



# ENGAGING PEOPLE: PERFORMANCE PLANNING

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# Objectives

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- ❑ Describe the process of performance management
- ❑ Explain the concept and purpose of performance planning
- ❑ Set goals for the job in a given situation
- ❑ Identify ways to set performance indicators



# Contents

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- Performance Management: An Overview
- Planning for performance
- Setting performance goals and indicators



# What is performance management?

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- Discussion
- Involvement



# Revisit Performance Management

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- Performance refers to “outcomes, results or accomplishments”

Rothwell



# Performance management-strategy

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- Performance management is,  
“a continuous process of **identifying, measuring and developing the performance of individuals and teams and aligning performance** with the **strategic goals** of the organization.”  
- Aguinis



# Performance management- not

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“A system that involves employee evaluations once a year **without an ongoing effort to provide feedback and coaching** so that performance can be improved is not a true performance management system.”

Aguinis



# People Engagement in Performance

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□ Who/What?





# Components of Performance: engaging people

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- Components of performance
  - A performer
  - Supervisor
  - Behaviour
  - Situation
  - Results

Morhman et al

# Performance Management: people





# Performance Management-holistic approach

- ❑ **Organizational system**
- ❑ **Focusing on employee performance**
- ❑ **Consistently applied throughout organization**
- ❑ **With a supporting structure**



# Why Performance Management?



# Need of Performance Management Systems

- ❑ **Administer Salary & Wages**
- ❑ **Correct Performance/Behavior**
- ❑ **Plan for Future** (*promotion, transfer, career dev*)
- ❑ **Facilitate Decision-Making** (*counseling, terminations*)
- ❑ **Facilitate Human Resource Planning**
- ❑ **Create Culture**
- ❑ **Building Good Relationships**
- ❑ **Increase Organizational Loyalty**
- ❑ **Determine Effectiveness of Selection**
- ❑ **Placement Methods**



# Research in South Asia

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- BRAC Institute of Governance and Development (BIGD) in collaboration with the Cabinet Division of the Government of Bangladesh and the World Bank
  
- (a) prioritize the criteria, success indicators and targets, and
- (b) indicate, ex-ante, how deviation from targets will be judged.



# GPMS Approaches

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- A Project/Program Management Approach [rural connectivity, e-governance][water bed phenomena]
- A Whole-of-Government Approach [composite score]



# Government Performance Management System [GPMS]

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- Bhutan
- Bangladesh
- India





# Evidences in Nepalese context

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- 33.33% said that there was no clear perception about the performance standard
- 30% said that they received feedback occasionally and 21.67% said that they received no feedback at all.
- Success of PA System in determining "good performers' & 'under performers'
  - 31.67 % said unsuccessful to a large extent; 21.67% said fully unsuccessful



- PA in promotion- 63.33 % said that it was a basic and decisive factor
- 85% say that PA data is used for promotion.
- 0% said that PA data was used for feedback purpose.
- 68.33 % believe in transparent evaluation and 31.67% believe in the existing system.



# Performance Planning?

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□ Discussion



# Performance planning

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- The term performance planning is used to describe the whole process of
  - forming an agreement and then
  - expressing it as a number of actions to be taken
    - by the individual,
    - by the manager or
    - by the individual and the manager jointly



# Performance planning (work plan)

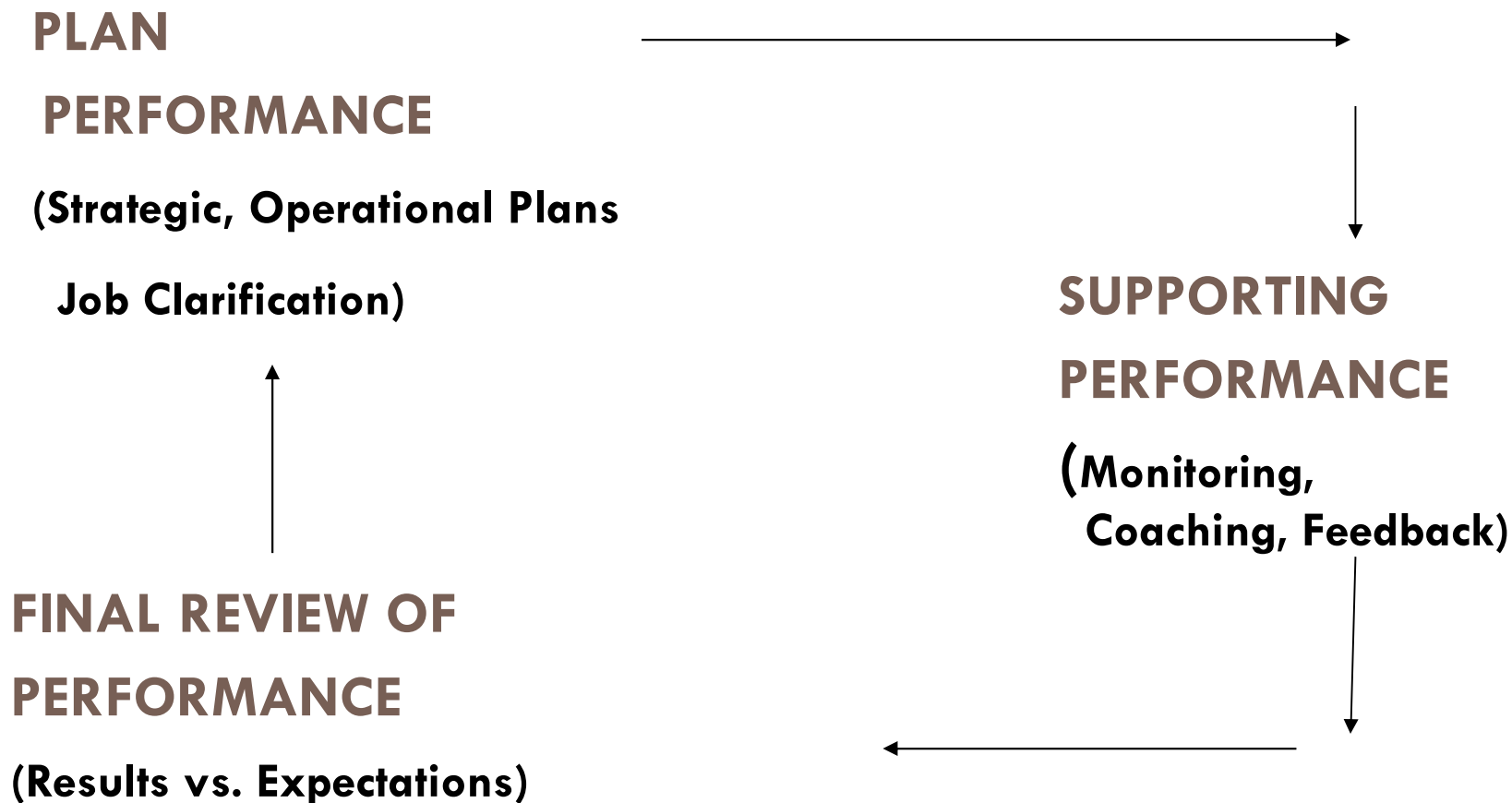
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- It is the normal activity of preparing and agreeing programmes for the achievements of the objectives.
- It is a continuing activity because of the need to revise and update work plans to meet new demands or situations.
- It may be incorporated specifically into the performance agreement as a record of any decisions made about future



# Performance planning

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# Features of performance plan

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- ❑ Discussion about performance management
- ❑ Encouragement
- ❑ Guidance and orientation/training for basic skills
- ❑ Joint agreement
- ❑ Feedback
- ❑ Review



# Performance agreement

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- KRA-Key result areas
  - Areas - job holders are accountable for the achievement
  - Principle accountabilities
  - Will be quantified as targets
  - If not quantifiable; basis for defining performance standard
- Objectives and standards of performance
- Performance measures and indicators
- Attributes and competencies





# Performance Agreement

## Key Performance Area

- The status, authority and responsibility etc. that the **job holder has in carrying out the assigned job.**
- Key Performance Area describe the areas in which **significant contributions are expected from the position.**
- Are the key or critical functions **relevant at present requiring priority attention.**
- Significant areas of the job which contribute significantly to the overall results.



# Exercise

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SN	KRA(Principle Accountabilities)	KPA(Main tasks)	KPI(key performance indicators)	Remarks
1				
2				
3				
4				



# Planning process

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- Vision-mission- objectives
- Department/Unit objectives
- Individual objectives
  - ▣ Operational
  - ▣ Personal competencies
- Action plan-KRA, KPA, Indicators
- Performance
- Feedback
- Review



# Goal Setting



# Goal Setting

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- Please state in which area you perform well...

# Goal Setting

- *Goal*: What an individual is trying to accomplish tasks through his or her behavior and actions.
- *Goal Setting Theory*: A theory that focuses on identifying the types of goals that are most effective in producing high levels of motivation and performance and why goals have these effects.
- Goal setting can operate to enhance both intrinsic motivation (in the absence of any extrinsic rewards) and extrinsic motivation (when employees are given extrinsic rewards for achieving their goals).



# Goal setting

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□ Game : 3/3







# Individual work objectives

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- ❑ Consistent (with Orgn. Dept. Unit objectives)
- ❑ Precise
- ❑ Challenging
- ❑ Measurable
- ❑ Agreed
- ❑ Time related
- ❑ Team work oriented



# Goals, dreams and wishes

- People confuse goals with dreams and wishes. Dreams and wishes are nothing more than desire. Desires are weak.
- **Desires** become strong when they are supported by:
  - Direction
  - Dedication
  - Determination
  - Discipline
  - Deadlines



# Goal as a motivator

- The basic idea is that a goal **serves as a motivator** because it allows people to compare their current performance with that required to achieve the goal.
- To the extent they believe they will miss the goal, they feel dissatisfied and strive to improve their performance to meet it.

# Limits to Goal Setting Theory

- There are two circumstances under which setting specific, difficult goals will not lead to high motivation and performance:
  - ▣ When employees lack the skills and abilities needed to perform at a high level.
    - *(never forget: performance = ability \* motivation \* support)*
  - ▣ When employees are given complicated and difficult tasks that require all of their attention and require a considerable amount of learning.



# Advice to managers

1. Be sure that an employees' **goals are specific and difficult**, whether set by you, by the employee, or by both of you.
2. Express **confidence** in your subordinates' abilities to attain their goals, and give subordinates regular **feedback** on the extent of goal attainment.
3. When employees are performing difficult and **complex tasks that involve learning**, do not set goals **until the employees gain some mastery over the task.**



# Why do not people set goals

- ❑ A pessimistic attitude
- ❑ Fear of failure
- ❑ Fear of success( low self image)
- ❑ A lack of ambition (limited thinking and desire)
- ❑ A fear of rejection
- ❑ Procrastination
- ❑ Low self – esteem (not internally driven, no aspiration)
- ❑ Ignorance of the importance of goals
- ❑ Lack of knowledge



# ENGAGING PEOPLE : PERFORMANCE MONITORING



# Objectives

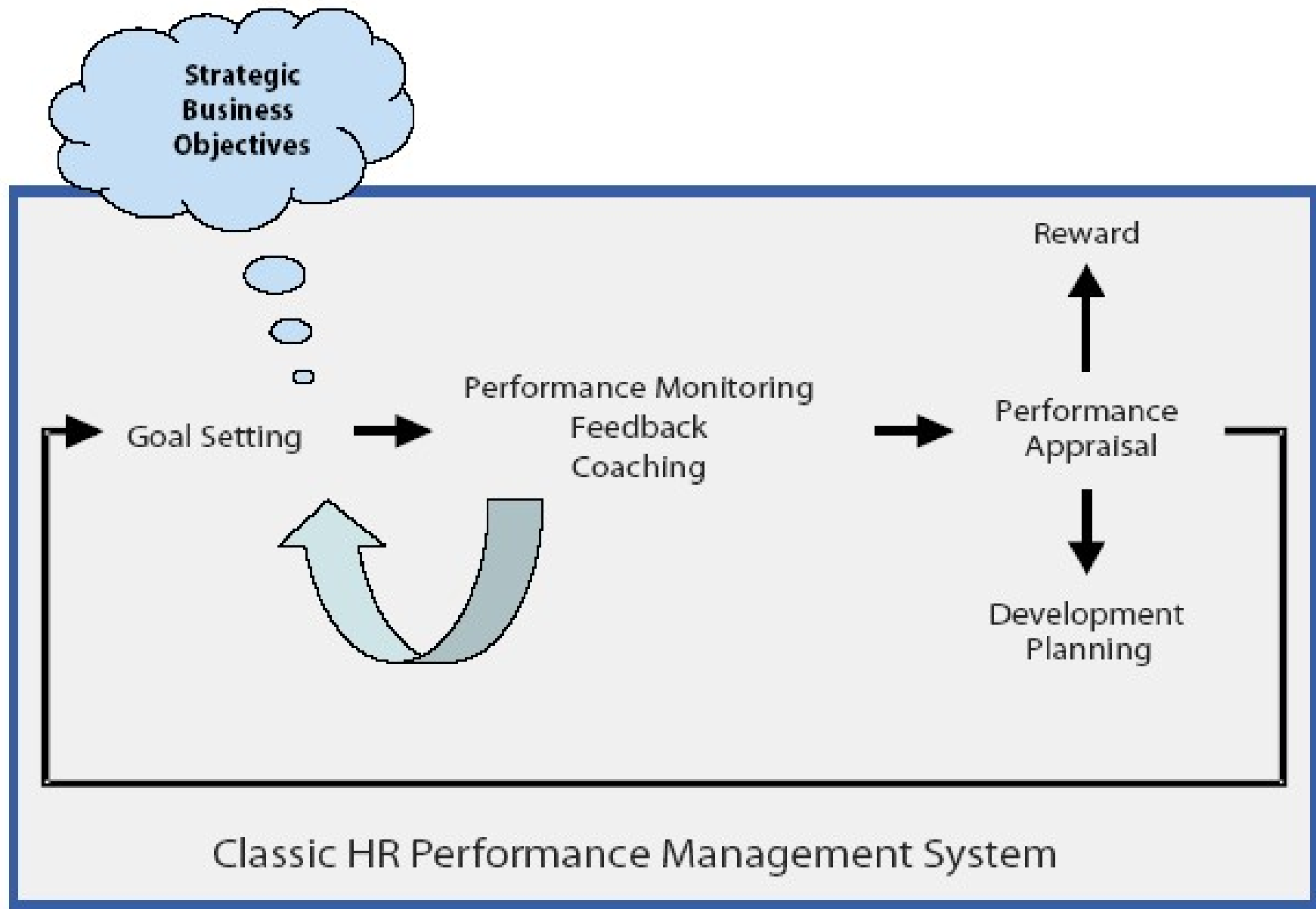
- To identify the importance of performance monitoring in performance management system.
- To apply appropriate ways of providing feedbacks.





# Why Performance Monitoring and Feedback ?

- ❑ Manager's performance is tied up with subordinates' performance
- ❑ Poor performance leads to poor organizational performance
- ❑ Therefore, manager must understand to manage staff performance.
- ❑ Monitoring and feedback, in this process, can have significant impact on overall performance of the staff.



# What we monitor?



# Monitoring

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Routine or continuous measurement of progress while the performance is ongoing

1. Checking and measuring progress
2. Analyzing the situation
3. Reacting to new events, opportunities, and issues



# Monitoring

- The employee and manager should regularly monitor progress against
  - Goals,
  - Try to remove or minimize road blocks,
  - Re-assess goals,
  - Change goals as business direction changes,
  - Re-evaluate training and resource needs.



# Monitoring

- Monitoring day-to-day performance does not mean watching over every aspect of how employees carry out assigned activities and tasks.



# Examples: Monitoring the results

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- Time Measures
- Money Measures
- Quantity/Quality measures
- Reaction measures



# Examples of a list of results

- **Time measures** express performance against work timetables, the amount of backlog and speed of activity or response.
- **Money measures** include maximising revenue, minimising expenditure, and improving rates of return.





- **Quantity measures** include attainment of standard i.e., physical completion of the work.
- **Reaction measures** indicates how others judge the job holder and is therefore a less objective measure.

# Example

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- **Key Objective/performance goal:**  
Provide updates on the work of contractors to the department director

- **Performance Measures/Indicator:**  
Written report submitted quarterly

# Examples of a list of competences

- Team work
- Job and performance knowledge
- Customer awareness
- Communication skills
- Interpersonal skills
- Initiative/adaptability/creativity
- Analytical skills
- Decision making
- Quality
- Management
- Supervision
- leadership

# Example

## Key competencies:

- Teamwork

## To be demonstrated by

- Assists or cooperates with members of the team to reach the common goal
- Is tactful and diplomatic when dealing with others
- Accepts constructive criticism and adjusts behaviour to achieve the team's goals
- Gives constructive feedback

# Group Exercise

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Group 1

Leadership

Group 2

Job Knowledge

Group 3

Communication Skills

Group 4

Decision Making

Group 5

Supervision



# Example

For key competencies or other behavioral measures consider a frequency scale like this one:

- Almost always
- Frequently
- Sometimes
- Seldom
- Almost never



# Performance Feedback

- Feedback in monitoring process is always factual refers to results, events, critical incidents and significant behaviors which have affected performance in specific way.



- If an employee is not meeting performance expectations, managers need to provide constructive and honest feedback.
- Constructive feedback alerts an individual to an area in which performance could improve.
- It is descriptive and should always be directed to the action, not the person.





- The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job and workplace behavior.



# Considerations when giving constructive feedback:

## 1. Prepare

- Think thorough what you want to address in the meeting, confirm the facts of the performance issue/s and make sure you know and can describe what happened or is happening.



# Considerations when giving constructive feedback:

- Be clear about what the issue is and about the consequences if the employee's performance does not improve



## Considerations when giving constructive feedback:

- Plan to meet in a location where there will be privacy and minimal interruptions (note that in a unionized environment, you may have to invite a union representative, if necessary, to be with the employee during the discussion)
- Be calm, so that you can approach the discussion objectively and with clarity



# Considerations when giving constructive feedback:

## **2. State the facts**

- Using a non-threatening tone, describe the performance issue in an objective, factual, nonjudgmental way, providing specific examples
- Identify the negative impact on people in the workplace or on the organization



# Considerations when giving constructive feedback:

## 3. Listen

- Inquiry but not advocacy
- Have the employee describe the situation from their perspective and provide an explanation. Be open to any new insights that may arise.
- Respond to denial, blaming of others, etc. by restating factual information and reviewing the negative impacts of the performance issue.



# Considerations when giving constructive feedback:

## **4. Agree on an action plan**

- Ask the employee for their suggestions for addressing the issue and offer your suggestions if necessary
- Agree on a specific plan of action: including what the employee will do, how they plan to do it and within what time period



## Considerations when giving constructive feedback:

- Document the action plan and attach to employees performance management file
- Specify the consequences for the employee if the performance issue is not resolved.





# Considerations when giving constructive feedback:

## 5. Follow up

- Monitor results and meet periodically to discuss progress
- Provide positive reinforcement for improvement and continue to offer support



## Considerations when giving constructive feedback:

- If the issue has not improved or been resolved over the specified time period, enact the consequences as discussed in the action plan



# Conclusion

- Performance Planning and Goal Setting has the power to massively change one's contribution in the organization.
- From one perspective if we plan and set goals in the right way we will achieve it.
- So the real key with planning and goal setting is to ensure that we set the right goal or goals.
- Timely monitoring and supervision is essential as they aid in achieving the set targets.