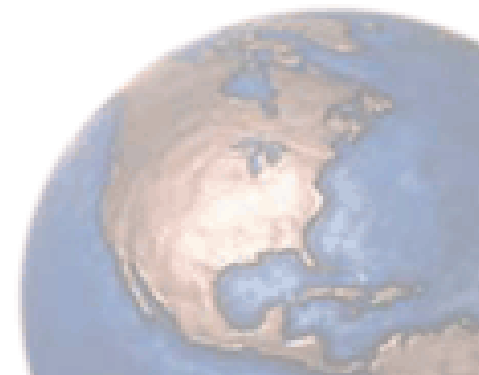




Holding a Performance Dialogue

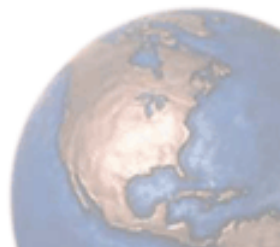
Gilbert Cheung
Managing Director
Boyden Management Consulting Asia Ltd





Objectives of Performance Appraisal System

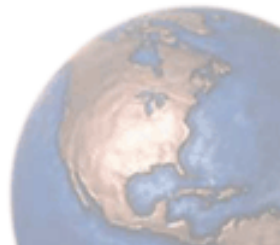
- To provide staff a regular feedback and coach staff to improve his/ her performance continuously
- To emphasize on staff training and development plan, and discussion and communication with staff
- To recognize and encourage staff contribution
- To be a communication channel and platform for staff and management
- Set objectives and requirements of staff's work performance for next year





Feedback

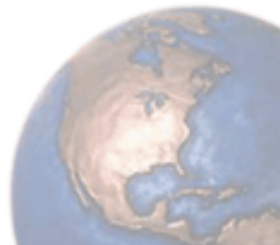
- **Feedback is different from mind reading**
- **Feedback is hard information: what actually happened, what was actually said**
- **Mind reading is what goes on in your head, when you try to guess what something or someone might have meant**
- **Mind reading often leads you off track, because there is no reality check**
- **Mind reading often dominated by your own assumption**





Rules in giving feedback

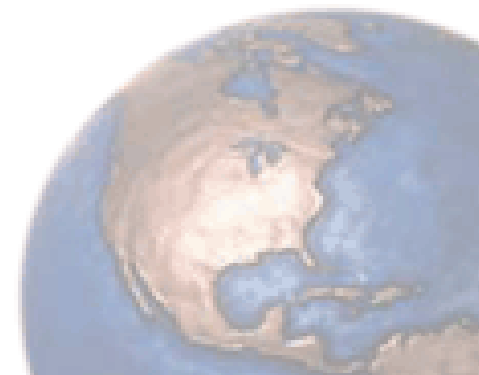
- **Immediacy** – The effectiveness of a feedback (both positive and negative feedback) will be reduced as the time between the infraction/ performance and feedback is long
- **Warning** – Employees should be aware of the rules and have forewarning about them. Employees should be able to link the causes with the consequences
- **Consistency** – Fair treatment of employees demands that the feedback is consistent
- **Impersonal nature** – Feedback should be connected with a given violation/ performance not with the personality of the individual





Having A Dialogue

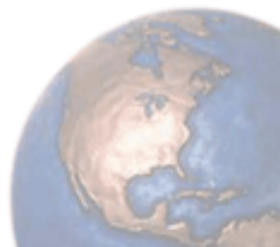
**Holding a Performance Dialogue
with your Staff**





Principles in holding a dialogue

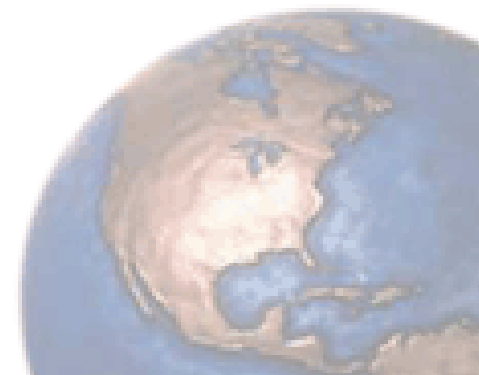
- Suspend your judgment so that you can listen better
- Identification of assumptions and suspend them
- Deep listening so that we can create reality
- Inquiry and reflection by asking questions





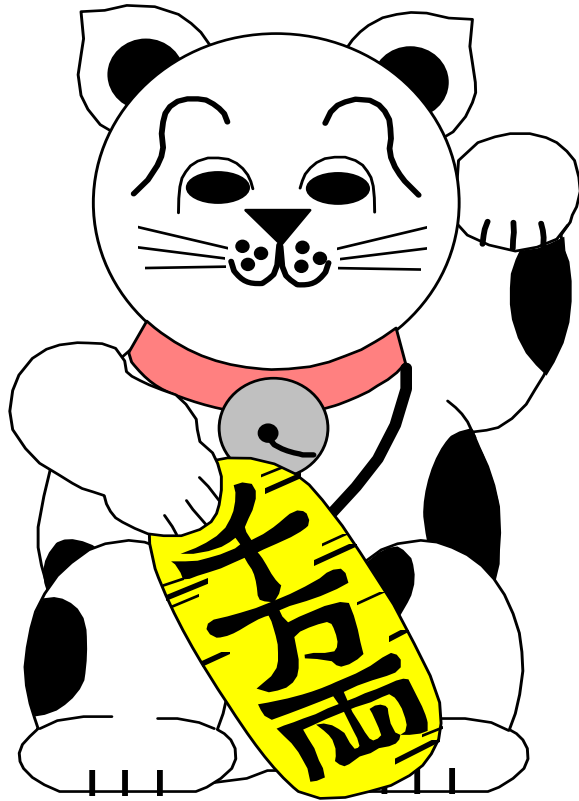
Structure of a Performance Dialogue

RAISE

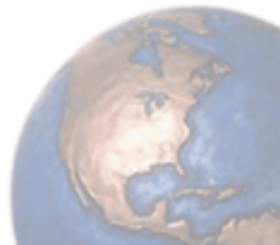




Structure of the Performance Dialogue

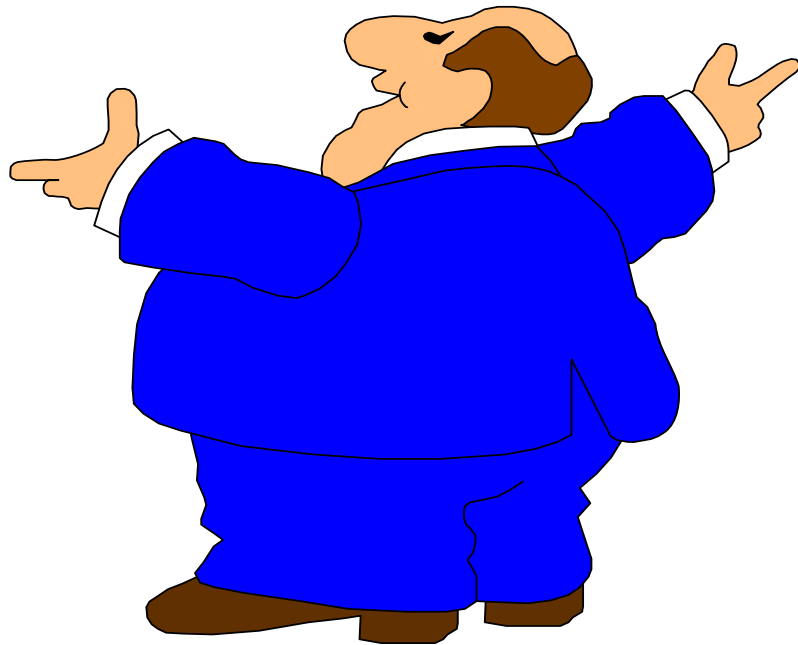


- R : Build Rapport
- A : Acquire Information
- I : Interact
- S : Supply Information
- E : Empathy

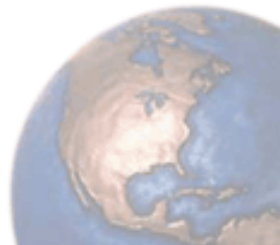




R - Rapport



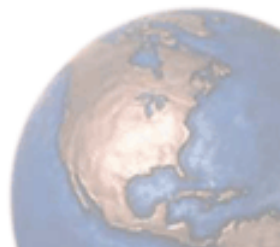
- **Welcome**
- **Build up rapport**
- **Outline the structure**
- **Tell your staff what is happening**
- **Let your staff be comfortable and be himself/herself**





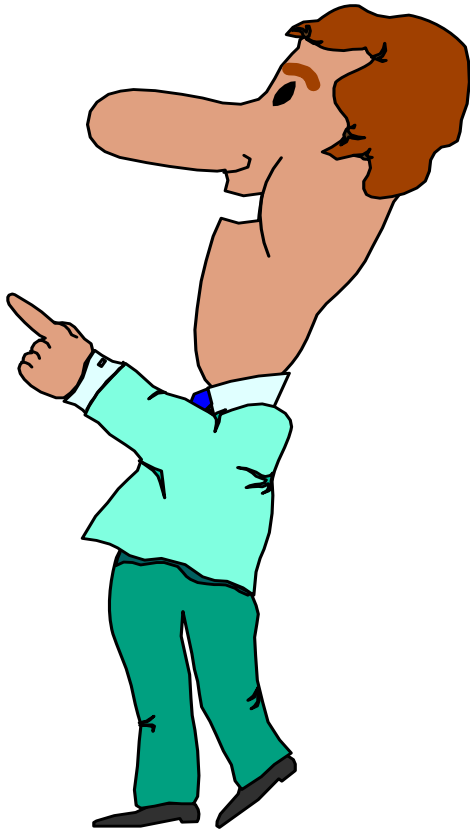
Building Rapport on daily basis

- **Caring others genuinely**
- **Be consistent**
- **Acknowledging others' feelings without judgment**
- **Looking at things in other people's point of view**
- **Join people with fun**

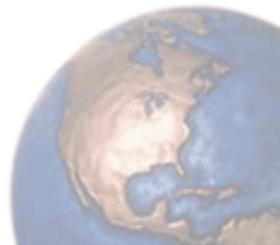




Acquiring Information

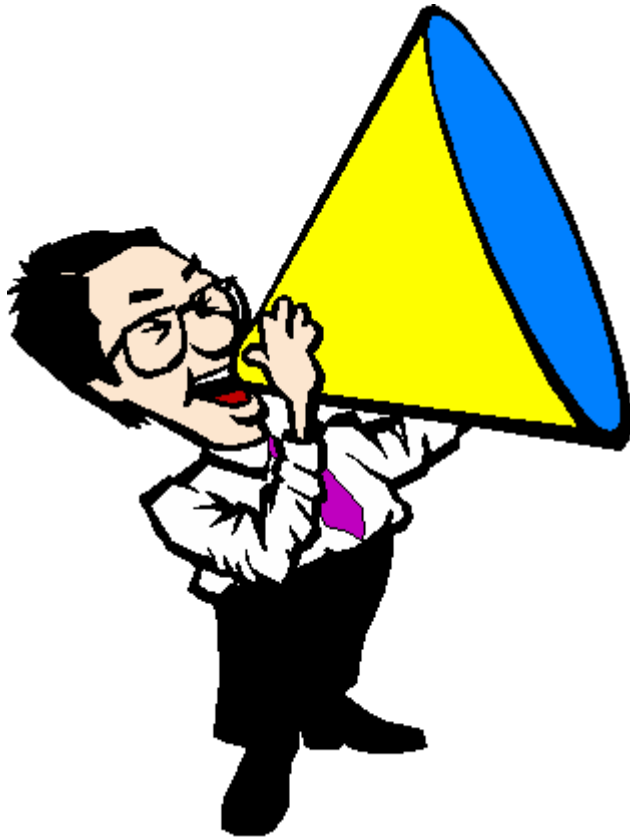


- The employee's point of view on his/her performance
- Achievement of the objectives
- The process of achieving results
- Feedback about work or specific assignments
- Interests for future job or training

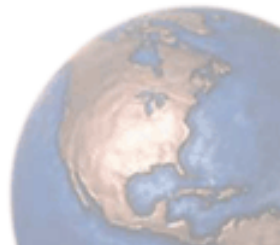




Questions to be used



- Open questions
- Probing questions
- Closed ended questions



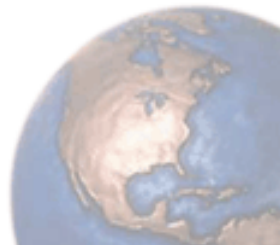


Open Questions

Open questions

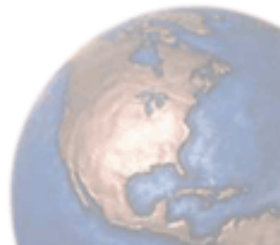


- Open questions cannot be answered with a "Yes" or "No" or with facts. They are useful in probing for feelings and in testing a learner's inventory.
- Example : "What would you have done to make the project more successful?"





The six honest men

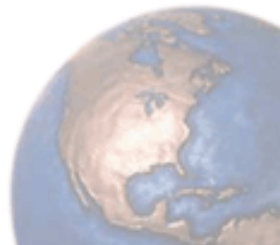




Probing questions



- To be used for explanation or details
- Example: Please give me an example of where you have encountered difficulties in your work

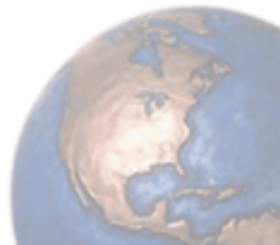




Closed end questions



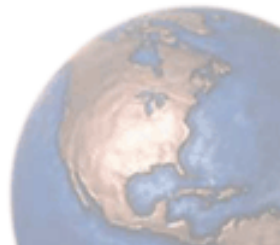
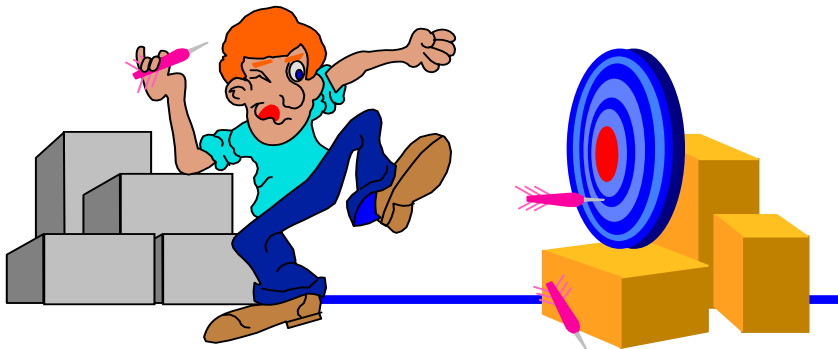
- Are to be used to confirm an answer
- Example: “Did you feel frustrated about the recent change?”





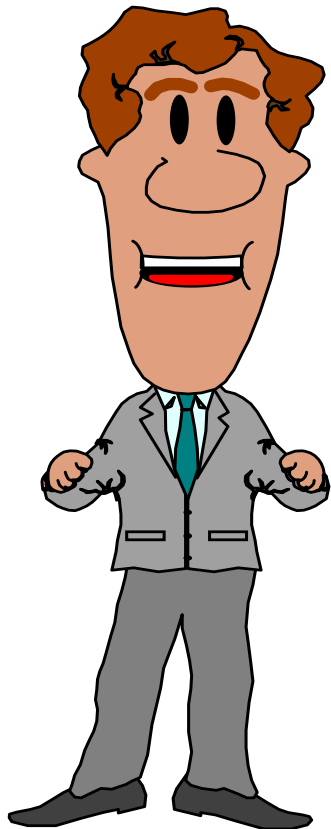
Questions to be avoided

- Questions that have a Yes or No answer
- Leading questions

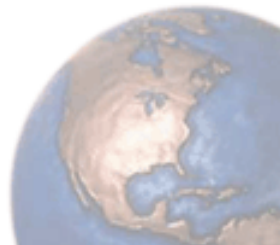




Yes or No Question



- Questions that can be answered with a Yes or No answer
- Example: Did you do a good job last year?
- Do you understand what we are trying to do here?

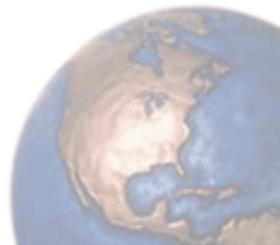




Leading question



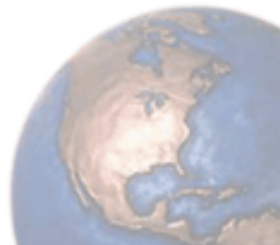
- Questions that lead to an answer
- Example: I think you'll agree with me that spending more time with the students is important as a teacher, did you do well in this regard?





Examples of Questions

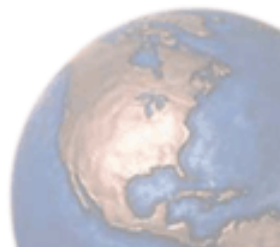
- What do you see as the most difficult part of your job?
- How would you have done that differently?
- Where do you think you have been developed since last year?
- When do you plan to address the issue that you have raised?
- How will you overcome this?





I - Interact

- Interact with the staff
- Do not talk too much
- Listen and response
- Probing more questions





Positive Mindset



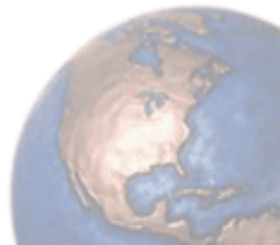
- **Focus on Strength**
- **Solution Based**
- **Treasure Learning**





Supply information

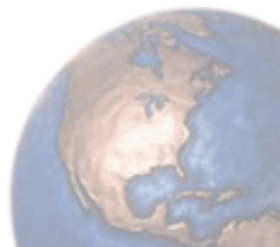
- About the staff performance
- Progress of the staff
- The directions or plans of the school
- Training information
- Sharing of the learning experience





E - Empathy

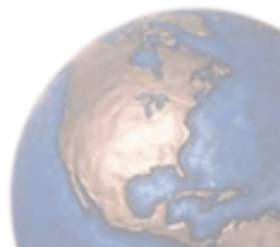
- Listening with empathy
 - Entering talker's perceptual world; understanding talker's feeling & situation
- Allows talker's feelings being validated
- Talker feels heard & understood
- Listener communicates acceptance without criticism & judgment
- Helps develop trust, release stress, foster personal growth





Empathetic Listening and Response

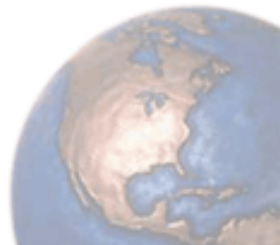
- Willing to understand and respect the others' feeling and not to make pre mature judgment
- Willing to listen to the others, even though the contents may not be meaningful to you
- Willing to help other to understand his/her emotion and situation





Emphatic listening skill

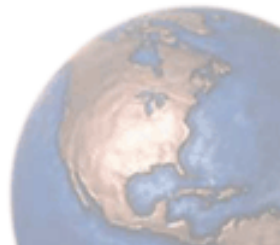
- Listen with empathy and make the other party feel being understood and release his/her negative emotion





Empathetic Response

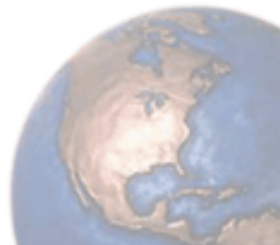
- Seek to understand
- Reflect talker's words & feeling
- Help talker to express
- Show acceptance
- Explore talker's situation





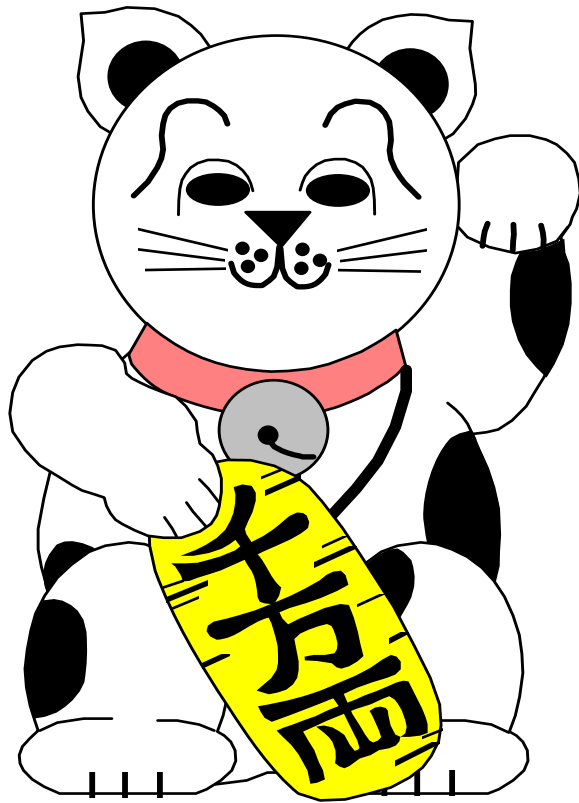
Feel The Feelings

- Learn to listen to the feelings not the words
- Learn to understand without judgment
- Learn to reflect the feelings by saying something about it.
- Learn to ask the right question and shows your emotions about it.

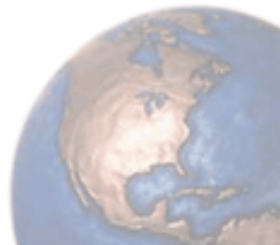




Structure of the Performance Dialogue



- R : Build Rapport
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Thank You

