

Managing performance

An introduction to performance planning for managers

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Introduction

The Learning and Skills Council (LSC) introduced a new Performance Management (PM) system on 1 April 2002 that applies to us all. This pack is designed to:

- 1 give you a summary of the new PM system;
- 2 describe what happens, particularly at the performance planning stage (there will be more information and training about other elements of the PM system later in the year – see the PM Guide or talk to a member of your human resources (HR) team for more information); and
- 3 give you basic knowledge for the PM training event. **It is important that you are familiar with the material in this pack before you go to the event.**

This system represents a new approach to PM for all of us. However, depending on your past experience of PM, you might already be familiar with some of the information in this pack. You can use the aims on the next page to identify the sections that are new to you.

The PM Guide is a complete guide to all stages of the new PM system, and is available on the intranet. It is designed to support you and includes things such as checklists and copies of the PM forms. The Guide is an easy-to-use source of information that allows you to access the specific elements you need. If you have any questions after reading this pack, the Guide will probably answer them. If you still have questions, you should speak to your manager or a member of your HR team.

The training event that you will attend will be an opportunity to:

- reinforce your understanding of the new PM system; and
- develop the skills and techniques you need for the performance planning stage.

Section 1

The aim of this pack

After reading this pack, you will be able to:

- describe the new PM system;
- identify the benefits of PM to you, your team and the organisation;
- outline the different roles and responsibilities in the new PM system, and in the performance planning stage in particular;
- describe what the performance planning stage of PM involves;
- identify the equality and diversity implications of PM;
- explain what is meant by a 'C-SMART performance objective' and 'performance measures';
- describe our 'Ways of Working' and how they fit into performance planning; and
- outline your role in identifying your own and team members' development needs.

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Section 2

The new PM system

This section will look at:

- what PM is;
- why it is important to the organisation; and
- the benefits to you as an individual and a manager.

What is it?

You might have experienced PM before, perhaps by another name such as 'Appraisal System'. Our new PM system is a simple one that keeps you and your team focused on what you have to do (your objectives) and how you do it (our Ways of Working). The PM system encourages regular two-way communication between you and your team members, and between you and your manager. It helps to make sure that we all know how we are doing and get the support and development we need to achieve our objectives.

It is not an extra responsibility – it is an important part of good business and people management. The ongoing PM process (see the diagram on the next page) is a way of making sure that we all perform to the best of our ability and are clear how our contribution is linked to achieving our challenging goals.

PM works on an annual cycle. It means that you and your manager:

- discuss and agree your performance plan at the beginning of the year (normally 1 April, but this may be different if you start a new role at another time of year);
- agree the coaching, support and development you need to achieve your plan;
- regularly review your plan, your progress and your achievements during the year; and
- discuss and agree at the end of the year (normally 31 March) how you have performed overall, and agree a performance plan for the following year. (If you leave your role at any other time of year, the timing of the assessment may be different.)

Once you have agreed your performance plan with your manager, you can then discuss and agree your team members' performance plans, clarifying their contribution to overall team goals. This is a cycle that applies to everyone in the organisation.

The diagram below shows how the activities fit together.



1 Performance planning

- What are the goals and objectives of my team?
- How do these contribute to the strategic plan?
- What is the purpose of my role?
- What do I need to do, to what standard and by when?

2 Progress discussion (first six months of the year)

- How am I doing against my plan?
- What am I doing well?
- What do I need to do differently?

3 Progress discussion (second six months of the year)

- How am I doing against my plan?
- What am I doing well?
- What do I need to do differently?

4 Performance assessment

- How well have I done?
- How can I improve?

Why is it important?

We have a very challenging mission. If we are to be successful as an organisation, it is vital that we are focused on doing the 'right' things in the 'right' way. We also need to continually develop our skills and find new and better ways of doing things. The new PM system will help you to be clear about how your role contributes to organisational goals, and will make sure that your team members have the same clarity. It will also help to make sure that everyone gets the support they need to perform effectively.

What are the benefits of PM?

The new PM system has many benefits. The chart below shows just some of them.

Benefits to you as an individual	Benefits to you as a manager	Benefits to the organisation
<p>You are directly involved in agreeing your performance plan and can take responsibility for your own performance and development.</p> <p>You know what's expected of you and how well you are doing.</p> <p>You have the opportunity to discuss your individual needs and help to develop solutions.</p> <p>You get support to develop your skills.</p> <p>You get recognition for your achievements and the way you work.</p> <p>You get more job satisfaction and feel better motivated.</p>	<p>Your team are clear about their contribution to the goals of the business area.</p> <p>Individuals and the team are clear about their priorities, and can focus effort on the right activities.</p> <p>You can make best use of individuals' skills and experience, and identify development needs.</p> <p>You know how your team is performing and can recognise their achievements.</p> <p>You know if an individual is not achieving what they should be, and can take appropriate action.</p>	<p>Resources are focused on the things that matter.</p> <p>Everyone knows how they contribute to the organisation.</p> <p>The organisation can measure progress towards goals.</p> <p>The organisation is constantly learning and growing, and is better able to respond to challenges.</p> <p>The organisation's ability to achieve its goals is improved.</p>

Section 3

Roles and responsibilities

The new PM system involves everyone, not just managers. For it to work effectively, we all need to be clear about the part we play. This section looks at the responsibilities of everyone involved – individuals, managers, reviewers, senior managers and the HR team. It might help to define what the main roles are within the system.

Individual: The person whose performance is being planned, reviewed and assessed.

Manager: The person who is responsible for managing other people's performance – a team leader.

Reviewer: The manager's manager, who probably has more than one manager reporting directly to them.

The chart on the following page sets out the responsibilities of each of these groups. There are two other groups – champions (senior leaders) and HR colleagues – who also have a particular role to play.

As well as fulfilling the normal PM roles, **champions** (normally directors) have a responsibility to actively support the new system. This means that they:

- promote PM as an important business 'tool' that is vital to good management and achieving the Investors in People standard; and
- set an example to others by putting PM into practice 'from the top', showing good leadership practice.

Individual's responsibilities	Manager's responsibilities	Reviewer's responsibilities
<p>Take an active part in drawing up and agreeing your performance plan.</p> <p>Take responsibility for your performance and development on a day-to-day basis.</p> <p>Take an active part in reviewing your progress, including getting feedback, coaching and support as necessary.</p> <p>Make sure your regular progress discussions with your manager take place.</p>	<p>Help your individual team members to be clear about what is expected of them, and agree a performance and development plan.</p> <p>Make sure you take account of equality and diversity issues when managing the performance of individuals.</p> <p>Make sure all individuals have a completed performance plan.</p> <p>Support individuals by providing feedback, coaching and suitable resources.</p> <p>Have regular progress discussions with individuals.</p> <p>Assess individuals' overall performance, based on evidence of their performance.</p>	<p>Agree with your managers the links between organisational, team and individual objectives.</p> <p>Make sure that your managers apply PM consistently and fairly, balancing organisational and individual needs.</p> <p>Support your managers in the PM system throughout the year.</p> <p>Comment on the overall performance assessments at the end of the year for your manager's team members.</p> <p>Help managers and individuals reach an agreement if there is a disagreement related to PM.</p>

The **HR team** also has a supporting role in PM. Their role is to:

- support you to put PM into practice by providing information about the system and how to make it work effectively;
- help make sure that people follow equality and diversity principles;
- advise on related procedures where necessary, such as grievance or capability;
- advise senior managers of any quality or consistency issues (for example, inconsistent standards in agreeing performance objectives or applying the Ways of Working, or the absence of performance plans); and
- provide advice on learning and development issues arising out of performance planning, and use individual development plans to create an overall development plan.

For more details about roles and responsibilities in PM, see section 1 of the PM Guide.

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Section 4

Performance planning

The performance planning meeting is the first step in the PM cycle. It gives you the opportunity to discuss and agree with your manager:

- a** what you have to achieve (performance objectives);
- b** how your performance will be measured;
- c** how you will be expected to work to achieve your objectives (the Ways of Working – see page 16);
- d** your development needs; and
- e** the support you need to achieve your performance or development objectives.

All of these things make up the performance plan. There is a copy of the performance plan in section 9 of the PM Guide. This section looks at the principles involved, for example in agreeing good-quality objectives, and then at some of the issues you need to consider as a manager when performance planning with your individual team members.

What effect does equality and diversity have on performance planning?

Each member of your team is different – with different strengths, experiences, background and circumstances. It is important to recognise this individuality when performance planning, and think carefully about how this diversity will affect the plan you agree with each person.

We are a very large organisation so we have a very diverse workforce. As a manager of others, you need to be able to use the diversity within your team to achieve the best results and accept that individuals will contribute to the team's goals in different ways.

You may also need to consider specific individual needs. For example, an individual may work part time and this would need to be taken into account when agreeing their objectives. A person working for 20 hours a week could not achieve the same as a person working full time.

A person may have a disability that means they will have particular needs in the workplace. They may need adjustments to be made to allow them to make a full contribution to the role. For example, they may need special equipment or changes to working arrangements. It is very important that you discuss these things fully with the person involved and not make assumptions about what they will or will not be able to do.

Our policy and strategy on Equality and Diversity in Employment are on the intranet in the Survival Guide under section 5 – Policies and Guidance.

What is a performance objective?

A performance objective defines something that a person has to achieve that contributes to the overall goals of the team or business area. You should not confuse it with a task. Tasks are smaller activities that a person needs to do to achieve their objectives. Objectives describe the end result.

A person's performance objectives are likely to flow from the main areas of responsibility within their role. However, performance objectives do not just repeat the role description. They summarise the priorities within that role for the next performance period. The following table shows how key responsibilities, performance objectives and tasks are linked, in the example of someone in a support role in a marketing team.

Main responsibility	Performance objective	Tasks
To provide administrative support to the marketing team.	To organise the administration and facilities for the marketing team's planning day which will take place on 31 January.	Agree and book the venue. Identify who will host the day. Find out if the people coming have any special needs. Prepare the agenda. Issue joining notes.

A performance objective must state clearly what is to be achieved and by when. It must be measurable and, even though it is challenging, it should still be within the control and capability of the individual. It must also be possible to measure when it has been achieved. The 'C-SMART' approach is a useful way of making sure that a combination of the performance objectives and the appropriate measures (see page 15) meet these conditions.

- | | | |
|----------|--------------------|---|
| C | Challenging | Objectives should stretch the individual to improve and go beyond their current level of performance. |
| S | Specific | Objectives should be precise and unambiguous so that everyone understands what the individual is aiming for. |
| M | Measurable | You should be able to tell when the individual has achieved their objective. (Performance measures, covered later in this section, are key to this.) |
| A | Achievable | Objectives should be realistic – within the capability, skills, experience and control of the individual. They should take account of specific needs and circumstances. |
| R | Relevant | Objectives should be in line with team objectives and relevant to the individual's role. |
| T | Timebound | Objectives should clearly state when they must be achieved by. (Performance measures, covered later in this section, can be used for the time element.) |

Agreeing performance objectives

In order for you to be able to agree performance objectives with your team members, you will first need to be clear about your own role and objectives, and the overall contribution to organisational goals that your team is expected to make. It is part of your role as a manager to make sure that your team members' objectives are in line with the overall team objectives. You must also make sure that your team members have a clear understanding of the links between their objectives, the team's objectives and the strategic plan. This is an important part of the Investors in People standard.

It is logical that performance planning should start at senior levels in the organisation. This allows the link between organisational, team and individual objectives to be clear.

When discussing and agreeing performance objectives with an individual, you will need to think about the following.

- What is their starting point in terms of knowledge, skills, ability and experience? These factors need to be reflected in how challenging their objectives are and the measures of performance (see the next page).
- Are there any specific individual needs to take into account?
- How can you encourage the individual to contribute as fully as possible to performance planning? The plan should not be 'imposed' on them. They need to feel that the plan is their own so they are committed to achieving their objectives and taking responsibility for their own day-to-day performance.
- Are all the objectives C-SMART?
- Can the individual manage the total number of objectives (probably no more than five)?

What is a performance measure?

Performance measures allow you, as a manager, to assess how well a member of your team is progressing with their objectives throughout the year and when they have achieved them. Measures will fall into one of the following categories.

- Time (by when).
- Quantity (how many or how much).
- Quality (to what standard).

Thinking back to the example of a performance objective on page 12, possible measures of performance might be:

- special needs are catered for to the person's satisfaction (quality);
- all costs must be contained within the budget of £2,000 (quantity); and
- people must receive an agenda and joining notes by 15 January (time).

Agreeing performance measures

Once you have agreed appropriate performance objectives with an individual, you will need to agree the most appropriate measures of performance. Both the objectives and the measures should be recorded in the performance plan. You do not necessarily have to include all three types of measure outlined above for each objective. It is important to identify those that are the most relevant. However, you should be aiming to measure more than just whether or not the objective was achieved on time.

You should think about the following things.

- Will the measure help you to identify **in good time** any problems that might affect the individual's success?
- Are there any **existing** systems or sources of information that could also serve as measures of performance?
- Are you measuring **the right things** – should you be measuring quality, quantity or time? Do the measures provide information on all the important aspects of the individual's performance?
- Who will take **responsibility** for collecting different information – what will you be responsible for and what will the individual be responsible for?
- Are the measures you have identified **cost-effective** (will you spend more time gathering the information than it is worth)?

A sample performance plan with examples of objectives and measures is on page 22. (The sample shows lots of examples of measures. You would not necessarily expect to use as many as this.)

For more details about performance objectives and measures see section 2 of the PM Guide.

What are our Ways of Working?

An important feature of the new PM system is that it focuses on, and measures, what we need to achieve (our performance objectives) and how we will achieve it (the Ways of Working). The Ways of Working describe how we are all expected to go about our day-to-day activities, and can make the difference between poor, good and excellent performance. The summary definitions of the Ways of Working are shown on page 20. The full descriptions are in section 3 of the PM Guide.

The Ways of Working cover six different areas, shown on the next page, and fall into three levels – A, G and S. The level at which an individual is expected to work depends on their role in the organisation, as shown in the following chart.

Level A Assisting and applying	Level G Guiding and developing	Level S Shaping and steering
<p>At this level, you assist others and apply your knowledge and skills to:</p> <ul style="list-style-type: none"> ● take on responsibility for one or more parts of a process or project; ● manage and organise your own time to make sure that work gets done; ● work on tasks and activities with some supervision; and ● work effectively as an individual or as a team member (or both). 	<p>At this level, you guide and develop others. You:</p> <ul style="list-style-type: none"> ● are involved in developing people through managing, coaching or mentoring; ● deal with the outside environment for the benefit of others in the organisation; and ● develop your technical and professional skills, and are able to provide advice and guidance to others. 	<p>At this level, you shape and steer the organisation. You:</p> <ul style="list-style-type: none"> ● have significant influence over the future direction of a major part of the organisation; ● have decision-making power and authority on behalf of the organisation; ● act as a representative in wide and varied interactions, both outside and inside the organisation; ● provide overall leadership; and ● sponsor and develop future successors.

The six areas covered by the Ways of Working are:

- Working Together;
- Focusing on Performance;
- Developing Yourself and Others;
- Thinking Things Through;
- Achieving Results; and
- Working with Change.

All six Ways of Working apply to all roles in the LSC.

Agreeing the Ways of Working

At the individual performance planning meeting, you will need to agree with each individual their performance objectives and how the Ways of Working apply to their role. This means agreeing the level – A, G or S – at which they need to operate. Most roles will probably fall into one of the three levels, as shown by the example on page 23. The appropriate level for the individual's role needs to be clearly noted on their performance plan. However, it is possible for some roles to span two levels. In these cases, you both need to agree an appropriate 'profile' against the Ways of Working.

What is development planning?

Development planning is the process that allows you and the individual to identify, and plan how to deal with, any gaps in their knowledge, skills or ability so they can achieve their objectives and improve their performance. You will also need to think about the most appropriate way of meeting identified development needs, and the support or resources the individual might need. All of this information is recorded in their performance plan in the development planning section.

An individual's development activities should clearly relate to them achieving their performance objectives, and so be linked to business needs. There is more guidance in the Learning and Development Policy and Guidance on the intranet. (This is in the Survival Guide, under section 9 – Policies and Guidance. You can also get advice and guidance on development issues from your HR team.)

Identifying and agreeing the development plan

When considering an individual's development needs, you might like to think about the following.

- What did they do well last year? How could they have done better? Does this highlight a development need?
- Do their performance objectives mean that they need to develop new knowledge or skills in order to achieve them? This would make the development activity a high priority.
- Who else could offer feedback on their performance to help identify their strengths and areas for improvement?
- Do the Ways of Working present the individual with any challenges? Do they have any development needs here?
- Do their development needs have different levels of priority? Are they mandatory, core or optional (see the Learning and Development Policy).

When you are identifying development needs, it is important to ask 'what will the individual be able to do that they can't do at the moment?' This helps you to make it clear what they need to learn and make sure it is relevant to their performance. This question is a useful way of identifying the precise development need. An example of a completed development plan is on page 24.

There are many factors that will affect the choice of development option, and many ways to develop other than going on formal courses. You and the individual, possibly with the support of your HR team, will need to think about the following.

- What is their preferred way of learning? Do they prefer to observe and reflect or just 'have a go'?
- Do they have any specific needs (for example, access or a specific working pattern) that will affect their choice of development option? Always talk about these with the individual.
- Who holds the budget and what resources are available? How does this affect their choices?
- What is the most appropriate learning or development method to meet their identified need? For example, reading is probably not the best way of learning a new skill.
- What support might they need (for example, coaching, feedback, time away from the desk or access to an 'expert')?
- How will you and they know when they have achieved their development goals? How will you measure success?

You can find a development checklist in section 4 of the PM Guide, and checklists for performance planning for individuals, managers and reviewers in section 2 of the PM Guide.

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Ways of Working	Level A Assisting and applying	Level G Guiding and developing	Level S Shaping and steering
Working Together	Builds a good working relationship with those who depend on or influence their own work, working with others to get things done.	Builds and maintains productive relationships across and, where appropriate, outside the LSC, actively involving and consulting internal and external partners.	Creates and reinforces a culture of collaboration, breaking down barriers inside and outside our organisation to achieve long-term goals.
Focusing on Performance	Makes an active contribution to the team, showing personal commitment to achieving agreed objectives.	Provides day-to-day leadership for the team, managing individual performance to allow team members to contribute to the best of their ability.	Makes clear the strategic goals for the business area. Creates a culture that values people, recognises their achievements and encourages them to take responsibility for their own performance.
Developing Yourself and Others	Puts effort into developing their own skills and abilities. Helps colleagues with practical on-the-job development activities.	Improves their own skills by developing specialist and functional knowledge, and getting feedback on their own performance. Helps others develop through coaching, delegation and feedback.	Develops their knowledge in their own specialist area, acting as a role model for continuous professional development. Makes sure enough time and effort are invested in developing their people.
Thinking Things Through	Makes appropriate decisions and judges when to involve or consult others.	Assesses issues and problems from different points of view. Makes decisions that take account of both short-term and long-term implications.	Analyses and resolves complex issues and problems, making decisions on behalf of the organisation.
Achieving Results	Organises their own workload to meet deadlines and expectations, using resources effectively and efficiently.	Produces and manages implementation plans, identifying the tasks, outcomes and resource requirements to achieve overall objectives.	Sets and reviews the overall boundaries in which others plan their work, taking a strategic view across business areas.
Working with Change	Adapts to changes that affect their own work and makes suggestions for improvements in their own area.	Encourages and demonstrates creative thinking, putting into practice new approaches that improve performance. Helps others to understand and cope with change.	Provides clear leadership, direction and focus in times of change, dealing with resistance and acting as a champion of good practice.

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Performance Plan

Name: Chris Williams	Role title: Personal Assistant	Performance period: 1 April 2002 to 31 March 2003
Section or department: Operations	Manager: Alex Leistikow	Reviewer: Rav Bhayani
Team objectives and targets This section is completed in line with the local strategic plan		
Your objectives What do you need to achieve?	Measures <ul style="list-style-type: none"> How will you know you have succeeded? By when do you need to achieve this? 	Achievements and progress <ul style="list-style-type: none"> What key achievements have you succeeded in delivering since your last progress discussion? What do you need to focus on over the next performance period?
Manage and monitor the manager's diary to smooth out the flow of their work and to meet the needs of other people at the same time.	<ul style="list-style-type: none"> No meetings are missed or double-booked due to diary errors. All necessary information is collected from others in advance. Travel itineraries (maps, accommodation and so on) meet the manager's needs. 	<ul style="list-style-type: none"> Exceeded Met Approached Below
Produce all documentation and records to the highest standards and on time, making sure they are then filed properly.	<ul style="list-style-type: none"> No more than two documents a month are referred back to the PA for errors to be corrected. Information needed for monthly management meetings is prepared no later than the third working day of each month. Current files are archived every four months. 	
Organise all aspects of the manager's meetings to meet the needs of the people that go to them.	<ul style="list-style-type: none"> All appropriate people are invited, and receive any necessary background information and an agenda three days beforehand. A meeting room, audio-visual equipment and refreshments are provided as requested. 	This section is completed at the progress discussion
Complete the organisation of administration and logistics for the two-day national conference by 31 July 2002.	<ul style="list-style-type: none"> Venue, catering and facilities are booked by 31 May 2002. All presenters are confirmed and briefed by 15 June 2002. People are invited and 'marketing' communications are issued by 30 June 2002. 	This section is completed at assessment time
Follow all internal policies and procedures at all times.	<ul style="list-style-type: none"> No more than 5% errors in completing requisition orders for the finance team. All expenses claims and reports are completed correctly and submitted within agreed time scales. Appropriate security maintained for all documents and records classified as 'confidential'. 	

Ways of Working

<p>Performance level required</p> <p>Assisting/applying A] Guiding/developing G] Delete as appropriate Shaping/steering S]</p>	<p>Note If the performance level required in an individual Way of Working is different to the general level above, record the appropriate level in the first column.</p>
	<p>Record examples of either:</p> <ul style="list-style-type: none"> ● performance that meets expectations; ● exceptional performance above expectations; or ● performance which does not meet expectations.
<p>Working Together —</p>	
<p>Focusing on Performance —</p>	
<p>Developing Yourself and Others —</p>	<p>This section is completed at the progress discussion</p>
<p>Thinking Things Through —</p>	
<p>Achieving Results —</p>	
<p>Working With Change —</p>	
	<p>Annual performance against expectations</p> <ul style="list-style-type: none"> ● Exceeded ● Met ● Approached ● Below

Summaries of the levels for each Way of Working are given on page 20. Full descriptions are given in section 3 of the PM guide.

Development Plan

Development need I need to be able to:	Priority ● Mandatory ● Core ● Optional	Development activity I will:	By when	Resources or support I need:	Evaluation How effectively has my development need been met?
● follow procurement policies and procedures;	Mandatory	● get a copy and read through the LSC's procurement guide;	30 April 2002		This section is completed after the particular development has been carried out
● create graphs on slide presentations; and	Core	● do the Microsoft Intermediate PowerPoint computer-based training at the Information and Learning Zone (ILZ); and	31 July 2002	● to attend the ILZ for half a day; and	
● improve my co-ordination and communication with the rest of the team.	Optional	● get team members' feedback on the way I work with them and keep them informed.	30 June 2002	● to receive coaching from Alex on my planned approach to the feedback exercise.	

Performance and development plan agreed	
Individual	Date
Manager	Date

Once you and your manager have signed this performance plan, you need to send a copy to your local HR team and give a copy to your manager for their records.

Section 5

Summary of key points

Here is a brief summary of some of the key points in this pack.

- PM is a simple way to keep you and your team focused on organisational goals. It is a very important tool for effective management.
- There are clear benefits of PM for individuals, managers and senior managers, and ultimately the organisation as a whole.
- PM follows a simple cycle of planning, feedback and progress discussions, development and coaching, and assessment.
- PM involves everyone. It is not enforced by managers and it allows individuals to take responsibility for their own performance.
- There are distinct responsibilities within the PM system for individuals, managers, reviewers, senior managers and HR teams.
- As a manager of others, you need to make sure that you consider equality and diversity issues when managing performance.
- Performance plans are agreed between the individual and the manager. They include 'C-SMART' performance objectives, measures of performance, a profile against the Ways of Working and a development plan.
- The Ways of Working describe six aspects of performance that apply to all of us.

Section 6

What to do next

Now that you have had a brief introduction to the new PM system, you may want to find out more about particular aspects of it by looking in the PM Guide. This provides much more detail about the new system, and will probably answer any specific questions you have as a result of reading this pack.

However, you do not have to do any more reading at this point. You will shortly be attending a one-day training event. This will be an opportunity for you to:

- discuss PM in more detail; and
- develop some of the skills and techniques you will need to effectively complete the performance planning element of PM.

After the training event, you will have your one-to-one performance planning meeting with your manager (you may have already started this process). After the training, you may want to confirm the details of your own performance plan, as outlined in this pack. This will also allow you to begin, or confirm, the performance planning process with the individuals you manage. The training event will also prepare you to pass on the main information about PM to your team members, and to support them as they work through their PM learning module.

In the meantime, you might want to think about:

- your own performance objectives and measures;
- how the Ways of Working relate to your role; and
- any development needs you might have.

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