

MANAGING UNDERPERFORMANCE THROUGH PERFORMANCE IMPROVEMENT PLANS

E UK

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IN THIS SESSION

- We look at the role of Performance Improvement Plans and how best to frame and implement them
- We'll evaluate some examples and then come up with our own
- Finally, we'll share experience and best practice and draw up a set of guidelines for future use

THE ROLE OF PIPS

A PIP is a transparent action plan drawn up in consultation with an employee to address an area of underperformance

- It helps to structure the development process
- It gives the employee clear and achievable goals and allows for measurable success
- It allows the employee to be part of a solution
- It helps the manager to provide targeted support
- It helps the manager to identify and focus on key issues
- It prevents the manager from moving the goalposts

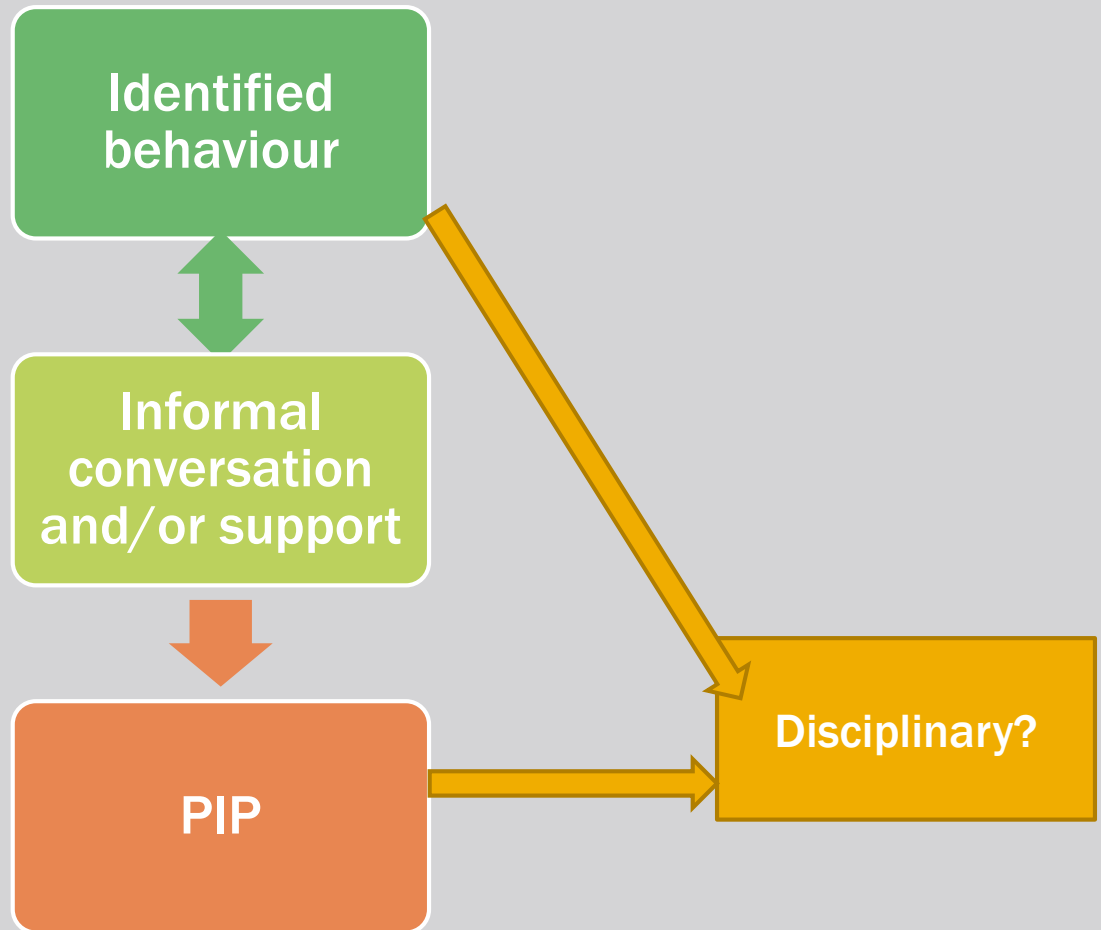
The process of setting up a PIP is integral to its success

A PIP ISN'T...

- A surprise!
- Unreasonable
- Personal
- Punitive
- Impossible to achieve
- Perpetual
- For single incidences of behaviour
- Simply an evidence-gathering exercise to prepare for dismissal

A PIP should ideally set the employee up to succeed

WHERE DOES IT FIT IN?



WHAT TO INCLUDE

- Specific examples of areas of concern
- Specific details about what is expected
- Specific and agreed action points to improve performance
- Specific and agreed means of support
- Specific and agreed review dates
- Specific and agreed end date

HOW TO IMPLEMENT A PIP

(AND MINIMISE POTENTIAL CONFLICT)

Before

- Have clear examples inserted (investigate as needed)
- Define expected standards
- Have an idea of possible actions and support
- Have a clear idea of timeframes

Invite

- Meet personally and let the employee know why you want to meet
- Accompany this with a letter outlining the procedure
- Agree on a time/date
- Ask the employee to prepare – possibly give them a copy of the partially completed document

Meet

- Be completely honest and transparent
- Stay objective, positive and encouraging
- Expect the employee to be defensive/negative/unhappy/nervous
- Focus on the behaviour
- **Listen!**
- Compromise where you can

HOW TO IMPLEMENT A PIP

(AND MINIMALISE POTENTIAL CONFLICT)

Implement

- Finalise the document
- Meet to discuss

During

- Keep to your side of the deal, so that you can expect the same in return
- Stay focused on the behaviour
- Respect confidentiality
- Stay encouraging – meet informally
- Look for positives to feedback on

Review

- Be completely honest and transparent
- Stay objective, positive and encouraging
- Expect the employee to be defensive/negative/unhappy/nervous
- Focus on the behaviour
- **Listen!**
- Adjust the plan as needed, in writing

A LOOK AT AN EXAMPLE

Performance Improvement Plan

Employee's name:

Manager's name:

PERFORMANCE CONCERNS	EXPECTED STANDARD OF PERFORMANCE	AGREED IMPROVEMENT ACTIONS	REQUESTED SUPPORT	DATE TO ACHIEVE EXPECTED STANDARD BY
Detail specific examples and dates of where standards have not been met	Detail what is expected of the employee – i.e. what does 'good' look like	Detail the action to be taken to reach the expected standard of performance	Detail what has been agreed in terms of support needed to help reach the expected standard of performance	Include any milestone dates (if any) before the PIP review date
Reporting Absence (recent illness was reported late by e-mail)	A telephone call in which you personally speak to me or the manager on cover duty by not later than 7am for each day that you are not going to be at school.	Call in on time for each day absent	No extra support required	Immediately
Student engagement and interactivity of lessons: Over use of the same resources and resistance to using 'game'-type interactive activities has led to ongoing complaints from students that lessons are repetitive and they feel bored.	Lessons should not be based on any single resource. They <u>should</u> be blended – i.e. you should use a range of resources of varying formats and origins that are relevant to your aims and engaging to the students. Lessons should include a variety of pace, activity type, focus and interaction pattern	<ul style="list-style-type: none"> • Supplement using photocopiable resources • Use videos as appropriate • Use authentic texts as appropriate • Use a range of 'game'-type activities • Use warmers to inject interest, variety and pace. • Use activities that are a mix of VAKT styles to appeal to diverse student needs • Vary interaction patterns • Keep the focus primarily on the students • Vary interaction patterns between (I) (P) and (G) 	<p>Weekly meetings with ST to discuss action taken and progress made.</p> <p>Discuss lesson choices with other teachers teaching the same level</p> <p>Observe other teachers to gain ideas.</p> <p>Observations by DoS/ST to evaluate and provide support and advice.</p> <p>Ask students for feedback</p>	<p>Immediate change in lesson structure and materials.</p> <p>Student engagement: Lesson plans to be reviewed in a weekly meeting with ST.</p> <p>Lesson observation by DoS on Wed XXX.</p> <p>To be reviewed on a four-weekly basis through student feedback.</p> <p>To be reviewed at the end of this initial PIP period through student feedback/complaints and lesson observation.</p>

CREATE YOUR OWN

- Use the partial plan or start a new one
 - Work with colleagues or alone
 - Complete the rest of the plan
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- Compare with others – share ideas!

SUGGEST GUIDELINES

- What advice would you give to a manager about to start a PIP process?