

Pre-school Committee Network

PERFORMANCE MANAGEMENT

Supported by Riverside Pre-school



Supervision Meeting Record for Lead Practitioner/Manager

Employee name:

Name of person leading supervision meeting:

Date:

Progress on actions from previous meeting:

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Workload (amount; time; duties; targets etc)

Action to be taken:	When?	By who?

Concerns or team issues (relationships; rotas; areas of work etc)

Action to be taken:	When?	By who?

Pre-school performance (occupancy rates; fee collection; safeguarding; marketing; EYFS etc)

Action to be taken:	When?	By who?

Steps to be taken to retain/improve current Ofsted grading:

Action to be taken:	When?	By who?

Training/development

Action to be taken:	When?	By who?

Any other areas for discussion

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Action to be taken:	When?	By who?
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Achievements since last supervision (courses; qualifications; compliments; success etc)

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Time management (toil/annual leave/general attendance)

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Date of next meeting:

Employee signature:

Line manager signature:

Appraisal Form

Please read the guidance notes before completing the form.

1. Personal details

First name:

Surname:

Job title:

2. Identify the areas of work that you are pleased with and state why:

Appraisee's comments

Manager's comments

3. Identify the areas of your work you would like to improve and state why:

Appraisee's comments

Manager's comments

4. Identify any reasons which have prevented you from performing to your full potential:

Appraisee's comments

Manager's comments

5. Please give brief details of any personal development activities you have undertaken in the last year, and what impact this has had on your ability to carry out your job:

Appraisee's comments

Manager's comments

6. How would you like to develop your skills in the coming years?

Appraisee's comments

Manager's comments

7. Do you have any comments on your current job description?

Appraisee's comments

Manager's comments

- 8. Identify any actions you believe the setting needs to undertake to improve the quality of its provision and how you personally could support this?**

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- 9. Review of objectives**

Please list below your objectives. Make reference to objectives set at your last appraisal, or to the job description if none set.

Objectives	To what extent do you feel you have met your objectives set last year, or tasks contained in your job description?

What do you think your objectives should be for next year?

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- 10. Appraisal meeting**

Are there any topics you would particularly like to discuss during your appraisal meeting?

11. Report

Appraisal meeting summary (to be completed as a record of the discussion by the appraiser).

12. Action Plan

13. Agreed objectives

Objectives set for the year	Deadline

14. Appraisee's comments

Signature of appraise:

Date:

Signature of appraiser:

Date

Guidance Notes for Appraisers

1 Preparation

- 1.1 Make appropriate arrangements for the meeting i.e. plan adequate time (approximately 1.5 hours), in a quiet area with no interruptions. Give plenty of notice of the meeting to the appraisee in order to provide enough time for completion of the appraisal form. Locate the appraisee's job description and make sure they receive a copy, with their invitation to the meeting
- 1.2 The various aspects of performance that will form the content of the discussion with the appraisee will clearly vary depending on the individual's job description, but for most staff are likely to include some or all of the following:
 - Communication (oral and written)
 - Management of staff and other resources
 - Professional/ technical knowledge and skills
 - Procedures for processing information
 - Membership of committees, working parties
 - Working relationships (internal and external)
- 1.3 Set aside time to think about the individual's performance since the last meeting to help structure your thoughts. Use the appraisers checklist at the end of this section and fill in the 'manager's comments' sections of the appraisal form.

2 Conducting the appraisal discussion

- 2.1 Open the meeting by being suitably welcoming and putting the appraisee at their ease. Be positive and constructive from the very beginning and reassure the appraisee that this is her/his time.
- 2.2 Clarify and agree the purpose of the agenda for the meeting. Obviously these should be negotiated and must be flexible enough to meet the needs of the individual, but each appraisal discussion must involve the following:
 - Reviewing the past year
 - Planning for the year ahead
 - Identifying training and development needs
 - Support or guidance
- 2.3 A discussion on reviewing the past year may include:
 - The job description and the extent to which it accurately reflects the post holder's current role and responsibilities
 - The extent to which last year's objectives were met
 - Major tasks and percentage of time spent on each task
 - Major achievements
 - Areas of difficulty and possible ways of overcoming them

2.4 Looking forward to the year ahead, the major task here is to agree on clear and achievable objectives. This is not easy and will require careful negotiation. Setting up unrealistic expectations will only result in a lowering of morale. The objectives set may range in scope e.g. to carry out planning, assessment and observations on the employees key group of children or to hold regular briefing sessions for a particular team in order to review communication with parents.

To be effective, objective setting must not only consist of clear identification of what activity is to be undertaken, it must also identify how it is going to be achieved, what standard of performance is expected and how, if possible, it will be measured. Objectives should contribute to the achievement of the business plan.

2.5 Possible ways of meeting identified training and development needs should be realistic, and as relevant as possible to the task in hand given the resource problems of time and money. They also need to be imaginative. An expensive conference or external training event may have much less demonstrable effect on performance than say, the operation of an effective mentor system, job shadowing, on the job training or guided reading. The more precisely the need is identified, the more likelihood of finding the most appropriate way of meeting it. Every effort must be made to ensure that action does actually follow from the identification of such needs, and that some evaluation of the impact of training on future performance is attempted. Otherwise the appraisal process will not be seen to deliver any tangible benefits and will not establish the positive learning cycle intended.

3 Process

- An effective appraisal is a two-way discussion. You are here to listen to the comments and any concerns of the appraisee, rather than to give them a lecture on how to do their job.
- Do not try to do things in the meeting which are best done at another time and in a different way.
- Deal constructively with disagreement. In discussing past and future performance there will often be legitimate difference of opinion about what has happened and what needs to happen. A good appraisal will discuss such issues openly.
- Deal constructively with apathy. At all costs the appraiser must avoid colluding with appraisees who simply wish to dismiss the whole exercise as a waste of time, or who refuse to confront issues by apportioning all the blame to others.
- Be systematic. Stick to the agreed agenda and the task in hand so that the discussion remains purposeful and positive.
- Make notes during the meeting – it is unlikely that you will remember enough detail to do so afterwards, particularly if you are conducting a number of appraisals. However, avoid making notes in an insensitive way.
- Listen carefully and concentrate on what the appraisee is saying. Resist talking at length yourself. Your task is to keep the discussion on track and to ensure that it achieves its stated aims.
- Let the appraisee finish what he or she is saying without interruption unless time is very short. If so, recognise the fact and agree to concentrate on specific issues.

- Carefully consider what type of questions you wish to ask to gather the information required, e.g. closed questions are useful for checking specific pieces of information, open questions will usually allow for long informative answers.
- Even 'open' questions need to be chosen carefully. Questions that begin with 'why?' may reveal less than those that begin with 'how?' or 'what?' The first tends to suggest that a justification is required; the second asks for an explanation or description of the process.
- Ask only one question at a time as multiple questions are confusing.
- Once you have asked a question, wait for an answer. Short silences are not necessarily a bad thing and can often be used to get a nervous appraisee talking.
- Try to avoid too much evaluation of answers by showing excessive approval, disapproval, scepticism or even surprise.

4 Ending the discussion

4.1 By the end of the meeting you should have fully commented on and agreed the points raised on both sides. Summarise the main points and agree a recommended plan of action to be taken by appraiser or appraisee or both of you.

Agree a target date for the next appraisal meeting in a year's time. Make arrangements to provide support and receive regular feedback through the year as appropriate.

4.2 Throughout the year (and at least every term), you should hold a meeting with each member of staff to review the objectives set and the progress made against them.

5 Checklist for appraisers prior to appraisal discussion

Check that you do the following, to prepare for the appraisal discussion

- Identify areas of current or growing strength where you can give praise
- Think about evidence for any perceived areas of difficulty, so that you can identify examples where improvement may be possible
- Consider the implications of possible areas of disagreement which may arise and how such disagreements may be avoided or minimised
- Identify any areas for development which may be appropriate to discuss with appraisees
- Think about approaches which could help the appraisee and any support which could be given to overcome any perceived difficulties

Identify possible targets which might be agreed after discussion

1 Preparation

- 1.1 Make sure that you know the date and time of the appraisal meeting well in advance. Ensure that you give it your full attention, and expect it to last approximately 1.5 hours.
- 1.2 The various aspects of the performance that will form the content of the discussion with your appraiser will clearly vary depending on your individual job description, but for most staff may include some or all of the following:
 - Working relationships – internal and external
 - Communication both written and oral
 - Management of staff and other resources
 - Professional/technical knowledge and skills
 - Organisational skills
 - Procedures for processing information
 - Membership of committees or working parties
- 1.3 Set aside time to think about your performance during the last year. Use the appraisal form to help you structure your thoughts.

2 The appraisal discussion

- 2.1 Make sure that you are clear about the aims of the meeting, and that the agenda is properly negotiated and agreed. Remember that this is your time to discuss any issues that impact on your work, ideas you have or to raise any concerns.
- 2.2 If both appraisee and appraiser have been properly prepared, and the purpose and procedures of the scheme are clear and agreed, there is no reason to approach the appraisal discussion with apprehension, distrust or disinterest. The extent to which the discussion is purposeful and useful depends on the commitment that both parties make to its success. If you approach the discussion in the frame of mind that it is all going to be a waste of time, it will hinder the benefits of the discussion.
- 2.3 Talk through the points you wish to raise as systematically and constructively as possible, using the headings on your appraisal form to help you.
- 2.4 Be open about any areas of difficulty or disagreement and actively seek ways of overcoming them. Stick to facts rather than emotions, and provide evidence for the points you want to raise. Problems will only be solved by negotiation, so there has to be 'give and take' on both sides.
- 2.5 Do not be tempted to try to do things in the appraisal discussion which are best done at another time and in another way. The appraisal discussion should not be the only time that you speak to your manager about issues which concern you.
- 2.6 In looking ahead at the coming year, try to agree objectives which are realistic and achievable. Setting up unrealistic expectations will only result in lowering of morale. The objectives set may range in scope.
- 2.7 To be effective, objective setting must not only consist of a clear identification of what activity is to be undertaken, it must also identify how it is going to be achieved, what standard performance is expected and how, if possible, it will be measured.

2.8 Similarly, when it comes to identifying training and development needs, every attempt must be made to suggest activities which really are relevant and useful(such as work shadowing, on the job training or mentoring) and therefore likely to have the greatest impact on your day to day work.

3 Outcomes of the discussion

- 3.1 By the end of the appraisal meeting you should have fully discussed and agreed the points raised by you and your appraiser. The appraiser should complete the appraisal report, action plan and agreed objectives within a week of your meeting and will forward the form to you for your approval and signature. This is your opportunity to raise any concerns or objections and to re-negotiate the final summary if necessary.
- 3.2 In the situation where your appraiser is not your line manager, it will be necessary to agree the way in which any issues requiring action at this level will be brought to your line manager's attention.
- 3.3 If you wish to record any areas of disagreement or make any comments about the appraisal process, you should do so in section 13 of the appraisal form.
- 3.4 Finally agree a target date for the next meeting, which will take place in a year's time. However, you should meet with your manager throughout the year to discuss the progress you are making in achieving your objectives.

Example of a Staff Supervision Agreement

Name of staff member:

Job title:

Name of Line Manger:

Job title:

Period of agreement: from to

Introduction

Staff supervision and appraisals will be held in accordance with the settings policy (please cross reference with other relevant policies your setting has).

Arrangements for meetings

Supervision meetings should be held at least XXXXXX, taking into consideration individual need and role within the organisation. Supervision frequency will be made in agreement with employee and line manager.

The dates of the meeting will be: xxxxxxxx

Each meeting will for approximately: X hour

Recording meetings

The line manager is responsible for recording supervision meetings. The notes should reflect the nature of the discussions at the meeting and contain all the action points.

A copy of the notes will be provided to the employee within 5 working days of the meeting.

Notes and agendas of the supervision meetings will be circulated via electronic/ paper copy and kept filed in each individuals personal file.

The content of supervision meetings will be confidential to the two people concerned, except where either person needs to speak to the committee chairperson (in which case the other person will be advised of this). It is agreed that certain information will be shared with others (e.g. training needs or matters which affect other people). The committee chair person needs to check supervision records for monitoring purposes.

If either person is unclear about the boundaries of confidentiality on a particular issue, this will be discussed at the time the issue arises.

Equalities

We recognise that discrimination against people, on grounds of race, gender, disability, age, sexual orientation, religion or belief and for other reasons, can exist in overt, unintentional forms. We agree that anti- discriminatory practice should be promoted through the supervision process, by addressing issues of diversity and equality positively, openly and with sensitivity.

Content of meetings

Regular items for supervision meetings will include:

Notes and actions from previous meeting

Children's progress

Organisational/ legalisation updates

Health and wellbeing of staff member

Training needs

Positive achievements

Disclosures

Any other business

The employee will be responsible for advising the line manager in advance of any items they wish to discuss at the meeting, under any of these headings, for inclusion on the agenda. The line manager will prepare the agenda and send it to the employee at least one day ahead of each supervision meeting.

Appraisals

Appraisal meetings will be held once a year.

The date of the appraisal will be XXXX

The appraisal meeting will be conducted in accordance with the principles set out in the setting policy.

Signed:

Date:

Supervision and Appraisal Timeline

An example of how meetings could be scheduled. Some timelines would not have an interim appraisal but talk about progress around targets through supervision meetings.

SEPTEMBER	A good time for appraisals to take place as it's the start of the academic year, set targets/ book training/ achievements etc
NOVEMBER	Supervision meeting – general catch up to discuss ongoing successes, challenges, projects etc.
JANUARY	Supervision meeting - general catch up to discuss ongoing successes, challenges, projects etc.
MARCH	Interim appraisal – half way through the year so how is the staff member working towards targets, is any additional support required
MAY	Supervision meeting - general catch up to discuss ongoing successes, challenges, projects etc.
JULY	Supervision meeting - general catch up to discuss ongoing successes, challenges, projects etc.

Dealing with Performance Shortfalls

Performance issues can be dealt with informally through the capability process or formally through the disciplinary process. You need to determine whether poor performance is due to a genuine lack of capability or wilful under-performance. Unless there is clear evidence of the latter, the informal capability process is the preferred route.

Discussing unsatisfactory performance

If someone feels defensive, it is difficult to continue a constructive two-way discussion. Those who work in a non-threatening atmosphere are more likely to discuss their shortcomings openly.

The process for discussing poor performance should be:

- Describe in detail the poor performance you have observed
- Indicate why it concerns you
- Ask for reasons and *listen openly* to the explanation
- Indicate that the situation must change and ask for ideas to solve the problem – this is where the improvement plan comes in
- Make clear the expected standards of performance and behaviour
- Discuss each idea and offer your help
- Agree on specific action to be taken, advise 'next steps' i.e. how performance will be monitored
- Ensure the individual understands the consequences of continued under-performance
- Document it on an Improvement Plan and set a follow-up date
- Keep notes of the meeting

Monitor closely what they do, making diary notes of both good and bad performance. Give feedback verbally and in writing throughout the process, both negative and positive.

If performance improves...

At the review meeting, using the Improvement Plan:

- Describe the improved performance
- Explain the importance of this improvement to you and the team
- Ask if there is anything you can do to make it easier for them to do the job
- If appropriate, indicate your intention to take such action
- Thank them for their improved performance

If performance has not improved...

At the review meeting, using the Improvement Plan:

- Review the previous discussion
- Indicate insufficient improvement and ask for reasons (unlikely to be clear reasons)
- Discuss possible solutions to the problem
- Indicate consequences of continued lack of improvement, i.e. potential demotion/restructuring of position/disciplinary
- Agree action to be taken and set a further follow up date
- Indicate your confidence in the employee
- Reiterate your support

Giving and Receiving Feedback

Consistency – ensuring everyone is treated fairly and recognised and rewarded on the basis of what they contribute. Avoiding favouritism and ensuring that managers always act in a way that is consistent with what they say.

Collaboration – working together towards a common goal; the ability to be part of a team, for teams and departments to work together as opposed to working separately or competitively. Working with specialist or functional teams so that people make a positive attempt to understand and support each other.

Constructive feedback – willingness of the manager to share perceptions openly and honestly with an individual and the individual's willingness to receive, consider and act upon these perceptions.

A two-way process: positive feedback (praise) tells the person what they have been doing well, while constructive feedback (advice) tells them what needs to be changed and how to do it.

Principles of effective feedback

- **Be specific**

Offer feedback on behaviour you have seen, and the impact it had. Statements like 'you're brilliant' unhelpful in terms of personal learning. Pinpoint what it was that was brilliant.

- **Balanced approach**

Overloading with constructive criticism may not leave people feeling positive. Use a mix of positive and constructive feedback, which will be better received and more likely to energise.

- **Find out, seek information**

Ask questions rather than present them with a series of facts. Helping them to see alternative ways of doing things for themselves leads to great ownership.

- **Key messages**

Be clear about the key messages. Decide what is most useful for the individual and be flexible as the conversation progresses.

- **Take ownership**

Give feedback as if it were your view rather than a global fact e.g. "it seems to me that", rather than "you are"; You are responsible for the messages given.

- **Get to the point**

Say what you mean. Be clear and avoid waffle.

- **Suggest solutions**

It is helpful to suggest what would have had a more beneficial impact: e.g. "Arriving late for the meeting disrupted everyone's schedule. If you had contacted us in advance to let us know ... " Offer alternatives.

Simple model:

Behaviour

- When you did ...

Outcome

- I/the team felt ...

Consequences

- And, as a result ...

Action

- What could you have done differently?
- How can you build on that for the future?

Receiving Feedback

Just as there are guidelines for giving feedback to help effectiveness, there are similar principles for receiving feedback.

Listen

Don't just hear what they say, really listen to and absorb what they are saying – don't make judgements or deny it.

Clarify

Check your understanding of what you are listening to e.g. "Can I just be clear ...", "You're saying it would be better if I'd spoken to you before", "Can you give me an example of ..."

Seek Data

Seek to find out more or to help your understanding: what matters most is the other person's point of view – that's what we need to listen to.

We want to be quick to explain our actions – but there is a possibility that in doing so we are blocking out their thoughts, ignoring the impact of our behaviour on others.

Evaluate

The other person is giving you information about what they observed and the effect of it on them – it is their experience and it is how they see things. There is no point arguing about it or defending yourself. You don't have to agree. Eventually you can make your own decision about what the feedback means for you.

Reflect

Listen to what everyone has to say – then make up your own mind. Spend some time thinking about it and ask yourself: -

What does this information mean to me?

Has anyone else said anything like it before?

Do I want to do anything about it?

What will happen if I ignore the feedback?

How can I use the information effectively?

Performance Review – Appraising Performance

Performance reviews (appraisals) enable us to have discussion about the job we do, which might not otherwise happen. Each person you review must have an understanding of what is expected of them both in terms of the role they play and the standards of performance.

Therefore, defining and agreeing the standards - that initial setting of objectives based on the job specification - is the first and most important step. We must continually strive to improve our performance. Your role is to make that happen.

The appraisal documentation gives you a basis for review and discussion –completion of the form is not the final objective, but a means to an end. Far more important is that the individual understands what is required of them, how they stack up and what they need to do to improve.

The process

Within a week of joining	Define and agree expectation and standards of performance. Use the job specification, set generic role objectives. Introduce the appraisal form, set a date for mid-term review.
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Monitor performance. Diary note specifics. Give ongoing feedback.

1 week before mid term	Prepare for the review discussion – both you and the individual. Consider examples of behaviour, critical incidents
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Mid term	Hold the discussion and agree on performance standards and development requirements. Create a development plan, complete the appraisal form with mid term progress.
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Monitor, guide, support, give feedback

1 week before the end of term	Hold the final review discussion. Finalise the documentation, including elements of the development plan that will carry over to the next term.
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Initial meeting

For setting objectives, see previous notes.

Monitoring performance and giving feedback

Observe, listen (to both the individual and his/her team), critique written work, look for evidence of working towards objectives, keep an eye on tangibles such as customer comments, and see previous notes about the way to give and receive feedback.

Preparation for Mid Term Review –weeks beforehand

- The time, place, date – allow a suitable length of time. This is their career you are dealing with
- The appraisee – *give them the form*, let them know that they should consider their own performance and be prepared to discuss with you their performance in each of the job factors listed
- Gather evidence – collate relevant data from your monitoring, and cite examples that validate your views, ensuring that they include:
 - The job requirements (be sure to be fully conversant)
 - The goals, standards and objectives set at the initial meeting
 - The individual's history – including past job performance and performance discussions you have had together or are aware of, and/or any variances in their performance that need to be discussed
- Evaluate performance and rate it (see comments below)

Deciding on the rating

Check performance definitions on the form:

Fails to meet...'

Performance is unacceptable. Needs coaching and an Improvement Plan

'Meets...'

Successfully meets performance standards, does the job

'Meets and often exceeds...'

High quality performance, exceeding expectations frequently, not just occasionally

'Consistently exceeds...'

Always over and above what you expect – excellent and exceptional performance

The rating must be balanced, and an accurate reflection of the individual's performance.

If performance is obviously substandard and you allow it to continue, you are giving it tacit approval.

The midterm review meeting

Bear in mind the following:

Introduce the individual to the review session; put them at ease

Review the job role – then discuss their performance

Encourage two-way conversation; listen without interruption; allow them to put their thoughts forward, particularly in areas where there is a significant difference between your views and theirs – negotiate

Ensure they know your reasons, backed up by tangible and specific evidence, for your views, even if they disagree; seek commitment to a change in behaviour

Focus on performance and behaviour, not personality – reinforce areas of strength, offer constructive suggestions on improving weaknesses.

Successful review systems are about sharing thoughts concerning performance, not about filling in forms.

Write a development plan together (see notes).

The final performance review meeting

The same preparation process as above; the focus here is on longer term development and training objectives, therefore review the development plan to date and adjust as required. Attach documentation to the final form (copy of objectives, development plan, improvement plan if used), both parties sign and retain on file.

Changing to reporting

As a guide, if the reporting individual is leaving within 30 days of the review being due, he/she should complete it. If the incoming individual has 30 days or more until the review is due, then it should be handed over to them to conduct.

Note that a fair and accurate document and realistic development plan should be able to be picked up by the new entrant with a minimum of disruption or interruption. This will ensure continuity in managing and developing people.

Preparing for a Midterm Appraisal

Date & Time: Set a realistic date and time to allow both parties to do their research, think through what has happened, etc.

Duration: Ensure you set aside enough time for the meeting. Judge according to what needs to be discussed.

Location: Try to book a location away from both working environments. If this has to take place in the manager's office, close the door(s), shut the curtains, divert calls and ensure that you will not be disturbed. Remember, this is a private two-way discussion.

Environment: Make sure the room is not too hot/cold. Arrange seating away from the desk and offer water.

Appraisee: Explain when and where the appraisal will take place. Ensure that this is OK with them. They may have to arrange cover during this period.

Issue Forms: Give them the appraisal form and other relevant paperwork. Ask them to consider their own performance with examples in their current job, to rate themselves and complete all relevant parts of the form.

Gather Evidence: You should gather evidence/examples. Data should be relevant and specific to validate your views. You may need to rely on this information if there is a significant difference between your views and theirs.

Setting Objectives

Objectives are about clarifying expectations around what you want and why. A good objective ensures people are clear about what is required, what needs to be done to get there, when it needs to be done by and how both of you will know when it has been achieved. In other words, a statement of what an individual is expected to achieve on a continuing and progressive basis or over a specific period of time.

Clarity of expectations depends upon joint agreement to objectives, goals or actions that are

Specific

Measurable

Achievable

Realistic

Time-bound

- **Specific** – in terms of what it is that is to be achieved
- **Measurable** – so that it is possible for individuals and managers to gauge progress and be clear about when a specific objective has been met
- **Achievable** – so that the objective, whilst it remains challenging, is something that is not impossible to meet. This balance between achievable and challenging is helpful in motivating and energising individuals
- **Realistic** – so that the objective is within the scope of a person's job
- **Time bound** – to set deadlines and to support it being measurable

Examples:

- i) “to improve Ofsted grade”
What is it now? By when? By how much?

How about

- “ to improve the Ofsted grade from good to outstanding within the next three years”

You may want to add the components, i.e. the agreed action to take to get it there:

- Ensuring up-to-date policies and procedures are in place and reviewed as per calendar
- Compliance with safer recruitment standards
- Qualified, knowledgeable staff
- Understanding and consistently implementing the Ofsted framework

- ii) to ensure all staff are trained to standard
When? Who? How? Trained in what?

Try

- To ensure all new starters are trained in essential and job specific skills appropriate to their role within one month of joining

Components, i.e. the agreed action

- Ensure supervisors complete the induction process within the expected timeframe

- Records kept and updated
- Training is focused on those who need it, not a blanket approach

What is Managing Performance?

It is a 365-days-a-year process. It involves evaluating and monitoring progress and clarifying expectations.

Three clear elements:

- **Planning**
Ensuring shared clarity and agreement about how organisational plans are translated into objectives for each employee
- **Managing/developing**
Keeping on track, agreeing changes to objectives as needed, giving feedback and monitoring performance
- **Reviewing**
Jointly reviewing and giving feedback (or appraisal) on individual contribution and performance, as well as personal development achievements – a regular, formal process

It begins with planning performance through:

- Setting clear objectives
- Clarifying expectations around what needs to be achieved
- Agreeing what skills and behaviours need to be developed to do this effectively

It ends with the performance review (appraisal).

Managing performance on a continual basis ensures that people are:

- Clear about what they are working towards
- On track with targets
- Developed and coached to perform at their best
- Praised and recognised for good work

Sequence of events:

- Discussion with boss within first week of joining for expectations in their role to be outlined, objectives set (could be a generic set of objectives for all new entrants into that position)
- Ongoing monitoring and feedback
- Mid term performance review – assess progress against objectives
If all is going well and steady achievement through all areas, jointly set a development plan to capitalise on strengths and consider development areas

If all is not going well, jointly set an improvement plan to bring questionable areas up to desired level
- Ongoing monitoring and feedback
- Final review of performance (in other words, appraisal); a joint discussion to formally assess progress against the development or improvement plan. Attach a copy of the plan to the appraisal document and carry over

YOU-ME-AGREE

The You-Me-Agree model is a framework for giving feedback and enables open, honest discussion between an individual and their manager that results in mutual clarity and understanding, as well as joint responsibility for the onward development of the individual.

Step 1: You

Let the individual speak first, asking them to talk about things that have gone well (strengths), then areas where they feel improvements could be made (development). At this stage, you want to understand their view, so listen without interruption to what they have to say

Example: “It is time for your mid term job performance appraisal. How do you think you are doing in your role as...?”

Given the chance to talk openly, it is likely that the individual will be far harder on themselves than you would be and will openly discuss what they consider their weak points to be.

Step 2: Me

Having listened carefully and given your full attention to the feedback provided by the individual, it is now your turn to talk about what you feel they have done well and then discuss areas where improvement can / still need to be made – at this stage, it is the turn of the individual to listen without interruption. In both cases, you should ensure that your feedback is supported with examples, facts and evidence as appropriate – this is particularly important when your views differ from theirs. Feedback must focus on behaviour (something that can be changed), never the soul or the person.

Step 3: Agree

Dialogue between you and the individual makes things more focused and will result in an agreement that their behaviour either continues (performance is effective) or changes need to be made (improvement / development is required). When you have both agreed the level of performance achieved, ask the individual to summarise the things they have done well and those where improvement is needed – you have now reached the point where they are willing to talk about planning their improvement / develop

Development Plan

Name Job title

First/Midterm appraisal date worked out as part of the midterm review Final appraisal date discuss progress at final – carry over to next term / year if necessary

- Objectives:
- 1 Not too many, it becomes unachievable
 - 2 Between 3 and 5 is good
 - 3
 - 4

Development need	Agreed action	Training/development required	Performance measures	By when (include review & final review dates)
<p>The key topics/areas that will help the individual gain:</p> <p>1. Technical knowledge necessary to fulfil their job role competently and be working towards the next level</p> <p>2. You need to add specific development e.g. time management, social skills, appropriate behaviour, report writing ... etc</p>	<p>What they need to do to meet the development need:</p> <ul style="list-style-type: none"> – shadow – special project – write a report – attend meetings – take responsibility for ... etc <p>Requires documented evidence</p>	<p>Additional guidance and support e.g. a training course or attendance at a conference</p>	<p>What does good performance look like?</p> <p>E.g. cost management: able to discuss and report back with confidence, explain variances and manage budgetary improvements</p> <p>E.g. people management: improved customer feedback as a result of better teamwork/communication etc.</p>	<p>... in line with performance review (appraisal) and term dates as applicable</p>

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Meeting date:

Setting:

Signature:

Manager signature: (and print name)

.....

.....

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Development Plan

Name:

Job title:

First appraisal date:

Midterm appraisal date:

Final appraisal date:

- Objectives: 1.
2.
3.
4.

Development need	Agreed action	Training/development required	Performance measures	By when (include all review & final review dates)
	<ul style="list-style-type: none">•			

Meeting date:

Setting:

Signature:

Manager signature: (and print name)