



Welcome and setting the scene

WELCOME delegates and **INTRODUCE** yourself with some background.

INTRODUCE course by explaining:

- The course is about understanding and applying performance management techniques to maximise employee performance, including objective setting, giving feedback and performance coaching
- Everything we cover is about encouraging others to 'give their best more often'

POINT OUT:

- Everything we cover -is designed to encourage others to 'give of their best' not 'give what they can get away with' - the difference between the two in terms of levels of performance can be wide
- This course is not about the disciplinary procedure however if the techniques covered in this course do not work, then applying the disciplinary procedure may be an option (see our fully designed materials on this topic at www.abctrainingsolutions.biz/disciplinaryskills.html)

COVER Knowledge/ Skill Checklist in delegate manual (page 3), to introduce content of the day, by delegates completing the **PRE** column.

EXPLAIN that you will revisit checklist at end of day for delegates to complete **POST** column. This will help gauge level of learning and to give them a focus for action planning.


MENTION the role plays at the end of the day which will give delegates an opportunity to practise the skills of performance coaching and receive constructive feedback from colleagues.

OBJECTIVE SETTING



REVEAL above slide to introduce topic.

Objectives



- **Specific** - Do they understand what is expected of them? And Why?
- **Measurable** - Will they recognise success when they see it?

REVIEW above slide and **REFER** to page 21 in delegate manual.

SPECIFIC: Objectives like: “Improve your contribution to the project team”; “Improve your team working skills”; “Communicate better” are unclear.

POINT OUT:

- You want to get it right – hitting your standard first time
- You are trying to avoid the “Oh, so that’s what you meant” comment, when you have to re-explain what is required
- It can be a good idea to check understanding with more complex tasks, by asking the person to summarise back the task and the standards required

The why emphasises the effect on the business; how it fits into the bigger picture; the benefits that ensue

MEASURABLE:

ASK Q .What is a standard

A. A minimum requirement

- If they recognise success, then they achieve the ‘double whammy’ they’ll self assess first to realise that they have achieved success, and therefore be pleased. Then, when you review it with them, you congratulate them for that success

- With **quantifiable** targets, measurability is easier – if the standard is to achieve target and they achieve 2% above target, they’ve done well - the picture is clear. If they achieve 2% below, they haven’t

GIVING FEEDBACK



GIVING FEEDBACK

INTRODUCE session by covering the 'space race' analogy.

Q. Where does the word FEEDBACK originate?"

A. **FLIPCHART** a diagram of earth , moon and rocket on way to moon

EXPLAIN:

- The problems encountered when man was trying to send rockets to the moon. Initial attempts failed because the technology on the earth couldn't keep the rocket on course and hence they kept missing the moon!
- Eventually a communication process was developed which enabled the computers on earth to talk to and receive responses from the rocket constantly
- Put onto flip arrows from earth to rocket, and back again i.e. consistently feedback information, which kept the rocket on the right track and helped boost performance!
- Explain that giving feedback is a very effective management skill for keeping people **ON TRACK**

E.E.C. in Practice

- **Example:** " Jane, in that last call, you sounded really flat, and not very enthusiastic
- **Effect:** " They must have thought you weren't interested at all.....
- **Change:** What do you think? What might you do differently next time?"

Q. Is there another way to get across a Change?

A. Ask the individual what the change could be. It gets buy in from them because it's not imposed - they feel part of the problem solving process. In the 'personal phone calls' scenario, you may agree that an autocratic style is called for. However, with many other situations, a more participative style may produce better buy-in from the individual.

REVEAL above slide to reinforce how more participation may be used. In this case, participation is introduced at the **Change** stage. An even more participative management style could be introduced at **Effect** stage e.g. Asking them "*What do you think was the effect?*". Or even at **Example** stage where we could ask the individual "*How do you think you came across in that phone call?*". The individual may have already identified this. If they did, they are already buying-in to the performance deficiency. A coaching approach is being used to move them from problem to solution without 'telling' (autocratic) them.

PERFORMANCE COACHING



SHOW above slide. **EXPLAIN:**

- In this section, we will cover a management tool called the Performance Coaching (P.C.) meeting or interview
- Some companies have used it as a 'half way house' between informal feedback and implementing a disciplinary procedure
- It's another tool in your Manager toolkit. It can be used for regular weekly/monthly 1-1s to incrementally improve performance too
- It is not a disciplinary, and therefore is not enshrined in law, but an opportunity to help someone change their level of behaviour

Q. What is it about the event which indicates to the team member that you are determined to tackle the situation?

A .

- The name of the event - the words 'performance coaching' sound managerial. One approach is to call the meeting an 'interview' to get across a measure of seriousness / formality, particularly if the gap in standards is large
- It's a 'sit down' chat - we may have previously given spontaneous feedback in the corner of the work area
- It's planned – a meeting space booked in advance, and the team member 'invited' to appear
- It's prepared – you ask the team member to think about what they might say. At the same time you plan too

Performance Coaching Meeting



3. Close the Gap

- Look to the future
- Ask their opinion
- Ask about support they need (e.g. further training)
- Agree a target and fix a review date

REVIEW above slide.

EMPHASISE:

- Looking to the future means you put a clear dividing line in between what they have done, and what you will now agree they will do
- Target should be S.M.A.R.T.
- Think about their development needs e.g. do they need further training/coaching? If **YES**, then plan it in there and then.
- Review - always set a definite date - shows you're serious about resolving the issue. Don't say "end of the week" say: "how's about we meet at 4.00pm next Friday?" and diarise it in front of them



SHOW above slide.

We suggest that the role plays are organised in groups of 3 (ideally) with each delegate taking it in turns to play Performance Coach, Coachee and Observer, with the Trainer circulating during the role plays to add value/ detailed feedback.

4 different role play briefs are supplied on pages 34-41 of delegate manual.

POINT OUT:

- The role plays are not over-detailed but give enough material for the delegates to practice the performance coaching process
- Because of the nature of the role play briefs, role players may need to add a little 'flesh on the bone' of the scenarios

BRIEF Observers, using delegate manual: Guidelines for observer feedback (page 32) and the performance coaching checklists (page 33).