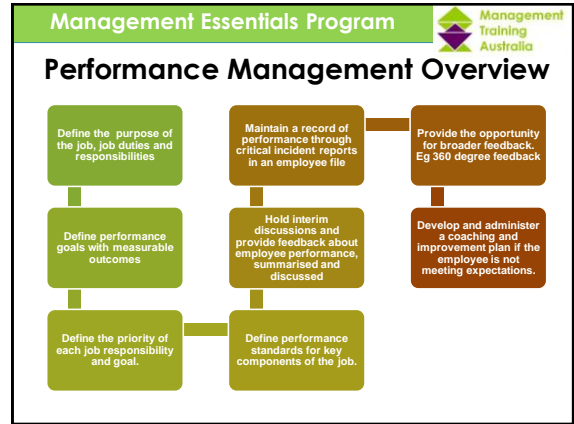


Management Essentials Program 

Management Essentials


Managing Performance
Workshop Sample



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Dealing with Low performers (1)

Use their performance appraisal	<ul style="list-style-type: none"> It has the agreed differences on expectations and performance
Keep HR in the Loop	<ul style="list-style-type: none"> bring the details of the situation to the attention of HR as soon as possible. It is important to follow corporate and HR policies appropriately.
Confront the Employee	<ul style="list-style-type: none"> There may be a good reason for the employee's poor performance.

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Skills needed for Performance Discussions (1)


Attending	<ul style="list-style-type: none"> Showing interest and concern through body language, e.g., eye contact, tone of voice, posture, etc.
Active Listening	<ul style="list-style-type: none"> Reflecting back understanding through paraphrasing, nodding, etc.
Valuing the Person	<ul style="list-style-type: none"> Giving benefit of the doubt, appreciating feelings and position of employee, etc.
Questioning	<ul style="list-style-type: none"> Using open questions to ascertain employee's viewpoint and position, and closed questions to develop and clarify information.

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Biases in Performance Appraisals (1)


Primacy Effects

The initial pieces of information that people have about a person have an inordinately large effect on how that person is perceived.	A subordinate who made a good first impression on his supervisor receives a better performance appraisal than he deserves.
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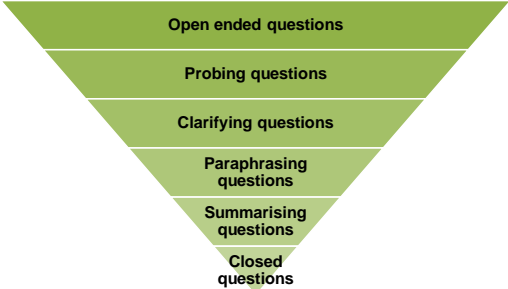
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Clarifying, Paraphrasing, Summarising


Clarifying	<ul style="list-style-type: none"> Could you explain that again? I don't understand what you mean I'm confused. Would you run through that again? I'm not sure how
Paraphrasing	<ul style="list-style-type: none"> What you're really saying is If I understand you correctly So your perspective is that In other words ...\ Tell me if I'm wrong, but what you're saying is.
Summarising	<ul style="list-style-type: none"> Let me summarise Okay, your main concerns are Thus far, you've discussed To recap what you've said

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Questioning Sequence



Open ended questions
Probing questions
Clarifying questions
Paraphrasing questions
Summarising questions
Closed questions

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When micromanagement is a result of a poor manager (3)

They spend an inordinate amount of time overseeing single projects	They pride themselves on being "on top of" their staff's projects.
They are overworked, and their staff is not.	They come into the office earlier than any staff member and leave later.

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The Coaching Process (1)

1. Set Goals	<ul style="list-style-type: none"> • Expectations of performance • What do they need to achieve
2. Teach	<ul style="list-style-type: none"> • It is your job to teach, train, OJT • process improvements, new projects..
3. Open Communication	<ul style="list-style-type: none"> • Encourage, prod, remind
4. Measure and feedback	<ul style="list-style-type: none"> • Determine progress to goal, feedback, refinement, assistance

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GROW explained

Goals	<ul style="list-style-type: none"> • Establish the desired outcome of the conversation • Identify and agree to a number of achievable outcomes <i>within the session</i>
Reality	<ul style="list-style-type: none"> • Get an accurate picture of the problem • Discuss and become more aware of all aspects • The goal is simply to UNDERSTAND (not to fix it, offer guidance, advice or conclusions!)
Options	<ul style="list-style-type: none"> • Draw out a list of possibilities that address the goals • Encourage the person to think. Do not think for them • Do not judge or evaluate the options • Like a brainstorming session
Will	<ul style="list-style-type: none"> • Have the person being coached select the most appropriate option • Agree to the next steps • Check commitment

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Identifying high potentials (1)

A strong intellect	<ul style="list-style-type: none"> • able to grasp new ideas quickly, engage in complex thinking, and work comfortably with ambiguity
Technical capability	<ul style="list-style-type: none"> • possessing in-depth knowledge of the organisation's industry, business models, and operations
Emotional intelligence	<ul style="list-style-type: none"> • both intra-personally strong (self-aware and self-controlled) and interpersonally capable (able to develop and maintain strong relationships)