on this feedback gives the team member invaluable information about what others see as that person’s strengths and what areas they may wish to focus on in their development. It is important that the team member is then supported to focus on their development plans from the feedback.

Examples of 360° feedback being used by the best

<i>Westpac, and The World Bank</i>	<i>Queensland University of Technology</i>
Westpac, with more than 22,000 staff, and the World Bank, both employ 360° feedback processes to provide formal feedback that focuses on behaviours, not judgments.	QUT uses 360° feedback processes with their staff because “It can really change the culture of an organisation, it creates a culture where accountability is increased, as is the level of discussion and frankness about behaviours. There is more receptivity to feedback and people become prepared to talk frankly without fear.”

How do I provide positive feedback and praise?

Never underestimate the power of positive feedback. Sometimes we take it for granted that people know when they are doing something right, but perhaps they don't. Giving positive and constructive feedback is a powerful way to motivate team members. It encourages them to maintain and improve their efforts, standards and performance. Positive feedback should include:

- providing specific examples of the team member's work and behaviours
- communicating your appreciation of their efforts
- describing the impact their behaviour has on others
- applying it evenly — big successes need big recognition; small successes need smaller recognition
- considering the receiver and how they would like to be recognised
- highlighting how the things they do help their team and the organisation.

How do I provide constructive feedback?

Constructive feedback draws attention to areas of performance, both positive and in need of improvement. This type of feedback is more likely to be effective if it is open, friendly and supportive.

- Communicate clear examples of performance issues and ask the team member for their point of view. It is essential that you come to a mutual understanding of the situation.
- Use the 'I' statement to accept responsibility for your own perceptions and emotions.
- Be sensitive to the team member's feelings. Ensure that your comments focus on the issue and specific behaviour at hand, rather than making general comments about the person.
- Encourage the recipient to check the feedback with other people.
- Give the team member an opportunity to openly discuss performance problems. There may be work or personal reasons behind a team member's unsatisfactory performance that you are not aware of.

Remember!

Feedback is not about you or for you, it is for the recipient. Be wary of the temptation to provide feedback to release your frustrations!

Remind yourself about the Ladder of Inference and Perceptual Positions, both found in the Appendices section at the back of this guide.

- Work in partnership with the team member to develop clear strategies that they can adopt to improve their performance. Make sure they leave with a clear understanding of your expectations, what they are accountable for, and what they need to do to improve their performance and how you will work with them to help them do so.

Did you know?

- positive feedback increases morale
 - constructive feedback increases performance
- If:
- it is relayed positively
 - it is timely and specific and related to goals and performance.

Examples of effective and ineffective feedback

✓ Effective	✗ Ineffective
The report you turned in yesterday was well-written, understandable, and made your points about the topic very effectively.	Good report yesterday.
We agreed to a Friday deadline. What problems did you encounter that didn't make that possible?	You didn't meet the deadline we agreed to.
I noticed that this report has several typos on each page. I need you to proofread carefully before each report is sent out. Let's talk about a plan to ensure these mistakes are caught in the future.	This report is not up to standard.
The information you presented was easy to follow. Your presentation highlighted your major points effectively and you presented the information with confidence	I am pleased with the standard of your presentation.

Did you know?

Constructive feedback is more constructive when:

- there is no criticism, blame or demand
- it is specific and timely
- feelings and assumptions are clearly identified as belonging to you.

Having difficult feedback discussions

As a manager, there may be times you need to hold a discussion with a team member that you know will be difficult for you. A difficult discussion is one that can be uncomfortable and produces anxiety or stress, where we worry about hurting or disappointing someone, and it is typically a conversation we need to have but would rather avoid.

How to make a difficult discussion easier

- Describe the situation from a neutral point, the way someone who is friends with both of you would if they weren't taking sides (this is the “third perceptual position” — see Appendix 2). Stay objective.
- Invite the person you are talking with to say what they think about it, to help you better understand their perspective before jumping to conclusions.
- Acknowledge the importance of feelings — identify what the other person might be feeling and check this with them.
- Explain your views and how they were formed.
- Be aware of how your intention might clash with your impact on the other person. Check that your communication has achieved the desired result and not been misinterpreted.
- Sum up the difference between your view of things and their view, without implying any blame or judgment. You are not trying to show the other person why you are right; you are trying to help them understand your view and show them that you understand theirs.
- Decide together what a mutually acceptable outcome would be, and how to achieve it.

Steer clear of blaming and judging, although it may be difficult. Blaming or judging will only make the other person feel attacked and defensive. Also remember to try not to become defensive yourself.

The ladder of inference

A valuable tool in providing feedback and making difficult discussions easier and more effective is the ‘ladder of inference’. See Appendix 1 for a description, and the ways in which we all ‘climb the ladder’ every day. Being aware of this will ensure we don’t ‘climb the ladder’.

Perceptual positions

An understanding of perceptual positions allows you to shift your attention and reactions from inside your own head (‘first perceptual position’), to being in the other person’s shoes (‘second perpetual position’), to being a fly on the wall (‘third perceptual position’). This is a skill that takes practice to develop, but is invaluable when you are having performance discussions. See Appendix 2 for a description.

Recording performance information

Why should I record performance information?

- You need written records to be able to provide feedback in performance conversations during the formal review.
- Documentation provides a record of growth and achievements, as well as new or ongoing performance issues.
- Records of performance identify people who should be recognised for their contribution to the team.
- Records can be used to demonstrate due process, justify transfers or promotions, and performance improvement processes, particularly if disciplinary processes may be required.

Did you know?

Poor documentation limits the effectiveness of performance planning and development and the probability that performance will improve.

Decisions based on poor documentation can lead to grievance procedures which may escalate to the Industrial Commission.

Performance documentation must always be first-hand and representative of actual performance. Gossip and other people’s opinion are unreliable and don’t form part of the performance cycle.

What am I recording?

You should record:

- performance against agreed performance goals and/or standards that were established during the planning phase
- the day-to-day behaviours of team members and the effectiveness of those behaviours
- external factors that enhance or block performance goals, such as changes in technology, organisational structure or legislation
- only the behaviours and performance that you have actually observed.

When do I document performance information?

You need to make a record when:

- performance is exceptional
- milestones for achievement of performance standards are reached
- performance is off track from agreed goals or expectations
- support to help improve performance is required.

As a manager you need to ensure you find a balance between too much documentation and not enough.

Too much documentation takes the focus off achieving the stated goals, and may give the team member the impression that you are 'policing' them.

Too little documentation limits decision-making and will not identify ongoing issues involving people who require your guidance. It may also hinder the initiation of formal Managing Unsatisfactory Performance action if it is ever required.

Example of a well-constructed record

23 April — Talked to Julia about mistakes in her reports. Workload and home issues identified. Agreed plan is for Julia to pay more attention to editing work and she'll let me know if she is getting overloaded.

Beware of some common traps and pitfalls

There are several types of bias that can affect your evaluation of others.

- *Recency effect* — placing too much emphasis on recent performance rather than performance across the entire review period.
- *Halo effect* — making a global assessment of a team member based on one or two aspects of performance rather than assessing their performance in all job dimensions.
- *Contrast* — comparing people with one another instead of comparing their performance against agreed performance standards.
- *Same-as-me* — being more favourable towards team members who are similar to the manager.

Reviewing: having the performance review conversation

Q: Why do we have a formal performance review conversation?

A: Performance review conversations review the team member's performance against previously agreed goals and/or standards. It is used to recognise the team member's achievements and contribution to the workplace, and also highlights those areas in which the team member could improve their performance.

Remember!

When you engage people in continuous conversation as opposed to the one dreaded session at year's end, you build relationships and continuously improve performance.

When the time comes for the performance conversation there are no surprises and the whole process runs more smoothly.

What are performance review conversations?

The performance review conversation recaps the period that has passed and provides valuable feedback to team members regarding their performance. This helps them in their efforts to plan and improve in the future.

During the performance review conversation you need to discuss:

- actual performance compared with agreed performance goals and/or standards
- general day-to-day behaviours and the effectiveness of those behaviours
- things that helped and things that hindered the team members achieve their goals
- any change in responsibilities or priorities during the performance cycle that may have affected the team or team member's performance against the performance plan.

Example

You may have decided during the planning phase that behaviour that encourages and supports teamwork is critical to the performance of your work unit. Therefore the performance conversation would discuss the degree to which you observed such behaviour.

How can I make sure the performance review conversation goes well?

When you have regular coaching conversations with your team members it becomes easier to conduct the formal performance review conversations.

Think about the environment that people are entering into and aim to create a space where people are encouraged to be safe, open and frank. The performance discussion is also an opportunity for you to seek feedback from your team members about the support you provide.

How does your style work for them?

Here are some other things to think about:

- Pace yourself — don't rush.
- Encourage and value active participation in the conversation by your team member.
- Provide specific, behaviourally oriented feedback — don't focus on the team member's personality.
- Balance constructive feedback with positive feedback.
- Remain objective.

Remember!

Here are three things to keep in mind when entering into the conversation:

No surprises – because you have been having ongoing conversations

No threats - collaborate

No pressure- negotiate

When does it happen?

In most cases, the formal performance review conversation will take place twice: halfway and at the end of a 12-month planning cycle. The formal mid-year review allows you to discuss the progress of goals and achievements and make adjustments to the plan as necessary. Another formal performance review conversation takes place at the end-of-year review, which occurs at the end of the 12-month planning cycle. This review will influence your decisions when negotiating a new performance plan. You can, of course, vary the time between reviews depending on your team and each individual team member's circumstances. You may choose to change the review date or make the period shorter if you are experiencing a lot of organisational change, or work focus changes, or if the team member needs a more closely monitored performance plan.

How do I do it?

It can be done in three simple steps:

1. **Reviewing performance**
2. **Planning the conversation**
3. **Having the conversation.**

Best practice

The best performers get better results by having more regular reviews than organisations that review progress just once each year. Two examples are James Kilts, president and CEO of The Gillette Co., and Michael Dell, CEO of Dell Inc. Both review senior executive performance quarterly.

Frequent monitoring of performance progress simply makes it easier to make mid-course business strategy corrections such as growth strategy versus cost management and to cascade those changes down through the organisation, for example where Whole-of-Government priorities change, or major restructure occurs.

Developing your capability

To develop your skills and determine the outcomes of the performance conversation, you may want to get feedback from your team members. You might consider asking them the following questions in a questionnaire:

How well did your manager conduct your performance conversation?

What did you like about the performance conversation process?

Were you asked to give feedback to your manager?

Are there any specific aspects of the conversation process that could be improved?

Did you feel that your ideas and comments were valued?

How did you feel at the end of the meeting?

Reviewing performance

Before the performance conversation takes place you must first review the team member's performance and evaluate it against the agreed performance indicators. Suggested rating categories are:

- goal achieved or on track
- goal partially achieved or largely on track
- goal not achieved or not progressing.

When reviewing performance:

examine the team and individual performance plans and review agreed goals and standards

- review the team plan and meet with the team to broadly discuss achievement of the team goals to date— are you on track?
- determine whether there has been any change in responsibility or priorities during the performance cycle for your team and for individual team members
- review your record of each team member's performance and consider what it says about their performance for each of their performance indicators
- establish overall ratings of performance against each goal using the rating categories
- write some notes on the feedback you would like to give each person during the individual performance conversations.

Did you know?

When planning for the conversation, aim to provide only the amount of information the team member can use, as opposed to what you would like to give. Overloading team members reduces the chance that they will change.

Planning the individual performance conversation

Ineffective performance conversations are often the result of poor planning. The outcomes of performance planning and development will be strengthened if your team members know what you'll be talking about, what preparation they are expected to do, and how they can play a more constructive role in the conversation. Ask each team member to review their performance plan and reflect on any barriers that inhibited them achieving their performance and capability goals.

After you and the team member have reviewed their performance, you can plan the conversation better if you:

- organise a time with the team member (giving at least one week's notice) to have the conversation.
- book a private room that will set you both at ease
- plan the structure of the conversation and topics to discuss
- plan the feedback you will give by making sure that it points out achievements as well as shortfalls.

Having the conversation

Here are some guidelines for conducting the conversation itself.

- Check in with each other — ensure that it is the right time emotionally in light of other responsibilities and commitments outside of work
- Set the scene by explaining the purpose of the meeting and what you'd like to cover. Your team members will need to know there won't be any surprises. Invite them to contribute anything they haven't already mentioned.

Remember!

We often treat others as we ourselves have been treated. Be aware of any perceptions or baggage that you may be taking into the conversation.

Reviewing

- Jointly discuss achievements and performance against previously agreed goals and key indicators, making sure that you:
 - acknowledge areas of good performance
 - congratulate the team member for their contributions and achievements
 - identify any performance, relationship or behavioural matter that you see as a potential problem
 - ask for the team member’s opinion of the issues discussed and determine any existing performance barriers
 - Ask them for feedback on your performance as a manager.
- Encourage the team member to discuss what can be done to improve or maintain their performance.
- Summarise the discussion and what was agreed to.
- Give the team member the opportunity to ask questions or suggest additional ideas and to give you feedback.
- Thank them for their involvement and reinforce your commitment to the process.
- Record the agreed outcomes from the conversation and see that both parties sign off on the record of conversation and the agreed action plan.

Did you know?

You will save time in the reviewing period if you gather information throughout the performing period, and in all the discussions you have with your team member, as well as in diary notes and in the mid-year review meeting.

Remember!

The final review is not the place to raise performance issues or outstanding performance for the first time. There should be no surprises during this conversation!

Challenge the process

Try a new approach to an aspect of performance planning and development

Encourage others to seek out new challenges

Use both setbacks and successes as opportunities to ask “what can we learn from this?”

(Kouzes and Posner, The Leadership Challenge)

Recognition

Q: Why is recognition important?

A: Recognition is an essential part of the performance cycle. Positive recognition inspires team members and motivates them to maintain or improve on their current performance.

Remember!

Recognition is everyone's responsibility and you, as a manager, need to model the way and encourage team members to recognise each other's achievements.

What are the benefits?

If you allocate some of your management time to genuinely recognising your team members, you can expect a number of benefits including:

Benefits to the manager	Benefits to team members
<ul style="list-style-type: none"> • Recognition inspires people to achieve improved and consistent results. • Recognition results in increased morale that can lead to reduced absenteeism and reduced turnover. • Recognition contributes to a culture of mutual respect in the workplace and helps build better relationships between colleagues. • Recognition encourages repeat positive behaviour and influences others to follow. • Recognition increases organisational commitment and retention of corporate knowledge. 	<ul style="list-style-type: none"> • Team-based recognition can encourage collaboration, sharing of resources, knowledge and information. • Recognition promotes ownership, involvement and creativity. • Recognition increases job satisfaction and morale. • Recognition encourages positive relationships between work colleagues and a culture of mutual respect. • Recognition increases motivation and performance. • Recognition increases enthusiasm towards work. • Recognition lets people know that their efforts are noticed and that they are appreciated.

How do I do it?

There are many ways to reward and recognise your team members, ranging from simple and easy to the unique and extravagant. What people most appreciate is the thoughtful, personal kind of recognition that signifies true appreciation for a job well done. Some of the most effective rewards are those that cost nothing. The four tips on the next page will help you to get the most out of your reward and recognition practices.

“ The way we see it, spending \$1 on something clever and unique is better than spending \$50 on something ordinary and forgettable. ”

— Richard File

Did You Know?

Some leaders think that if they give positive reinforcement, it will go to people's heads. This is true for about 5% of people, but for the other 95%, positive reinforcement gives them a higher standard to live up to and a reluctance to let the manager or organisation down.

1. Create the link: recognition needs to be linked directly to an achievement

- To be meaningful, recognition needs to be linked directly to a specific achievement or behaviour.
- Recognition should suit the significance of the achievement; give small rewards for daily achievements and large rewards for substantial achievements.
- Have a variety of recognition options to allow you to acknowledge accomplishment in a way that is most appropriate and meaningful to the team member.

2. Be timely and specific: when you see it, praise it

- To be effective recognition needs to be immediate. If it comes weeks or months after the achievement it does little to motivate team members to repeat their actions.
- Be specific about why the recognition is being given — even if you think it is obvious.

3. Make it relevant: match the recognition to the team or team member

- Take the guesswork out of recognition and talk to your employees about what they value and appreciate. The recognition should be personalised, unique and tailored to the team member. Ask team members how they like to be recognised, so you can recognise each person differently.
- Recognition should be fair. Ensure that similar achievements are rewarded with recognition of a similar nature.
- Keep it coming. Frequent small recognition is more important than infrequent grand gestures.

4. Motivate for performance: encourage team members to recognise each other's achievements

- Encourage your team to take a moment to show appreciation to each other.
- Encourage self-recognition. Spend a few minutes in your weekly meeting asking team members to recount a personal success from the previous week.

Did You Know?

Studies have shown that the top five motivating techniques reported by team members are when the employer or manager:

- personally congratulates team members who do a good job
- writes personal notes about good performance
- uses performance as a basis for promotion
- publicly recognises team members for good performance
- holds morale-building meetings to celebrate success.

“Sixty-nine percent of workers surveyed say that non-monetary forms of recognition provide the best motivation.”

The Gallup Organisation - Marketing Magazine

What are some practical ideas for recognising the achievements of your staff?

Good managers recognise the benefits of giving both formal and informal recognition to their team and individual members. You should also encourage them to become active in recognising the contributions of their colleagues. Some practical ideas for rewarding team members and teams are shown in this section.

Remember!

Never make a promise without a plan to deliver. When this happens you can de-motivate the team and send a message that you can't be trusted and don't have faith in them.

Encourage the heart

Find creative ways to recognise people – the most meaningful rewards may not cost anything

Consistently show appreciation throughout the year for the work people do

Give people encouragement and let them know you have confidence in them

Praise people for their contribution to their performance plan and performance conversations

(Kouzes and Posner, The Leadership Challenge)

Informal recognition

The more here-and-now, spontaneous forms of sincere thanks and appreciation for doing good work are often fresh and fun and can be used to acknowledge a specific behaviour. Here are some tips:

Keep it simple. Offer thanks and praise. Send emails, mention results face to face, or send a handwritten note.

Give public praise by mentioning individual team members or displaying examples of the team's work in newsletters or at team meetings.

Celebrate both individual and team success by arranging lunches or providing morning teas.

Write a letter of appreciation to recognise a team member or team.

Present your team members with small mementos.

Ask a team member to help you with a project that provides a real challenge.

Provide training and career development opportunities such as job rotation, higher duties relieving and attendance at an appropriate event of the team member's choice.

Try to be creative – the most thoughtful gestures will be most appreciated.

Make working from home occasionally or more regularly an option for autonomous, high-performing team members.

When recognising a team member or team, it is important to be clear and specific about the reason they are being recognised. Compare the impact of these two ‘thank you’ notes:

X Minimal impact

Jan,
 Thank you for your work on the new accounts receivable system. Your efforts are appreciated.
 Thank you,
 Sara

✓ Maximum impact

Jan,
 Just a quick note to let you know how much I appreciate the initiative you’ve taken with our new accounts receivable system. I understand some of the processes are less than intuitive and that many members of the implementation team are already frustrated. Your efforts to understand the quirks of the system and help your team members in overcoming them will help us achieve a flawless transition and serve our clients better when the new system is in place.
 Thank you,
 Sara

The second thank you note demonstrates that:

- you were paying attention to Jan
- Jan’s work deserved praise
- Jan’s efforts were not taken for granted
- Jan truly made a difference
- you understand the barriers Jan faced.

Formal recognition

Formal recognition tends to use ongoing, planned, structured programs that are typically repeated over time. They often have set criteria for recognising outstanding performance in defined areas of workplace achievement or behaviour. Examples are:

Internal	External
Team member of the month Local staff recognition awards (at school, institute, region or branch level) Recognition of length of service Travelling trophy awarded regularly and passed on to new recipients If you don’t have a formal recognition or awards scheme, consider starting one in your team or workplace.	Premier’s Awards for Excellence in Public Service Delivery Public Service Medal IPAA Queensland Public Sector Excellence Awards Telstra Business Women’s Awards AIM Queensland Management Excellence Awards Australian Organisation for Quality Awards Australian Honours Queensland Training Awards AUSTAFE Leadership Awards

“ With so many ways to reward people, you may ask, ‘How do I reward each person?’ The answer is simple: Ask them. ”

— *Michael LeBoeuf, Author, The Greatest Management Principle in the World*

Examples of best practice

One of the teams at SkillsTech Australia (STA) has the “You Made My Day Award”. This award is given to staff who are external to the team and have assisted to achieve goals. It is only given in circumstances where the assistance is significant. Recipients so far have included: IT Staff who helped when equipment mal-functioned and help was needed on-the-spot. Staff who go ‘the extra mile’ to help with something are recognised.

STA also believe a normal thank-you and recognising efforts should not be underestimated - often this is all staff actually want.

At Central Queensland Institute of TAFE (CQIT) “Thank You” cards are available for any staff member to complete and send to another staff member to thank them for something they have done to assist. They also have the “Customer Service Officer of the Month Award” chosen from staff working in the Customer Contact Centre, Customer Service Centre and Student Administration.

Sunshine Coast Institute of TAFE (SCT) has a GEMS process in which staff members can send each other ‘GEMS’ in recognition of going above and beyond their duties. The GEM categories are linked to the Institute’s Strategic Plan Values - such as Strong Customer Focus, Caring for our people. The recipient receives an email with a flashing Gem and an explanation of why they received their award.

On a quarterly basis all the GEMS received are reviewed and winners for each category are selected. The winners receive a diamond award which is a certificate and a voucher to the value of \$50 to be used at the Institute’s training restaurant, to purchase plants (from the horticulture team), hairdressing, massage or VIP parking.

Managing Unsatisfactory Performance

Performance improvement is sometimes incorporated in the performance cycle to help team members who, for whatever reason, need support to improve their performance at work. If you follow the guidelines set down in this handbook, you will see the signals before they turn into a problem. If there is a problem, the Managing Unsatisfactory Performance Policy may be put in place to help the team member regain their previous standards of performance. This policy helps managers and employees develop a plan to enable the employee get back to performing satisfactorily and returning to the regular performance cycle. A link to the Managing Unsatisfactory Performance Policy, including the Managing Unsatisfactory Performance Plan is provided in the Contacts section.

Remember!

Poor performance at work may be caused by problems at home. Consider the whole person, which includes their life outside work.

Reasons for performance problems

Problems outside work

It is crucial to recognise that workplace problems may be influenced by things unconnected with work. Before thinking about starting Managing Unsatisfactory Performance it is important to first consider whether a team member's personal circumstances may be contributing. If this is so, it does not mean that you do not need to tackle the work problem, but it may have a strong influence on how you do it. Some factors at home that could influence a team member's performance at work include:

- a medical condition or worry
- psychological problems
- personal relationships
- money problems
- substance or alcohol abuse.

Problems at work

Even if the problem does not stem from things outside work, the team member's personal workplace circumstances may have influenced the situation. Factors that may be playing a role in the given situation include:

- unclear performance expectations
- ineffective supervision
- inadequate training or resources
- change to how the job is performed
- job design (lack of challenge)
- poor physical or social work environment
- systems and processes
- lack of knowledge, skills or abilities for effective performance in the job.

Remember!

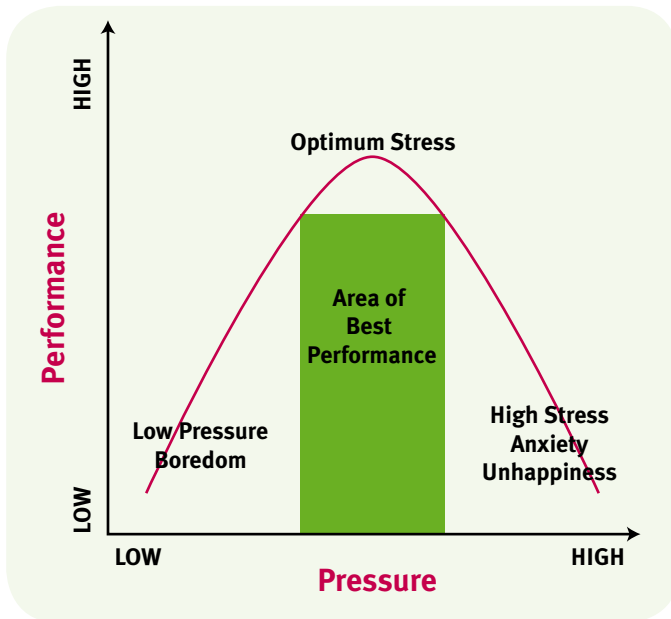
Implementing the Managing Unsatisfactory Performance Policy should not come as a surprise to the team member, unless sudden significant performance or behavioural issues have arisen. Feedback and coaching throughout the year form part of the performance cycle, so use these methods to tackle potential performance problems as they arise, and before they become more difficult to resolve.

Managing Unsatisfactory Performance

Taking this into consideration, there are several additional factors that need to be considered before commencing a formal Managing Unsatisfactory Performance process. Rather than jumping to conclusions (refer to the 'Ladder of inference' in Appendix 1) use the following tactics and questions to check with the team member about what may be reducing their performance:

Tactic	Question
Recognise the situation	<ul style="list-style-type: none"> • Is the performance situation temporary? • Is it related to the team member's work tasks or behaviours? • What might be stopping them performing well? • Are they clear on what level of performance or behaviour is expected? • Can you specify what they would need to do to fulfil performance expectations? • Have you negotiated realistic goals? • Have you given them enough direction and support? • Has there been a mismatch between the team member and the job during the selection process?
Find a strength	<ul style="list-style-type: none"> • What aspects of their job have they previously done well? • What do they currently do well? • Have you coached the person to build their strengths and confidence?
Be aware of values and behaviours	<ul style="list-style-type: none"> • What are they getting out of their work? • Do they believe in what they're doing? • Is their work challenging enough? • Is their work too challenging?
Acknowledge environmental issues	<ul style="list-style-type: none"> • Do they have the necessary tools and resources to do their job? • Do they have any other work related issues such as work relationships or health? • Have there been any changes to the job or organisation in recent times and is the person now responsible for altered tasks and duties? If so does it require new capabilities? If so, have you renegotiated or altered the performance plan and clarified their duties?
Consider competency	<ul style="list-style-type: none"> • Does the team member have the skills, knowledge and ability to do their job? • What assistance do they need?

In most work situations, stress or pressure is a strong motivator for individuals to act. However, there is a balancing point at which just the right amount of pressure enhances our performance. Having either too little pressure or too much can have a negative effect. As such, the performance improvement process is about helping individuals return to their equilibrium and optimise their performance. Considering the relationship between pressure and performance in a little more detail, the idea of the 'Inverted U' is presented in the diagram below.



The 'inverted U' relationship between pressure and performance

The left side of the curve shows that when there is little pressure to carry out a task, there is little incentive for us to expend energy on it, particularly when there are other things to do. As pressure on us increases, we enter the area of best performance — there is enough pressure to focus our attention but not so much that it disrupts us. As stress increases further, to uncomfortable levels, concentration, decision-making and creativity suffer. The way you manage performance improvement and the type of conversation you have will be different when too little stress is causing unsatisfactory performance compared with when too much stress is the issue.

Remember!

Every individual case is unique and the Department's Workforce Relations Unit should be contacted and involved earlier rather than later to maximise the process. For distress and health issues, contact the Department's Organisational Health Team. See the Contacts section in this guide.

Development for managers: mental health

The DET Organisational Health Team in the Human Resources Branch offers a number of programs for managers in relation to employees' mental health:

Prevention and Early Intervention of Psychological Injury - a half day program to give managers information on psychological injury and the early detection of workplace distress.

Depression in the workplace program – beyondblue

Mental Health First Aid Training – this teaches people how to recognise the symptoms of mental health problems, how to provide initial help and guide a person towards appropriate help.

See the Contacts section if you are interested in one of these programs.

What are the aims of Managing Unsatisfactory Performance?

This process provides an opportunity for improving performance through constructive discussion, coaching and development. The broad aims are to:

- help you and your team members to work together in solving performance and behavioural problems
- create a mutual understanding of why reduced performance is occurring
- improve performance to the agreed and negotiated standards
- clarify the expectations and performance standards to avoid the need for a disciplinary response.

Remember!

The aim of working with your team member through the Managing Unsatisfactory Performance process is to help them get back on track.

What is the process?

Ideas for action

- Provide on- or off-the-job training and development.
- Consider job redesign.
- Change the way you communicate with each other.
- Ask whether you need more resources, information or supervision.
- Use the Employee Assistance Service. See the Contacts section for details

Did You Know?

In cases of severe behavioural problems or unsatisfactory performance, the Managing Unsatisfactory Performance process can be initiated immediately. Please contact Workforce Relations on 3247 5228 for further details.

Remember!

You may find it useful to reflect on your learnings and refer to course notes if you have participated in training on *Dealing with Difficult Discussions*, *Practical People Conversations*, *Leadership, Communication* or other similar topics.

Managing Unsatisfactory Performance

You may want to approach the Managing Unsatisfactory Performance by following these guidelines of Prepare, Plan and discuss, Implement, and Review:

Prepare

- Ensure you have effectively communicated job responsibilities and behaviour expectations to your team member. Refer to the 'Planning' section of this guide.
- Ensure you have considered the factors listed above under 'Reasons for performance problems'.
- Identify and record the issues, based on the expected level of work performance and standard of workplace behaviour. Refer to the 'Performing' section in this guide.
- Notify the team member and arrange a date and time for an unsatisfactory performance meeting. You may wish to discuss the option of having a support person for the team member.
- Plan some of what you will say, to allow you to choose your words carefully ahead of time.
- Refer to the Managing Unsatisfactory Performance Policy and Plan template, or other templates used in your school, institute, region or branch.



Plan and discuss

- Hold the initial unsatisfactory performance meeting to:
 - explain the process
 - explain what you think is the performance issue involved
 - explore and discuss reasons for the problem
 - identify and negotiate options to help solve performance problems, including resources and support that may be needed
 - make reasonable adjustments to performance expectations if any contributing factors or underlying issues have been identified
 - agree on desired outcomes and a course of action to improve performance.
- Develop a formal Managing Unsatisfactory Performance Plan using the template that suits your needs best, to document:
 - the objectives and commitment of both the manager and team member
 - performance indicators
 - measurables of achievement
 - length of review period
 - capability development or other support required, and
 - the supervisor and reviewing officer for the plan.



Implement

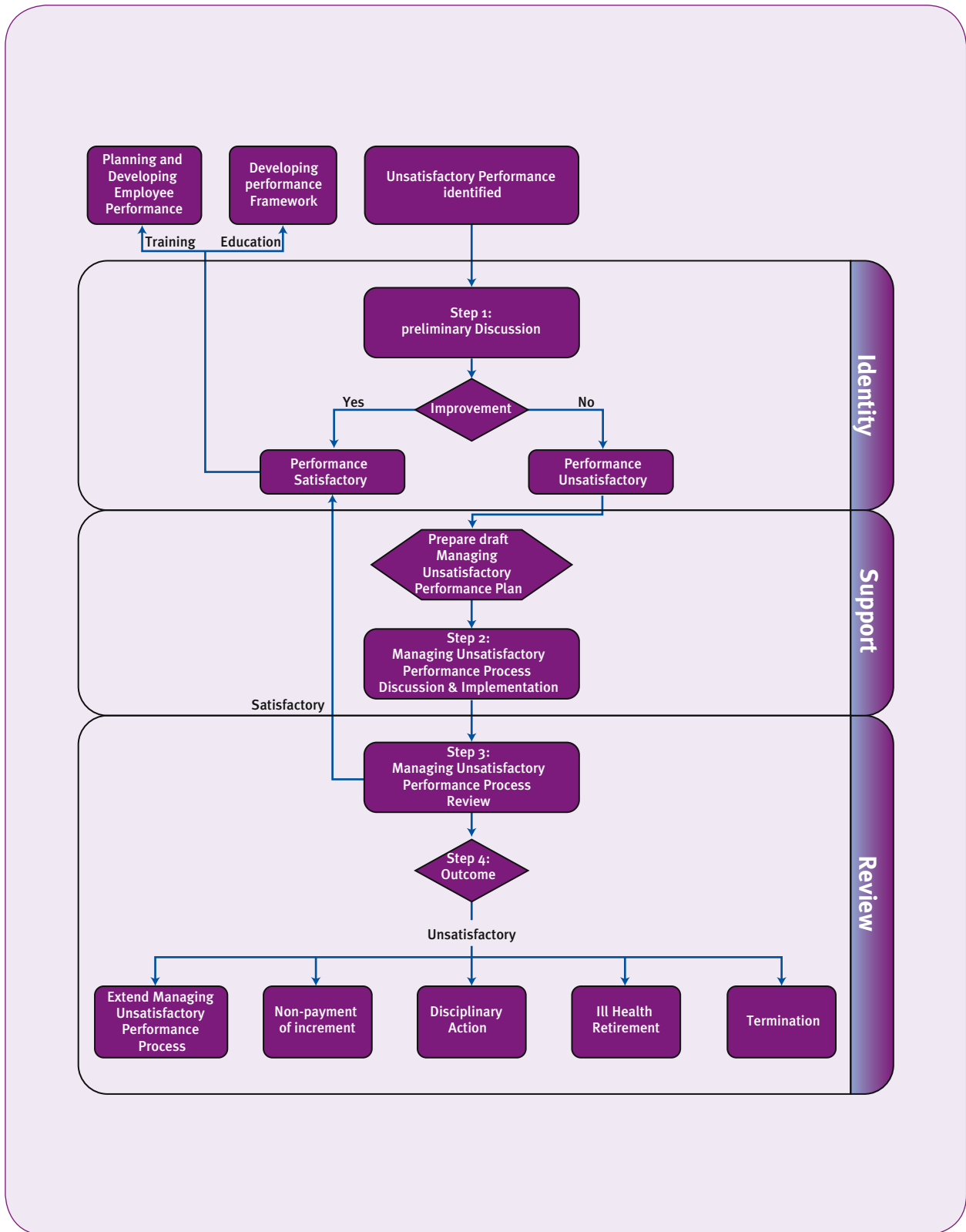
- Implement the Managing Unsatisfactory Performance Plan which involves:
 - the team member improving their performance and undertaking actions in the improvement plan
 - providing ongoing formal and informal feedback, coaching, resources and support
 - regular recording of the team member's progress.



Review

- Schedule a review meeting with the team member at the end of the improvement period, in a private room.
- Consider the points regarding performance conversations, which can be found in the Reviewing section of this guide.
- Discuss and consider performance, based on observations, feedback and recorded information.
- Compare actual performance with the performance standards identified in the Managing Unsatisfactory Performance plan.
- Decide whether performance has improved and is satisfactory.
- Discuss necessary action based on the performance review.

Overview of Managing Unsatisfactory Performance



Resources and tools

Planning and Developing Employee Performance checklist

Planning	
Actions/Steps	Complete
1. I have reviewed the strategic and/or business plans	
2. I have read their previous performance plan and reviewed it in conjunction with their current role description and the CLF	
3. I have given my team members a copy of the strategic, business and previous performance plans	
4. I have set aside a quiet, private area for the team meeting	
5. I have organised a meeting with my team to develop a team plan	
6. I have communicated the team vision and goals and how they link to the organisation's goals	
7. We have identified and negotiated the team's goals and actions and who is responsible	
8. I have prepared for the individual performance planning meetings	
9. I have asked each team member to complete the CLF self-assessment tool and discussed it with them. Together we have identified individual capability needs and development priorities.	
10. I have negotiated each team member's individual performance goals, actions and performance indicators	
11. I have asked my team members for their feedback on the performance planning process so far	
Performing	
Actions/Steps	Complete
12. I am providing continuous positive and constructive feedback to my team and individual members	
13. I am continually on the lookout for 'coachable moments'	
14. I am regularly documenting performance observations	
15. I am aware of potential biases	
Reviewing	
Actions/Steps	Complete
16. I have examined the team and individual performance plans and reviewed agreed goals and standards	
17. I have planned the structure of the performance conversation and topics to discuss	
18. I have organised a time with the team and with individual team members (giving at least one week's notice) to have the conversation	
19. I have set aside a quiet, private area for the meetings	

20. I have held a meeting to discuss the team's achievements and performance against performance goals and key indicators	
21. I have held individual meetings with each team member to discuss individual performance against performance goals and key indicators	
22. I have prepared a written record of the conversations and any action plans agreed to	
Recognition	
Actions/Steps	Complete
23. I link recognition to an achievement/performance indicator	
24. I provide timely and specific recognition for performance	
25. I match the recognition to the individual/team	
26. I am continually motivating team members by recognising achievement	

Frequently asked questions

Q. Why do we participate in performance planning and development?

- A.** We plan and manage performance because it is essential in ensuring that our team members perform to the best of their ability, and our organisation achieves its goals. It also makes for a happier and healthier workplace for everyone.

Q. How do I find time for performance planning and development when I have so much work to do?

- A.** Managing your team members' performance is one of your main duties. The performance cycle should be viewed as an integral part of your daily work rather than an additional task. Investing time in performance planning now will save you a great deal of time in the long run by increasing your team members' productivity and avoiding performance problems.

Q. Are there choices in how often we do performance planning and development?

- A.** The performance cycle should align to the budget cycle and the planning conversation needs to occur at least every **12 months**. You may choose to do it more often when your team's priorities or responsibilities change.

The review conversation needs to occur at least every **six months** to provide team members with formal feedback on their performance and the chance to consequently change their behaviour. You can do the review more often, perhaps every three months. The review conversation is in addition to the ongoing coaching and feedback you provide during your day-to-day interactions with staff.

Q. How do I approach acting positions and team members performing higher duties?

- A.** Ideally, every team member should have a current performance plan for the position they are acting in, that has been negotiated between them and their supervisor. This ensures that both parties are clear about their responsibilities and what is expected of them. The performance plan negotiated with the person who usually performs that role may form the basis for the new plan, but the supervisor and the new team member need to have a conversation about this within a few weeks of them starting in the role.

Q. How do I deal with large teams?

A. A team plan is an invaluable tool for planning the performance of a large team. As a minimum, members of a large team could share one team plan which clearly identifies the responsibilities of each person. If the number of direct reports you have means that one-on-one performance planning and review conversations are not feasible, you could delegate this responsibility to a few employees, which allows more thorough and effective performance planning and development. You will also need to ensure that each team member gets enough ongoing coaching and feedback. Encouraging your staff to coach each other and to give and receive peer feedback will help achieve this.

Q. What do I do if my team members aren't happy with the process?

A. If you take the time upfront to prepare for the performance planning conversation and the review conversation, and regularly provide feedback to your team members, you will ensure that the performance cycle runs smoothly. Asking your team members for their feedback about the process and incorporating it in the way you do things will increase their participation and satisfaction with the process. Every team member should have the opportunity at the end of a performance conversation to list any personal rebuttals before signing off on the documentation.

Resources

The DET Library, and Institute libraries have lots of books on particular topics related to performance planning and development. The DET library is located at 347 Old Cleveland Road, Coorparoo, Brisbane, but can also send the books to you. Phone. 3421 6511 or **Email:** Inquiries.LIBRARY@deta.qld.gov.au or web <http://education.qld.gov.au/library>

Some of the 'tried and true' books available

***1001 Ways to reward employees* by Bob Nelson. (Workman Publishing, New York, 2005)**

Lots of real-life examples, creative ideas and practical tips for rewarding your team members. Although some ideas are more suited to the private sector, there are also many that cost nothing. You are bound to find a reward to suit any person in any situation, improving their motivation, their performance, and your workplace culture.

***How to motivate every employee* by Anne Bruce. (McGraw-Hill, 2005)**

24 creative tools for helping you inspire your team members with passion for work and motivation to achieve, ranging from 'know what drives people' to 'always expect the best from employees' and 'inspire creative and intelligent thinking'.

***Perfect phrases for setting performance goals* by Douglas Max and Robert Bacal. (McGraw-Hill, 2005)**

Sometimes it is difficult to come up with the right wording for your performance goals. This book provides examples of goals for all sorts of jobs and duties which might help get you started.

***Crucial conversations* by K. Patterson, J. Grenny, R. McMillan, and A. Switzler. (McGraw-Hill, 2002).**

This book gives you the tools and techniques to communicate best when it matters most. It can help make your performance conversations easier and more effective, as well as help you handle all sort of important and difficult conversations at work and at home.

***Leadership coaching for the workplace* by Timothy Bentley and Esther Kohn-Bentley. (Irwin, Toronto, 2002.)**

Read about how coaching supports change, the skills required for coaching and the steps to take in the different phases of the coaching relationship.

www.workplacecoaching.com

Information on managers as coaches, the principles of coaching and links to further information.

Contacts and links

Planning and Developing Employee Performance

Jane Anderson: 3222 2769

Organisational Health Team

Employee Assistance Service for counselling and referral

Training employees 3405 3803 and Education employees 3235 4030

Best Practice Guide and resources

http://education.qld.gov.au/staff/development/pdfs/ppm_best_practice_guide.pdf

Developing Performance Framework

Developing Performance Framework www.education.qld.gov.au/staff/development/performance

Managing Unsatisfactory Performance

<http://education.qld.gov.au/strategic/eppr/hr/hrmpro47/printpolmup.pdf>

Public Service Commission – Capability and Leadership Framework

Public Service Commission <http://www.psc.qld.gov.au/>

Glossary

Behaviour(s): Work-related actions of employees.

Capability development: The development of a team member's knowledge, skills and abilities through development activities such as project work, training workshops, coaching, acting in another position, or networking.

Capability development plan: The component of the performance plan that is used to identify and negotiate a team member's current and future learning and development needs.

Capability and Leadership Framework (CLF). A whole of Government framework introduced to strengthen public sector standards of performance and aid the performance planning and development process and business outcomes.

Coaching: A method to enhance the performance of a team member or team by providing feedback, guidance and encouragement which aims to increase their skills and motivation.

Conversation: In this guide, there are structured coaching conversations, conversations to provide feedback, and day-to-day relationship-building conversations. They are the cornerstones of the performance planning and review processes.

Constructive feedback: Feedback which aims to help the team member improve their work or behaviour. It is successful when provided in an open, friendly and supportive manner.

Feedback: See 'constructive feedback' and 'positive feedback'.

Formal recognition: Planned, structured programs that are typically repeated over time and continue for years. They often have criteria for recognising outstanding performance.

Informal recognition: The daily, spontaneous expression of sincere thanks and appreciation for a team member's contribution and achievements.

Outstanding performance: Significantly exceeding the performance level expected, taking into consideration work duties and performance goals, values and behaviours.

Manager: In this guide, anyone who has responsibility for managing the performance of individuals or a team.

Managing Unsatisfactory Performance: is the formal process of managing a team member's performance for improvement, to enable them to return to the day-to-day performance cycle.

Motivation: The drive to do something, which is increased by having a clear understanding of the task and expectations, support to overcome challenges, recognition for contributions and praise for successes.

Training: A type of capability development consisting of formal education or instruction in particular skills or knowledge. The impact of training is greatest when the team member is expected to apply the learnings in the workplace and is supported to do so.

Performance: The level of achievement of work duties and performance goals.

Performance improvement process: Identifying and resolving performance problems.

Performance management or development: The ongoing feedback, coaching and reward that managers provide to team members. It is underpinned by building good relationships with your team and having regular conversations about their work.

Performance planning: The process of setting goals for what your team and individual team members will achieve, and how your team members will develop their capability to achieve those goals. 'Conversations' are the most important part of the planning process.

Performance plan: The plan that results from the performance planning process (see above).

Performance cycle: the four stages of planning, performing, reviewing and recognising performance.

Performance review: The formal process which occurs at least every six months, where the manager and the team member (or the team) sit down together to discuss their progress to date against their performance plan. 'Conversations' are the most important part of the review process.

Positive feedback: This type of feedback recognises the individual's contributions and encourages and motivates them to maintain or improve their current performance.

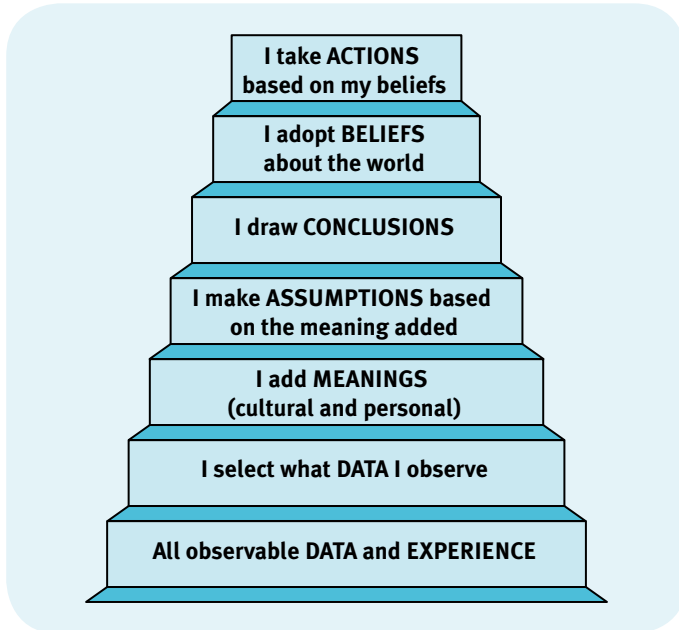
Team: A group of employees who share goals and actions.

Team member: In the sense this guide uses it, an employee, staff member, worker or any other person who is a member of a team and who is supervised.

Unsatisfactory performance: Significant and/or ongoing difficulties with performance which require resolution.

Appendixes

Appendix 1: The Ladder of inference



Chris Argyris, Monitor Group

We all make assumptions and draw conclusions. The trouble is that when we have drawn a conclusion, we may come to believe that:

- the same truth is obvious to everyone
- our assumptions are founded on fact
- what we believe we see is ‘the truth’.

When we say ‘the fact is ...’, we are actually saying: ‘as I understand it, based upon the data I have selected, my cultural background, personal experiences, value judgments, beliefs and assumptions, the fact is ...’

Using the Ladder of inference

We all know that people jump to conclusions pretty frequently. The more stressed and pressured people feel, the more likely this is. One good tool for the interpersonal toolbox is to know about the Ladder of inference so that you can catch yourself before you over-react or ‘climb the ladder’ too quickly.

So much information comes our way every day that to deal with it all we selectively edit it and make assumptions based on our pre-established beliefs. So what’s the problem? While our beliefs may be our truth, they aren’t always the truth. Conflict arises when two or more people of differing opinions need their truth to be recognised as The Truth.

Tip

Take notice of when you’re climbing The Ladder of inference — drawing conclusions and making assumptions — throughout the day. When you conclude that someone’s a jerk, ask yourself what it is about the person that gives you this opinion; if you find yourself strongly disagreeing with someone else, ask yourself what it is about your own opinion that’s so meaningful to you; if you find yourself getting tense and resisting someone else’s opinion or request of you, ask yourself what it is about the situation that makes you think you have no choice.

Just taking notice and questioning ourselves about our assumptions creates some space for the possibility that our belief may not be the only way of seeing something. At the very least, we'll have fewer disagreements and a little less stress.

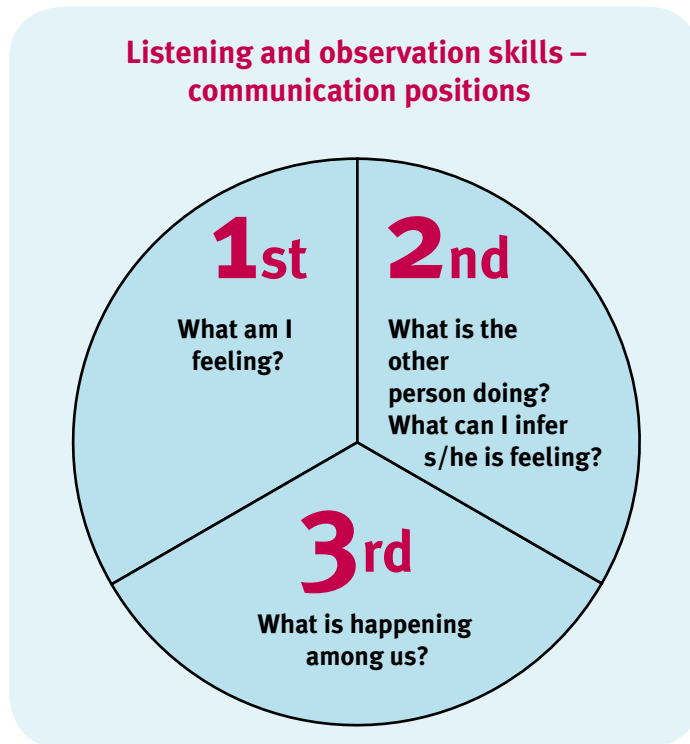
The Ladder of inference helps us to:

- reflect on and become more aware of our own thinking process and make them more visible to others
- find out how other people think and see what links and assumptions they make
- determine how valid our beliefs and assumptions are
- track back to how we came to conclusions that lead to actions, and test whether our conclusions and assumptions are backed up by observable data.

Let's try the Ladder of inference

- I start by observing what I see (observable data).
- I can't see everything and I select some details of what I see (selective perception).
- I then add my own meaning to the data I have selected, based on my culture, values and belief system.
- I then build on this and make further assumptions (generalising or stereotyping).
- I make a general conclusion that affects my feelings and behaviour (anger, defensiveness, hostility, insecurity etc.).
- I now take actions or behave in certain ways based on my beliefs.

Appendix 2: Perceptual positions



Note: This content has been adapted from work on Neuro Linguistic Programming (NLP).

There are patterns in how we unconsciously choose to pay attention and react to what is going on outside and inside ourselves. We do this from three ‘perceptual positions’. All of our attention is distributed around these three positions and this distribution can be attended to consciously.

1st position is when you are inside yourself and you are passionately communicating your position, opinion or feelings (associated state). In this state your ability to pay attention to outside information is greatly reduced.

2nd Position is the state in which your attention is fully focused on another person. You are able to listen fully and often ‘perceive’ information about the other person that is not communicated verbally, and modify your behaviour accordingly.

In **3rd Position** you are the ‘fly on the wall’. You are able to pay attention to the dynamics of the whole group or system you are observing. This is a more ‘disassociated’ state.

All of us have the ability to listen from all three positions and frequently shift between all three positions. The key to using this skill is in consciously selecting the appropriate position based on the needs of the situation and/or the outcomes we want to achieve in an interaction.

Appendix 3: Performance conversation template

Performance Conversation Template

<p>Performance Planning and Management is about a supervisor and an employee talking to each other about work in a constructive and useful way. This template is a means of directing this conversation and recording the results in relation to individual contribution and capability development.</p> <p>The plan is a way of documenting a commitment between both about mutual expectations in the workplace.</p> <p>Section 1 – Individual contribution</p> <ul style="list-style-type: none"> * What do I need to know to do this role, e.g. the purpose and duties of the role, the reporting relationships and the local environment? * Can I see how my role contributes to my team’s business and the connection between the deliverables of my role with the core business of the department? * How will I know when I have been successful? <p>Section 2 – Capability development</p> <ul style="list-style-type: none"> * What capabilities are needed to meet current and future responsibilities? * What learning and development do I require in relation to these capabilities? * What consideration have I given to planning for my future career steps? <p>Section 3 – Feedback</p> <ul style="list-style-type: none"> * Do we have any general feedback, achievements or obstacles to discuss? 	Employee Name		Supervisor Name	
	Position		Position	
	Workgroup/ Team		Workgroup/ Team	
	Created		6 Month Review Date	
			12 Month Review Date	

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Team performance plan

Use your business plan and the role descriptions of each person in the team (and any other useful information) to discuss as a team:

<p>Team vision</p> <p>What is your overall purpose? Why are we here? What value do we bring?</p>	
<p>Team priorities</p> <p>Does the team have some priorities to focus on as a group?</p>	
<p>Teamwork objectives: How will we work together?</p> <p>You may like to consider:</p> <ul style="list-style-type: none"> • Team meetings (e.g. how often, how structured, how actions are followed up) • Consulting with others (e.g. how and when we engage stakeholders and seek feedback, how we promote ourselves) • Team dynamics (e.g. accommodating each individual's preferences for how they like to work, how we deal with conflict) • Support and recognition (e.g. how we support each other, how we recognise our achievements) 	<p>Comments</p>

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Individual contribution

The Best Practice Guide will give instructions on how to set goals, describe actions and choose meaningful performance indicators.

Individual performance goals Goals I am personally responsible for achieving.	Actions The tasks I need to undertake to achieve my goals. What will I actually do?	Performance indicators What measures can be taken to demonstrate that these actions have been successfully completed? How will I know I've been successful?

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Individual Capability Development Plan

Capabilities I need to develop further for success in my **current role** and capabilities I may need to develop to take the next step in **my career**. These capabilities can be linked to the PSC Capability and Leadership Framework using the self-assessment tools. Click on the following link to access the framework and tools [Capability and Leadership Framework](#)

Capability Requirement (Focus on 3 - 4 components – based on their importance)	What are my current role specific capabilities?	What capabilities, skills or behaviours do I need to develop? (both now and in the future)	How can I develop these capabilities? (e.g. formal training, on-the-job opportunities, coaching, self directed activities etc)
1. Strategic Thinking			
2. Achieves results			
3. Supports productive working relationships			
4. Displays personal drive and integrity			
5. Communicates with influence			
Role specific/ technical skills and knowledge needed for my role	<i>If applicable</i>		

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Discussion and feedback items	Notes/Examples from discussion
<p>Conduct and values</p> <ul style="list-style-type: none"> • familiarity with the Code of Conduct and where to access it • familiarity with the organisation's defined values • any other behavioural expectations in the local workplace 	
<p>Work/life balance</p> <ul style="list-style-type: none"> • balance of work and personal life, family responsibilities and any personal issues • Employee Assistance Service for counselling and referral (1800 806 251) 	
<p>Modelling the way</p> <ul style="list-style-type: none"> • setting a personal example of behaviours and standards • following through on promises to customers, students or colleagues 	
<p>Inspiring a shared vision</p> <ul style="list-style-type: none"> • communicating a compelling vision of the future for your team and the organisation • linking your project or role to the business outcomes 	
<p>Challenging the process</p> <ul style="list-style-type: none"> • trying new ways of doing things and seeking out challenging opportunities • encouraging others to try new things and challenge themselves 	

Discussion and feedback items	Notes/Examples from discussion
<p>Enabling others to act</p> <ul style="list-style-type: none"> ensuring everyone in your team is involved and shares responsibility building strong working relationships with colleagues and industry contacts giving people a choice about how they do their work 	
<p>Encouraging the heart</p> <ul style="list-style-type: none"> showing appreciation for everyone's contribution in a variety of ways praising people for good performance 	
<p>Recognition</p> <ul style="list-style-type: none"> How do you like to be recognised? (Think outside the box!) Awareness of local staff awards scheme and departmental and external recognition awards 	
<p>Have you participated in the following training? If not, please include the relevant training and a date of the next opportunity to attend in the Capability Development section above.</p>	
<p>Code of Conduct Yes <input type="checkbox"/> No <input type="checkbox"/> Right to Information Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Induction Program Yes <input type="checkbox"/> No <input type="checkbox"/> Workplace Health and Safety Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Record of dialogue

We have both had the opportunity to adequately discuss, negotiate clarify and ultimately agree on this plan.

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Performance Review Conversation Template

<p>Performance review is about a supervisor and an employee talking to each other about work in a constructive and useful way. This template is a means of directing the review conversation and recording the results in relation to individual contribution and capability development.</p> <p>The template is a way of documenting progress towards achieving the outcomes identified in an employee's earlier developed performance plan.</p> <p>Section 1 – Review of team and individual contribution</p> <p>Section 2 –Feedback</p> <p>* Do we have any general feedback, achievements or obstacles to discuss?</p>	<p>Employee Name</p> <p>Position</p> <p>Workgroup/ Team</p> <p>Initial plan date</p>	<p>Supervisor Name</p> <p>Position</p> <p>Workgroup/ Team</p> <p>6 Month Review Date</p> <p>12 Month Review Date</p>		
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Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Team contribution and achievement

Review of team performance and individual contribution

Remember to refer to the Best Practice Guide – Planning and Developing Employee Performance for information on how to conduct the performance conversation. Before meeting for the review discussion:

The team meets to discuss whether the team's goals, actions and their teamwork goals have been effective:

Team vision and priorities (from plan)	Actions (from plan)	Rating agreed by the team A= Goal achieved or on track PA = Goal partially achieved, largely on track NA = Goal not achieved, not progressing	Any actions to improve performance

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Individual contribution

The team member and manager each independently review the performance goals and complete the assessment of achievement below:

Actions The tasks undertaken to achieve the strategies. What was actually done.	Performance indicators Progress of agreed measures that show successful achievement of outcomes	Self-rating which is determined by you A= Goal achieved or on track PA= Goal partially achieved, largely on track NA= Goal not achieved, not progressing	The agreed rating negotiated with your manager	Comments on factors impacting on degree of achievement

Remember: To get the full benefit from your time spent completing this plan, refer to the *Best Practice Guide* for support with all stages of the performance cycle

Discussion and feedback items	Notes/Examples from discussion
<p>Conduct and values</p> <ul style="list-style-type: none"> • familiarity with the Code of Conduct and where to access it • familiarity with the organisation's defined values • any other behavioural expectations in the local workplace. 	
<p>Work/life balance</p> <ul style="list-style-type: none"> • balance of work and personal life, family responsibilities and any personal issues • Employee Assistance Service for counselling and referral (1800 806 251) 	
<p>Modelling the way</p> <ul style="list-style-type: none"> • setting a personal example of behaviours and standards • following through on promises to customers, students or colleagues 	
<p>Inspiring a shared vision</p> <ul style="list-style-type: none"> • communicating a compelling vision of the future for your team and the organisation • linking your project or role to the business outcomes 	
<p>Challenging the process</p> <ul style="list-style-type: none"> • trying new ways of doing things and seeking out challenging opportunities • encouraging others to try new things and challenge themselves 	

Discussion and feedback items	Notes/Examples from discussion
<p>Enabling others to act</p> <ul style="list-style-type: none"> ensuring everyone in your team is involved and shares responsibility building strong working relationships with colleagues and industry contacts giving people a choice about how they do their work 	
<p>Encouraging the heart</p> <ul style="list-style-type: none"> showing appreciation for everyone's contribution in a variety of ways praising people for good performance 	
<p>Recognition</p> <ul style="list-style-type: none"> Do you feel that your performance has been recognised adequately during this performance cycle? Have you received feedback that enables you to change the way you do things, or that motivates your performance? 	

Review discussion points

	Comments	Actions
<p>Positive feedback Particular achievements and areas of exemplary performance to recognise.</p>		
<p>Constructive feedback What areas to focus on and what to do to improve performance.</p>		

Record of dialogue

We have both had the opportunity to adequately discuss, negotiate clarify and ultimately agree on this plan.

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____