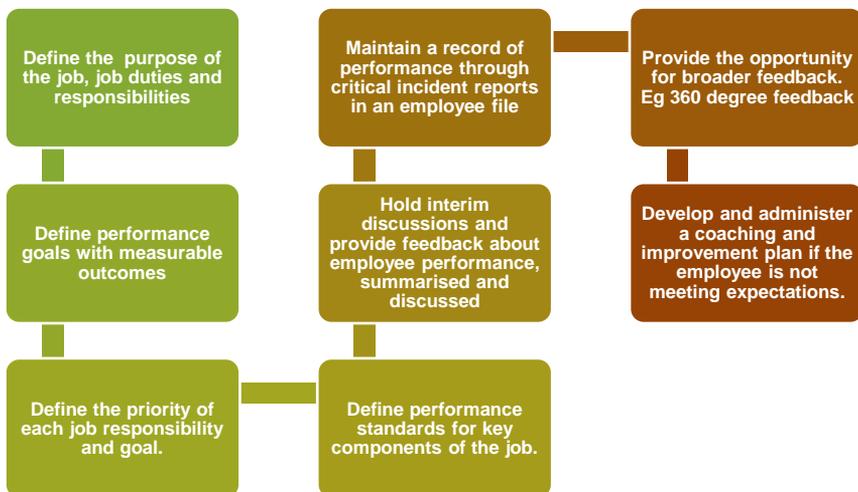


Management Essentials

Managing Performance *Sample Slides*

Performance Management Overview



Performance Management

Performance Monitoring

- Performance Reviews
- Performance Development Meetings
- Dealing with low performers
- Firing

Performance Development

- Coaching Skills
- Coaching techniques
- Diagnostic skills
- Coaching model

Creating measurable goals

Establish concrete criteria for measuring progress toward the attainment of each goal you set.

To determine if your goal is measurable, ask questions such as:

- How much?
- How many?
- How will I know when it is accomplished
- Set goals that encourage teamwork

Biases in Performance Appraisals

Stereotypes

A type of schema built around some distinguishing, often highly visible characteristic such as race, gender, or age.

A 35-year-old supervisor gives a 60-year-old engineer a negative performance appraisal that indicates that the engineer is slow and unwilling to learn new techniques although this is not true.

Coaching

Coaching is a process of helping another individual realise their inner potential, delivering fulfillment to both the individual and the organisation.

- Coaching Skills
- Coaching techniques
- Diagnostic skills
- Coaching model

Coaching Skills

Attending

- Showing interest and concern through body language, e.g., eye contact, tone of voice, posture, etc.

Active Listening

- Reflecting back understanding through paraphrasing, nodding, etc.

Valuing the Person

- Giving benefit of the doubt, appreciating feelings and position of employee, etc.

Questioning

- Using open questions to ascertain employee's viewpoint and position, and closed questions to develop and clarify information.

Coaching Skills - Empathetic Listening

Show your desire to understand

- listen first
- talk about what's important to the other person

Reflecting feelings

- focus on the emotional part of the message
- more than just restating words, reflect those things that provoke reaction, change in body language, differences in speech patterns.

A feedback process



Choose the time and place carefully

- Not when angry
- Ensure privacy

Start off with something positive

- Let them know their positive value

Introduce the topic indirectly

- Use “I” and “we”. The person will feel less threatened
- Direct your criticism at the action, not the person

Offer to help

- Keep it short and show empathy
- Help to resolve the problem

Finish positively

- At the end, reaffirm

Using GROW



Goals

- Use your performance review
- Use priorities you have established
- Make them SMART

Reality

- Get and use measurements
- Get more feedback

Options

- Brainstorm
- Use questioning sequence
- Use diagnostic skills
- Determine style of coaching – direct, delegate, excite, guide

Will

- Make them SMART