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Performance and development conversations (PDP skills)

Specialist skills workshop

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Agenda

1. Performance management – purpose and approach
2. Evaluating performance
3. The “what’ and the “how” - Setting SMART goals
4. Importance of regular 1:1s
5. Effective questioning and listening
6. Constructive feedback
7. Empowering team members – TED dynamic
8. Dealing with apathy
9. Self-reflection & Personal development plans
10. The VGC format – paperwork Q&A with Laura

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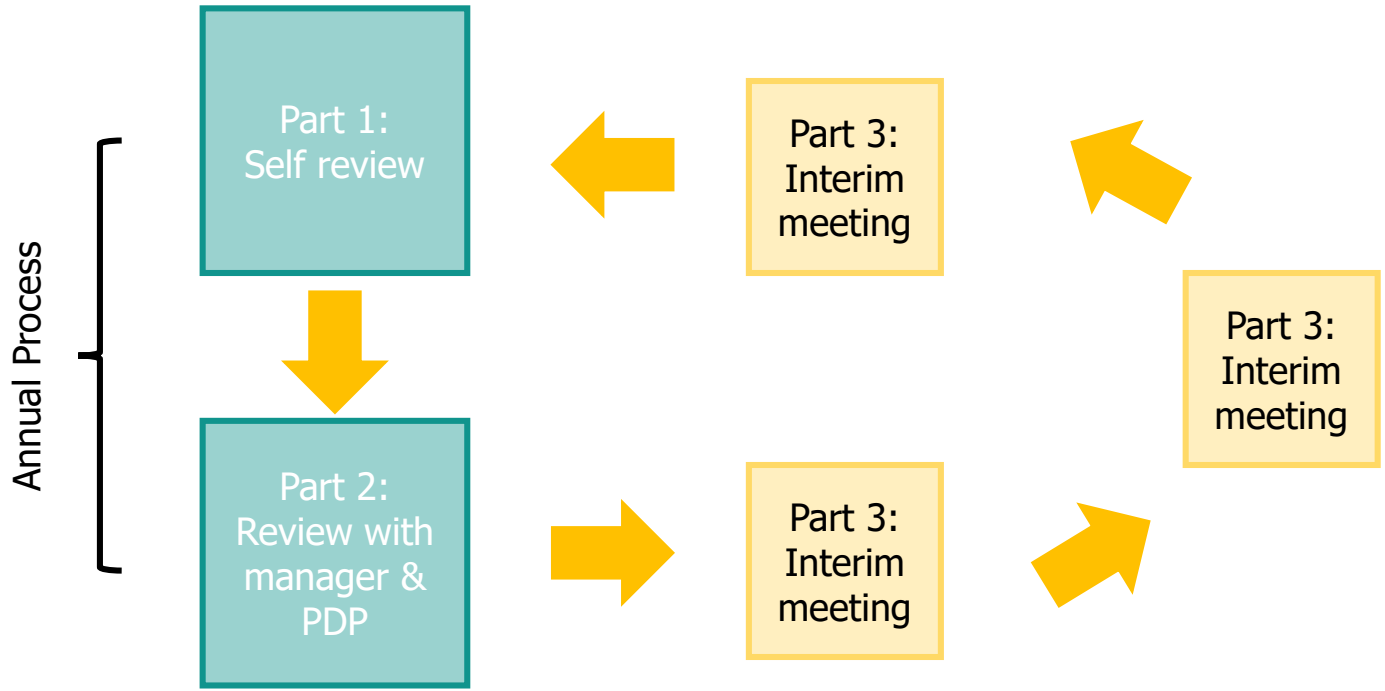
Performance Management

Old Rules	New Rules
Performance appraisal & goal setting once a year	Check-ins conducted quarterly or more frequently. Regular goal setting in an open, collaborative style
Feedback collected by manager at the end of the year	Feedback collected continuously from a number of people (360)
Goals are confidential and the focus is on individual achievement	Goals are made public with increased focus on team achievement
Employees evaluated by their manager	Managers also evaluated by their employees
Employees ranked on a quantitative scale	Employees rated qualitatively - rankings not forced
Managers focused on evaluating performance	Managers focused on coaching and developing people
Process considered to be a burden and a waste of time	Process is agile, faster, continuous

VGC Annual process



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Preparing for the review

Activity – breakout rooms

As a manager what preparation do you need to do ahead of the review?

Evaluating Performance

Activity – breakout rooms

What are the challenges when evaluating performance ?

Press the pause button

Its tempting to rely on **our beliefs** about others and to settle for evidence that we ***think*** we've seen or what we ***think*** we know about the person.

In truth, we are not always good at rating performance,
instead we allow our differences to cloud our judgements.

Unconscious biases effect how we see performance;
our perception and assessment of performance can be unfairly influenced by other's opinions or by personal experience of "similar" people.

Unconscious Bias

- Affinity Bias
- Benevolence Bias
- Confirmation Bias
- Recency Effect
- Halo and Horns Effect
- Structural Bias
- Self Rater Bias

Unconscious Bias

- **Affinity Bias** – Tendency to build associations and treat people favourably who are like us.
- **Benevolence Bias** – Our natural desire to care and nurture, leading to unconscious assumptions and decisions made on behalf of others.
- **Confirmation Bias** – How we are selective and only look for information to confirm our beliefs. Often ignoring information that doesn't!
- **Recency Effect** – A judgement based only on the more recent or more available information.
- **Halo and Horns Effect** – A positive (or negative) view of an individual, based on one or two characteristics or scenarios which leads to only a positive (or negative) performance being identified.
- **Structural Bias** – Opinions and decisions that are influenced by cultural norms or "unwritten rules" . E.g working from home, individual's capability is underated.
- **Self Rater Bias** – Some people will underplay others will overplay.

How can you manage bias?

Activity – breakout rooms

How can you manage your bias to
Be more inclusive with your evaluation?

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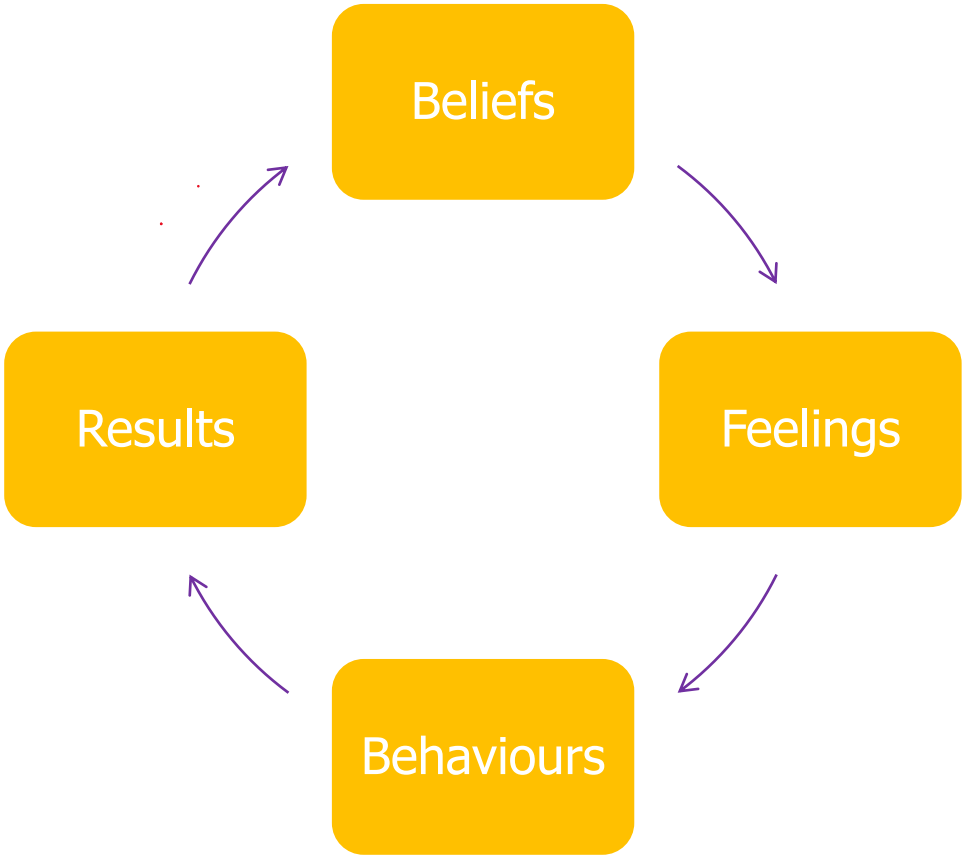
INCLUSION nudges

- Slow down and challenge your assumptions
- Continually be mindful of bias and it's effects on your judgement
- Check your assumptions and beliefs
- Intentionally source a range of evidence and counter evidence
- Resist being swayed by opinions. Stick to fact based evidence
- Slow down. You are most at the mercy of your bias when you are rushing or under pressure!

The Belief Cycle



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Questioning Beliefs and assumptions

1. Start by identifying the belief – what story are you telling yourself about the person or situation?
2. Is this belief authentically mine or have I adopted it from someone else?
3. What is the basis for this belief and where did it come from?
4. Do I really believe this about that person?
5. What am I focusing on that's influencing my opinion?
6. If I were to strip away the belief and say that, just for now, it isn't true, how differently would I treat and act around this person?

Questioning Beliefs and assumptions

Then test whether the assumptions are really valid asking the following questions :

- **IS IT TRUE?** – What evidence do I have?
- **IS IT ALWAYS TRUE?** – Am I being logical? Are there any exceptions to this?
- **WHERE IS THIS THOUGHT/ ATTITUDE GETTING ME?** - What would be different about my experience if this was not true?

Collecting feedback with examples

- Feedback and examples must be for the whole year
- Think in terms of achievements, not in terms of activites.
- An objective and fair assessment must be based on facts
- Collect examples of behaviours as indicators of levels of competence
- Link examples to the VGC behavioural competency framework

The review meeting

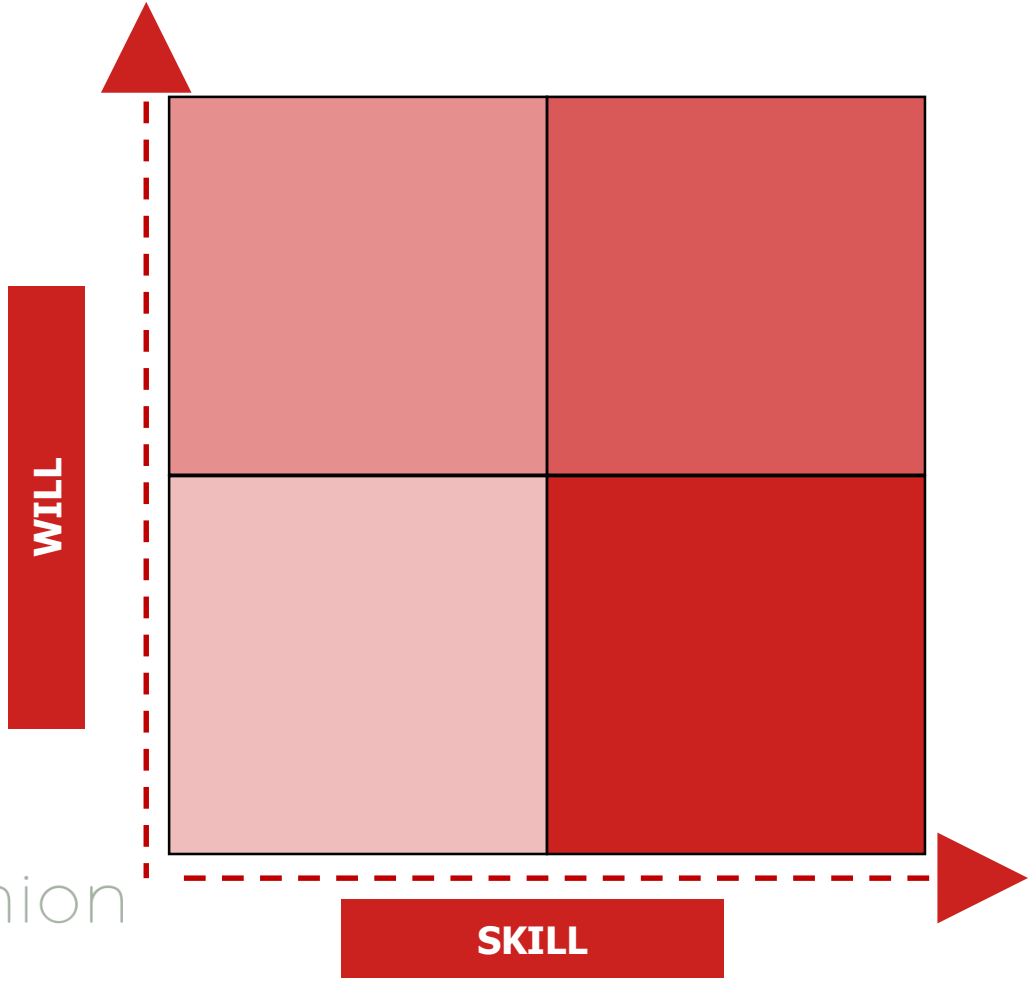
Activity – breakout rooms

How can you best structure the review meeting?

Practice sharing your agenda for the meeting

And the meeting set up

Skill /Will



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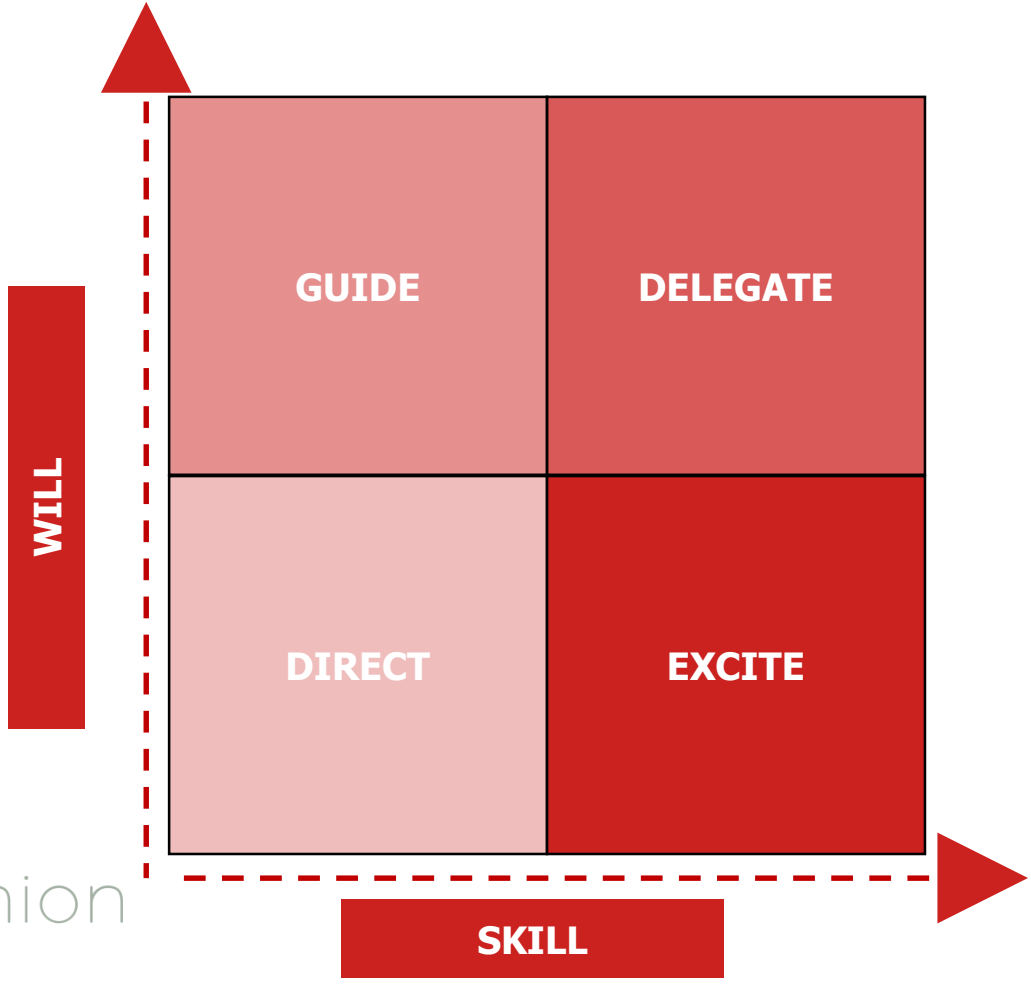
Skill /Will



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GUIDE	DIRECT	EXCITE	DELEGATE
Provide necessary training and tools to complete the tasks	Determine the reasons for low skill/will	Discuss what would motivate them	Provide freedom in completing tasks
Set clear expectations	Motivate before building skills	Develop intrinsic and extrinsic goals to motivate	Encourage them to take responsibility
Create a risk-free environment for learning	Provide necessary training and tools to complete the tasks	Praise	Involve them in decision-making
Check for understanding	Set clear expectations	Recognise and reward success	Ask for their opinion
Provide frequent feedback	Provide frequent feedback		Recognise and reward success
Recognise and reward success	Recognise and reward success		

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Extrinsic Motivation

- Going to work because you want to earn money
- Studying because you want to get a good grade
- Helping others because you hope for praise
- Volunteering because it looks good on your CV
- Cleaning your apartment because you do not want to upset your partner
- Paying taxes because you want to avoid a fine
- Pursuing a certain degree because you want to make your parents proud
- Completing a task trip because you were told to by your boss
- Going to new places because you want to post it on social media

Intrinsic Motivation

- Playing sports because you enjoy how they make you feel
- Staying longer at work because you believe in your work
- Using positive affirmations because you want to change your mindset positively
- Investing money because you want to become financially independent
- Traveling because you want to explore different cultures
- Working in a team because you enjoy collaboration
- Learning about personal development because you want to improve yourself
- Studying because you are curious about the topics
- Trying to be a good leader because you want to inspire

Which is better?

Intrinsic Motivation:

- You are motivated to do the activity because it is internally rewarding.
- You choose to do it because it's fun, enjoyable, and satisfying.
- Your goal comes from within, and the outcomes of your goal satisfy your basic psychological needs for autonomy, competence and relatedness.

Extrinsic Motivation:

- You are motivated to do the activity in order to gain an external reward in return.
- Your goal is focused on an outcome, and does not satisfy your basic psychological needs. Rather, it involves external gains, such as money, fame, power, and avoiding consequences.

Looking forward–future objectives

- Specific – unambiguous, concrete
- Measurable – how much, how many, specified action
- Achievable – challenging but realistic
- Relevant – to the role and to the buinsess
- Timed – clear milestones/completion dates

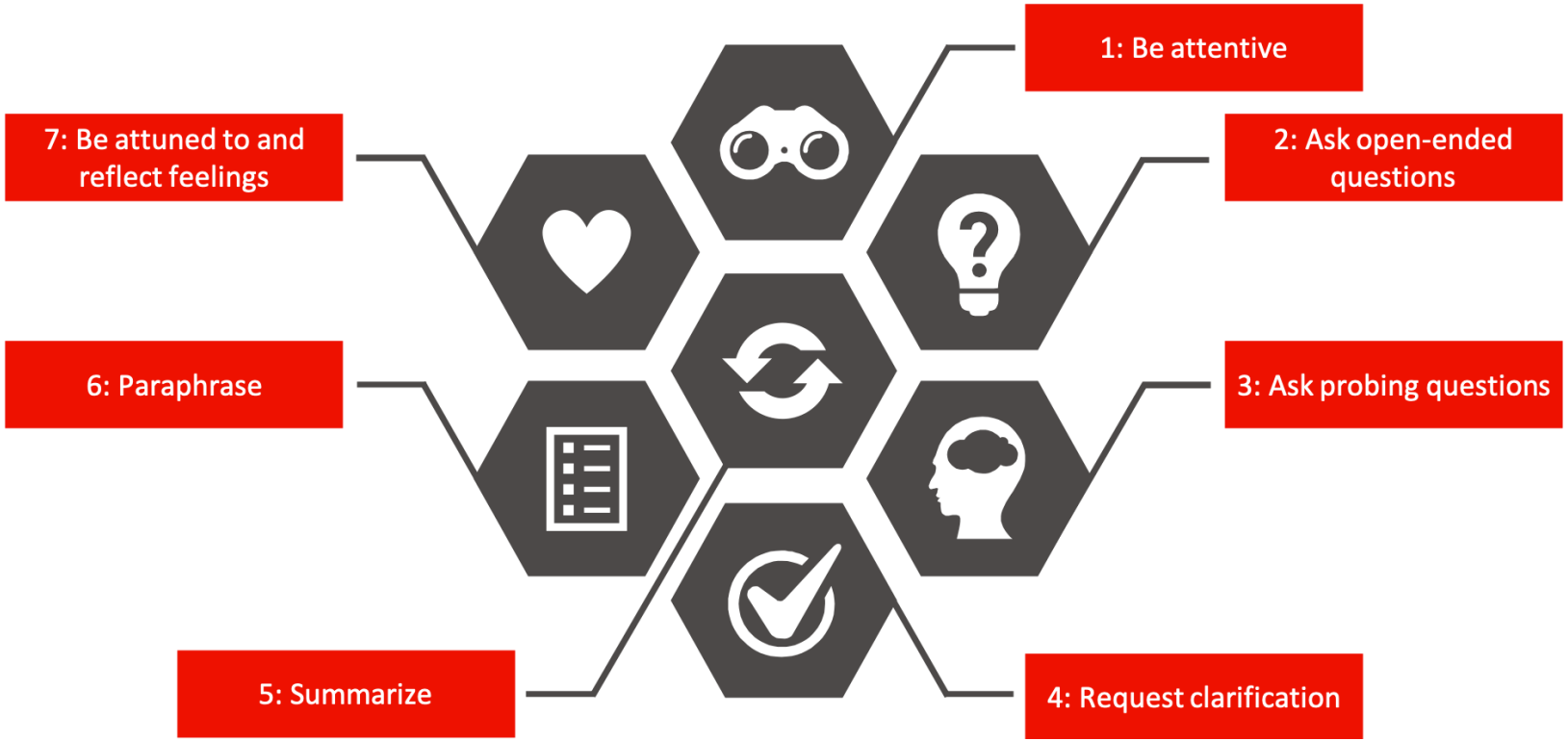
Dr Baker's 5 conversations

1. **Climate Review:** To measure job satisfaction and morale.
2. **Strengths and Talents:** To identify and develop innate abilities.
3. **Opportunities for Growth:** To improve performance and standards.
4. **Learning and Development:** To identify and support future learning opportunities.
5. **Innovation and Continuous Improvement:** To improve own and your team's effectiveness in line with business needs.

Effective One to ones

- How do you currently conduct job chats/one to ones?
- How effective are they?
- What could you do differently?

Effective Listening



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Listening through filters

DELETE

DISTORT

GENERALISE

ASSUMPTIONS

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Listening levels

TO HEAR – WHAT I NEED TO HEAR

TO RESPOND – WHAT I WANT TO SAY

TO UNDERSTAND – WHAT IS HAPPENING FOR YOU

Listening levels - FEC

FOCUS

- LISTEN AT THE EMPATHETIC LEVEL
- NOTICE BODY LANGUAGE, VOICE TONE, HESITATION

ECHO

- USE COACHES WORDS "WHAT IS IT THAT LOVE ABOUT?....."

CURIOUS

- BE CURIOUS PROBE WITH MORE QUESTIONS
  " WHEN YOU SAY CHALLENGING WHAT DO YOU MEAN?"

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Feedback or criticism

A structure which can be used to deliver constructive feedback is **BIFF**

Behaviour – describe the specific behaviour with examples

Impact – explain the impact of the behaviour

Feeling – share how this behaviour makes you feel e.g concerned, frustrated

Future – explore how this behaviour could be modified in the future

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Say what you really think (with positive intent)

Netflix 4A feedback guidelines:

Giving feedback

1. Aim to assist
2. Actionable

Receiving feedback

3. Appreciate
4. Accept or discard

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More Feedback Please

	Expected	Unexpected
Positive	How can I build on this? How can I use this skill to help others?	Why was I surprised to hear this? How can I use this aspect of myself more often?
Negative	What have I already tried to improve on this? How successful was I? What else can I do? What is the impact of not changing?	What further information do I need to make sense of this? Why was I surprised to hear this? What support/ training do I need? How will improving in this help me?

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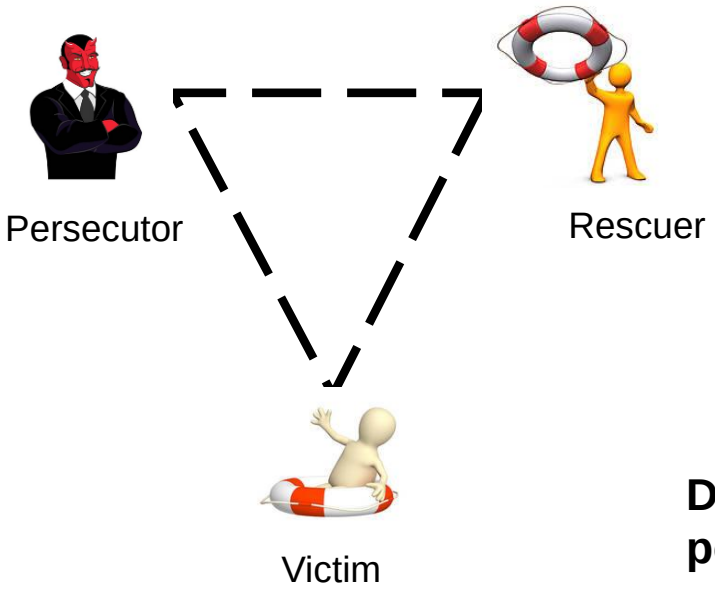
Stephen Karpman's Drama Triangle



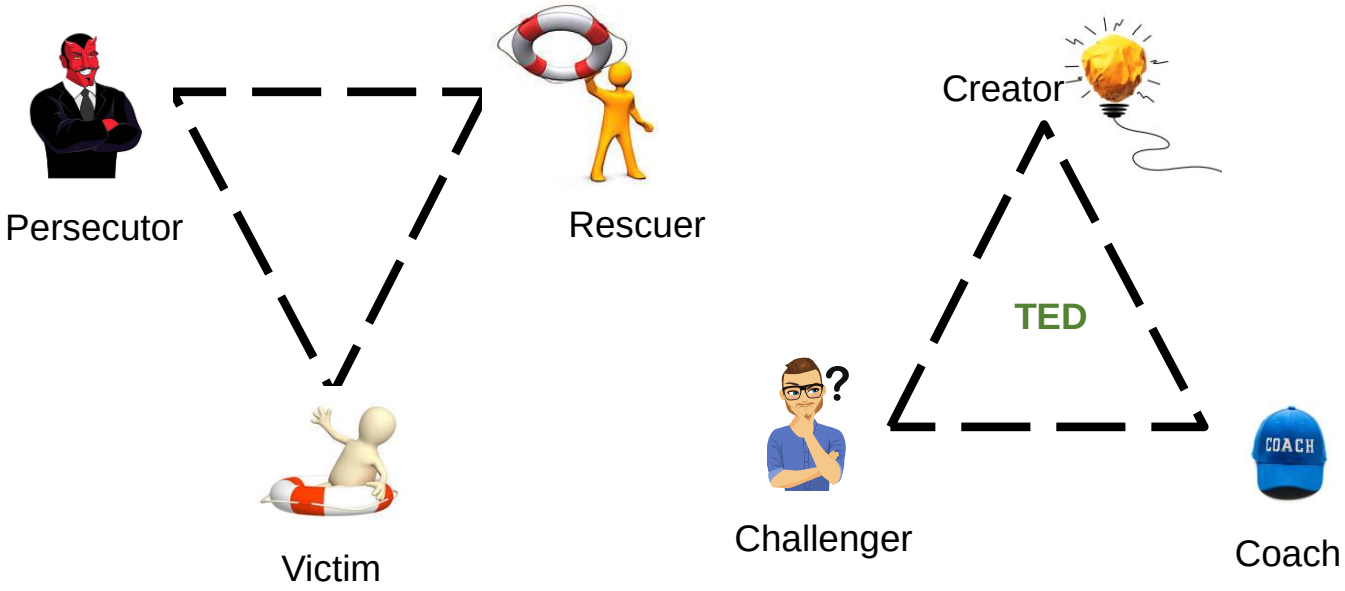
Do you recognise these three positions?

The Drama Triangle

Reflect on your own tendencies -
Consider each position in the drama triangle

- What do you recognise in yourself?
- How do others respond when you are in a certain position?
- Which position might they be in?
- What might be hooking you into that position?
- What's the impact for you?
- What's the impact for others?

The Empowerment Dynamic (TED)



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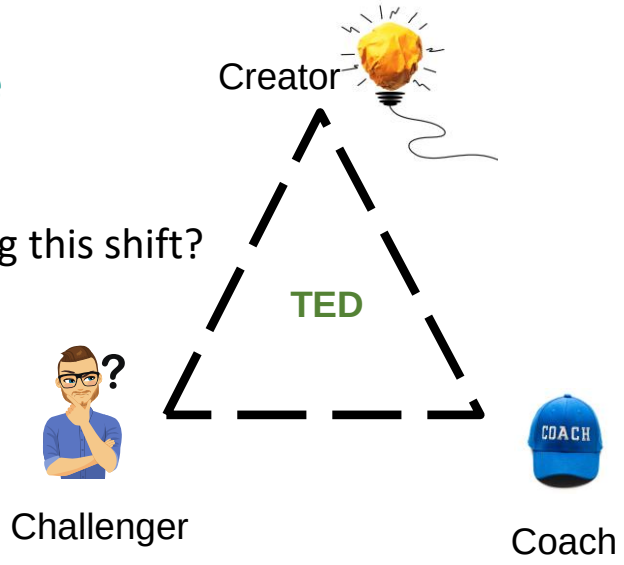
The Empowerment Dynamic (TED)

How can you move to a more positive Position on the TED triangle?

- What is your responsibility in making this shift?
- What might you need to think?
- What might you say?



Gibbs Reflective Cycle

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Personal development & self-reflection

Three questions

- How open are you to feedback?
- How much time do you spend focused on driving your personal development?
- How often do you engage in self-reflection?

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