

*O.E.M.C. Municipal Conference -
2004*

"Reaching New Heights"

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Performance Management

*"Motivating & Recognizing Employees
for Exceptional Performance"*

By

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Recognition - what it is *Not*

- › It is *not* the 5 year pin
- › It is *not* the gold watch on your 25th anniversary
- › It is *not* a dinner in your honour on your retirement

*these are acknowledgements of an individual's
length of service to the organization*

Recognition

- › Is *performance driven*
- › Is *consistent* with the individual's goals
- › It *supports* the organization's goals
- › It *further the success* of the individual & the organization

Recognition - Purpose

To *recognize* exceptional performance against

- › agreed upon *Specific* standards
 - › that are *Measurable*
 - › that are *Achievable*
 - › that are *Realistic*
 - › that are *Time specific*

S.M.A.R.T.

Recognition - Rewards

- › Monetary

- › Non-monetary

Recognition - Rewards

In terms of *rewards*,
most everything we can think of,
in one way or another,
has a *price tag* attached

How to *Reward*

Exceptional Performance

&

Manage it for

Future Growth

Manage the Employee's performance
in such a way that you know:

what exceptional performance is

&

when it has been achieved

Manage the Employee's performance
in such a way that

the achievement

of exceptional performance

is communicated

to the employee

TCGI & Performance Management

O.E.M.C. 2004

Manage the Employee's performance
in such a way that

*formal & informal rewards
recognizing exceptional performance
are in place
&
communicated to the employee*

TCGI & Performance Management

O.E.M.C. 2004

This process is defined as

Performance Management

Performance Management

The informal and formal process of regularly planning, monitoring, reviewing, documenting, discussing and improving employee performance and results to further the success of the organization

The object of performance management is to *help people to do a better job and reward them properly for doing so*

Performance Management Problems

- **Perplexing Reality**

Poor in Implementation

Periodic HR Event

Unpleasant Necessity

Managers & Employee Avoid

Performance Management Problems

Attainable Goal

Good in Theory & Practice

Continuing Collaborative Process

Value Added

Managers & Employee Embrace

Employee Perceptions

I understand the measures used to evaluate my performance **60% yes**

My performance is rated fairly **57% yes**

My manager clearly communicates goals & assignments **47% yes**

Employee Perceptions

My performance reviews are conducted
regularly and on a timely basis

42% yes

My reviews are helpful in improving
performance

39% yes

My manager gives regular feedback

37% yes

Managers' Most Common Complaints

Employees become defensive when I give them
feedback

I don't like sitting in judgement of my employees

This takes too much time

Managers' Most Common Complaints

It's just a paper exercise that is not directly related
to the work of my group

It's just another form that HR insists we complete

The evaluation forms do not relate to the work my
people do

Managers' Most Common Complaints

This is just a "once-a-year" activity

The only thing employees are interested in is the
size of their raise

Employees don't want to participate in performance
management

**“Performance Evaluation” or
“Performance Appraisal”**

**implies a periodic event not an on-going
process**

is a scorecard approach

Performance Appraisal Research

Three critical questions were asked:

1. How satisfied are employees with their organization’s performance appraisal system?
2. How do they see performance practises changing the future?
3. What factors cause performance management systems to succeed or fail?

Research Findings

- ▶ regardless of position, both managers and staff see a lot of room for improvement in performance management practises
- ▶ respondents give the lowest grades to feedback and coaching
- ▶ respondents do not see a clear link between their performance and their pay

Research Findings

- ▶ respondents describe performance *management* as a fragmented system that lacks continuity
- ▶ little opportunity for employee involvement in the appraisal process
- ▶ performance is not rewarded sufficiently

Research Findings

- ▶ appraisals are late and focus on the petty and the negative
- ▶ managers do not follow up with employees after appraising them
- ▶ it takes too much time

Bretz & Milkovich Survey

- ▶ Their survey was based on the recognition that:
 - ▶ performance appraisal is widely considered by both academics and practising managers as one of the most valuable human resources tools
 - ▶ it is a vital component in recruiting and hiring employees where it is used to validate selection procedures

Bretz & Milkovich Survey

- ▶ in the staffing arena, transfer, layoff, termination, and promotion decisions are based on appraisal results, and in compensation administration, performance appraisal forms the basis for the administration of merit pay systems
- ▶ performance appraisal can serve as a motivational device to communicate performance expectations to employees and to provide them feedback

Bretz & Milkovich Findings

- ▶ it is indispensable in training and development activities to assess potential and to identify training needs
- ▶ debate continues about whether performance appraisal is truly beneficial

Bretz & Milkovich Findings

- ▶ a significant number of managers firmly believed that the procedure may create more problems than it solves
- ▶ the process itself remains a largely unsatisfactory endeavour

Bretz & Milkovich Findings

- ▶ the system suffers from design flaws
- ▶ managers receive poor training and are seldom rewarded for accuracy in the appraisal

Bretz & Milkovich - Why?

“...both managers and employees tend to approach appraisal feedback sessions with fear and loathing.”

Bretz & Milkovich Summary

Ownership

- ▶ neither manager nor subordinate has any sense of ownership. They are not involved in the design or administration of the system; they frequently are not trained to use it, and their reactions to the system are rarely solicited or acted upon.

Bretz & Milkovich Summary

Bad news

- ▶ managers do not like to deliver negative messages to people with whom they must work and whom they often like. Employees do not like to receive them. Negative messages generate defensive reactions and promote hostility rather than serve as useful performance feedback.

Bretz & Milkovich Summary

Adverse impact

- ▶ both managers and employees know that bad reviews have an adverse impact on a person's career. Managers are conscious of the performance of the paper trail that follows a formal appraisal and are often hesitant to commit negative feedback to writing.

Bretz & Milkovich Summary

Scarce rewards

- ▶ there are few formal rewards for taking the process seriously and probably no informal rewards. There are many informal rewards for *not* delivering unpopular messages.

Bretz & Milkovich Summary

Personal reflections

- ▶ managers hesitate to give unfavourable appraisals for fear that the appearance of unsatisfactory work by a subordinate will reflect badly on the manager's ability to select and develop subordinates. Lack of candor in evaluation is a way of hiding one's dirty laundry.

Bretz & Milkovich: Critical Findings

Despite the assumption that performance appraisal is valuable, not a lot of time is devoted to it:

- ▶ an average of *8 hours per employee per year* for appraising executives and managers

- ▶ *6 hours on professionals*

- ▶ *fewer than 4 hours on non-managerial, nonprofessional staff*

Bretz & Milkovich: Critical Findings

These figures *include all* of the appraisers' activities in observing and documenting performance, completing the evaluation form, and conducting the appraisal discussion

Why No Time is Spent

Managers are
not commonly held accountable
for how well they conduct
performance appraisals
on their employees

Recommendations for Improving Appraisal Effectiveness

Get employees more involved in the design,
development, and administration of the
performance appraisal system

Participation creates ego involvement and a sense
of commitment to the process

Recommendations for Improving Appraisal Effectiveness

Invest more heavily in *training*
raters to use the system

Train managers to
observe and *document* performance
and to *communicate* information effectively
and deliver performance *feedback*

Recommendations for Improving Appraisal Effectiveness

Create an environment in which *performance*
information is viewed as a resource that
managers can use to develop their employees

Top managers must create a climate in which
accurate and timely performance appraisal is
expected of all managers, is **taken seriously**, and
is *rewarded*

Recommendations for Improving Appraisal Effectiveness

Make a performance appraisal a *shared responsibility* of the *ratee*, not just the *rater*

This fundamental *philosophical shift* takes the burden to “be nice” from the managers and frees them to be honest

As part of this philosophy, *employees must be trained* to use feedback from the appraisal process to manage their own careers

Recommendations for Improving Appraisal Effectiveness

Use *multiple perspectives* (multiple raters), including peer evaluation, to reduce the reliance on a single source

This *reduces sampling error* by increasing the number of observations and makes raters more comfortable, since they are no longer solely responsible for what happens to the person as a result of the rating

Conclusion ...

performance appraisal is here to stay

*overwhelming majority of organizations use the
approach*

little discussion of abolishing it

Conclusion ...

*there is widespread dissatisfaction with almost
everything concerned with performance
appraisals*

Conclusion ...

*neither appraisers nor those being appraised
feel entirely comfortable with the process*

Conclusion ...

*organizations fail to give it the weight that they
do to analyses of their financial or other
operational situation*

**David W. Ewing
on Performance Appraisals:**

“Performance appraisal has come a long way (over the previous 25 years) since its origin as a simple, principally one-way communication between a boss and his subordinate. Judging from the articles in this series, the technique still has a way to go before most managers will be satisfied with it. It seems safe to conclude, however, that *performance appraisal is not a passing fad*. Any technique that can stimulate the kinds of experiment and inquiry described in this series should be around for many years to come.”

**James L. Hayes on Performance
Appraisals:**

“There are some ideas in management whose time comes and goes and comes again, depending on circumstances of economy or fashion. I have in mind such things as direct costing, the most profitable means of inventory valuation, and the eternal shift between centralization and decentralization. There are other ideas whose time is ever present and whose demands for effective practice are immutable. ...

James L. Hayes on Performance Appraisals:

... of these perhaps the most pertinent for all managers anywhere in no matter what type of operation - whether in the public or private sector, whether in a market or socialist economy - *is the need for effective performance appraisal.*”

Performance Management Defined:

The informal and formal process of regularly planning, monitoring, reviewing, documenting, discussing and improving employee performance and results to further the success of the organization

Objective of Performance Management

To help people to do a better job and reward them properly for doing so

› it is *not* to have beautifully completed forms

› *objectives lead to content*

S.T.R.I.D.E.S.

SETTING **G**OALS & **O**BJECTIVES:

- Activities & behaviours that are associated with developing department plans, defining team & individual performance expectations & objectives, & linking them to organization & department goals

S.T.R.I.D.E.S.

TRAINING & ***D***EVELOPING:

Activities & behaviours which ensure the availability & value of training & developmental activities needed by employees to perform their present job responsibilities effectively, and to prepare them for future opportunities

S.T.R.I.D.E.S.

RECOGNIZING & ***R***EWARDING:

Activities & behaviours which define & link positive material, non-material, & advancement consequences to desired employee actions & performance results

S.T.R.I.D.E.S.

INVOLVING & ***I***NTERACTING:

Behaviours & actions that support & encourage active participation in the determination of performance expectations, promote open communications among all parties & enhance the working relationships between staff & management

S.T.R.I.D.E.S.

DELEGATING & ***C***OACHING:

Actions & behaviours which provide for effective allocation of work effort to appropriate resources, while maintaining the necessary contact to facilitate progress and the achievement of stated performance expectations

S.T.R.I.D.E.S.

EVALUATING & ***G***IVING ***F***EEDBACK:

Activities & behaviours which provide quantitative & qualitative feedback to employees concerning their job performance; both on an informal & structured basis.

S.T.R.I.D.E.S.

SUPPORTING & ***E***MPowering:

Activities & behaviours which ensure the availability & value of procedures, tools and other support structures needed by employees to perform effectively, and which foster & reinforce employee levels of authority and influence

Performance Management

Offers both managers and employees an opportunity to:

Identify mutually acceptable goals

Develop action plans most likely to achieve those goals

Review performance on an ongoing basis

Performance Management System

SUCCESS AND FAILURE FACTORS

What are the critical elements needed for a performance management system to be successful?

What contributes to the failure of performance systems?

Performance Management System Objectives

Coaching Employees

Ongoing Performance *Documentation*

Effective Delegation

Performance Management System Objectives

Handling Performance Problems

Completing the Performance Review

Facilitating the Review Meeting

Performance Management System Objectives

Developing Plans for the Employee

Setting Objectives

Commitment to the Employee

Four Principles of Coaching

Maintain and Enhance Self-Esteem

*Listen and Respond with
Understanding and Empathy*

*Focus on Specific
Behaviours and Outcomes*

Use Reinforcement to Shape Behaviour

**Principle #1 - Maintain & Enhance
Self-esteem**

People are motivated
to work at a level consistent
with their *perception of self competency*

**Principle #1 - Maintain & Enhance
Self-esteem**

If an individual *feels adequate*
in performing a task,
he/she will perform,
or be *highly motivated* to perform,
in a manner consistent with those feelings

Principle #1 - Maintain & Enhance Self-esteem

If a manager
encourages feelings of competency
in employees,
the *motivation to perform competently*
is increased

Principle #1 - Maintain & Enhance Self-esteem

By *maintaining and enhancing*
self-esteem, the manager
creates a work environment
that *boosts the employee's confidence*
in his/her ability to perform

Principle #1 - Maintain & Enhance Self-esteem

An employee who
feels competent is more likely
to *perform competently*,
conversely the employee who feels
incompetent is less likely to succeed

Principle #2 - Listen & Respond with Understanding & Empathy

Listening is a critical skill
for effective communication

Responding with understanding
demonstrates a person is listening

Principle #2 - Listen & Respond with Understanding & Empathy

With Understanding

People generally don't take time to verify that both parties have the same understanding of the message

Checking for understanding is used whenever a message gets a little complex or agreements are being discussed

Principle #2 - Listen & Respond with Understanding & Empathy

With Understanding

Repeat in your own words your understanding of the message you just heard

Ask specific questions of the other person to check your understanding of an agreement or a decision

Principle #2 - Listen & Respond with Understanding & Empathy

With Empathy

Two steps in listening with empathy

1. Acceptance of what is communicated (not agreeing or disagreeing)
2. Re-statement for feeling and content (why feelings arise)

Principle #2 - Listen & Respond with Understanding & Empathy

Benefits

Comforting the person being listened to

Promoting rapport between manager and employee

Principle #2 - Listen & Respond with Understanding & Empathy

Benefits

Listening with empathy *conveys trust*

Helps employees to think for themselves,
to diagnose the problems
and to discover their own solutions

Principle #3 - Focus on Specific Behaviours & Outcomes

When a manager focuses
on the personality/attitude traits of an employee,
the odds of eroding their self-esteem are increased

It would be natural for the employee
to become defensive and engage in responses
that deny, falsify, or distort reality

Principle #3 - Focus on Specific Behaviours & Outcomes

Personality and attitude discussions can be confusing and are generally unproductive

A behaviour is something you can see someone do or hear someone say

Principle #3 - Focus on Specific Behaviours & Outcomes

The focus of an appraisal should be on how the individual employee behaves and acts and not be concerned with the kind of person the employee is or their personality

A performance appraisal is a mixture of qualities and emotions which influence the employer/employee relationship of love, hate, affection, respect, pity, guilt, etc.

Principle #3 - Focus on Specific Behaviours & Outcomes

A performance appraisal provides
a formal record for this
very important relationship

A performance appraisal must stress
the relevance of behaviours and
not the personality traits of the two people
involved

Principle #3 - Focus on Specific Behaviours & Outcomes

If a manager has a genuine desire
to understand, evaluate and develop
an employee, they will usually
find an effective method of
getting the job done
in a mutually satisfactory way.

Principle #3 - Focus on Specific Behaviours & Outcomes

**Performance appraisals should
only be based along
observable criteria that are
time-limited, specific and measurable**

S.M.A.R.T.

Principle #4 - Reinforcement Shapes Behaviour

Behaviour is a function of its consequences,
reinforcement techniques
are a powerful method
of changing behaviour - whether strengthening
desirable behaviour
or diminishing undesirable behaviour

Principle #4 - Reinforcement Shapes Behaviour

Three strategies to change behaviour:

Reward, punishment, ignoring

Principle #4 - Reinforcement Shapes Behaviour - Reward

Primary and most powerful strategy

A behaviour that is rewarded has
a greater probability of re-occurring
simply because it pays off

**Principle #4 - Reinforcement
Shapes Behaviour - Reward**

Reinforces behaviour because
it helps satisfy a need
(Praise and recognition appeal
to self-esteem need)

**Principle #4 - Reinforcement
Shapes Behaviour - Ignoring**

Decreases the likelihood of
the re-occurrence of a behaviour

An employee is unlikely to continue
giving suggestions if
they are never acknowledged

Principle #4 - Reinforcement Shapes Behaviour - Ignoring

Ignoring desirable behaviour will decrease the chances that it will continue

Many positive behaviours are unknowingly recognized (eg. manager simply forgets to take enough positive steps such as forgetting to praise day-to-day praise-worthy events.)

Principle #4 - Reinforcement Shapes Behaviour - Punishment

Is defined as a barrier to need satisfaction

"Operant conditioning" is a theory that when behaviour is followed by an unpleasant event, the behaviour is less likely to be repeated. (eg. a formal reprimand for violating a policy decision or a day's suspension without pay is designed to alter the behaviour.)

Principle #4 - Reinforcement Shapes Behaviour - Punishment

Most punishment takes the form of poorly expressed dissatisfaction with a employee's performance

Comments which are judgmental or even derogatory usually impact the individual's need for self-esteem

Principle #4 - Reinforcement Shapes Behaviour - Punishment

Negative aspects of punishment:

Provides only a temporary decrease in undesirable behaviour.

Managers who use punishment must be continually alert in order to prevent undesirable behaviour recurring.

Principle #4 - Reinforcement Shapes Behaviour - Punishment

Negative aspects of punishment:

Increases the incident of emotional behaviour.
Often the behaviour that is stopped by
punishment is replaced by emotional behaviour
such as anger, aggression, frustration,
fear and withdrawal. This show of emotional
response inhibits rather than enhances performance.

Principle #4 - Reinforcement Shapes Behaviour - Punishment

Negative aspects of punishment:

May permanently suppress the wrong response
or lead to inflexibility of behaviour.
Behaviour that is viewed as undesirable
at one time may be desirable at another.
If this type of behaviour is punished,
the employee may become inflexible in the
performance of the job.

**Principle #4 - Reinforcement
Shapes Behaviour - Summary**

Positive reinforcement
has a much more predictable effect
than punishment

**Principle #4 - Reinforcement
Shapes Behaviour - Summary**

Punishment does not weaken behaviour
as effectively as
positive reinforcement strengthens it

**Principle #4 - Reinforcement
Shapes Behaviour - Summary**

The effectiveness of punishment
is diminished because of
the significant negative side effects

**Principle #4 - Reinforcement
Shapes Behaviour - Summary**

It is recommended that
positive reinforcement be used most often.

Principle #4 - Reinforcement Shapes Behaviour - Summary

The mistake managers make most
is neglect by inadvertently ignoring
the specific, good performances
that occur on a regular basis

Ongoing Performance Documentation

Make sure that all your employees
always know how well they are performing

Ongoing Performance Documentation

Make sure they know
that you are aware of their performance

Ongoing Performance Documentation

There should be no secrets
and everyone should know
where he or she stands

Ongoing Performance Documentation

For employees to improve
poor work, they have to know
clearly what the poor work is

Ongoing Performance Documentation

For employees to continue
doing good work, they have to
know clearly what that good work is

Performance Problems

Represents the difference between the performance
a manager **WANTS** or **EXPECTS**
from an employee
and the performance
they actually **GET** from the employee

Performance Problems

Arises any time an employee
does something the manager feels
they shouldn't do
or is not doing something
the manager feels they should do

Performance Problems

Some are extremely serious
and others are so small
they may not be worth solving

Identifying Performance Problems

Performance problems will arise:

If an employee does not recognize
that a problem exists,
then that employee will have
no reason to change his/her behaviour

Identifying Performance Problems

Performance problems will arise:

If an employee lacks
the necessary knowledge and skills,
he/she will be unable to perform effectively

Identifying Performance Problems

Performance problems will arise:

If an employee does not have the equipment
needed to do a job, receives conflicting
instructions, or if a bad environment or poor
working conditions interferes with doing the
job, that employee will be unable
to do the job properly

Identifying Performance Problems

Performance problems will arise:

If an employee determines that it actually doesn't matter if the job is done correctly or not, or if the consequences of doing a job properly or quickly are unpleasant, ultimately, they will stop doing it correctly

Identifying Performance Problems

Performance problems will arise:

If an employee does not know exactly how well or how poorly he/she is doing, there is no way his/her performance can be improved

Performance Management

Covers the following basic steps:

Setting appropriate job performance standards and ensuring that employees are aware of them

Observing and identifying an employee's work behaviour, its outcomes and achievements as compared against agreed behaviours, goals and standards

Performance Management

Evaluating job performance by using some method of assessment

Evaluating and developing - that is, channelling the assessment results for the use of both the employee and the organization: this includes discussing the results with the employee (providing feedback) and may lead to training and development activities

Performance Management

*It is the process
that judges the performance
not the person*

Performance Standards

Have an *impact on the success* of the job

Differentiate between
successful and unsuccessful
job performers

Be at least partially
within the control
of the person being judged

Performance Standards

Be based on *observations* which
are documented and job related

Communicate job performance
expectation to employees
and provide *feedback*

Performance Standards

Recognize the realities of the work
to be performed (particularly important for
managerial/supervisory positions)

Recognize the importance of the organization
culture - that is, what is regarded
as “successful” behaviour within the
organization

Purposes of Performance Appraisal

Identify training needs

Help determine performance based
rewards/punishments

Help make employee re-organization decisions,
particularly with regard to promotions, transfers,
succession and work force planning

Purposes of Performance Appraisal

Set work objectives

Help employees with counselling and career
planning

Help with legal purposes (termination,
discipline)

Purposes of Performance Appraisal

Review and update job descriptions

Validate personnel practices (eg. selection decisions, promotion decisions and training programs)

Provide employee feedback

Performance Management

The informal and formal process of regularly planning, monitoring, reviewing, documenting, discussing and improving employee performance and results to further the success of the organization.

The object of performance management is to *help people to do a better job and reward them properly for doing so.*

S.T.R.I.D.E.S.

Performance Appraisal Alternatives

Four basic components that make up job performance are:

- › a situation;
- › a performer-focused;
- › the behaviour exhibited; and
- › the results achieved.

S.T.R.I.D.E.S.

1. Situation Model

Uncomplicated approach

Requires performer perform some task
or tasks in a given circumstance

The behaviour exhibited in the carrying
out of the task, or tasks, is observed
and the results noted

S.T.R.I.D.E.S.

1. Situation Model cont'd

Limited value as a development tool.
Job situation often critical to job success
but almost never a primary focus
of the performance appraisal form.

S.T.R.I.D.E.S.

1. Situation Model cont'd

Almost every performance appraisal form
concentrates on one of the other
three factors: the performer,
the behaviour, or the results.

S.T.R.I.D.E.S.

2. Performer-focussed Model

The classic performer-focussed appraisal approach is the *trait scale*.

S.T.R.I.D.E.S.

2. Performer-focussed Model

Organizations identify a constellation of traits or characteristics, qualities, or personal attributes, the possession of which is assumed to result in good performance.

S.T.R.I.D.E.S.

2. Performer-focussed Model

The performer-focussed appraisal form addresses the issue of what kind of individual the employee is rather than what he/she does or has produced or achieved.

S.T.R.I.D.E.S.

Peter Drucker in *Management: Tasks, Responsibilities, Practices*, puts the matter simply:
An employer has no business with a man's personality. Employment is a specific contract calling for specific performance and nothing else. Any attempt of an employer to go beyond this is usurpation. It is abuse of power. An employee owes no "loyalty", he owes no "love", and no "attitudes" - he owes performance and nothing else.

S.T.R.I.D.E.S.

3. Behaviour-based Appraisals

Concentrates on the behaviours
in which the individual engages
in the performance of the job.

S.T.R.I.D.E.S.

3. Behaviour-based Appraisals

In assessing behaviours, skills, and
competencies, we are looking
not at what the individual is
but what the person does.

S.T.R.I.D.E.S.

3. Behaviour-based Appraisals

The question is not what
kind of person he/she is but
how he/she goes about doing the job.

S.T.R.I.D.E.S.

3. Behaviour-based Appraisals cont'd

Commonly referred to as ***performance factors***.

Most organizations include performance factors as
part of their appraisal process.

S.T.R.I.D.E.S.

3. Behaviour-based Appraisals cont'd

Many identify specific factors to be assessed, together with a definition or description and a scale for the assessor to use in rating the quality of performance.

S.T.R.I.D.E.S.

4. Results -focussed Model

The most common results-based approach to performance appraisal is the management by objectives (MBO).

Emphasizes predicting and influencing the future rather than responding and reacting to the past.

S.T.R.I.D.E.S.

4. Results -focussed Model

It concentrates on
accomplishments and results.

Emphasis on increased participation
by all members of the organization.

S.T.R.I.D.E.S.

4. Results -focussed Model (MBO) cont'd

Core elements include:

Formation of trusting and open communication
throughout the organization.

Mutual problem solving and negotiations in the
establishment of objectives.

Creation of win-win relationships.

S.T.R.I.D.E.S.

4. Results -focussed Model (MBO) cont'd

Core elements include:

Organizational rewards and punishments
based on job related
performance and achievement.

Minimal use of political games, force, and fear.

S.T.R.I.D.E.S.

4. Results -focussed Model (MBO) cont'd

Core elements include:

Development of a positive, proactive,
and challenging organizational climate.

Involves goal setting, action planning,
implementation, and periodic reviews.

S.T.R.I.D.E.S.

4. Results -focussed Model (MBO) cont'd

8 major steps to the process:

1. Formulate long-range goals and strategic plans.
2. Develop overall organizational objectives.
3. Establish derivative objectives for major operating units.

S.T.R.I.D.E.S.

4. Results -focussed Model (MBO) cont'd

4. Set realistic and challenging objectives and standards of performance for members of the organization.
5. Formulate action plans for achieving the stated objectives.
6. Implement the action plan and take corrective action when required to ensure the attainment of objectives.

S.T.R.I.D.E.S.

4. Results -focussed Model (MBO) cont'd

7. Periodically review performance against established goals and objectives.

8. Appraise overall performance, reinforce behaviour, and strengthen motivation. Begin the cycle again.

Performance Management

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