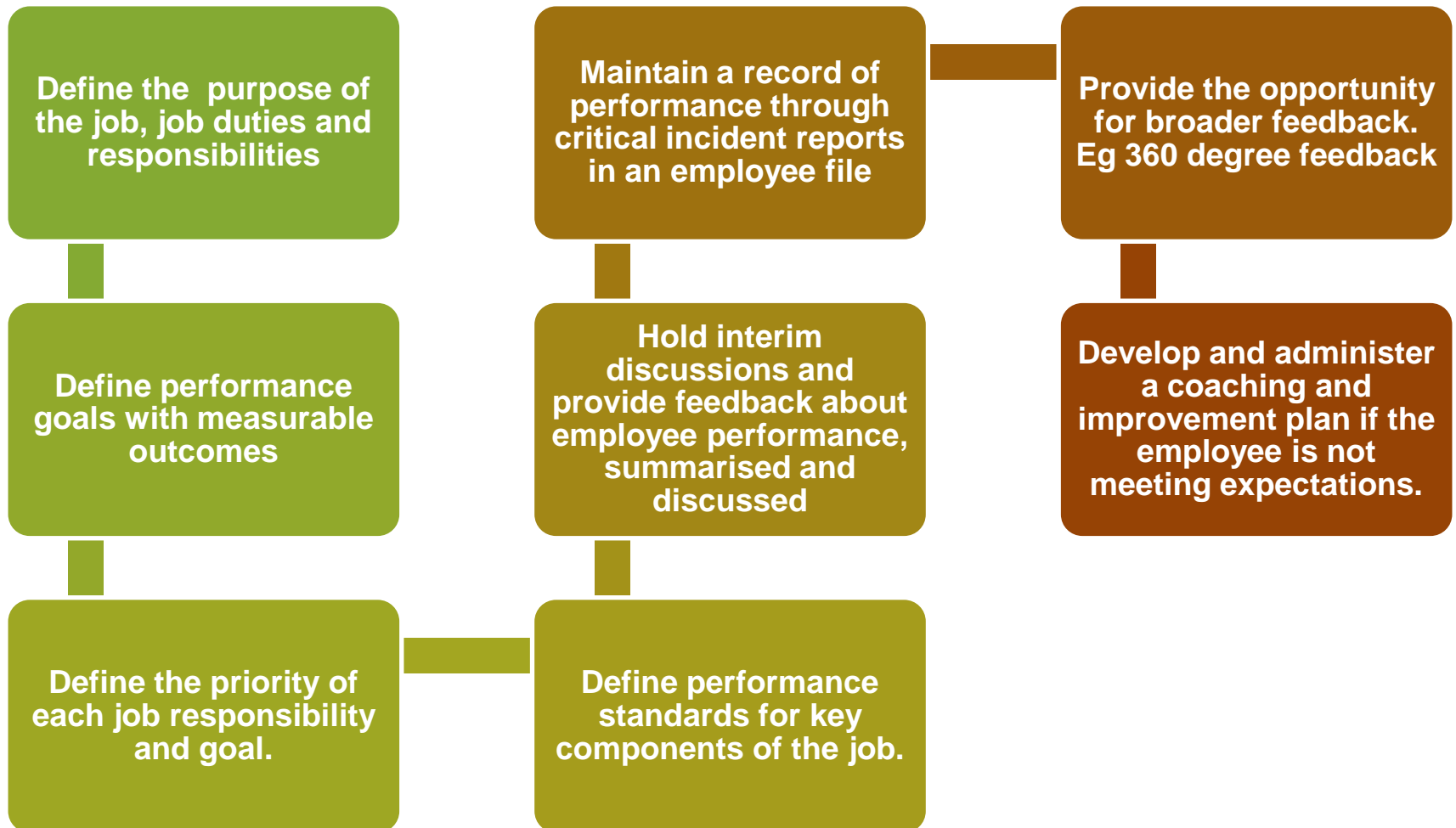


# Management Essentials

## 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