

Implementing a Performance Development Culture

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What is Performance Management?

Performance management is a process by which staff members are able to clarify work objectives and learning is promoted. Skills are developed in order to contribute to the broader goals of the organisation.

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Through successful performance management:

- contributions are valued and recognised
- employees are enabled to manage change in their work
- quality feedback focuses on continuous improvement
- professional and personal development are supported and extended.

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Why Do Performance Management?

- Communicate goals, mission, values, purpose
- Improve working relationships
- Improve management
- Identify and communicate strengths and areas for improvement
- Provide feedback
- Develop
- Monitor
- Support



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The aims of performance evaluation are to:

- acknowledge **contribution and achievements**
- **opportunities for reflective practice** for educators
- identify **career pathways and PD**
- how **performance contributes to the overall goals of the organisation**
- contribute to the **overall improvement of the quality of the services**
- assist the **service to achieve its objectives and goals**,
- and to meet **legislative and funding requirements**.

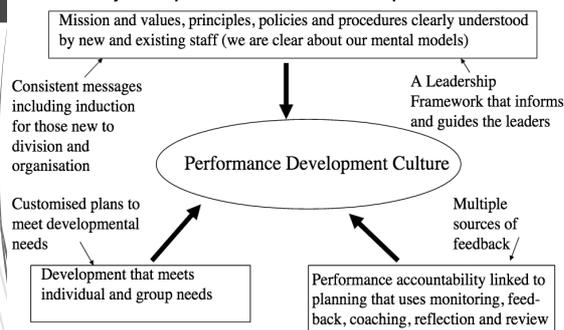
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Principles of performance review

- **Performance review should be based on the following principles:**
 - Conduct on a 'no surprises to the employee' basis
 - Evaluation in an open, positive, supportive and constructive way
 - Conversations are future-focused
 - Respectful and clear communication
 - To ensure that feedback is two-way,
 - To develop a culture of continuous improvement.

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Key Concepts of a Performance Development Culture?



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Key Elements of a Performance Management Framework

- **Role /Duty Statement**
- **Induction**
- **Performance Plan**
- **Personal Development Plan**
- **Recognition**
- **Feedback and Review**
- **Confidentiality and Documentation Gathering Information**
- **Giving Feedback on Performance**
- **Grievance Procedures**
- **Addressing Underperformance**

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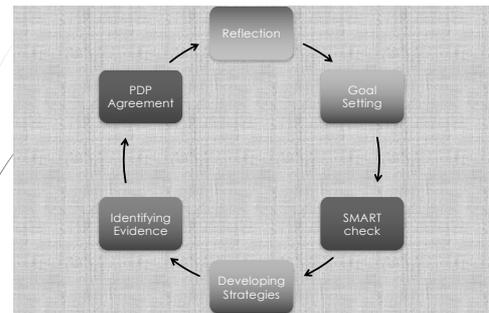
Essential elements for effective performance and development

All staff...

- > **Set** performance and development goals
- > Are **supported** in working towards their goals
- > **Collect evidence** to reflect on and evaluate
- > **Receive feedback**, including formal review

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Writing Your Plan



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Part 1: Identifying and agreeing on Key Performance Indicators, and any goals and responsibilities to implement the service's QIP

To ensure that the evaluation of an employee's performance is meaningful and focused, it is recommended that employers and employees agree upon a set of Performance Indicators based on which the employee's performance will be assessed over a 12-month cycle

Performance Indicators to include

- competencies (skills, knowledge and documentation)
- behaviours (responsiveness).

The position description of the employee may provide guidance in this process

Contribution to any organisational goals or individual goals should also be considered and negotiated between the employer and employee.

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Circles of Intent – Think about what you would like to do over the next 12 months by reflecting on the following questions....

What would I like to get better at?
(Practice goal)

What would I like to learn about?
(Knowledge goal)

What can I do to help my team improve?
(Engagement goal)

What can I do to make a difference?
(Outcome goal)

- What would I like to get better at doing?
- What would I like to know more about?
- What can my team work together on improving?
- What can I do to make a difference to the Centre and the children?
- What could my contribution be to the AIP?

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S.M.A.R.T. Goals

- Specific** Can you underline the words that relate to specific outcomes or achievements?
- Measurable** Can you underline the words that describe measures of success, or standards to be achieved?
- Achievable** Can this realistically be done in the next 12 months with the resources you have (or can get)?
- Relevant** Is this goal relevant to your role, your professional development, and the priorities for your workplace?
- Time-bound** Can you underline the words that set an appropriate and specific time frame (date) for achieving this goal?

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Goal stem



By _____ (date) I will _____
 (what you wish to achieve)

so that _____
 (benefit to self/organisation)

because _____ (Why is this important to me,chn, centre?)

| Domain - | Knowledge/Practice/Engagement/Outcome | What would I like to get better at? (Practice goal) | What would I like to learn about? (knowledge goal) |
|--|---------------------------------------|--|--|
| SMART GOAL | STRATEGIES | What can I do to help my team improve? (Engagement goal) | What can I do to make a difference? (Outcome goal) |
| | | | |
| | | | |
| | | | |
| Resources and/or development What will you need to achieve this goal? | | | |

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Part 2: Preparing for the meeting

- Preparation should be undertaken **separately by employer and employee.**
- The preparation undertaken by the **employee** will involve **reflecting on his/her own performance** during the year, successes, challenges, and a **consideration of the PD**
- The preparation undertaken by the **employer** will involve a **reflection on the employee's performance** during the year, including observations etc.

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Part 3: The annual performance evaluation meeting

- Meeting to discuss the performance of the employee over the past 12 months, the employee's successes, any challenges and PD undertaken

It may involve the following additional steps:

1. gathering evidence as required to demonstrate achievements,
2. planning, selecting and confirming the Key Performance Indicators (ELAA recommends a maximum of six), any goals and Quality Improvement Plan (QIP) areas to be the focus of the employee for the next 12 months)
3. documenting the agreement reached and signing in proof of acceptance.

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Part 4: Agreeing and developing the employee professional development plan

Creating a plan to support the professional development of the employee and includes the following:

- **discussion with the employee** to identify development and support needs in consultation with the employee.
- **documentation** of the individual development plan for the next 12 months
- **approval** of the agreed individual development plan, and **allocation of appropriate resources**.

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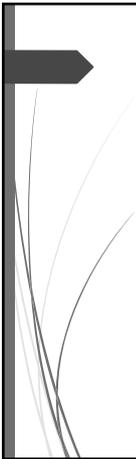
The mid-year review

- *It is good practice to have an informal review meeting mid-way through the year. This meeting is based on a 'no surprises to the employee' principle, meaning that this meeting is not used as the first opportunity to raise serious concerns (if any) about the employee's performance. Both the employer and employee should raise any serious concern at the time they occur*

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THE ANNUAL REVIEW

- Let the employee start
 - Listen and take notes.
 - Maintain good eye contact and attentive posture.
 - Reflect back to the employee your understanding of what the employee said.
 - Don't interrupt, but ask questions only for clarification.
 - Apply the 90/10 Rule: the employee talks 90% of the time and you talk 10% of the time.
 - Be non-judgmental
- Compare the actual specific performance results and behaviors to the objectives. Stay away from an attitude or personality focus.
- Consider evidence provided
- Ask the employee for ideas about how to resolve problems.
- Emphasize strengths, as well as areas that need improvement.
- Be honest and be prepared to discuss questionable items. Support the employee's effort to improve.
- Set goals, expectations, and objectives together for the next performance period.



A Final Thought

***The conventional definition
of management is getting
work done through people,
but real management is
developing people through
work.***

- Agha Hasan Abedi

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