Guide to Performance Management

Contents

Introduction

Tingim Laip is Papua New Guinea's largest community-based HIV prevention project, operating in 36 sites over 11 provinces. Tingim Laip's success depends on staff and volunteer ability to plan, implement, monitor and report on activities. Further, success is also dependent of Tingim Laip staff ability to provide administrative, financial and technical support and supervision.

A capacity needs assessment conducted in January 2011 identified the need for strengthened management and leadership at all levels.

This performance management system will be implemented to ensure that staff performance is improved and maintained at a level that enables a sustained effective and efficient performance.

Objectives

The staff performance management system at Tingim Laip has a number of objectives. These are:
- To maximise the performance and contribution of staff to improve TL's effectiveness and efficiency
- To foster a culture that encourages excellent performance
- To enable staff awareness of their key tasks and how they related to the goals of TL
- To enable staff awareness of how their performance will be measured
- To promote open and constructive communication to identify job related strengths and

weaknesses, acknowledge accomplishments and improve work performance
- To identify staff development needs and implement appropriate action
- To ensure that ToRs are realistic, appropriate, relevant, clearly defined

Performance Management[1]

"The Performance Management System is an integrated set of processes that support the utilization and development of an organization's human resources" (see below model). The purpose of a performance management system is to achieve results and to build an organizational culture that respects and values its employees. It is therefore both an individual management process and an organizational culture building exercise.

On an individual basis an employee should know what is expected of them, plan how best to achieve desired results, have their work and behaviour coached and monitored, and have their progress reviewed and appraised.

On an organizational basis the establishment of a supportive culture includes such elements as the development of shared behavioural norms (how staff expect to work together and conduct themselves as representatives of the organization), giving and receiving timely and valued feedback, skill building, and the provision of fair recognition and reward. An organizational culture that establishes these components will enrich the individual performance management process significantly.

Achieving results and establishing a supportive organizational culture are interrelated factors contributing to effective performance management. If these factors are disconnected from performance management activities then the process will become much more unthinking and mechanical and consequently less meaningful for individual employees. Capacity building at the supervisory level is essential for further program development and growth.

On an individual employee basis performance implies a conversation that involves the performance manager, the team and the employee. This conversation includes:

- Identifying and describing **key job elements** and relating them to the mission and goals of the organization
- Developing realistic and appropriate **key performance indicators (KPIs)**
- Collaboratively **setting and reviewing goals** regularly (performance planning)
- **Monitoring performance,** behaviour and results
- **Coaching** for performance improvement
- **Giving and receiving feedback** about performance and desired organizational behaviours
- Writing and communicating **constructive performance appraisals**
- Developing and implementing **individual learning plans** for all staff that can sustain and improve employee work performance

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1 James Rollo, Performance Management, a pocket guide for employment development, 2001, available at TL

The Performance Cycle[2]

The capacity of Tingim Laip to prevent HIV and reduce its impact in the community depends heavily on the following four (4) key organizational characteristics:

1. Firm and supportive personnel management and professional development processes and systems
2. Evidence-informed and technically sound interventions
3. Effective and efficient resource management
4. Strong monitoring and evaluation processes

The purpose of this document is to provide an overview of performance management cycle as well as providing a guide and related templates and forms for implementing it with team and individual staff members. The six basic steps for individual performance management discussed in this document include:

1. Clarifying key job elements and setting KPIs
2. Setting quarterly and weekly goals (performance planning)
3. Monitoring performance
4. Coaching performance
5. Reviewing progress quarterly
6. Evaluating performance annually and determining strategic learning objectives

Each performance cycle will be 12 months – beginning in April and ending in March the following year with an interim review in September.
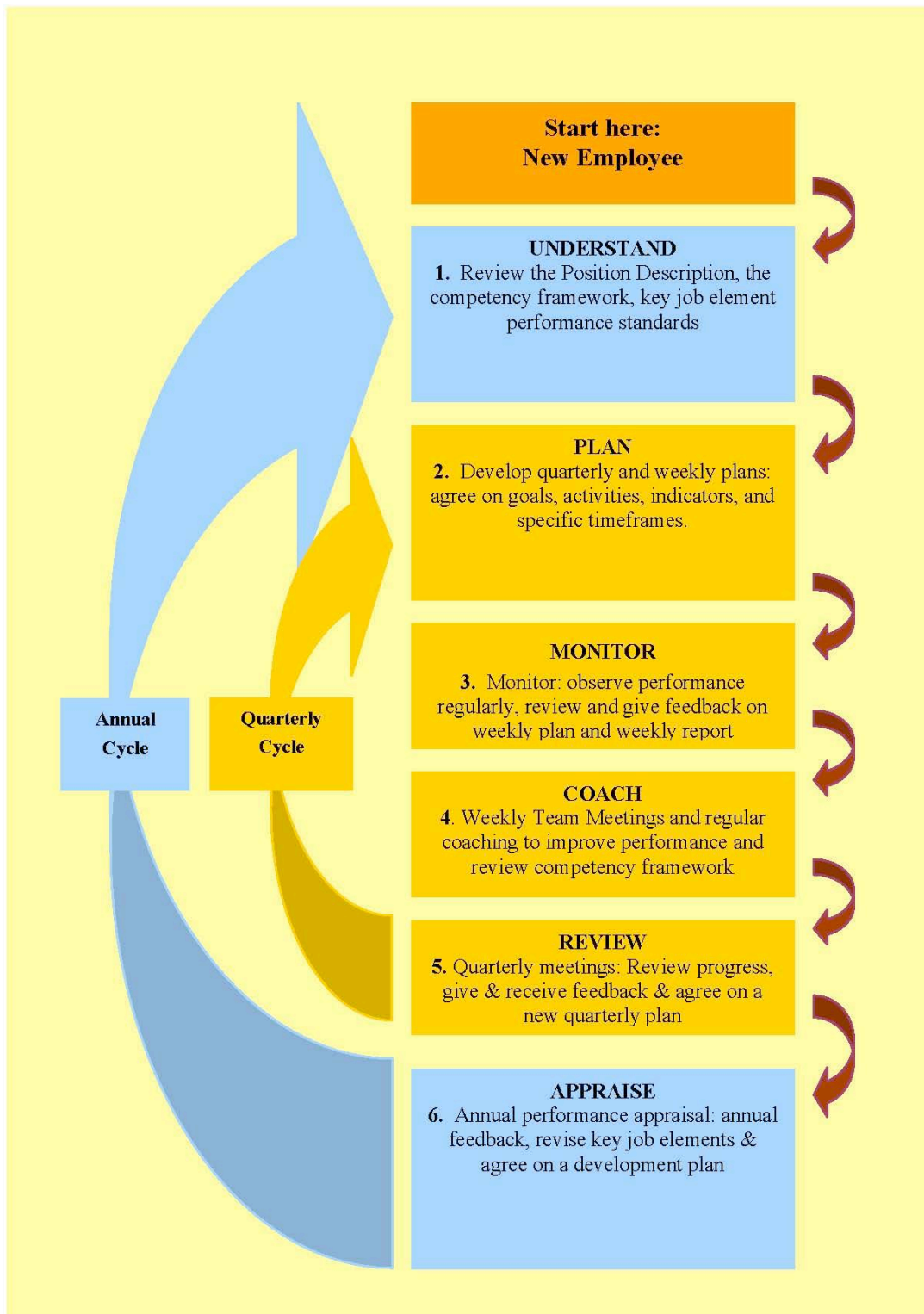
Performance management policy, guidelines and training is recognised as an important part of program effectiveness:

- Lines of authority require more effective management of team and individual performance
- PNG context makes performance management challenging for supervisory staff particularly in regard to the cultural patterns and norms of relating to each other
- Capacity building at the supervisory level is essential for further program development and growth

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2 See Annex 1 for a Glossary of performance management terms

Schematic Diagram of the Performance Management Process

Start here:
New Employee

UNDERSTAND
1. Review the Position Description, the competency framework, key job element performance standards

PLAN
2. Develop quarterly and weekly plans: agree on goals, activities, indicators, and specific timeframes.

MONITOR
3. Monitor: observe performance regularly, review and give feedback on weekly plan and weekly report

COACH
4. Weekly Team Meetings and regular coaching to improve performance and review competency framework

REVIEW
5. Quarterly meetings: Review progress, give & receive feedback & agree on a new quarterly plan

APPRAISE
6. Annual performance appraisal: annual feedback, revise key job elements & agree on a development plan

Annual Cycle

Quarterly Cycle

Guiding principles of the process

The following basic principles should be applied throughout the performance management process:

- **Success oriented:** the aim of the process is to help each employee to reach high performance standards and to successfully achieve goals. Every effort should be made by the performance manager/ supervisor to support and facilitate successful performance by teams and employees.

- **Cooperative and Collaborative:** good results are achieved through working together as team in support of common goals and objectives. Performance management will support behaviours and attitudes that improve team effectiveness

- **'No surprises'**: the performance manager should explain the six step performance management process and ensure that key job elements and KPIs are clearly understood. Throughout the process timely and accurate feedback should be given to maintain clear mutual understanding

- **Participatory**: the employee's active participation in the performance management process is expected and encouraged particularly in regard to evaluation, coaching, planning and monitoring.

- **Fairness**: each employee will be treated in a fair and impartial manner in the conduct of performance management to ensure reasonable and non discriminatory treatment

- **Positive and helpful**: performance management is constructive and supportive and as such will encourage and assist employees to achieve good results using language that affirms and motivates each person including during corrective action conversations

- **Frequent, regular meetings for performance coaching and counselling**: the process should be characterized by regular team and individual meetings with the performance manager to review progress, encourage good practice, address 'performance gaps', and coach employees and teams on specific issues.

- **Feedback**: giving and receiving feedback in a timely and valued manner is an essential element of a performance management system and necessary for individual performance improvement

- **Recognition**: the performance manager should recognize achievement and desirable organizational behaviour on a consistent and regular basis. This is particularly important during the first 6 – 12 months of employment as the performance manager tries to 'catch employees doing things right' and praising them immediately for these activities and behaviours

- **Positive Correction Action**: performance improvement conversations and disciplinary meetings should be carried out with a positive approach emphasising the cooperative, team based orientation to the work and to the desired behaviour.

The Six Steps of Individual Performance Management Process

The process of performance management throughout Tingim Laip is based on the following six components:

1. Clarifying key job elements and setting KPIs
2. Setting and scheduling quarterly and weekly goals (performance planning)
3. Monitoring performance
4. Coaching performance
5. Quarterly meetings to review progress and plan
6. Annual performance appraisal and professional development

1. Clarifying key job elements and setting KPIs

Performance requirements for each staff member will be derived from their ToRs. Key performance indicators will be developed from the ToRs and entered into the performance review form for each staff member.

- **Key job elements** are the most important duties of the position which relate directly to the goal and objectives of the project
- **Key performance indicators** are written statements describing how well the key job elements of a position should be performed

The performance manager should clarify the key job elements with a new employee as part of their orientation to the position. These are the important and distinctive accountabilities taken from the term of reference for the position. They relate to the position itself and the wider project framework. There are normally between five and ten key job elements.

Criteria, called key performance indicators are provided to further clarify the job elements and to define exactly how well it is expected to be done. KPIs are highly beneficial to performance management because they:

- Serve as an objective basis for communicating about performance
- Allow the employee to differentiate between acceptable and unacceptable results
- Increase job satisfaction because employees know when tasks are performed well
- Inform new employees of expectations about job performance
- Encourage an open and trusting relationship between performance manager and employee

Good KPIs will describe performance expectations in terms of:
- timeliness (deadlines, dates),
- cost (budget constraints, limits),
- quality (subjective and objective measures of satisfaction),
- quantity (how many),
- client satisfaction,
- independent initiative demonstrated
- any other relevant verifiable measure.

For example, a key job element of an administrative assistant's terms of reference may be: 'to manage incoming telephone calls'; the KPIs for this task may include the following:

- Answer incoming calls by the third ring
- Respond politely with a clear and consistent message
- Answer questions with accurate information
- Transfer calls efficiently and appropriately
- Take accurate messages and pass them on in a timely manner

Form 1 (Annex 2) should be completed by the project manager in collaboration with the employee and line manager. The employee should understand that it is the basis for their annual performance appraisal. A copy is provided to the employee for posting by their work station. Employees should be encouraged to review this form regularly, particularly when they are completing their weekly plan and their annual appraisal documents.

Universally Expected Behaviours

In addition to meeting role specific performance requirement, all staff are expected to conduct themselves in a manner that presents dedicated, industrious and loyal employees. The following categories and their items are observable behaviours which all employees are expected to abide by:

Attendance
Tingim Laip expects the following in terms of attendance
- Regular, on-time attendance (being on time from home, lunch, breaks, etc.)
- Notifies supervisor prior to work period in case of illness or other absence
- Sick leave is used for reasons of illness
- Personal business during working hours, with prior supervisory approval, is held to a minimum

Conduct
Appropriate conduct means that staff:
- Observes Tingim Laip Policies and Procedures and Code of Conduct
- Responds to and follows directions; asks questions to gain information in unfamiliar or uncertain areas
- Safeguards TL equipment and property
- Is able to get along with other employees
- Keeps TL interests in mind at all times

Safety
In terms of safety, staff:
- Observes all Tingim Laip safety rules
- Is mentally and physically alert while at work

2. Setting and scheduling quarterly and weekly goals (performance planning)

Goals provide a clear, prioritized and mutually agreed framework for work conducted by an employee over a period of time. They provide guidance and motivation and allow an effective employee to demonstrate successful performance. Goals should relate to the employee's specific key job elements but also to the project log frame, work plan and annual project implementation

schedule.

Teams that have been designated either by similar function or by geography or by project will meet to develop a quarterly plan as outlined in the **Project Planning Process** document. Individual team members will then develop their quarterly work plan based on their specific responsibilities drawn from the team's quarterly plan.

Goals may relate to specific areas of work, such as a training to be conducted with a definite date of completion; or may be linked to routine duties, such as for a driver to make all runs punctually throughout the quarter. At least one goal should relate to the employee's professional development and capacity building. In general, goals should be SMART (specific, measurable, achievable, relevant, and time-bound). Once goals are agreed, they should be broken down into the activities needed to achieve the goal; indicators, which objectively demonstrate that the goal has been achieved; and a timeframe for the achievement of the goal (unless it is ongoing).

The quarterly plan should be posted by each team members work station for easy reference.

An eight step weekly planning process should be implemented as the key short term strategy for effectively addressing quarterly goals. This planning process will assist team members to identify, schedule and commit to weekly tasks and activities. It will also provide a consistent measure of performance and baseline for coaching and monitoring performance.

3. Monitoring performance

Work performance will be monitored by observing performance directly and by reviewing and verifying weekly and quarterly reports. Feedback concerning these results should be a routine part of the performance management process.

Because the nature of the work at HAP, there can be limited time to observe employees directly, and therefore the Program will adopt a regular weekly reporting form to facilitate both the monitoring of performance and to help staff stay on track.

Employees will complete the Weekly Report form according to the attached Guidelines[3]

This form allows employees to highlight weekly accomplishments, identify tasks that need to be carried over to the following week, note the challenges addressed, and identify the issues and concerns that the employee would like to raise with their supervisor and or team members. This report is required weekly and should be completed and submitted to the supervisor on Friday of each week.

Monitoring by the performance manager can also include having informal discussions with coworkers, colleagues and clients, receiving specific plans and reports, and having regular coaching sessions. The purpose of monitoring is to enhance employee and team effectiveness, improve performance and to objectively evaluate and appraise performance so that accurate and

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3 See Annex 3 Weekly Plan and Report Form and Guidelines

timely feedback can be given including recognition and praise.

The performance manager can also:

- Evaluate the output and products of the employee's work
- Have routine one-on-one meetings with the employee and include discussions of performance
- Periodically review and discuss with the employee the KPIs for his or her job and your expectations
- Ask the employee to do periodic reports as the basis for further discussion
- Obtain feedback from clients (in writing when possible).
- Do brief stand-up check-ins for phone calls
- Ask and appropriate person who is present day-to-day to serve as a work leader or give the person authority to act in your place and ensure that everyone understands the person's role.
- Perform routine spot checks of the employee at work
- Ask for confidential evaluations of employee performance by peers. This process should be clearly understood by everyone and applied fairly to all

4. Coaching performance

Coaching is a very important element of the performance management process and is the core strategy for improving employee performance.

Five (5) coaching conversations are available for supervisors to strategically use when engaging staff. These conversations help promote dialogue between the supervisor and the employee, inspire staff teams, improve performance, clarify expectations, show commitment to employee success, and provide an opportunity for staff to express their frustration, concerns and desires. These coaching conversations include:

- **Motivating:** this coaching conversation is aimed at inspiring individuals and teams to perform and address challenges and to build confidence in staff

- **Teaching:** this conversation is aimed at teaching skills and increasing the knowledge of staff

- **Mentoring:** this conversation is directed at staff that are identified as potential leaders and includes discussion about their future with the organization, career plans, and gives and introduction to a broader picture and context to the work.

- **Counselling:** this conversation is directed towards staff that are having difficulty with personal challenges that are affecting behaviour and or performance at work and finding personal solutions to these challenges.

- **Correcting:** this conversation includes two methods of interaction with a staff member, one method for discipline and one for improving a sub standard performance.

Supervisory staff have a "special duty" to coach their direct reports and staff teams on a consistent and regular basis. This is particularly important when dealing with situations that require some form of corrective action such as discipline or performance improvement.

These coaching conversations should be aimed at continuously enhancing and supporting positive organizational behaviours and achieving good results.

Coaching will be most relevant if it is carried out in the context of the actual work of staff, often in the field. Coaching of staff needs to be flexible and responsive to learning opportunities and teaching moments.

Since coaching involves motivating and teaching, regular team meetings should offer an opportunity for important coaching conversations with all team members and thus make an efficient use of staffs' time. Individual coaching can be reserved for specifically identified purposes such as counselling or corrective action.

It is recognized that the coaching aspect of the six (6) step individual performance management process can be constrained by several factors including:

- The time required for carrying out regular individual coaching meetings

- The number of staff reporting to supervisors and managers (the span of control)

- Availability of supervisors

- Difficulty with consistent implementation of corrective action because of cultural factors related to gender, age, ethnic dynamics, experience, and concerns about retaliation

- Familiarity with the communication skills and methods necessary to engage corrective action conversations

- Remote management

While these and other challenges can make coaching difficult it is the duty and responsibility of supervisors to carry out the coaching strategy that is necessary to keep teams and individuals motivated, supported and staying on track with the important work.

Positive Corrective Action Coaching

Corrective action should follow a consistent pathway to ensure fairness and objectivity (see Schematic Overview, below). Resource materials from the Project Manager are available to assist with implementing a skilful and positive approach to corrective action.

Supervisory staff who are challenged to provide corrective action because of the above noted constraints could:
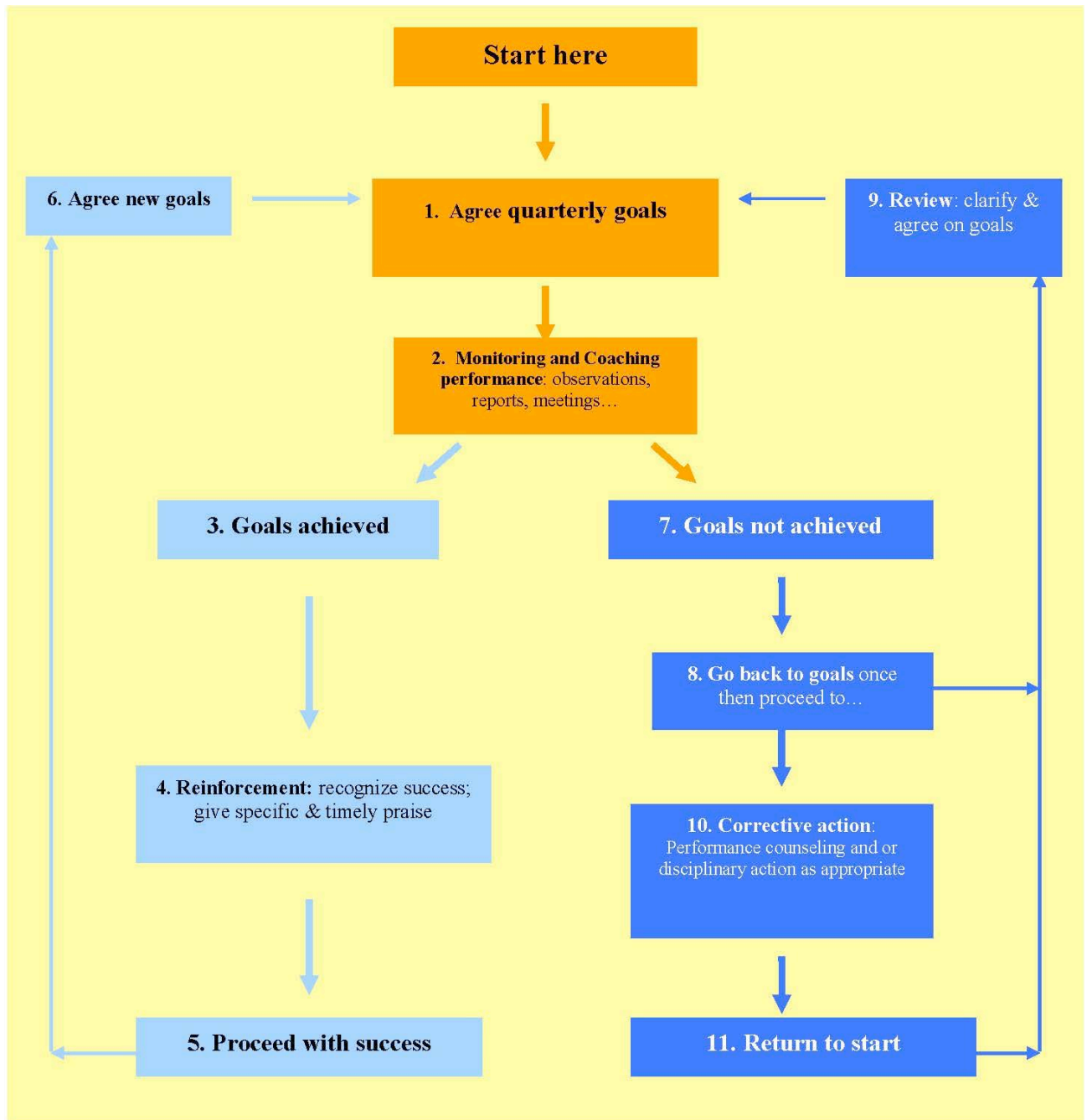
- ask a manager to sit with them through the corrective action conversation;
- ask a manager to carry out the conversation on their behalf;
- depersonalize the issue by referring to the organization's behavioural norms, rules and desired organizational behaviours;
- depersonalize the issue by using the Position Description, Key Job Elements and KPIs to

confirm the organization's requirements with the employee.

Written performance improvement plans (PIP) can be used as a method of addressing performance problems quickly before they become more difficult. The written format highlights the importance and urgency of the change that is required and may stop a disciplinary step from ever being considered. A PIP should include:

- A statement that describes the problem behaviour or performance
- A statement describing the expected standard (by drawing on already established behavioural norms or job expectations)
- The steps to be taken to achieve the standard (often in consultation with the employee) and,
- Confirmation for a follow up meeting to review progress

Schematic Overview of the Principles of Corrective Action

Start here

↓

6. Agree new goals → **1. Agree quarterly goals** ← **9. Review**: clarify & agree on goals

↓

2. Monitoring and Coaching performance: observations, reports, meetings…

↓ (left) ↓ (right)

3. Goals achieved

↓

4. Reinforcement: recognize success; give specific & timely praise

↓

5. Proceed with success

7. Goals not achieved

↓

8. Go back to goals once then proceed to…

↓

10. Corrective action: Performance counseling and or disciplinary action as appropriate

↓

11. Return to start

5. Performance Reviews

Performance reviews are an opportunity for the line manager and employee to evaluate an employee's performance against their terms of reference and key performance indicators over a given time period. It is an important part of capacity building and professional development. It is an important opportunity for an employee to have input into all aspects of their work, the assistance they receive and their opportunity to improve and learn. A performance review is not an opportunity to criticize staff – there should be 'no surprises' during an annual appraisal, because staff should be getting feedback on their performance all year round (weekly planning and reporting).

All performance reviews should be completed in a consistent, timely and respectful manner.

The annual performance review involves a formal interview and documentation of the performance of the staff member. It is part of the ongoing performance management process and should draw on weekly plans and reports, performance improvement plans (if any), activity reports, etc. Ideally, neither the line manager or the staff member should receive any surprises during the annual performance review because the most important points should have been raised and discussed throughout the ongoing performance management process.

Usually, performance reviews are conducted annually (with an additional review completed at the end of the three month probationary period). A performance review is designed to:
1. Ensure staff review the role of their job and agree on terms of reference and key performance indicators with their line manager
2. Provide formal feedback on staff performance, their strengths, weaknesses and achievement of objectives.
3. Allows each staff member to know how well they are performing their current responsibilities and how performance may be improved.
4. Allows each staff member to discuss their needs to help them improve their performance in their current position
5. Provide an opportunity for staff to discuss their work and to allow them raise the issue of any problems which may prevent them from performing at their best.
6. Provide an opportunity to review terms of reference and key performance indicators and make changes if appropriate for the next year.

Annual Performance Review Procedures
Each year, every staff member receives a performance review, assessing their performance in the previous twelve months. A new employee will have a probation review at the end of three months.

1. The line manager completes Section 1 of the 'Performance Review' Form for each of the people that they manage. The line manager passes it to the staff member and agrees a timeframe for self assessment.
2. The staff member completes their self-assessment, by completing relevant parts of Sections 2 – 6 and Section 9. The staff member returns the completed self-assessment to their line manager by the agreed timeframe.
3. The line manager completes the assessment by:
   a. Reviewing the staff member's self-assessment and providing their own assessment in Sections 2 – 6.
   b. Providing a summary of 360 Feedback responses in Section 7. The 360 Feedback is an opportunity for the staff member to receive feedback on their performance from a range of other people in the organization: people who report to them, volunteers,

advisors and management. A separate form asking for comments on a staff member's performance will be completed by selected individuals. This will be submitted to the line manager. A summary of the responses received will be included in the Performance Review Form – this is so that individual people cannot be identified with the comments they provide.

   c. Providing overall comments and assessment of the performance review in Section 8 and Section 9.
   d. Outlining next steps in Section 10. This will vary, depending on the results of the performance review. If the performance review is positive (Rating 3 or 4), this might include a review of terms of reference and establishing new (and more challenging) key performance indicators. If the performance review is weaker (Rating 1 or 2), this might include development of a 'performance improvement plan' and follow up review in 3-months time, or even disciplinary action.

4. Performance Review Interview (see guidelines below). The line manager conducts the performance review interview.
5. The staff member is given a copy of the completed performance review to sign. Important: It should be noted that the signature does not necessarily mean that the staff member agrees with the findings of the performance review – it only indicates that the interview has been conducted and issues discussed.
6. The completed and signed performance review form is submitted to the National Office for review.
7. The completed review is included on the staff member's confidential personnel file and can be accessed by the staff member on request.

Performance Review Interview Guidelines
Performance review interviews are one of the most important parts of the performance review process. It is important that all people involved in the interview are well prepared and feel comfortable in the process. Guidelines for the interview include:

- Make sure the location for the interview is private and comfortable
- Make sure the interview will not be interrupted – cancel appointments, transfer phone calls, etc.
- All interviews should be conducted on a 'one-to-one' basis. If a staff member wishes to have someone present on their behalf that can be requested. If either the line manager or staff member wishes to have someone else present, this must be requested in advance and agreed to by all involved.
- Start the interview with a relaxed atmosphere and try to keep it that way
- The interview should be conducted as a dialogue – a conversation. This means that staff should be given the opportunity to speak as much as possible
- Set no time limit for the interview – it should not be rushed
- Alternate between positive and negative items
- End on a positive note
- Never argue. If an argument does development, pause or stop the interview and re-schedule the interview for a later time.
- There should be sufficient time for discussion and for the staff to ask questions.
- The line manager should take every opportunity to recognise and reinforce strong performance and to identify and encourage improvement where needed.
- Where possible, specific examples of strong and weak behaviour should be identified, as opposed to general behaviour.
- The performance review interview should also address professional development needs and opportunities.

Performance Review Process

Each performance review interview will be unique. The following steps outline the process that should be taken to ensure that both the staff member and line manager are able to discuss all relevant components of the performance review.

1. The interview commences with a brief overview of the process by the line manager. Any questions about the process should be clarified at that time. The formal interview commences. Each section should be reviewed in turn as presented below:
   a) Section 2: Performance rating:
      - Staff member reviews their rating and explains reason behind the rating.
      - Line manager discusses their rating and explains reason behind the rating.
      - If the two ratings are similar this should be a simple discussion.
      - If there is a big difference in the ratings this will need to be discussed in greater detail.
   b) Section 3: Main achievements
      - Staff member discusses some of the major achievements they feel particularly proud of – no need to discuss all of the achievements – just a few.
      - The line manager discusses the achievements, can identify additional achievements, whether these achievements are sufficient, etc.
   c) Section 4: Areas of strong performance
      - Staff member discusses areas where they feel their performance has been particularly strong and why it has been strong.
      - Line manager provides feedback on this – where there is agreement on strengths, additional strengths that the staff member did not identify, disagreement on areas the staff member presented as strengths.
   d) Section 5: Areas that can be improved
      - Staff member discusses areas that can be improved and why there needs to be improvement and how this can be improved.
      - Line manager provides feedback on this – where there is agreement on weaknesses, additional weaknesses that the staff member did not identify and disagreement on areas the staff member presented as weaknesses.
      - Strategies to strengthen performance in weak areas of performance should be identified and made note of.
   e) Section 6: Additional comments
      - Staff member discusses any other issues that they would like to raise regarding their performance, work with the project, work with colleagues
      - Line manager discusses any other issues that they would like to raise regarding the staff member's performance, work with the project and work with colleagues.
   f) Section 7: 360 Feedback
      - Staff member and line manager review the feedback received during the 360 feedback process.
      - All comments should be understood and the staff member should be given the opportunity to respond to these.
      - If areas of weakness are identified, strategies to improve performance should be identified.
   g) Section 8: Line manager feedback
      - Line manager presents overall findings of the performance review and this is discussed.
   h) Section 9: Overall performance rating
      - Staff member reviews the their rating and explains the reason behind their assessment

- Line manager discusses their rating and explains reason behind the rating.
- If the two ratings are similar this should be a simple discussion.
- If there is a big difference in the ratings this will need to be discussed in greater detail.

i) Section 10: Next Steps
- Line manager presents next steps and this is discussed with the staff member. Depending on the review, next steps might include: revision of key performance indicators, development of performance improvement plan and follow up review in three months time, capacity development opportunities and strategies for the next year. (See note on professional development and capacity building below).

2. At the end of the performance review interview, the line manager should finalise the performance review form:
- Finalise next steps
- Note any discussion points that took place during the interview not already documented
- This should be done within one (1) day of the interview.

3. Performance review is given to the staff member being reviewed for their signature. It is important to note that signing the form does not necessarily indicate agreement with the evaluation – only that the contents have been discussed in detail with a person's line manager.
- If a staff member disagrees with their review, they should document this in a letter, outlining the particular points that they disagree with and why. This will be considered by management and response will be provided

4. Signed performance review is returned to the line manager for their signature. This is then submitted to appropriate member of the senior management team for their review and signature.

Professional development and capacity building

Tingim Laip provides many opportunities for capacity building and professional development of staff. These include a range of approaches:

- Quarterly coaching sessions through short term advisors

- Weekly performance coaching with line manager

- Attending in-house workshops/ trainings

- Attending external conferences/ workshop

- Support for formal training and continued education

Annex 1: Glossary of terms

Consequences: actions and behaviours from the employee should result in consequences implemented by the performance manager. Good performance should be praised and reinforced; poor performance should result in corrective action.

Corrective action: this describes the process of keeping an employee on the right track to achieving performance standards and quarterly goals through the establishment of a performance improvement plan or through a disciplinary action.

Employee*:* The person whose performance is managed.

Employee files: a record of the employee's job description, duty statement, key job elements, performance standards, quarterly work plans, weekly reports, counselling sessions, quarterly reports, annual performance appraisals, and other relevant documents.

Feedback: providing information on performance-related behaviour and outcomes. This can be written or verbal.

Goals: SMART targets collaboratively set, linked to the position and the wider objectives of the organisation/ project.

Key job elements: the most important elements of the duty statement which relate to the specific position and the wider goal and objectives of the project.

Key performance indicators*:* Standards of performance are written statements describing *how well* a job should be performed

Mentoring: working closely with an employee over an extended period, to provide support, demonstration, and guidance in a specific skills area.

Performance Appraisal*:* Performance appraisal is a process of assessing, summarizing, and developing the work performance of an employee.

Performance coaching: the practice of meeting to discuss specific issues, to problem solve, strategize, and provide support to achieve successful performance outcomes.

Performance counselling: the practice of meeting to address specific challenges, to provide guidance and support, and set goals for improved performance.

Performance Improvement plan: a short term plan to improve performance in a specific area, with SMART goals/ targets, and a clear monitoring and feedback process.

Performance gaps: areas where there is a gap between expected standards of performance and actual performance leading to goals not being achieved; extra guidance, support, corrective action, and/or professional development are required to bridge the gaps.

Performance Manager: the person who is managing the employee's performance

Praise: clear, specific and timely feedback to reinforce appropriate behaviour

Professional development: skills, knowledge and behaviour that enhance an employee's ability to achieve high standards of performance in a given job. This can be provided through a range of activities, including mentoring and coaching, workshops, training programs, etc.

Annex 2: Key performance indicators template

TINGIM LAIP KEY PERFORMANCE INDICATOR AGREEMENT FORM

Employee Information

Name: Job Title:

Supervisor: Performance Cycle:

Key Performance Indicators

These are the key performance indicators agreed to by staff member and their supervisor.

1.

2.

3.

4.

5.

6.

7.

Staff Name	Signature	Date

Supervisor's Name	Signature	Date

Office Use

Date Received	By

Annex 3: Weekly Plan and Report Form and Guidelines

Weekly Plan Template and Guidelines

Planning is a very important part of our work.

Doing a weekly plan will help you and your line manager to do your work in line with your ToR as well as project priorities and strategies.

This weekly planning tool will help you to:

- Organize your time
- Monitor your progress
- Prioritise your activities
- Ensure activities are in line with your ToR and project priorities and strategies
- Identify challenges and develop solutions to address these challenges

This weekly planning tool will form the basis of your weekly meeting with your line manager.

Step One: Connect to the bigger picture
- Know where you are going before you start by connecting yourself to the bigger picture. Be clear about your team, project goals, objectives and strategies as well as the project's vision and values.
- Display the project's annual, quarterly and monthly goals and objectives in a location where you can easily see and review them. Review these each week before you develop your weekly plan. Make notes about things that need your attention.

Step Two: Review your key performance indicators
- Review your key performance indicators and responsibilities as a reference point for your planning.
- You may want to write these indicators and responsibilities on your weekly planning format, (ie, in the left hand column).
- You can even identify roles and responsibilities outside of work – parenting, church, coach, etc.

Step Three: Identify priorities
- Focus on what is important, not what is urgent and pressing on you. Think about your vision, values and annual and quarterly goals for the project.
- Write your weekly objectives for each role.
- If the task or activity is complex list it anyway. After, break it down into steps or activities that can be scheduled within the week time frame.

Step Four: Schedule your priorities first
- Schedule your important activities and tasks first.
- Don't completely fill your schedule as this is not realistic.
- Select important things to schedule in your weekly plan, including, if necessary, some of the steps towards one of your more important but complex tasks.

Step Five: Identify your 'To Do's'
- Develop your weekly 'To Do' list. Don't worry if some of these items have already been included in your 'important priorities' list. That is a good thing.

- Review your previous week's list so that tasks that you did not get to or in-completed tasks and activities are brought forward to this week's plan.

Step Six: Schedule your 'To Do's'
- Schedule your 'to do' list starting with the high priority ones. Fit them in around your important tasks and activities. Some items that are not time sensitive, eg. ' go to the bank, which can be done at various times can be scheduled for a day, not a specific time.
- Be careful not to schedule your entire week as you know that some urgent requests will affect your time and some other 'pop-ups' will need to be addressed.
- How much work and time to schedule within a weekly timeframe is something you will learn and get better at doing.

Step Seven: Review things
- Review the entire week and determine if anything is missed or if you have over booked yourself.
- Make sure that items that were not completed the previous week have a place in this week's work plan.
- Also, don't forget to think about what needs to be started this week so that it can be completed when it is due even if it will take more than a week or a month to accomplish.

Step Eight – Adjustments (or not)
- At the end of each day and take 10 minutes to review the plan and to make the necessary adjustments to the schedule and to the 'to do' list.
- Do not change the important tasks that have been scheduled for the week unless you have thoroughly evaluated the situation that is trying to make you change your weekly priority.
- If at all possible stay with your weekly plan. Do not react. Changing your weekly important activities should be a 'last resort' action.
- Make a note of what you learned about developing and implementing this weekly plan. Put your learning to use when you develop next week's plan.

Weekly Report Template and Guidelines

Reporting is just as important as planning. This report will help you to monitor your progress and to identify challenges that you are facing.

At the end of each week you should complete a 'weekly report.'

This report and your next week's plan are the basis of your discussions with your line manager during your weekly meeting.

The weekly report should mark the progress you are making towards your monthly or quarterly goals and allow for discussion and coaching about some of the challenges you are facing. In addition you should 'celebrate' with your line manager the milestones achieved – both big and small.

Completing the reporting template:

Planned tasks, activities and projects carried out this past week (report also the unplanned tasks that 'popped up' and were carried out, note with an *):
- In this section you should summarize the tasks, activities and projects you started or carried out for the week just ending. Be sure to comment on outcomes and results.
- Review this with your line manager during your weekly meeting. You should discuss the activities that were completed as well as unplanned tasks that popped up and were acted on.

Instead of writing...	It is better to write...
Workshop held	The scheduled induction workshop I arranged was attended by 12 volunteers who made 4 good suggestions about improving the prevention response in the communities
Telephone meeting with Nick	Telephone meeting with Nick resulted in confirmation of the procedures regarding our liaison with police officers

Tasks planned but not initiated or completed (to be carried forward next week):
- The section is used for outlining the planned activities and tasks that were not completed as expected. It lists the reasons for why the activity was not done as well as solutions for completing the task and avoiding the disruption in the future.
- It is very important to ask, '*Why did these specific tasks get put off?*' There are many reasons why tasks get delayed or deferred. This section allows you to look at these reasons closely and identify needs for coaching, skills building and other training requirements.
- This section of the weekly report is the basis for an important coaching session between a team member and their line manager and should be looked at carefully each week.

Instead of writing...	It is better to write...
Site visit not done	The schedule site visit for Thursday was deferred until Monday next week so as to be able to meet with the Council President at the same time
Meeting with Jane did not occur	The Tuesday meeting with Jane was deferred because I didn't have the information I needed and I was unsure as to how to approach the topic with her in order to get a successful result

Challenges encountered this week and the solutions or options I developed in order to try and meet these challenges:

- The section is used for outlining the challenges, barriers and frustrations that were experienced during the week. It is also used for identifying solutions to deal with these challenges and how to avoid them in the future.

Instead of writing...	It is better to write...
Flip charts unavailable	Flip charts needed for the workshop were not available. I will bring a standardized list of workshop requirements to the team meeting so that all tasks can be delegated 1 week before any workshop is held
Missed the meeting in POM as flight was cancelled	Missed the meeting in POM as flight was cancelled. I will check with line manager to confirm travel on day earlier flights for important donor meetings

Things I would like to speak to my supervisor or to my team members about:
- Finally, this section is used for outlining important things that you want to discuss with your line manager.
- It can also include things that you would like to discuss together with your team members.
- It is important to be as specific as possible. If possible note the expected result so that you can prepare yourself better for the conversation.

Instead of writing...	It is better to write...
Communication problem	I am having a difficult time communicating with my team members and as a result we are not achieving our weekly goals despite my best efforts to coach them
Outreach problems with volunteers	I am having difficulty maintaining and supporting the volunteers and I am not sure of the quality of their work despite my attempts to monitor their work in the community

WEEKLY PLAN DATE _____ **NAME / POSITION:** _____

Most Important Tasks, Activities & Projects (KJE; Q Plan)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AM						
9						
10						
11						
12						
1						
2						
3						
4						
5						
PM						

To Do List, including follow up from previous weeks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.

Weekly Report (The last week)

Name: **Position:** **Dates of the Reporting Week:**
Planned tasks, activities and projects carried out this past week (report also the unplanned tasks that 'popped up' and were carried out, note with an *):
Tasks planned but not initiated or completed (to be carried forward next week):
Challenges encountered this week and the solutions or options I developed in order to try and meet these challenges:
Things I would like to speak to my supervisor or to my team members about: