**M&L 12 Manage individuals’ performance**

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| **Learning Outcome** | **Assessment Criteria** | **Guidelines and range**  **The candidate provides evidence that they understand:** |
| 1. Understand the management of  underperformance in the workplace | 1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance | Performance management is a holistic process of bringing together many activities that collectively contribute to the effective management of individuals. The process covers the broader issues of the organisation and long term goals.  Performance appraisal is part of performance management; it is operational, uses data and information, and relates to individuals. In the case of underperformance, it can, in certain circumstances, involve specific policies on discipline and grievance. It is usually within the role of the line manager to deal with issues relating to the individual.  Underperformance means that agreed targets and objectives, or behaviour and attitudes are below the standards required by the organisation. Examples could include poor timekeeping, lack of respect of others or failure to carry out instructions which could have serious implications.  Disciplinary and grievance policies and procedures are frameworks providing clear information for dealing with difficulties which may arise as part of the working relationship from either the employer’s or employee’s perspective. The policies let employees know what is expected of them and provide courses of action (steps) to follow with key contacts. It is very important to follow the stages carefully and to keep good records; these might include minutes of meetings, emails, attendance notes, notes of telephone calls, letters etc.  However, it is important to remember that underperformance should not necessarily be addressed by redress to discipline or grievance procedures in the first instance as underperformance may be caused by other issues, such as:   * a mismatch between an employee's capabilities and the job they are required to undertake, in which case recourse to the organisation’s capability procedure may be more appropriate * personal or family issues * feedback on their performance * Workplace bullying * etc. |
|  |  | *In this criterion the learner is required to explain how typical organisational policies and procedures on discipline, grievance work to deal with underperformance.* |
|  | 1.2 Explain how to identify causes of underperformance | Formal and informal feedback provides the line manager with information from systems, processes individuals and teams which can be used to show gaps between what you have planned or could have achieved and actual achievement. ‘Gaps’ below what is expected can be called indicators of underperformance.  In order to identify causes of underperformance:   * Feedback from the individual in the form of words, behaviour or attitude may give an early indication of performance gaps * Feedback from others, including the team, other departments and customers may also be of a formal or informal nature * An increased number of customer complaints, for example, are a significant indicator * Informal meetings provide an ongoing method of feeding back and ascertaining impact assessment, where individuals can discuss how their attitude and standard of work affects outcomes and standards * Formal appraisal/ performance review meetings where data and information is brought by both parties to review progress |
|  |  | *In this criterion the learner is required to explain how two methods work to identify causes of underperformance.* |
|  | 1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively | Clear lines of communication are very important when working with others and early indicators based on evidence, enable parties to agree and make changes accordingly. As good use of interpersonal skills is essential when working with others, it is very important to be sensitive to the needs of others as messages can be interpreted differently from the sender to the receiver and levels of co-operation and motivation can be affected. |
| *In this criterion the learner is required to explain the purpose of making individuals aware of their underperformance clearly but sensitively* |
| 1.4 Explain how to address issues that hamper individuals’ performance | Wherever possible one -to -one meetings should be undertaken in a quiet and confidential setting without interruptions from mobile phones or visitors. Feedback should be two way and both speaking and listening are important for both parties. Events, observed behaviours and actions should be described rather than judged. |
| *In this criterion the learner is required to explain how to address issues that hamper individuals’ performance* |
|  | 1.5 Explain how to agree a course of action to address underperformance | Individuals are encouraged to come to their own conclusions about what has been going wrong (ownership), with a clear understanding of how to move forwards and take corrective action.  There is a need to agree individual responsibilities and set new targets, and it is advisable for both parties to have a written record of the new outcomes with agreed timescales and opportunities for review. |
| *In this criterion the learner is required to explain how to agree a course of action to address underperformance* |
| 2. Be able to manage individuals’  performance in the workplace | 2.1 Agree with team members Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives that align to organisational objectives | Objectives are targets to be implemented or completed, or standards of performance to be achieved and maintained. These objectives or courses of action need to be going in the same direction that the organisation has decided to go. Objectives provide focus and clear direction, and should be SMART:  • Specific: Clear, unambiguous, straightforward, understandable  • Measurable: Related to quantified or qualitative performance measures  • Achievable: With known resources  • Realistic: Linked to business needs  • Time-bound: Building-in completion date and review dates |
| *In this criterion the learner is required to provide evidence that he or she has agreed SMART objectives that align to organisational objectives with two or more team members* |
| 2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs | ‘Delegation’ means that you are able to trust someone with appropriate levels of expertise, competence, skill, knowledge and development needs to undertake specific tasks or duties on your behalf. However, individuals still require support and resources to be able to complete set tasks. |
| *In this criterion the learner is required to provide evidence that he or she has:*   * *Delegated responsibility for specific tasks to two or more individuals* * *Identified the basis for delegation in terms of the expertise, competence, skills, knowledge and development needs of each individual* * *Identified the support and resources the individuals will need* |
| 2.3 Apply motivation techniques to maintain morale | ‘Motivation’ is a word used to describe an inner drive to behave or act in a certain manner. There are many theories, and most describe a goal or reason to do something that will produce a desired result. Individuals have their own ‘intrinsic’ or inner motivation, and ‘extrinsic’ motivation comes from others.  Line managers often encourage and inspire others to maintain or improve morale. ‘Morale’ describes the mood and feelings of goodwill which inspire others to maintain or increase their outputs and contribute to harmonious working relationships. Techniques to maintain morale include daily conversations with individuals, organising team events, sharing collective performance data, celebrating achievement and rewarding effort. |
| *In this criterion the learner is required to:*   * *Provide evidence that he or she has applied two motivation techniques* * *Described what happened as a result of using the two techniques and the effects on morale* |
|  | 2.4 Provide information, resources and ongoing  mentoring to help individuals  meet their targets, objectives and quality standards | ‘Mentoring’ is a relationship between an experienced person and less experienced person for the purpose of helping the one with less experience. This help can be in various forms and good examples are in the provision of information and resources to help the person complete their tasks. The help is provided in a non- threatening way, in a manner that the recipient will appreciate and value and will empower them to move forward with confidence towards what they want to achieve. |
| *In this criterion the learner is required to provide evidence that he or she has provided information, resources and ongoing mentoring to help two or more individuals meet their targets, objectives and quality standards.* |
| 2.5 Monitor individuals’ progress towards objectives in accordance with agreed plans | ‘Monitoring‘is the process of checking progress on an ongoing basis in order that there can be an early indication of when the product, process or service is not meeting or not likely to meet pre-agreed standards of quality and performance. This system of regular checks can save on wasted, time, effort, resources and employee energy and motivation levels.  In order to check for negative outcomes, plans should be agreed in advance of actions being undertaken. |
| *In this criterion the learner is required to provide evidence of how he or she has monitored two or more individuals’ progress towards objectives in accordance with agreed plans* |
| 2.6 Recognise individuals’ achievement of targets and quality standards | When individuals meet or exceed the expected standards or targets, ‘recognition’ provides a way of thanking or rewarding all parties. Rewards can be financially linked in the form of bonuses or performance related pay, but more commonly other forms of ‘recognition’ may include, time off in lieu, thanking and publicising individual and team efforts in data displayed in work areas or in company newsletters. Feedback and compliments from customers and the recording of achievements in information used for individual performance monitoring and review. |
| *In this criterion the learner is required to provide evidence that he or she has appropriately recognised two or more individuals’ achievement of targets and quality standards* |
| 2.7 Adhere to organisational policies and procedures, and legal and ethical  requirements when managing  individuals’ performance in the  workplace | ‘Adhered’ means followed closely, in this case the rules and guidance provided by policies and procedures as produced by the organisation and circulated to members of staff. As individuals we also have to make judgments, not only about legal implications i.e. obeying the law, but also using our values to make ethical judgments when managing individual levels of performance. When there is a positive working relationship, levels of trust can build and shared values are conveyed. |
| *In this criterion the learner is required to provide evidence on how he or she has adhered to organisational policies and procedures, and legal and ethical*  *requirements when managing two or more individuals’ performance in the workplace* |