

ACADEMIQUE

DIPLOMA OF HUMAN RESOURCE

MANAGEMENT BSB50615

Study Support materials for

Manage People Performance BSBMGT502



STUDENT HANDOUT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available 1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focused 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary

ELEMENT	PERFORMANCE CRITERIA
	4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

“Everyone who manages people needs to know how to allocate work and delegate duties. Deciding who should receive an assignment, how to explain it and how to make sure the delegate does it well isn’t as simple as selecting the first employee you see, handing over the work and forgetting about it.

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Telling, or even asking, someone to do something isn't enough, although certainly most people respond more willingly to a request than to an order. Although the circumstances and the recipients determine the most effective way to assign work, your ultimate goal is cooperation, not mere compliance. When employees cooperate with you, they carry out the assignment to the best of their ability: those who are complying do only as you ask, no more and no less.

The words you use, your tone of voice and your body language all make a big difference to the way people 'hear' and respond to your assignments. They reflect your respect and whether they give you full cooperation or just compliance.

Similarly, receiving work instructions and accepting delegated duties isn't necessarily as straightforward as listening to what's wanted and then rushing off to do it.

Delegating Tasks

The great and terrible irony of modern business is that so many managers feel overburdened with responsibility while so many employees feel unchallenged and unfulfilled in their jobs.

It's silly to feel overworked when your followers feel underworked. Delegation is the answer – giving someone else the authority to carry out a specific task and the responsibility for carrying it out, while you retain the accountability for its correct execution.

You can delegate authority and responsibility, but you cannot delegate accountability. In other words, you can delegate one of your tasks to an employee along with the authority to do it, and hold the employee responsible for doing it correctly and on time, but you retain accountability to your manager and the organization for getting the task done safely and correctly.

What happens when you don't delegate?

Can you imagine a football coach suiting up, jogging out onto the field and grabbing the ball? Remember: managers get things done through others; when you find yourself using any of the excuses listed below, think again !!! These are just excuses that prevent you from increasing employee productivity and usefulness, developing and extending employees' skills and job interest, and freeing up some of your own time to do other things.

When you don't delegate, you end up doing everything yourself. You become caught up in day-to-day tasks and don't have the time to devote to the real job of managing – thinking, planning, communicating, etc. Your desk overflows, your department's work slows and employees become confused because you've been too busy rushing around doing 'odd jobs' to organize things properly. You stay behind and work late, trying frantically to catch up and do some 'real work'.

Common excuses for not delegating

- I can't afford to have my staff make a mistake for which I am responsible.
- I don't have anyone who can take the responsibility for work like this.
- I don't have the time to train someone how to do this task.
- I don't want people thinking I'm lazy or just 'passing the buck'.
- I enjoy this task – and I don't intend to turn it over to a team member, even though they can handle it.
- I got where I am today doing this type of work and I don't plan to stop now!
- I'm so snowed under that if I took the time out to delegate I'd fall even further behind!
- It's my job and it's my responsibility to do it.
- It's quicker and easier to do this task myself, so why bother delegating it?
- I've got to OK the final product anyway, so why not do it to begin with?
- My people are all busy and don't have time for extra work.
- My staff are too inexperienced to do this. I have to do it myself.
- No one knows exactly how I want this done.
- This task is different – it demands my personal attention.
- This task is too important to entrust to anyone else
- When everyone can do my job, my value to the organization disappears!
- When I pass a job on to an employee, I lose control of it and I don't know what's going on
- When you want a job done well, you must do it yourself.

Decide what to delegate:

Use the following work delegation plan to help you decide what tasks you could or should be delegating. When new work comes in, ask yourself whether you could delegate it.

Recurring and routine tasks	Who can do it now?	Who could be trained to do it?
Tasks that would increase or develop an employee's skills or knowledge	Who can do it now?	Who could be trained to do it?
Occasional duties or tasks	Who can do it now?	Who could be trained to do it?
Tasks I do that are in someone's area of expertise or interest	Who can do it now?	Who could be trained to do it?

(Extract from Management: Theory and Practice, Kris Cole).

Direct and explicit work instructions.

You need to use a direct approach, and even call on your formal authority, when giving instructions that must be followed without question. For example, when an employee is engaged in an unsafe work practice, you need to take prompt action and you may need to resort to giving a direct order. You may occasionally come across employees who, because of past experiences or their attitude to the job, respond only to direct instructions, too.

Explicit instructions spell out both the 'what' and the 'how'. They state the result or goal that's required and describe, step by step, how to achieve it. Explicit instructions are good to use with new, unskilled or inexperienced employees.

Generally, though, under normal working situations, direct and explicit instructions cause resentment. Too many commands and direct orders often reflect unsure or immature managers and seldom achieve more than grudging compliance, with employees rarely doing more than what you specifically tell them to do. This stifles initiative, innovation, creativity, suggestions and ideas, and you then face the problem of directing reluctant staff. So try to avoid giving direct and explicit instructions when you can take another approach. When you use this type of instruction only occasionally, employees know it's for a particularly good reason and respond better.

Six types of work instructions:

Direct instructions – these are commands, leaving no room for discussion. They are useful when time or outcomes are critical. Use them for health and safety matters; for example, you might say: "You must close the machine guard fully before proceeding" or 'Always put on a hairnet and wash your hands before handling food'.

Explicit instructions – state clearly and precisely who is to do what when it is to be done, how it is to be done and where it is to be done. Use explicit instructions with people with limited experience and/or abilities or with people who lack commitment to the job.

Request instructions – these begin with ‘Would you’, ‘Will you, etc. Use them with nervous, sensitive, skilled and motivated workers and remember your manners – ‘please’ and ‘thank you’ never go astray.

Implied instructions – here your order is implied, or not explicitly stated; for example, ‘We need to ...’ Use them with people who readily accept responsibility or when you want to encourage innovation or improved methods.

Undirected instructions – these call for volunteers. Use them when a job is ‘beyond the call of duty’ and explain not only what is required but also why.

Conditional instructions – these explain the result desired and allow latitude, limits, judgement and initiative in how, when and what to do. Since they help maintain co-operation and commitment, use them whenever possible.

Employee Management

Employee management is the most important job that managers do in an organization. You'll want to learn how to find, interview, and hire a superior workforce. Then, you need to understand and perform the employee practices that keep employees motivated, inspired, developing, and attaining goals with your guidance. You can be the successful manager who makes a serious difference in the work life of employees and for your organization.

An effective manager pays attention to many facets of management, leadership and learning within organizations.

The most important issue in management success is being a person that others want to follow. Every action you take during your career in an organization helps determine whether people will one day want to follow you.

A successful manager, one whom others want to follow:

- Builds effective and responsive interpersonal relationships. Reporting staff members, colleagues and executives respect his or her ability to demonstrate caring, collaboration, respect, trust and attentiveness.
- Communicates effectively in person, print and email. Listening and two way feedback characterize his or her interaction with others.
- Builds the team and enables other staff to collaborate more effectively with each other. People feel they have become more - more effective, more creative, and more productive in the presence of a team builder.

Employee Training and Development

How you welcome a new employee into your organization is critical. Your employee orientation or onboarding process forms the foundation for a lasting, successful employment relationship. Effective ongoing training and development, whether in the classroom or on-the-job, ensures employee success in their current role.

Effective employee training and development guarantees that you have employees ready for their next promotion or lateral move. Your succession planning for each position depends on training and development. The right employee training, development and education, at the right time, provides big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution. Learn the approaches that will guarantee your training brings a return on your investment.

Manage People Performance

Performance management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Performance management is a whole work system that begins when a job is defined as needed. It ends when an employee leaves your organization.

Many writers and consultants are using the term “performance management” as a substitution for the traditional appraisal system. I encourage you to think of the term in this broader work system context. A performance management system includes the following actions.

Managers cite performance appraisals or annual reviews as one of their most disliked tasks. Performance management eliminates the performance appraisal or annual review and evaluation as the focus and concentrates instead on the entire spectrum of performance management and improvement strategies. These include employee performance improvement, performance development, training, cross-training, challenging assignments, 360 degree feedback and regular performance feedback.

Daily performance management

Managing employee performance every day is the key to an effective performance management system. Setting goals, making sure your expectations are clear, and providing frequent feedback help people perform most effectively. Learn more about managing performance.

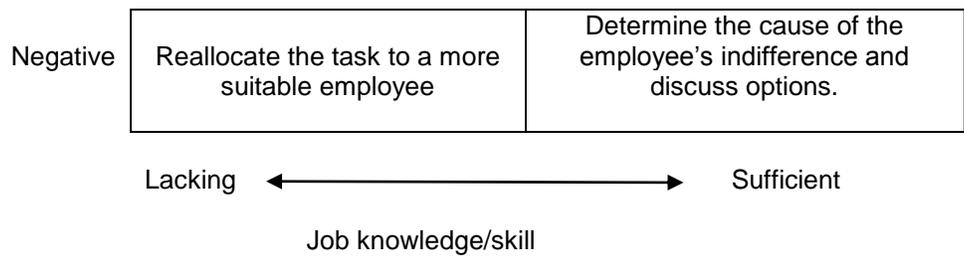
These are the key questions that you and the employee will want to answer to diagnose performance problems that result in the need for you to seek performance improvement.

First, diagnose the performance issue.

- What if the work system is causing the person to fail?
- Does the employee know exactly what you want him to do? Does he know the goals and the outcomes expected? Does he share the picture you have for the end result?
- Does the employee have confidence in her competence to perform the tasks associated with the goal? In my experience, procrastination is often the result of an employee lacking confidence in her ability to produce the required outcome. Or procrastination can result from the employee being overwhelmed with the magnitude of the task.
- Is the employee practicing effective work management? As an example, does he break large tasks into small chunks of doable actions? Does he have a method for tracking project progress and to do lists?
- Have you established a critical path for the employee's work? This is the identification of the major milestones in a project at which you'd like feedback from the employee. Do you keep your commitment to attend the meetings at which this feedback is provided?
- Does the employee have the appropriate and needed people working with him or the team to accomplish the project? Are other members of the team keeping their commitments and if not, is there something the employee can do to help them?
- Does the employee understand how her work fits into the larger scheme of things in the company? Does she appreciate the value her work is adding to the company's success?
- Is the employee clear about what constitutes success in your company? Perhaps he thinks that what he is contributing is good work and that you are a picky, overly-managing supervisor.
- Does the employee feel valued and recognized for the work she is contributing. Does she feel fairly compensated for her contribution?

Poor Performance

Willingness 	Positive	1. Insufficient skills knowledge or experience Provide training	2. An environmental barrier or insufficient resources Find out what the barrier is and remove it.
		3. Poor selection or task assignment.	4. Low motivation.



When the task is done incorrectly

Everyone misunderstands sometimes. When an employee who has not carried out a direction to your satisfaction says, 'I didn't know that was what you wanted', offer your apology for not making yourself clear and take care to communicate better next time.

When you're sure you have communicated clearly, use the diagram above entitled 'Poor Performance' to select the best course of action. Each quadrant suggests a possible cause of poor performance and a recommended approach to rectify it. In the first quadrant, the employee is willing but has insufficient job knowledge or skill, so training may be the answer. In the second, the employee is willing and has sufficient knowledge or skills, so you need to look to the environment or the chance to find a clue; perhaps the employee has insufficient resources (tools, equipment, time or information) or is constrained by cumbersome systems.

In the third quadrant, the employee lacks not only skills and knowledge but also willingness. This suggests that you should examine your selection procedures or task assignment (to stop this happening in the future) and consider assigning the employee other, more suitable work. In the fourth quadrant, the employee has sufficient job knowledge but lacks willingness, so the problem is a motivational one and you need to discuss options with the employee.

Mentoring

Employees are developed and educated through methods other than training classes and seminars. Chief among these are management responsibilities of coaching, mentoring, and building your organization into a learning organization. Find coaching, mentoring, consulting, knowledge management and how to build learning organization resources.

More than ever before, organizations, large and small, are looking outside traditional mentoring paradigms to raise the bar on the practice of mentoring by creating a mentoring culture.

A mentoring culture continuously focuses on building the mentoring capacity, competence, and capability of the organization. A mentoring culture encourages the practice of mentoring excellence.

Group Mentoring

Group mentoring affords an organization the opportunity to extend its mentoring efforts and reach more people in a time-efficient manner. It solves the dilemma of mentoring many people when there are not enough qualified mentors in an organization to make one-to-one mentoring matches.

Group mentoring is a way to honour and share the knowledge and expertise of individuals and to provide other employees with exposure to their specific know how. Group mentoring also avoids the perception of favouritism that can result when there are limited numbers of mentors and many potential mentees.

Organizations have found group mentoring to be a welcome alternative to combat mentor fatigue and burnout.

Because group mentoring involves more than two individuals, it promotes diversity of thinking, practice and understanding. The diversity of perspectives that emerges from group mentoring interaction is a powerful motivator for employee development. Group mentoring supports individual accountability, establishes a more-connected workplace and provides a welcome alternative for those who learn better in group settings.

Group mentoring also contributes to the vibrancy of a mentoring culture, especially when coupled with one-to-one mentoring. It expands the mentoring capacity of the organization and affords the opportunity to move learning to the next level.

Motivation verses Hygiene

Employee motivation, employee engagement, positive employee morale, rewards and recognition are explored in these questions.

How do you create engaged, motivated, contributing people?

How do you maintain high employee morale when people work long hours?

Does your reward and recognition system contribute to or deflate employee motivation, positive morale and retention?

Every person has different motivations for working. The reasons for working are as individual as the person. But, we all work because we obtain something that we need from work. The something we obtain from work impacts our morale and motivation and the quality of our lives. Here is the most recent thinking about motivation, what people want from work.

Work is about Money

A hygiene factor: is an element of people's reason to work is purely practical for sustaining a basic standard of living.

Some people work for love; others work for personal fulfilment. Others like to accomplish goals and feel as if they are contributing to something larger than themselves, something important. Some people have personal missions they accomplish through meaningful work. Others truly love what they do or the clients they serve.

Some like the camaraderie and interaction with customers and co-workers. Other people like to fill their time with activity. Some workers like change, challenge, and diverse problems to solve. Motivation is individual and diverse.

Whatever your personal reasons for working, the bottom line, however, is that almost everyone works for money. Whatever you call it: compensation, salary, bonuses, benefits or remuneration, money pays the bills. Money provides housing, gives children clothing and food, sends teens to college, and allows leisure activities, and eventually, retirement. To underplay the importance of money and benefits as motivation for people who work is a mistake.

Fair benefits and pay are the cornerstone of a successful company that recruits and retains committed workers. If you provide a living wage for your employees, you can then work on additional motivation issues. Without the fair, living wage, however, you risk losing your best people to a better-paying employer.

Motivation

Managers predicted the most important motivational aspect of work for people would be money, **personal time and attention from the supervisor** was cited by workers as most rewarding and motivational for them at work.

Empowerment

Employee empowerment and employee involvement are strategies and philosophies that enable employees to make decisions about their jobs. Employee empowerment and involvement help employees own their work and take responsibility for their results. Employee empowerment and involvement help employees serve customers at the level of the organization where the customer interface exists

Delegate: the supervisor turns the decision over to another party. The key to delegation is to always build a feedback loop and a timeline into the process. The supervisor must also share any "preconceived picture" he has of the anticipated outcome of the process.

Increasing the level of employee involvement is situational. The amount of employee involvement depends on:

- the person's skills and experience,
- their knowledge of the factors that affect their job and decision making, and
- the degree to which they understand how their job is connected to other processes within the organization.

You can effectively involve employees in decision making about their jobs. These degrees of involvement tell you how.

Retention

Employee retention, especially of your best, most desirable employees, is a key challenge in organizations today. Use these tips, articles, tools and ideas to learn employee retention strategies that will help you retain your best staff. Learn loyalty strategies for employee retention.

Manage Change

As a manager or leader in a work environment that is constantly changing - and what work environment isn't these days? Find what you need to know about how to manage change, address employee resistance to change, and how to ensure employee ownership of company goals. Change management is a skill that is worth your time to develop.

Team Building

Employee involvement, teams, and employee empowerment enable people to make decisions about their work. This employee involvement, teambuilding approach, and employee empowerment increases loyalty and fosters ownership. These ideas tell you how to do team building and effectively involve people.

Meeting management

Ineffective meetings use critical resources, sap organizational energy and movement, and affect employee morale. Find out how to make your meetings work for you. Learn what to do before, during, and after a meeting to produce results. Deal with difficult people in meetings. Learn the art and science of meeting management.

Job Interviews

How to conduct a safe, legal interview that also enables you to select the best candidate for your open positions is important. The interview is one of the significant factors in hiring. Perhaps the traditional interview is accorded too much power in selection. Learn more interviewing tips and interviewing techniques to make your interviews a powerful tool and process to evaluate candidates.

Rewards

Looking for ideas about employee recognition, employee rewards, employee awards and just thanking employees? Look no further. Ideas for both formal and informal employee recognition and employee rewards are here. Your only limit in employee recognition and in rewarding and thanking employees is your imagination.

Discipline

Progressive discipline is a process for dealing with job-related behavior that does not meet expected and communicated performance standards. The primary purpose for progressive discipline is to assist the employee to understand that a performance problem or opportunity for improvement exists. Find out more about progressive discipline.

Management Tips

Use these work relationship tips, leadership tips, and management tips to become an effective, successful employee, business leader, and/or management professional. These work success and happiness tips, leadership tips, and management tips convey best workplace and business leadership and management practices.

Manage Risk

Intrinsic risk is inherent in every strategy an organization develops, every decision its employees make and every course of action its employees embark upon. Risk is part of an organization's commercial and legal relationships, compliance with regulations, the way it manages and protects its image and reputation management activities and controls, product design and safety, and work systems and equipment. Corporate

social responsibility and sustainability human capital management, particularly employee engagement and workforce planning and retention, and technology and technological issues have mushroomed as risk areas.

Five levels of monitoring

You can select from five levels of monitoring depending on the employee's skill level, experience and willingness to do the task.

1. Just do it! When employees are both skilled and motivated, you can safely assign them the work and let them get on with it, provided you have warning signals in place to alert you to any potential problems.
2. Keen me informed. Ask employees who are dependable, but slightly less skilled, experienced or willing to carry on with the task, to update you with certain key information so that you can satisfy yourself that things are progressing well.
3. Check back first. Ask employees with even less experience or willingness to check back with you before proceeding at certain critical points so that you can assure yourself that things are being done correctly.
4. Let's talk it through first. Ask employees who are trained but inexperienced in the task to decide what to do when a problem or something unexpected arises and then come and talk it through with you before acting. This is an expanded version of level 3 and lets you review how the employee is thinking about approaching the task. It gives you a chance to coach and develop the employee's skills.
5. I'll walk you through it. Use a training approach for employees new to a task.

When an employee refuses to carry out directions

You could stand and argue or refer the offender to your manager, like a teacher sending a naughty student to the head-teacher for punishment. Or you could try to enforce your authority or use a bribe to gain compliance. None of these tactics would be very effective though. They probably wouldn't get the job done or enlist cooperation and they could make a hero of the errant employee in the eyes of workmates.

A better tactic is to keep calm, count to 10 and consider your request. Was it reasonable? Was it clear? Does the employee have the skills, ability and time to carry it out in the required fashion? Is it work the employee enjoys doing, or at least doesn't dislike? Perhaps the task you assigned is unpleasant or interferes with something in the employee's work or private life.

When you can't understand why an employee isn't cooperating, ask. Maybe the employee has a good reason for refusing your request. Maybe the employee misunderstood. Maybe something you said annoyed the employee or was misinterpreted. Ask questions in a non-threatening way, so you can see the situation from the employee's point of view.

In the unlikely event you make no progress and the employee still refuses to follow your instruction, what should you do? You could, of course, direct the employee to go home or suspend the employee on the spot if the request was a reasonable one and if the workplace agreement permits suspension. This is punitive action, however and is likely to cause ill will that could affect other employees, as well as cause longer term difficulties with the suspended employee. Another alternative would be to modify your instruction in order to get the employee back to work and allow you to talk privately and constructively later when the situation has cooled down a bit. Ultimately, your job is to help your reports accomplish their work and, to succeed in this, you need to work with, not against, your team.

Consider your options carefully before deciding what to do when an employee refuses to carry out a direction. Start gently and slowly harden your stance when necessary, keeping a co-operative win-win approach uppermost in your mind. Starting gently means asking questions and spending more time explaining what you require, the importance of the task and why you're assigning the work to that employee. When necessary, move on to other options, such as modifying, at least for now, your request so that the job gets done. Further escalation might involve holding a performance appraisal or performance counseling interview. As a last resort, you may need to let the employee know that you may need to bring your organisation's discipline procedures into play. Do this only when you have exhausted your other options and after discussing the situation with your organisation's human resource adviser.

Once the immediate situation has settled, think through what happened carefully, so that you can learn from it and ensure that a similar situation does not occur in the future.

Effective Communication

Face-to-face or person-to-person interpersonal communication is the most frequent communication method most people use at work. Additionally, people communicate via email, newsletters, phone messages, presentations and meetings. Poor communication is the most frequently cited problem in organizations. Learn how to communicate effectively.

Providing feedback has the impact it deserves by the manner and approach you use to provide performance feedback. Your feedback can make a difference to people if you can avoid provoking a defensive response.

- Seek permission to provide the feedback. Even if you are the employee's boss, start by stating you have some feedback you'd like to share. Ask if it's a good time or if the employee would prefer to select another time and place. (Within reason, of course.)
- Use a soft entry. Don't dive right into the feedback - give the person a chance to brace for potentially embarrassing feedback. Tell the employee that you need to provide feedback that is difficult to share. If you're uncomfortable with your role in the conversation, you might say that, too. Most people are as uncomfortable providing feedback about an individual's personal dress or habits, as the person receiving the feedback.
- Often, you are in the feedback role because other employees have complained to you about the habit, behaviour, or dress. Do not give in to the temptation to amplify the feedback, or excuse your responsibility for the feedback, by stating that a number of co-workers have complained. This heightens the embarrassment and harms the recovery of the person receiving feedback.
- The best feedback is straightforward and simple. Don't beat around the bush. I am talking with you because this is an issue that you need to address for success in this organization.
- Tell the person the impact that changing his or her behaviour will have from a positive perspective. Tell the employee how choosing to do nothing will affect their career and job.
- Reach agreement about what the individual will do to change their behaviour. Set a due date - tomorrow, in some cases. Set a time frame to review progress in others.
- Follow-up. The fact that the problem exists means that backsliding is possible; further clarification may also be necessary. Then, more feedback and possibly, disciplinary action are possible next steps.

Key Terms

Business Ethics The accepted principles (beliefs and values) of right or wrong governing the conduct of business people

Company's Memorandum and Articles of Association the documents needed to form a company – In the U.K., a company must draw up a Memorandum of Association to document and record details of the firm. The memorandum provides basic information on a business or association in the United Kingdom and with the Articles of Association, forms the company's charter or constitution.

Communication The activity of conveying information'

Communication Climate in an Organization The prevailing atmosphere, open or closed, in which ideas and information are exchanged

Communications Essentially the process by which views and information are exchanged between individuals or groups; usually refers to the system of communication in use, but can also mean personal skills of communication

Diagnostic Control System Formal information systems used to monitor organizational outcomes and correct deviations from present standards of performance

Leadership The process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives

Output Control A form of control that is based on the measurement of outputs and the results achieved. This form of control serves the needs of the organization as a whole and is used when there is a need for quantifiable and simple measures of organizational performance

Performance Appraisal The process of assessing the performance of an employee in his job; appraisal can be used for salary reviews, training needs analysis and job improvement plans, for example

Performance Assessment One of the many people management techniques which classify and order individuals hierarchically Modern assessment is often focused on competences.

Polychromic Dealing with several tasks at once

Performing The fourth stage of group development during which the group concentrates on the performance of the common task

Performance Management Any system for improving management effectiveness by means of standard-setting, appraisal and evaluation; combines informal day-to-day aspects with formal appraisal interviews and goal-setting. A continuous process for improving the performance of individuals by aligning actual performance with that desired (and with the strategic goals of the organization) through a variety of means such as standard-setting, appraisal and evaluation both informally, day-to-day, and formally through appraisal interviews and goal-setting

Performance Standard An expected level of performance against which actual performance can be compared

Performance Targets Performance targets relate to the outputs of an organization (or part of an organization), such as product quality, prices or profit

Quality Circles These are meetings of group of workers committed to continuous improvement in the quality and productivity of a given line of production

Helpful Websites:

https://www.mindtools.com/pages/article/newLDR_98.htm

<http://tenrox.com/glossary/resource-management/>

<http://education.qld.gov.au/corporate/codeofconduct/pdfs/det-code-of-conduct-standard-of-practice.pdf>

<http://smallbusiness.chron.com/create-employee-performance-standards-1968.html>

<http://www.business.gov.au/business-topics/employing-people/workplace-health-and-safety/Pages/whs-acts-regulations-and-codes-of-practice.aspx>

https://www.successfactors.com/en_us/lp/articles/optimize-performance-management.html

http://www.nps.gov/training/tel/guides/pip_guide_080707.pdf