

PERFORMANCE MANAGEMENT AND AVOIDING UNDERPERFORMANCE

E UK
ELT
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IN THIS SESSION

- We look at some constraints to development and how to overcome them
- We consider flexible performance development options and how these can fit into a performance management system
- We investigate strategies and tools to address underperformance

CPD – WHY WE NEED IT!

- The CELTA/Cert TESOL...

‘do not pretend to be anything more than they are: the delivery of a range of classroom survival techniques enabling the novice to approach the ELT classroom with a degree of confidence and the capacity to develop and experiment from that point forward’.

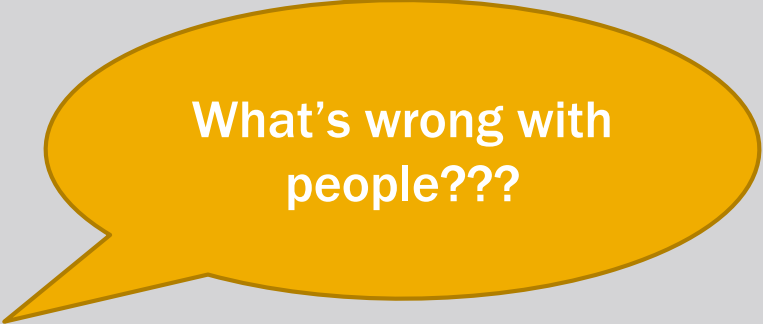
Brandt(2006:363)

CPD:

‘ongoing enhancement of a teacher’s knowledge, skills, awareness and attitude’

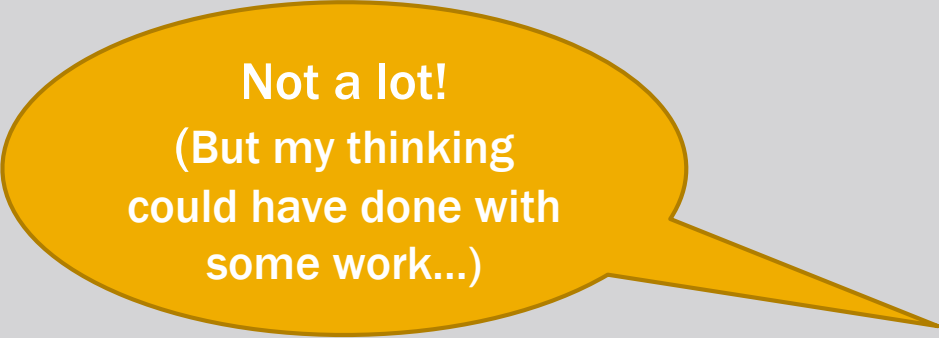
‘a constant and critical awareness of [their] practice’ with a view to progress and development. (CIPD)

(PERCEIVED) RESISTANCE



What's wrong with people???

A year and an MA later....



Not a lot!
(But my thinking
could have done with
some work...)

HOW THEY REALLY FELT...

- *It's always helpful to get together but I get the impression that sessions are decided by what is on the company's agenda*
- *I feel frustrated when managers decide to change things and then we all just have to go along for the ride until the next buzzword comes along*
- *I have a DELTA. I don't need to 'Explore the communicative approach'. What a waste of time!*
- *I love training sessions if they are relevant*
- *I could learn more if I was timetabled thoughtfully*
- *Sessions are great but I could do with more support and I feel bad to keep asking*
- *I want to get better, of course, but I don't like the appraisal system. It's like you've got one chance to shine. It's box-ticking.*
- *I like getting feedback on my lessons but there's not enough support and follow-up on observations. It doesn't feel constructive and I don't know if I have really improved*
- *It depends which manager you have*
- *I need sessions to be worth it if I have to give up my time*

**What problems are evident from these responses?
And solutions?**

SO,...

- Be mindful of time demands
- Training should be relevant and useful
- Involve the teachers as much as possible in decision-making
- Celebrate the talent in your staffroom
- Give teachers as much autonomy/control/choice as possible
- Give reasons for imposed CPD to get buy in
- Have a consistent, comprehensive approach with a plan in place
- Diverse needs require diverse options
- Keep the dialogue going
- Don't let appraisals/evaluation dominate. Make development central
- Be realistic in your expectations

ADDRESSING THE CULTURE

The culture of an organisation is the way it works. It includes the shared assumptions of the members... and the values, language and mental models they share.

Fairclough, 2005:95

You want to foster a culture in which everyone has the same mindset on continuous improvement and in which everyone feels safe to expose weaknesses.

TRUST

■ Trust:

The level of confidence you have in your organisation to not exploit your vulnerabilities, to keep to the terms of your employment agreement and respect the knowledge you have about your job.

Onsman, 2003:10,11

T- trust

R- respect (value and recognition)

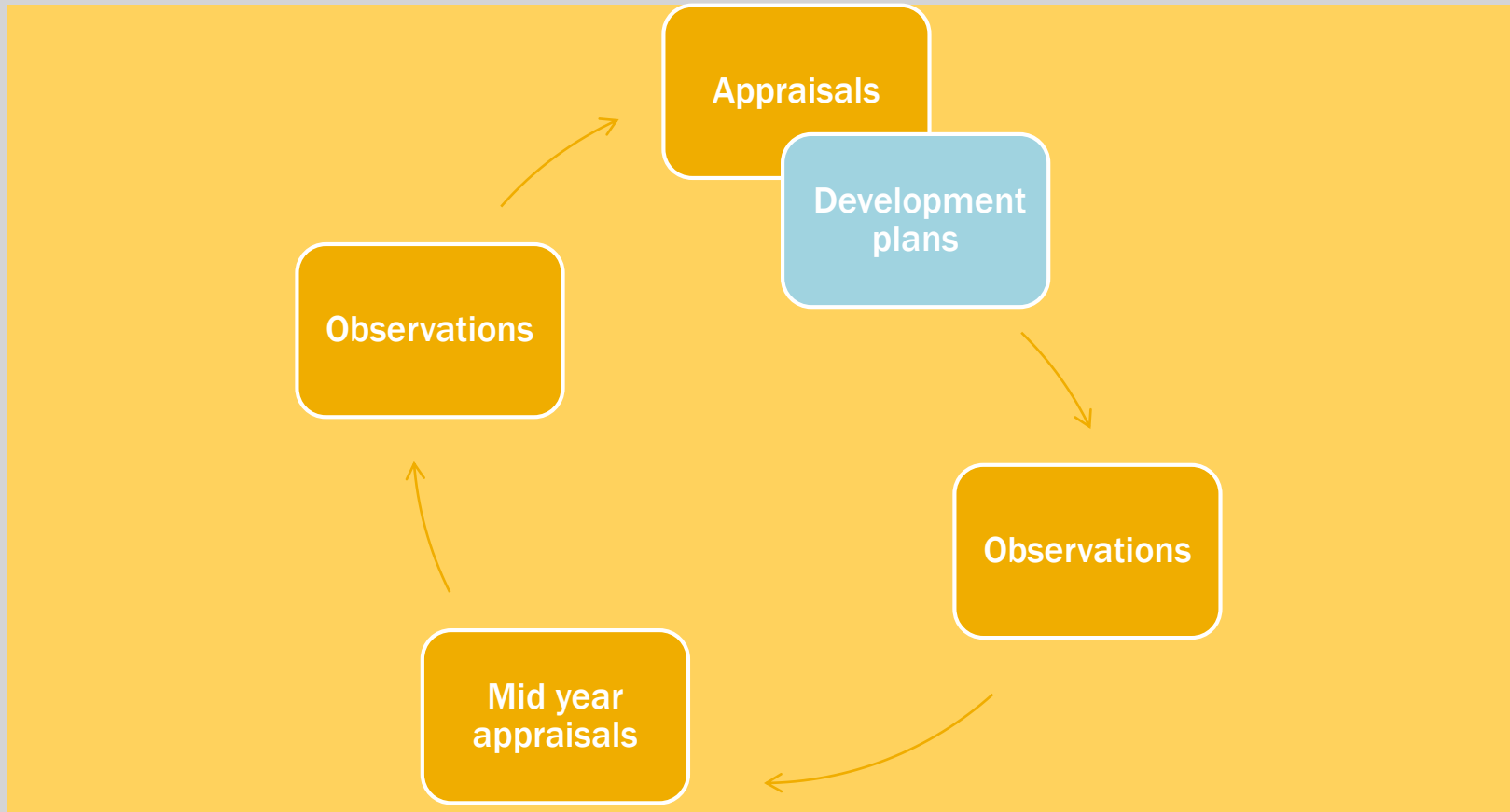
U – understanding (seeing things from the staff member's perspective)

S – support (make it possible)

T – time (Your time and the staff member's time)

Richards, 2002:72

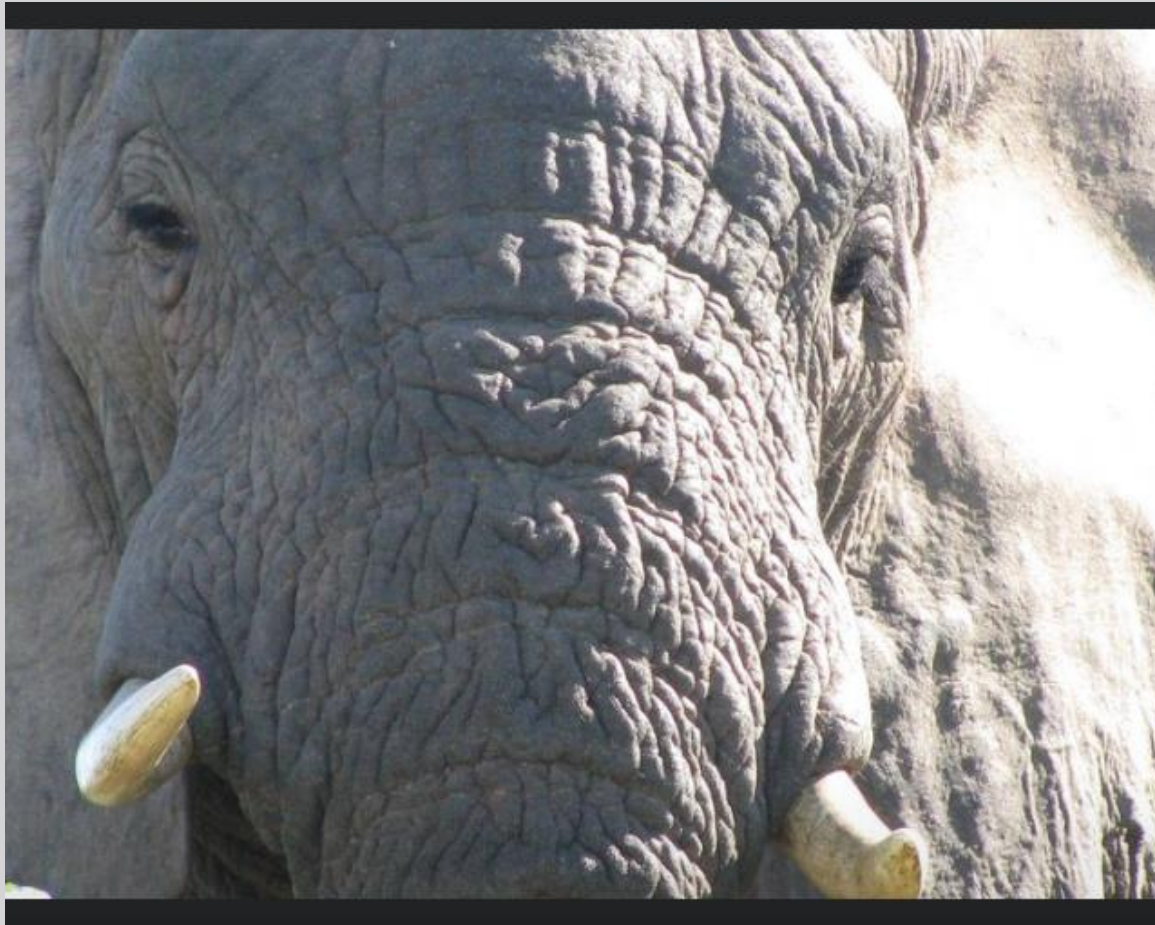
WHERE DOES CPD FIT IN?



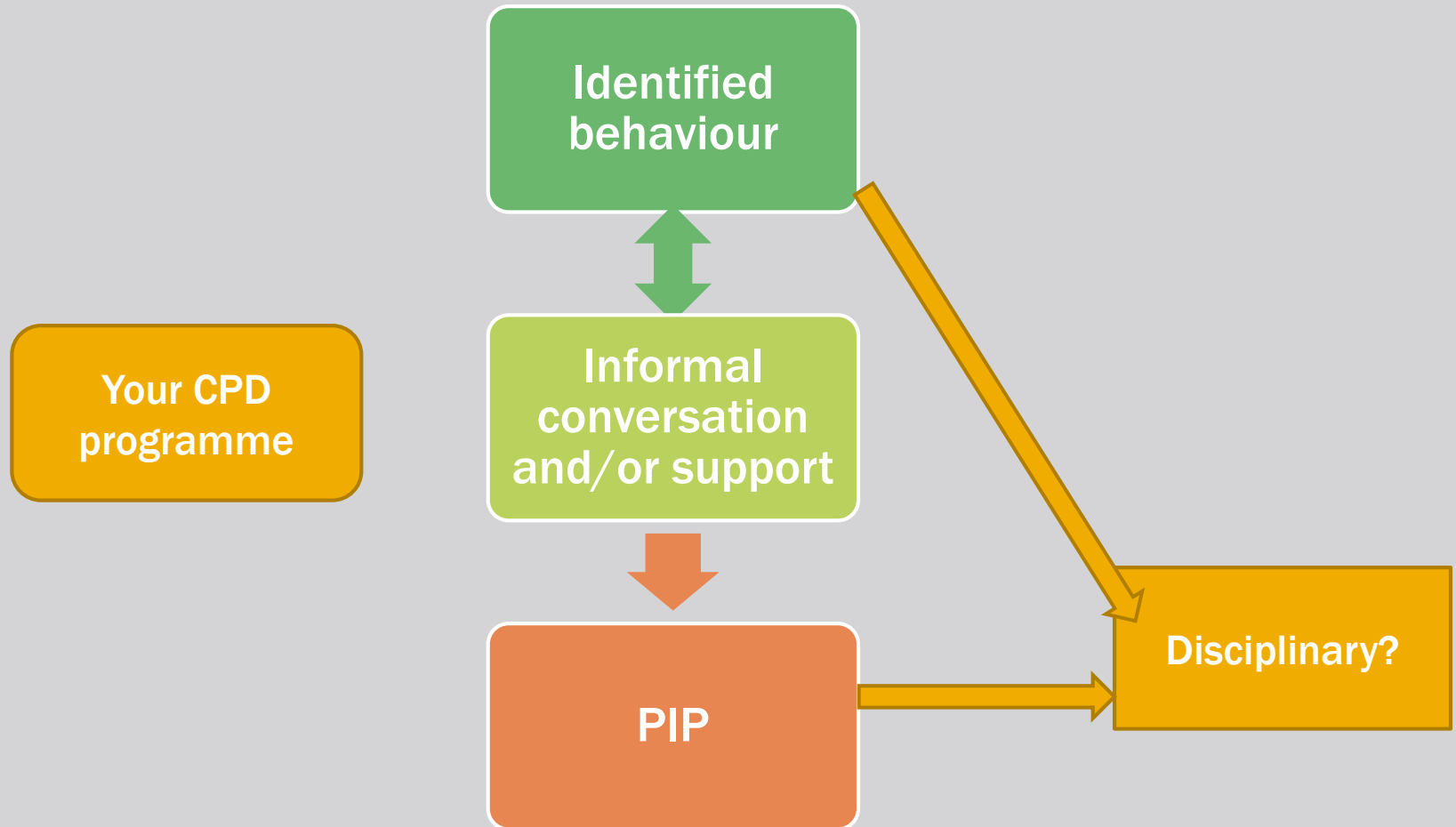
STRATEGIES

- Have a theme to your organisational CPD – an aim that drives your whole school development plan
- Involve the whole school in your drawing up your plan – be transparent
- Tie your development plan to each department and let them come up with their own solutions so that everyone has ownership and is working towards the same goal.
- Take your school development plan as seriously as you want staff to take theirs

RESPONDING TO UNDERPERFORMANCE



THE RESPONSE PROCESS



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

THE FINISHED PRODUCT

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

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 MINIMALISE 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

REFERENCES

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