



## ACTPS Performance Framework

# Having good quality performance and development discussions: A Guide for ACTPS Supervisors and Managers

This guide provides ACTPS supervisors and managers with specific guidance and tips to help them have good quality, productive performance and development discussions with those they manage.

More general guidance on feedback for all staff can be found in: *The Art of Feedback: Giving, Receiving and Seeking Feedback*.

### How to create the right environment for high quality performance discussions

Creating an environment for high quality performance discussions starts well before you decide to provide feedback. The following is a list of tips to create a productive environment and to foster high quality performance discussions:

- Build positive, trusting working relationships by showing that you care about staff member's interests, development and wellbeing.
- Communicate openly – share information that helps others do their jobs and engage others when making decisions that affect them.
- Encourage feedback – ask for feedback and give it regularly.
- Role model an openness to feedback – accept feedback graciously.
- Act on feedback – even if you don't agree with the feedback you may need to work on changing the other person's perception.
- Work on the principle of 'no surprises' - let everyone you supervise and manage know 'how they are going' on a regular basis as part of the way you work.

### Start at the Beginning: getting to know the people you manage or supervise.

There are two main ways to get to know individual staff (observing and asking).

Observe	<ul style="list-style-type: none"><li>• How they communicate, the language and body language that they use.</li><li>• How they interact with others.</li><li>• What work they find easy and what work they find more challenging.</li><li>• How they respond to feedback.</li><li>• In what circumstances they are motivated and engaged/become de-motivated or disengaged.</li><li>• How they learn best.</li></ul>
Ask	<ul style="list-style-type: none"><li>• How they like to receive feedback.</li><li>• How they like to be supervised/managed.</li><li>• How they like to communicate (you could look at the next table together).</li><li>• What parts of their job they least enjoy or find challenging.</li><li>• Why they come to work: what interests or motivates them.</li><li>• How they like work to be delegated to them (A steady stream? A work plan?).</li></ul>

## Adapting your style and approach for different staff

How you approach performance discussions should be different for different people. High quality performance discussions require the ability to tailor your approach and your communication style. Some of the differences you may need to take into account include:

Experience	<ul style="list-style-type: none"> <li>• How experienced are they?</li> <li>• How well do they know the job and what is expected?</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Does their performance meet expectations?</li> <li>• Are there concerns about their performance?</li> <li>• Do they perform really well?</li> </ul>
Relationship	<ul style="list-style-type: none"> <li>• How long have you worked together?</li> <li>• How positive/strong is the relationship?</li> </ul>
Communication style	<ul style="list-style-type: none"> <li>• How confident are they?</li> <li>• What sort of language do they use?</li> <li>• Are they extroverted or more introverted?</li> <li>• Do they prefer to be direct and to the point?</li> <li>• Do they like to 'have a chat' before focusing on business?</li> <li>• Are they assertive or more passive?</li> </ul> <p><b>Note:</b> there are a number of tools that you can use with individuals and teams to identify communication styles.</p>
Working style and preferences	<ul style="list-style-type: none"> <li>• Are they more interested in the big picture or the detail?</li> <li>• Do they like a very structured approach?</li> <li>• Are they task focused or more relationship focused?</li> <li>• Are there certain activities they enjoy doing or don't like doing?</li> <li>• How do they like to be supervised/managed?</li> </ul>
Learning style	<ul style="list-style-type: none"> <li>• How do they prefer to learn? (refer to Planning for Learning and Development)</li> </ul>
Motivators	<ul style="list-style-type: none"> <li>• What motivates them to do a good job?</li> <li>• What de-motivates them? (refer to Getting the Best from people at work: A Guide for ACTPS Supervisors and Managers)</li> </ul>
Perceived cultural, disability or generational differences	<ul style="list-style-type: none"> <li>• Question your long-held opinions and be careful not to make assumptions based on stereotypes.</li> </ul>

*The best way to find out how to adapt your approach to an individual at work is to ask the person directly:  
 "What do you need from me as your manager?"*

## Tailoring your approach

There are many models that identify and explain different working and communication styles. The following table outlines a simple model for adapting your approach:

Communication Preference type:	Focus your communication on...	Some helpful phrases and questions...	Conversational Do's/Don'ts
<b>Information and facts</b> <b>What?</b> Clue: People who hold this preference will often try to understand factual or 'concrete' information first and then move to other topics.	<ul style="list-style-type: none"> <li>• Specific examples</li> <li>• Facts</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A specific example of this is..</i></li> <li>• <i>The facts are ...</i></li> <li>• <i>What I know is...</i></li> <li>• <i>The data/legislation says that....</i></li> <li>• <i>What information do you have?</i></li> <li>• <i>What do we/you know about this?</i></li> <li>• <i>What is the evidence?</i></li> <li>• <i>What are the pros and cons?</i></li> </ul>	Be factual Provide short, relevant context to your discussion or question. 'get to the point' early in the conversation. Be punctual, keep to deadlines. Make things happen; focus on action & results Summarise regularly When disagreeing, focus on the facts. Try not to 'waffle' or get off the subject.
<b>Details, Processes</b> <b>How?</b> Clue: In conversation, these people often first try to understand details and "how" something will work.	<ul style="list-style-type: none"> <li>• Steps</li> <li>• Actions</li> <li>• Detail</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The next step is...</i></li> <li>• <i>What you/we will do is ...</i></li> <li>• <i>This involves...</i></li> <li>• <i>What are the steps?</i></li> <li>• <i>How will that work?</i></li> <li>• <i>What do you/we need to do next?</i></li> </ul>	Be clear, precise and structured. Send written information prior to a meeting. Follow an agenda in more formal meetings Take time to understand the details or process. Think before you speak and use a logical structure. Be practical. Don't expect an immediate answer or opinion if you ask for it unexpectedly or by surprise.

Communication Preference type:	Focus your communication on...	Some helpful phrases and questions...	Conversational Do's/Don'ts
<p><b>People, relationships</b></p> <p><b>Who?</b></p> <p>Clue: In conversation, these people often prefer to understand the 'human' element before anything else.</p>	<ul style="list-style-type: none"> <li>Impact on others</li> <li>Feelings</li> </ul>	<ul style="list-style-type: none"> <li><i>How I feel about it is...</i></li> <li><i>This impacts on... (X people, team)</i></li> <li><i>I am concerned/worried/happy about...</i></li> <li><i>What would be the best outcome for. (X person, team)</i></li> <li><i>How would .... Feel about this?</i></li> </ul>	<p>Take time to develop a personal relationship through conversation.</p> <p>Don't jump straight in – ask about non-work related topics first.</p> <p>Take into account the importance of values and feelings.</p> <p>Be extra careful to provide balanced feedback (more on how to do this in "The Art of Giving, Seeking and Receiving Feedback".</p> <p>Don't emphasise facts over feelings.</p> <p>Don't be insincere</p>
<p><b>Ideas and concepts</b></p> <p><b>Why?</b></p> <p>Clue: In conversation, these people often try to understand the 'big picture'; and links or ideas first. They will often provide context to the conversation by 'telling the story'.</p>	<ul style="list-style-type: none"> <li>Linkages and connections</li> <li>Ideas</li> </ul>	<ul style="list-style-type: none"> <li><i>This supports where we are going with ...</i></li> <li><i>The big picture is...</i></li> <li><i>That's like...</i></li> <li><i>This relates to...</i></li> <li><i>How does that link to our overall goals?</i></li> <li><i>What would better support our objective?</i></li> <li><i>What is the rationale for that approach?</i></li> </ul>	<p>Explore ideas and possibilities.</p> <p>Use metaphors and descriptive language.</p> <p>Allow them to 'think out loud'.</p> <p>Focus more on the future than the past.</p> <p>Don't focus on details to the exclusion of broad trends and ideas.</p> <p>Don't worry if they 'change their mind' several times during the conversation.</p> <p>Document important decisions and send them in writing later.</p>

This model has been adapted from the Herrmann Brain Dominance Index (HBDI). The index identifies four modes of thinking: Analytical, Sequential, Interpersonal and Imaginative.<sup>1</sup>

<sup>1</sup> <http://www.hbdi.com>

## Ways to lead performance discussion

<p>'Day to day' discussions</p> <p>These can be...</p> <ul style="list-style-type: none"> <li>• informal performance discussions</li> <li>• regular 'sit down' performance discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Seek permission to provide feedback.           <ul style="list-style-type: none"> <li>» <i>I'd like to give you some feedback/talk to you about .... Is that okay?</i></li> </ul> </li> <li>• Check it is an appropriate time.           <ul style="list-style-type: none"> <li>» <i>Is now an okay time for you?</i></li> </ul> </li> <li>• Provide the context:           <ul style="list-style-type: none"> <li>» <i>the task or situation</i> <ul style="list-style-type: none"> <li>• <i>I'd like to talk about how .... went?</i></li> </ul> </li> <li>» why you are providing feedback           <ul style="list-style-type: none"> <li>• <i>I want to let you know what I think went well and what we may do differently next time?</i></li> </ul> </li> </ul> </li> </ul>
<p>Planning and review discussions</p> <p>These are:</p> <ul style="list-style-type: none"> <li>• discussions that are part of the performance cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Give the staff member time to prepare.</li> <li>• Establish a relaxed environment (including an appropriate place where you can both concentrate comfortably).</li> <li>• Provide the context:           <ul style="list-style-type: none"> <li>» Why are you here? Is it a planning discussion, end or mid cycle review?</li> </ul> </li> <li>• Outline what your goals are for the discussion.           <ul style="list-style-type: none"> <li>» How much time you have set aside.</li> </ul> </li> </ul> <p>"I've booked in an hour for this discussion but if we need longer we can always catch up again in a few days".</p> <ul style="list-style-type: none"> <li>» Outline your expectations of a two-way discussion – asking for upwards feedback as well as providing feedback to the staff member.</li> </ul> <p>"In addition to talking about your performance today, I'd really like you to tell me how you think I've gone in my role as your manager, whether you think I could do things a bit differently to support you in the future."</p> <ul style="list-style-type: none"> <li>• Ask rather than tell.</li> </ul> <p>Q: "What do you enjoy or find challenging about your job?"</p> <p>Q: "Can you tell me what has gone well for you since we last met?"</p> <p>Q: "What hasn't worked so well?"</p> <p>A: "I agree, that was an impressive piece of work"</p> <p>A: "I agree, that was tough. Let's talk about how we can sort that out in the long term...."</p> <p>A: "I see things a bit differently....."</p> <p>A: "I can see you found that a challenge, tell me about what you learned from the experience".</p>

## Tips for maximum success in Planning and Review conversations:

Positive, balanced conversations	<p>Remember to provide both positive comments as well as addressing those areas needing development.</p> <ul style="list-style-type: none"> <li>Refer to tips on providing balanced feedback in <i>The Art of Feedback: Giving, Receiving and Seeking Feedback</i>.</li> </ul>
No “stockpiling”	Never save up all your feedback for this meeting. Provide continuous feedback. Don’t revisit or dwell on issues that have previously been addressed.
Be professional	Step back. If things get heated, suggest a time out.
Actively listen	Provide opportunity for the staff member to take the lead. Give your full attention, avoid distractions, allow the staff member time to talk and use paraphrasing and active listening skills to encourage the staff member to continue speaking and develop solutions to any matters they may raise.
Summarise often	Summarising ensures a mutual understanding and conveys interest and focus.
Don’t focus on shortcomings: tell them how to improve	Staff expect and want to know what they need to improve. If a problem area is disclosed don’t jump on the bandwagon, let the staff member talk about it and then help them to find solutions.
Ask for ideas	Encourage the employee to offer ideas and suggestions on how he or she can improve a particular area of their performance.
Don’t make promises you can’t keep	Keep your credibility intact; promise only what you have control over and what you can deliver.
Two way conversation	Encourage the staff member to share their views and ask for feedback about your performance.
End on a positive note	Thank the staff member sincerely for his or her participation in the discussion.

## How to have the very first performance discussion with a staff member

You may be having a first performance discussion with a staff member for a number of reasons:

<p>If you haven't worked with the staff member before</p>	<p>Ask:</p> <ul style="list-style-type: none"> <li>• "Tell me more about what you like about working in this team/role"</li> <li>• "What would you like to see from me as your manager?"</li> <li>• "How do you like to be managed? Do you like lots of 'space' or would you prefer me to check in with you more regularly?"</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>• that performance and development is part of the way we work in the ACTPS and everyone in the team will be doing the same.</li> <li>• talk about your approach to supervision/management</li> <li>• explain how performance and development works and talk about how you like to use/have performance discussions.</li> </ul> <p>Start as you mean to go on. Follow-up on what you've agreed to do during the discussion.</p>
<p>If you are new to the team</p>	<p>In addition to the points above; use the discussion as an opportunity to:</p> <ul style="list-style-type: none"> <li>• start to get to know individual staff and the dynamics in the team</li> <li>• become familiar with how performance discussions have happened in the past</li> <li>• become familiar with existing performance plans, ie, "would you tell me a bit about how this has worked up until now?"</li> <li>• Consider your unique position. Getting to know your people now will not only help you manage later but will help them feel that you are approachable and competent. It may, in some situations, be a 'fresh start' for them.</li> </ul>
<p>If you were previously a peer of the staff member</p>	<p>In this challenging situation why not start by saying:</p> <ul style="list-style-type: none"> <li>• "Things will probably seem a bit different from now on. I might have to ..... a lot more. I hope you will still feel able to chat to me and let me know how you are going."</li> <li>• talk about how you might manage the personal/professional relationship (if relevant), ie, "because we are friends, I will need to show the team that I haven't favoured you at all. You can help me by ...."</li> <li>• Finally, people will like to hear: "I'm going to be learning as I go. Please help me by letting me know how I'm doing now and again".</li> </ul>

## Taking a coaching approach

### What is workplace coaching?

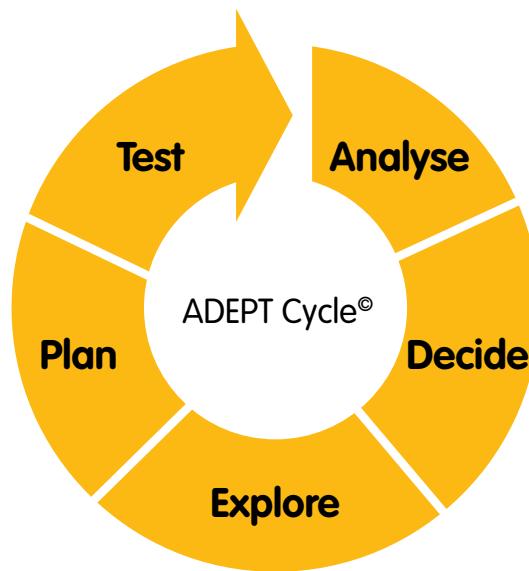
Coaching in the workplace is about encouraging the other person to think through issues and come to their own conclusions rather than being told or advised what to do.

### Workplace Coaching involves:

- asking questions that challenge the other person to think differently about a situation, develop options or solutions and come to a conclusion
- active and reflective listening
- sharing your own experience or knowledge when appropriate.

### The ADEPT Cycle and Coaching Questions

Try using The ADEPT Cycle<sup>®2</sup> when preparing for, and taking part in performance discussions with staff that you supervise or manage.



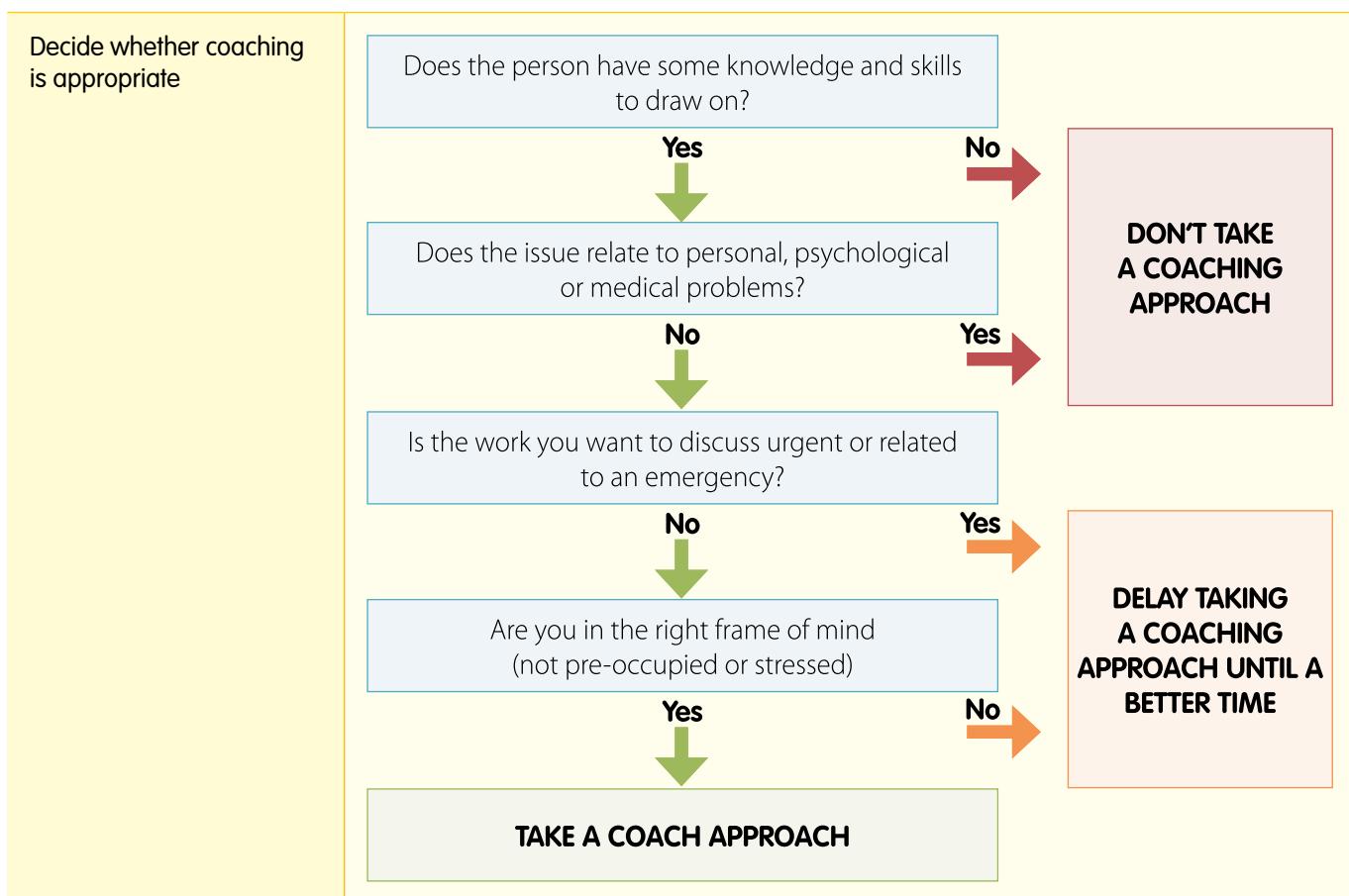
Analyse	<p>Start by asking the staff member to clarify and assess the situation, issue or problem. It may be appropriate to provide feedback.</p> <p><i>"I noticed you looked very upset when you had spoken with the .... department over the phone yesterday. Can you tell me what happened?"</i></p> <p><b>The aim of this stage is to create awareness and generate insight.</b></p>
Decide	<p>Next, encourage them to acknowledge the need to act or change. A goal or objective may be developed.</p> <p><i>"So do you feel that something needs to change so that it doesn't happen again?"</i></p> <p><b>The aim of this stage is to generate commitment.</b></p>

<sup>2</sup> Included with the permission of Interaction Consulting Group for use and reproduction within the ACTPS.

Explore	<p>This stage is about exploring ideas and options and choosing an approach.</p> <ul style="list-style-type: none"> <li>• <i>"If you don't mind me giving some feedback at this point, this was my take on it...."</i></li> <li>• <i>"What are some things could you try instead?"</i></li> </ul> <p><b>The aim of this stage is clarity, the way forward.</b></p>
Plan	<p>Next, help the staff member identify what needs to be done.</p> <ul style="list-style-type: none"> <li>• <i>"So what needs to change and how shall we make that happen?"</i></li> <li>• <i>"What support do you need from me?"</i></li> </ul> <p><b>The aim of this stage is to develop an action plan (what, how, who and when).</b></p>
Test	<p>Now confirm the level of commitment to taking and implementing the actions.</p> <p><i>"So if I do X and you do Y, what do you hope it will be like next time you need to speak to ... on the phone".</i></p> <p><b>The aim of this stage is to confirm and clarify the outcome of your discussion.</b></p>

Another effective coaching technique involves using the GROW model (Goal, Reality, Obstacles/Options and Way Forward). Questions are asked against each of these areas.

### Tips for effective coaching



<p><b>Before the coaching discussion: prepare</b></p>	<ul style="list-style-type: none"> <li>• Reflect on why you are taking a coaching approach and what you are hoping to achieve. For example your objectives may be for the other person to: <ul style="list-style-type: none"> <li>» become more confident with work issues, make a decision, make a change</li> <li>» increase their understanding, awareness or insight</li> <li>» work out how to solve a problem.</li> </ul> </li> <li>• Allow adequate time for a coaching discussion.</li> <li>• Be in a frame of mind where you can give your full attention to the other person.</li> </ul>
<p><b>During the coaching discussion: Ask and listen</b></p>	<ul style="list-style-type: none"> <li>• Use active listening – listen generously and listen to understand (more information on active listening can be found in the <i>Art of Giving, Seeking and Receiving Feedback</i> guide).</li> <li>• Be sincere and show empathy.</li> <li>• Structure the discussion in your mind around the ADEPT cycle or GROW model and consider asking some of the questions from the next table.</li> <li>• Ask open ended questions and avoid giving advice or answers at this point.</li> <li>• Consider asking ‘veiled advice’ through questions without providing the answers.</li> <li>• Be open to different outcomes/approaches. The best results will come when the ‘coachee’ has decided their own course of action.</li> <li>• Once the issue or ‘the past’ has been discussed; move firmly on to solutions and action by asking questions (without providing answers).</li> <li>• Offer ideas or suggestions – only provide advice or tell the other person what to do as a last resort.</li> <li>• Confirm the next steps by asking rather than telling.</li> <li>• Agree any follow-up discussions.</li> </ul>
<p><b>Following the coaching discussion</b></p>	<ul style="list-style-type: none"> <li>• Continue to provide support (further coaching, encouragement, feedback).</li> <li>• Take time to acknowledge improvements or changes resulting from the discussion.</li> </ul>

**WHEN COACHING: USE your knowledge of the other person's communication preference.**

Adapt your coaching questions to 'speak their language'. Each quadrant below corresponds to a particular communication preference. The questions in each box are based on the ADEPT Cycle® and can be used when coaching staff with different communication preferences to support their ongoing performance success.

**Analytical Communication preference**

What are your strengths and weaknesses?  
What do you want to achieve from this task, project or role?  
Which options do you prefer?  
How will we monitor progress and the impact or outcomes?  
Will the actions we have agreed make a difference or have a positive impact? What would have the most impact?

**Imaginative Communication preference**

What motivates and inspires you at work?  
What do you want to achieve from working in this team?  
What would you like to see happen?  
What will you commit to doing in order to achieve that?  
Are you confident that those actions will help you continue to contribute and develop? What would make you more confident?

**Sequential Communication preference**

What helps or prevents you to do your job?  
What would you like to do even better?  
What are some things we can do to help you get there?  
Now we have decided on that: what are the next actions or tasks?  
What will we do if things don't go to plan?

**Interpersonal Communication preference**

What makes you feel valued in this job?  
What do you need to continue to feel recognised and valued?  
What is the impact of each option on you or the team?  
What do you feel you want to do from now on?  
Are you happy with the actions we have agreed?  
What are you not happy about?

## Coaching for improved work performance

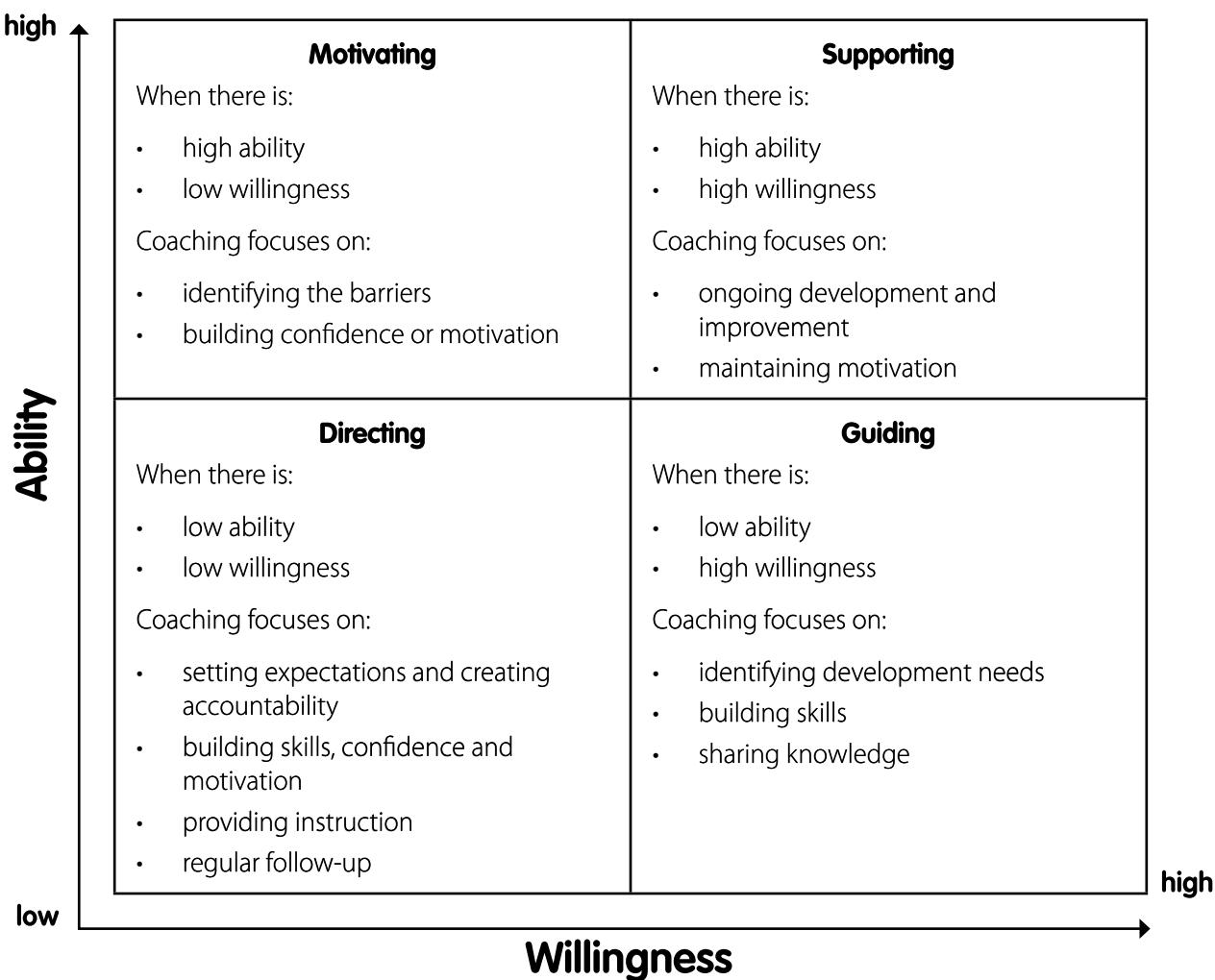
Coaching can be used when a general improvement is needed in an employee's work performance. You should take into account a range of factors first.

The Situational Leadership<sup>3</sup> model helps you to recognise an employee's level of ability and willingness to undertake a task or role. This approach can be applied when coaching.

The following model has been adapted from the Situational Leadership model. The grid shows the level of ability and willingness as being high or low and will help you decide what approach to take depending on those factors. Ask yourself the following questions:

1. Does the person you are coaching have a high or low ability at work? Think about skills like communication as well as technical knowledge.
2. How willing is the person to change or undertake personal/professional development? (not willing='low', willing='high')
3. If you are not sure of the answers, do some fact-finding of your own and speak to the person themselves to find out more about how they feel they are going at work.
4. Once you have your answers use the grid below to help you decide what approach to take. You might try a combination of approaches depending on the person concerned.

## Grid adapted from the Situational Leadership Model



<sup>3</sup> Hersey, P. and Blanchard, K. H. (1969). *Management of Organizational Behavior – Utilizing Human Resources*.

### Questions for coaching for improved work performance

The following table provides suggestions for the type of questions that could be used in a coaching discussion for each of the coaching approaches outlined in the grid on the previous page.

	Directing (when the employee has low willingness and low ability)	Motivating (when the employee is able but has low willingness)	Guiding (when the employee is willing but has low ability)	Supporting (when the employee is willing and able)
Analyse	What do you like about this task/job? What do you least like? What do you find challenging/hardest? What gaps are there in your skills/knowledge? What helps and hinders you? What motivates you? Is anything impacting on your ability or willingness to ....?	What do you like about this task/job? What do you least like? How confident do you feel? What motivates you? Is anything impacting on your willingness to ...?	What are your strengths? What do you find hardest about this task/job? What are the gaps in your skills or knowledge? Is anything impacting on your ability to...?	How are things going? What is going well? What could we do even better? What do you enjoy about the task/job?
Decide	What do you want to get out of this task/job? What does good performance look like? What goals or objectives could we set?	Do you want to feel more confident? How could you feel more confident? What do you want to get out of this task/job? What are your objectives/goals?	How will doing this support your ongoing development? What skills and knowledge do you want to develop?	What would you like to achieve next/work towards? What are your longer term goals?
Explore	What would you prefer to be doing? What would motivate you? What support do you need? How can I assist you?	What would make you feel more confident? How would you prefer to work? What can we do to make the task/job more interesting?	What will help you develop your skills and knowledge? Who can support your development? How can I support your development?	What can we do to continue to help you make a contribution? How can we help you achieve your goals? What can we do to continue to develop your skills and knowledge?

	<b>Directing</b> (when the employee has low willingness and low ability)	<b>Motivating</b> (when the employee is able but has low willingness)	<b>Guiding</b> (when the employee is willing but has low ability)	<b>Supporting</b> (when the employee is willing and able)
<b>Plan</b>	What are the next steps/tasks? When will they be done by?  When should I follow-up with you?  When will you involve me?  What will you do if you experience a problem?	What are the next steps/tasks? When will they be done by?  When should I follow-up with you?  What will you do if you don't feel confident or find it hard to be motivated?	How will we make this happen? By when?  How will we ensure you have the opportunity to apply new skills and knowledge?	How will we do this? What will you do? What are the timeframes?
<b>Test</b>	Are the next steps clear?  How confident do you feel about the next steps?  Do you have everything you need at this point?	How committed/confident are you about the next steps?  How can I continue to support you?	How confident are you that this approach will give you the skills and knowledge you need?  What could hinder your development?  How will we monitor your development?	Is this what you really want to do? What would you prefer? How important is this to you?

## Using performance discussions to support change

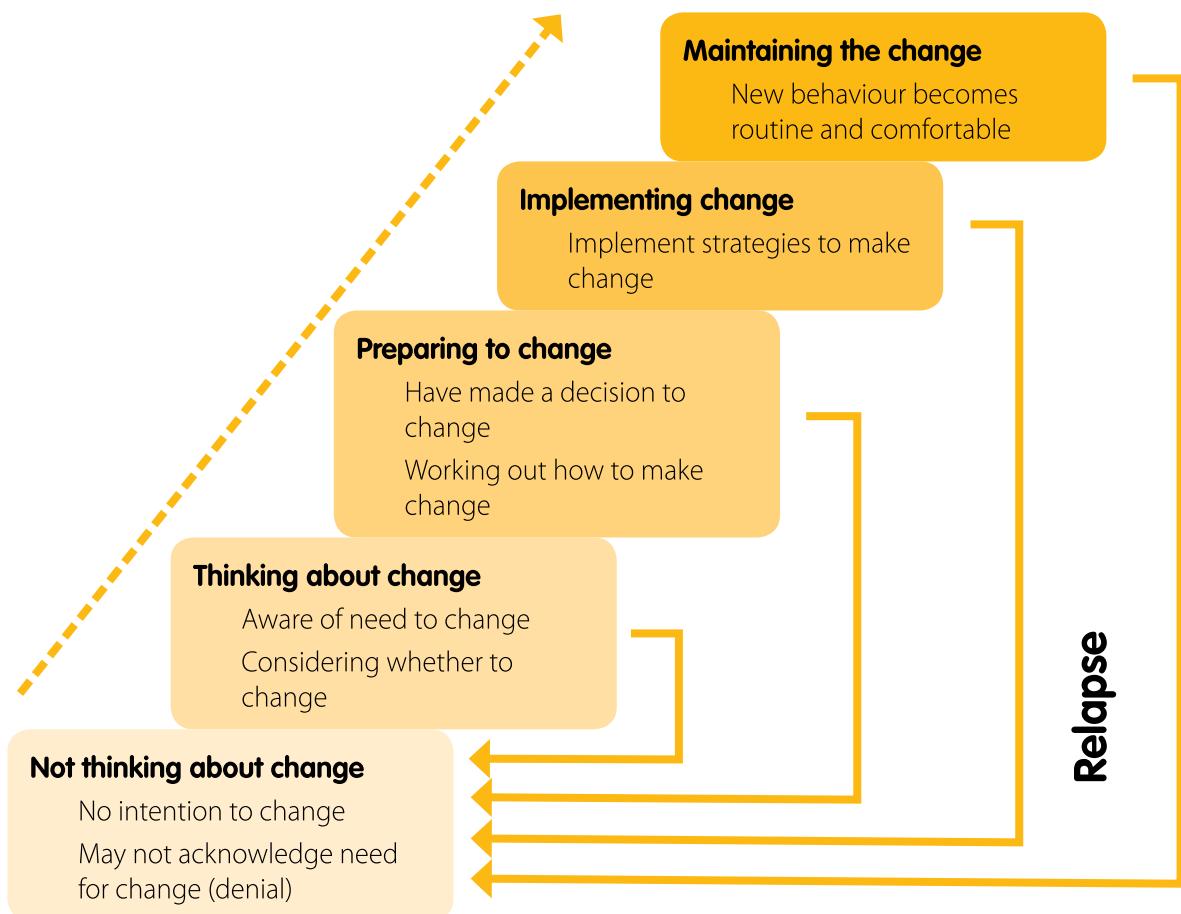
By understanding how people respond to change, a supervisor/manager can help a staff member make changes and provide support during times of change.

You are likely to have observed people reacting in different ways to change and you may have even found making changes difficult yourself at some point in your career.

Change is part of all of our working lives and therefore many theories exist relating to how people react to, and make change. Most recognise that change occurs in stages or steps and that:

- people don't always progress from one stage to the next
- people will remain at each stage for different lengths of time
- everyone's experience of change will be different.

The following model is based on the Transtheoretical Model of Behavioural Change<sup>4</sup> (despite the name of the model it is quite simple). The model includes 5 stages which people progress through at different rates. The model recognises that sometimes people may relapse to old behaviours.



<sup>4</sup> Prochaska, J.O. and Di Clemente, C.C. (1986). Towards a comprehensive model of change. In: W.R. Miller and N. Heather (Eds), Treating addictive behaviours: Processes of change. New York: Plenum Press.

Performance discussions can be used to help employees make changes in a number of ways. The following table outlines typical responses you may observe at each stage and how you can help assist the employee to make change.

Stage of Change	Person's typical responses	What you can do or say...
Not thinking about change	<ul style="list-style-type: none"> <li>Happy with the status quo.</li> <li>Doesn't see the need for change.</li> <li>May deny that change is happening.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions or provide feedback to help the person recognise the need for change or potential benefits of making a change. Possible questions: <i>Can you see any benefits of making a change?</i> <i>What is the risk of not making a change now?</i> <i>What is the impact of continuing to do things in the same way?</i></li> </ul>
Thinking about change	<ul style="list-style-type: none"> <li>Thinking about making a change.</li> <li>Unsure or overwhelmed about the prospect of change.</li> <li>Concerned about how difficult the change may be.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to help the person to assess the pros and cons of changing.</li> <li>Help the person work out a way forward and suggest options. Possible questions: <i>What is stopping you from making/feeling happy about this change?</i> <i>How will you feel if you don't make this change? How will you feel if you do?</i> <i>How could you break it down into a series of steps or tasks?</i> <i>What would make the change easier for you?</i></li> </ul>
Preparing to change	<ul style="list-style-type: none"> <li>Has decided to make a change.</li> <li>May be anxious and/or excited about the change.</li> <li>Has started making plans and identifying how they will make the change.</li> </ul>	<ul style="list-style-type: none"> <li>Provide positive feedback and encouragement.</li> <li>Help the person identify support systems. Possible questions: <i>Who can help you with this change?</i> <i>How can I support you?</i> <i>How do you feel about making this decision?</i></li> </ul>
Implementing change	<ul style="list-style-type: none"> <li>Implementing strategies and identifying what works for them.</li> <li>May be impatient about achieving their goal.</li> <li>May look for support and encouragement.</li> <li>May be proud of progress.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to help the person review progress.</li> <li>Help them develop strategies to overcome challenges.</li> <li>Provide positive feedback and acknowledge progress. Possible questions: <i>How is the change going? What have you achieved so far?</i> <i>Have you acknowledged how far you have come?</i> <i>How can I keep supporting and encouraging you?</i> <i>What can you do about the challenges?</i> <i>How do you feel about your progress?</i></li> </ul>

Stage of Change	Person's typical responses	What you can do or say...
Maintaining the change	<ul style="list-style-type: none"> <li>Has established new ways/approaches and they have become the norm.</li> </ul>	<ul style="list-style-type: none"> <li>Provide positive feedback and acknowledge the change.</li> <li>Review progress against the original goals and set new ones.</li> </ul> <p>Possible questions:</p> <p><i>What did you initially set out to achieve? Have you achieved this?</i></p> <p><i>Has anything surprised you about the change you/we have made?</i></p> <p><i>How can you continue to .....?</i></p> <p><i>What do you want to focus on next?</i></p>
Relapse	<ul style="list-style-type: none"> <li>Has slipped back to older (pre-change) habits or patterns of thinking.</li> <li>May feel that change is too difficult to achieve or sustain or is not worth the effort.</li> <li>May feel guilty.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and review the original goal.</li> <li>Acknowledge progress made.</li> <li>Help them plan for getting back on track.</li> </ul> <p>Possible questions:</p> <p><i>What did you initially set out to achieve? Is this still important to you?</i></p> <p><i>How do you want to get back on track?</i></p> <p><i>What is the impact of not getting back on track?</i></p> <p><i>What has been difficult or challenging? How could you overcome the challenges?</i></p> <p><i>How can I support you?</i></p> <p><i>What will you do if you find yourself going off track again?</i></p>

## Preparing for performance planning and review discussions

Performance planning and review discussions are the structured discussions that happen as part of the performance cycle.

You are 98 per cent of the way there when you:

- have been talking about performance regularly and as part of everyday work (if this is the case, planning and review discussions may just be a summary and update of what you have already discussed); and
- have a professional relationship that is based on trust.

## What you can do to prepare

1. Confirm your understanding of the performance and development process :
  - » review documentation relating to the ACTPS Performance Framework.
2. Reflect on the year ahead:
  - » the direction, priorities and challenges
  - » the different roles and functions within the team.



3. In the lead up to the beginning of the cycle/performance planning involve the team in discussion of:
  - » the role of the team in meeting the strategic priorities and goals
  - » team-specific roles and responsibilities
  - » the team priorities for the coming period
  - » how everyone's role links to the broader priorities.



4. Let staff know that performance discussions are coming up and how they will happen:
  - » discuss at a team meeting
  - » talk to staff about how they can prepare and provide guidance (Refer them to *Getting the Most out of Performance Discussions*)
  - » refer them to the ACTPS Performance Framework documentation and tools
  - » offer to answer any questions that staff may have.



5. Schedule and prepare for the discussions well ahead of time.

## Other tools you may find helpful:

Giving, seeking and receiving feedback.	<ul style="list-style-type: none"><li>• The Art of Feedback: Giving, Seeking and Receiving Feedback.</li><li>• Talking about Behaviour: a guide for ACTPS Employees and Managers.</li></ul>
Difficult discussions/ performance concerns	<ul style="list-style-type: none"><li>• Tips for a Difficult Performance Discussion.</li><li>• Responding to Performance Concerns Quickly: A Guide for Supervisors and Managers.</li></ul>