



KD TRAINING SOLUTIONS

in partnership with the
Chartered Management Institute



inspiring leaders

Diploma in Management and Leadership
(Level 5)



**Performance Management
Unit 5003**

25 June 2009

CONTENTS

<u>Topic</u>	<u>Page No</u>
The Diploma in Management and Leadership (Level 5)	4
An Overview of Managing Performance (Unit 5003)	5
An Introduction to Performance Management	6
Part A - Agreeing objectives and allocating work:	7-17
Objectives	7
Introduction	7
What is a team?	7-9
Key attributes of a high performing team	10
Aligning your organisation and team	11
Agreeing objectives	12
SMART objectives	13
Problems with objectives	14
Agreeing team objectives	14
Prioritising objectives	15
Allocating work	15-16
Changing work plans	16
Summary of Part A - Quiz	17
Part B - Assessing performance and providing feedback:	18-31
Objectives	18
Introduction	18
Performance meetings	19
Celebrating success	19
Providing constructive feedback	19-21
Barriers to effective feedback	21-22
Managing conflict	22-29
Record keeping	30
Summary of Part B – Quiz	31
Part C - Managing under performance:	32-41
Objectives	32
Introduction	32
What is underperformance?	32
Dealing with underperformance	32-33
Tasking disciplinary action	33-34
Disciplinary Penalties	34
Gross misconduct	35
Confidential records	35
Appeals	35
Disciplinary interview	36
Dismissal interview	37
What if your organisation is in the wrong?	38
How should grievance procedures operate?	38
Grievance interview	39

Industrial tribunals	40
Summary of Part C – Quiz	41
Part D - Managing Remote Workers:	42-49
Objectives	42
Introduction	42
Trades Union views	42
Potential problems	43
Managing remote workers – the process	44
Motivation	44-48
Summary of Part D – Quiz	49
Part E - Unit Summary	50
Part F - Preparing for assessment	51
Bibliography	52

THE DIPLOMA IN MANAGEMENT AND LEADERSHIP (level 5)

Welcome to The Chartered Management Institute Diploma in Management and Leadership that has been specifically designed to meet your needs whether you are a first line manager, new middle manager, thinking of working in such a role or looking to expand your management potential and business knowledge. It provides you with an excellent opportunity to network with other managers and become more effective in self-development, managing information, people, operations and resources.

Before you start work on the programme, please make sure that you read this introduction thoroughly so that you fully understand what you have to do to be successful.

This qualification was revised on 1 September 2008 and consists of the following core and optional units:

Core Units:

- 5001 – Personal development as a manager and leader
- 5002 – Information based decision making
- 5003 – Performance management
- 5004 – Resource management
- 5005 – Meeting stakeholder and quality needs
- 5006 – Conducting a management project

Optional Units:

- 5008 – Marketing planning
- 5009 – Project development and control
- 5010 – Human resource development

For the purpose of your Diploma in Management and Leadership, you will be studying the 5 mandatory units (plus 5006 – an integrated project) and 5008, 5009 and 5010.

Each Unit is presented to you in a separate candidate self-study guide and should be used in conjunction with the monthly workshops and personal research.

This guide contains some basic information, followed by some questions and it should take you between 10-30 hours to work your way through, depending on the topic and whether or not you attend the relevant workshop. If you make some notes against the questions and add this to your research which you will have the relevant knowledge to complete your work. The total time required will also depend on your experience and should become less as you progress through your programme.

The dates that you are required to hand in your work are clearly marked on your programme so please make sure you become familiar with them and make every effort to stick to them. Essentially, you will be required to bring one completed piece of work to each monthly workshop (unless it is the project workshop) and if you do have problems, however small, please do not hesitate to contact us.

Having completed all core units and 3 optional units to the appropriate National Occupational Standard you will be awarded the Diploma in Management and Leadership.

PERFORMANCE MANAGEMENT (Unit 5003)

Unit Overview

This unit is about the management of individual and team performance.

Level

5

QCA Unit Number

F/501/5035

Credit Value

9

Learning Outcomes

Each topic has a set of learning outcomes that you will be able to achieve by the time you have worked your way through this self-study guide. Attended the relevant workshop and carried out some research. At the end of this Unit, you will have the knowledge and understanding of how to:

1. Identify and agree performance objectives
2. Assess performance and provide feedback
3. Understand performance support for improvement
4. Understand and apply the organisation's disciplinary and grievance procedures

Unit Contents

This Unit contains 6 parts:

- Part A – Agreeing objectives and allocating work
- Part B – Assessing performance and providing feedback
- Part C – Managing under performance
- Part D – Managing remote workers
- Part E – Unit Summary
- Part F – Preparing for Assessment

INTRODUCTION

The term “performance management” came into being in the 1980’s and is about “creating relationships and ensuring effective communication. It’s about focusing on what organisations, managers and employees need to succeed” Bacal R (2004).

Managing performance is probably one of the most important, yet often reluctant tasks you will have as a manager. In addition to carrying out and monitoring your own work, you now have to do that for others as well.

Assessing the way people perform, though, it not a new concept and has a long history based on comparative judgement of human worth. In the early 19th century, for example, Robert Owen used coloured wooden cubes, hung above workstations, to indicate the performance of individual employees at his New Lanark cotton mills in Scotland. According to Heilbroner (1953), various merit ratings were represented by different coloured cubes, which were changed to indicate improvement or decline in employee performance.

Initially, performance assessment was developed for use with the military in the two World Wars and was transferred into the business world in the 1950’s to provide information for promotions, salary increases and discipline. More recently, performance measurement has had wider purposes such as:

- Identifying and enhancing desirable or effective work behaviour
- Reinforcing this behaviour by linking rewards to measured performance

At the end of this guide, you will have learnt about managing performance and how this topic will help you and your team work towards achieving the objectives of your organisation.

PART A – AGREEING OBJECTIVES AND ALLOCATING WORK

Objectives:

By the end of Part A you will be able to:

- Explain the differences between a group and a team
- List some key attributes of high performing teams
- Align your organisation and team through SMART objectives
- Allocate the right work to the right people

Introduction

If you are to be judged on the success of your team, it seems in your interest that you ensure they work at their best and one of the best ways of motivating team members to perform to the best of their ability is to write down and agree with them the objectives they should work towards achieving.

Some people think that setting objectives simply means handing down targets but that is just not true. You need to understand how an objective can produce results and motivate your team at the same time.

On the other hand, unachievable objectives and unrealistic targets lack credibility and very often lead to poor performance and de-motivation of team members.

What is a team?

Let's start by looking at what a team is. You may have heard the terms "group" and "team" and sometimes these are used to define the same thing. There are, however, some key differences between the two. Jones G R (1998) defines a group as two or more people who interact with each other to accomplish certain goals. He then differentiates a team by suggesting that they are a group whose members work *intensely* with each other to achieve a specific, common goal or objective.

You might have read the paragraph above and thought "I am working with a group not a team"! In order to help you distinguish a group from a team a little more, on the next page are some key differences between the two:

Issue	Group	Team
Understanding	People in a group believe they are together for administrative reasons only	A team of people recognise the need to support each other and work together without any single individual trying to get the upper hand
Ownership	People in a group see themselves as only working for a wage and tend to build their own "empire"	Team members "own" their job and are totally committed to its success because they believe in the goals
Creativity and Innovation	In a group, people are told what to do and they do it without putting forward any suggestions of any kind	Team members offer suggestions and are openly encouraged to do so by management
Trust	Group members do not trust each other, probably based on lack of information about each other's job role	All team members trust each other and have open and honest communication between them
Personal Development	Training is often given but not allowed to be transferred and used in the job role	Members of a team are encouraged to continually develop their knowledge, skills and abilities and allowed to apply their learning to their job role
Decision Making	Group members are not often asked to contribute to decision making	Team members are often encouraged to join in the decision making process, understanding that sometimes management has to make decisions for them i.e. emergencies or crisis
Conflict Handling	Conflict often arises in a group situation and is not normally resolved by individuals but by management when it "gets out of hand"	Team members appreciate that some form of conflict is both inevitable and useful and it is resolved quickly

Now use the table above to make an assessment of your team and write your thoughts below:

Understanding:

Ownership:

Creativity and innovation:

Trust:

Personal development:

Decision-making:

Conflict handling:

Do you have a group or a team working with you?

Key attributes of high performing teams

Now that we have identified the basic differences between a group and team, let's look at some of the key attributes that ensures the success of a team:

- **Pulling together** – The only way a team can pull together is if it is committed to working towards achieving the same agreed goals, targets and standards. This means that you need to make sure your team members are aware of what your team is supposed to achieve and what objectives it will pursue. There is normally no difficulty in the beginning, but quite often pressures arise from inside and outside the organisation and your task is to keep your team members pulling together, in the same direction
- **Co-operating with each other** – People who work in “real” teams co-operate with each other even if it means making life difficult for themselves. What if you were a teacher and had spent 4 hours preparing some notes and then had to get someone else to do the session? Would you give them your notes or expect them to make their own? Co-operation is about being flexible and putting people before procedures and you as the manager taking your fair share of the responsibility and being prepared to help others when they need it
- **Motivation** – Motivation has been defined as “the arousal, direction and persistence of behaviour” and refers to the forces either within or external to a person and your role is to channel motivation toward the accomplishment of your organisations goals. As remote workers often suffer from a lack of motivation, we will discuss this in more detail in Part D

Pressure and your team's response – We said earlier that agreeing the way forward is often quite simple but things do change and it is the response of your team that makes the difference. You have probably heard statements like this “there is no money left in the budget”, “our competitors have found out what we are doing and have produced the same product at 50% of the price”, “the Government have just announced a new law and this means we have to change direction” and “we have been told we must cut our costs by 10% or we will be closing down”. Some of these issues may affect the way your team works and when they do, individuals often try to “save themselves” at the expense of the team. A high performing team will respond positively to any pressure, internal or external and work harder to overcome whatever the problem is

What key attributes do your team demonstrate?

Aligning your organisation

You will have heard this in other units, but it is vital that your team is working towards what your organisation is trying to achieve. Most organisations align their people by having:

- A vision of what they want to achieve
- A mission statement that says how they intend to achieve their vision
- A set of values by which they intend to work

What are your organisation's vision, mission statement and values:

Aligning your team

Once your organisation is aligned, then you can help align your team by agreeing a set of SMART objectives.

The purpose behind agreeing objectives is that you and your team have something to work towards and an objective is defined by the Oxford Concise Dictionary as "something aimed at". Having something to aim at also means that it is possible to measure whether the "something" has been achieved or not. You may find when researching statements like, "if it cannot be measured, it is not worth doing" which seems sensible because if you cannot measure it, how do you know what you have achieved?

You may work in an organisation where objectives are well defined and agreed each year. On the other hand, you may not be allowed to be involved in the process and simply be set objectives to achieve. Some managers are not given nor do they agree objectives at all and are often left to work out what they think they should be doing.

There are generally considered to be two types of objectives:

- Work objectives – that enable you and your team to achieve corporate success
- Development objectives – which are concerned with the ability of you and your team to improve knowledge, skills and abilities (these will be covered in more detail in other units)

Agreeing objectives

Throughout this self study guide, you will notice that the term “agree” as opposed to “set” objectives is being used because “agreeing” objectives is the way to get individuals to own them. Objectives normally consist of 3 things:

The main task of the job	Defining the main purpose of the job and identifying the key result areas and activities
Targets to be achieved	Could be based on finance, output, awareness, etc and could quote percentages, figures, size or time
Standards to be met	Performance standards are often not included in objectives. They should be based on quantitative (numbers) or qualitative (quality). Quantitative standards are normally easy to measure whereas, qualitative standards are more difficult

What are the main tasks of your job or that of your team members? What targets are agreed? What quantitative or qualitative standards are in place? Who sets and agreed those standards and how are they monitored? What happens if they are not met?

SMART objectives

A fairly well known acronym for objectives is SMART and a lot of manager's know what it means although views differ from organisation to organisation. Here is one definition:

- Specific – means detailed, focused, spelling out the details and answering the following questions like “who is doing what”, “when and how it is to be done” and “if appropriate, where will it be done?”
- Measurable – provides a standard for comparison and tends to include words like, increase, decrease, reduce, lower, percentages etc
- Action-orientated (sometimes “agreed” or “achievable”) describes the tasks to be performance and defines what strategies will be used. In the case of achievable, it means it is actually possible
- Realistic – in that the resources required to achieve the task are available
- Time-bound – in that a time constraint is imposed to encourage completion

Do you have SMART work objectives? If you do, write one of yours or a team member's below because you may find it useful later. If you or your team members do not have SMART objectives, what is missing that would make them SMART?

Problems with SMART objectives

Like most things in management you can overdo it. Qualitative standards, for example, are quite difficult to agree, let alone measure. Also, it is important that objectives are not too SMART otherwise they restrict people and inhibit innovation and creativity.

In your career you may also come across people who simply refuse to accept or agree objectives because they consider them too difficult to achieve. Some people, who have not previously agreed objectives, will say things like “I am doing a good job, why do I need objectives?” Both of these questions are not unreasonable. The problem is that you are ultimately responsible for the performance of your team and objectives are one way of clearly agreeing, monitoring and demonstrating success.

Objectives also play a serious part if you are dealing with an under performer because you can measure their rate of success. Organisations are entitled to have objectives and they can set or change standards provided they are achievable and consistent.

Agreeing team objectives

In addition to individual objectives, it is often quite sensible to agree what are referred to as team objectives and these are established in exactly the same way as described above. Also, you might like to consider agreeing objectives based on the way you would like your team to operate, which some people call “ground rules”. Douglas McGregor suggested that some teams might consider the following issues as ground rules:

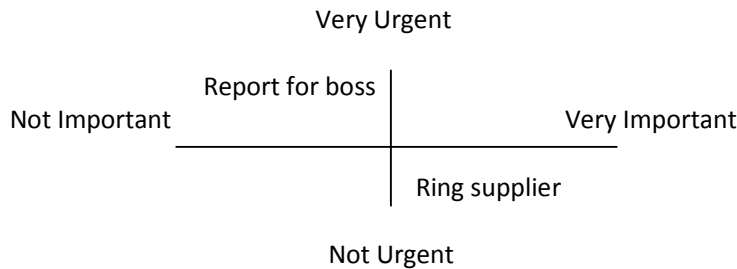
- The working atmosphere should be informal, comfortable and relaxed
- There is a lot of discussion in which everyone participates
- Objectives are understood by all because they have contributed to them
- Every member of the team should listen to everyone else
- There is disagreement from time to time but everyone works to resolve the issues
- More decisions are reached by consensus and formal voting is at a minimum
- People can express their ideas without fear
- The leader should not dominate the team

Do you have any team objectives and/or ground rules? What are they and how do they match up with those suggested by McGregor?

Prioritising objectives

Agreeing SMART objectives is one thing, but what happens if you have loads of them? The only answer is, of course, to prioritise using whatever system you feel comfortable with. Below are some ways in which you might do this:

- Allocating letters like A, B, and C etc and start with A
- Using numbers like 1, 2, and 3 which is similar to using letters
- Using the “urgent – importance” grid illustrated below:



In the example above, you can see that the report for the boss is not that important but is very urgent and wanted straight away. On the other hand, ringing the supplier is very important but does not need to be done straight away. If these were your only two objectives of the day you would complete the report and then ring your supplier.

Allocating work

Having established what objectives are to be worked towards, it is time to allocate work to the appropriate people. Below is a table of things you should consider:

Resources	Most jobs require some kind of resource and in certain cases specialist resources are needed if the work is to be completed effectively and efficiently
Workload	Individuals and teams nearly always have work in progress so allocating them new work has to be considered carefully. Sometimes it may even be necessary to allocate a higher priority to new work than work already in progress
Knowledge, Skills and Abilities	People need knowledge, skills and abilities to carry out their role properly and allocating work to those who have shortfalls may cause unnecessary problems. This is a particular problem if work is allocated to trainees or unskilled people and should only be done with strict supervision. It means that you must take into account development needs when planning and allocating work
Experience	Some tasks are only suitable for people with a certain level of experience – the problem is people have to experience things to gain experience!!
Access to Support	Support should be made available where necessary as some tasks cannot be achieved without such support (i.e. technical experts)
Motivation	It is a fact that people who are motivated tend to complete work more successfully than those who are not motivated

How do you allocate work to your team members and how do you take account of those issues in the table above?

Involving team members in work allocation and work review

It has been claimed that if your team members are involved in work allocation, that they are more likely to be committed to it. The same applies, of course, to work objectives.

There is nothing wrong with agreeing work objectives with individuals and them allowing them, to work out what work needs to be done. They can then come to you with a work plan and you can agree it or make amendments as necessary.

An example might be a work rota. The objective might be to cover a certain period with the right people. There would be nothing wrong with allowing the “workers” to draw up their own rota provided you give them boundaries that they must not cross. For example, you might say:

- There must be at least 4 people in work at the same time
- The hours must be shared out equally
- No one person will work more than two weekends on the trot

Also, it has proved beneficial are involved in reviewing their own work as well as the checks you carry out yourself. An example of this could be where an individual is responsible for the appraisal process and has a register which monitors what appraisals have been done and those that are awaiting completion. Each week the person concerned could check the work and discover:

- Which appraisals have been completed
- Which appraisals are outstanding
- What they have done about outstanding appraisals
- To what degree they are meeting their agreed objectives

Changes to work plans

Nothing ever goes to plan, does it? We know this, so obviously we should think about what you might have to do in such circumstances. Sometimes your planning is not correct and you make errors. Nothing wrong with that, it is quite common. Also some things change and you have to alter your plans. One area in which you might improve is to put what are called “contingency” plans in place that you can bring into force if things change.

The key issue about changes to work plans is that you make sure you gather the right sort of information that provides you with the reasons why your plan is not working. It is then vital that you involve everyone. You should get your team together and work through the changes, making sure you encourage them to contribute. Once agreement has been met, you should inform anyone else who is involved in your plan – maybe your line manager or colleagues from other departments.

Maybe your plans have to change because the people you are working with cannot carry the tasks you want for some reason. In this case, whatever changes you make might have to take account of development of the people concerned.

You should also think about the need for more or extra resources for your changes and make sure they retain high standards of quality and take account of health and safety issues.

Summary of Part A - Quiz

Having completed Part A you should now be in a position to understand what agreeing performance objectives is all about and how it should be done. Try the quiz below and then re-visit this guide to make sure you have the right answers:

- What are the key differences between a group and a team?
- What are the key attributes to high performing teams?
- Why is it important to align your organization and team?
- What are the two main types of objectives?
- What should be considered when agreeing objectives with individuals?
- What does the acronym SMART stand for?
- Why can SMART objectives sometimes be a problem?
- What are “team” objectives?
- How might you prioritise objectives?
- What should you take into account when allocating work to team members?
- What actions should you take if plans have to be changed?

PART B – ASSESSING PERFORMANCE AND PROVIDING CONSTRUCTIVE FEEDBACK

Objectives:

- Explain how meetings can help exchange ideas about performance
- Describe the importance of celebrating success
- Provide constructive feedback to a team member
- Understand the various barriers to effective feedback

Introduction

In Part A we discussed your role in agreeing both work and developmental objectives and then allocating work to the right people. Once this has been done, your role then becomes one of a “monitor” to ensure that the work is being done correctly and one of “support” to ensure people get feedback on their performance.

You should use the targets and standards you agreed and make any adjustments that are necessary. If objectives are achieved then everyone is happy whereas if they are not, then you might want to consider the following questions:

- What was it that prevented objectives being achieved?
- Was there anything that could have been done that was not?
- Could any of the activities been carried out in a different way?
- What lessons can be learnt for next time?

If you or a team member have recently had problems achieving an objective, write down some notes based on the questions above:

Performance meetings

One way of discussing performance is to hold what are sometimes referred to as performance management meetings or reviews and these can be either informal or formal:

Informal Meetings	These can take place over a cup of coffee in the canteen or over a pub lunch and can be used to determine how well a member of your team is progressing towards their objectives. You may discover some problem that you can resolve quickly or your chat may lead to a more formal meeting
Formal Meetings	These could be arranged at whatever intervals you feel are appropriate or whenever your organisation decides. They could be weekly, monthly or even daily depending upon the task being carried out

Celebrating success

One thing that a lot of manager's fail to do is recognise when people have achieved something or don't think it should be recognised. There is nothing wrong with giving some people a simple pat on the back because this is reinforcing that they are behaving the way you would like them to. There are some classical responses from people who are not recognised for what they have done such as:

- Am I doing what I am supposed to be doing?
- If I am, is it to the right standard or level?
- I wonder if my manager really cares what I do?
- Why should I bother, nobody thanks me anyway?

If you have members of your team asking themselves these types of questions, then they are not being properly informed of their performance and are probably not working to the best of their ability.

Providing constructive feedback

One way of overcoming people asking themselves some of the questions above, is to provide them with regular and timely constructive feedback on their performance. Constructive feedback is a mixture of "positive" and "negative" feedback, both of which are essential ingredients.

The table below details what makes up constructive feedback with the addition of the all too common "destructive feedback":

Positive feedback	Involves praising team members and concentrating on their strengths and achievements
Negative feedback	Involves making comments on areas of concern that require improvement
Constructive feedback	This is a combination of positive and negative feedback with an emphasis of findings ways of improving the situation
Destructive feedback	This type of feedback is based on continual criticism

A good manager always uses constructive feedback and in order to do this, a combination of positive and negative feedback is required, with particular emphasis on:

- **Positive feedback** – is about giving specific examples of good performance, doing it as soon as possible and agreeing future achievable targets
- **Negative feedback** – is about giving detailed examples of poor performance, concentrating on behaviours that can be changed, and leaving the other person with a choice of action

The feedback process

Before we look at different methods of feedback, let's look at the process itself and identify the positive aspects of it and some of the barriers that cause it to fail.

Feedback is basically about communicating with an individual with the purpose of identifying what they do and how well they do it and has the following benefits:

- It enables you to learn about yourself as well as others
- It helps improve performance
- It builds and improves working relationships
- It improves communication and helps develop shared values

As a manager you will undoubtedly find yourself having to give feedback to team members at some time, with a view to motivating them to learn and develop, whether it is at performance reviews or on other occasions. Here are some simple do's and don'ts:

- **Do's:**
 - People who work for you are probably adults and should be treated as such
 - You should look at the feedback from their point of view
 - Your feedback should be honest and fair
 - You and the other person should be very clear about areas for improvement, but don't forget strengths as well
 - Concentrate on behaviours and not on people's attitudes or beliefs
 - An important issue is to note that you may be viewed as a role model, so you should practice what you preach!
- **Don'ts:**
 - Don't be too quick to disagree, think first
 - Don't ignore what is being discussed or interrupt
 - Don't hurry the session, otherwise you may regret it later

Think about the last time you gave feedback to someone. How many of the do's and don'ts did you do?

Barriers to effective feedback

Feedback can, of course, go drastically wrong and the effect could be devastating, so watch out for some of these barriers:

- If there isn't a job description or clear indication of what is required, feedback can come as somewhat of a surprise. In this case, people are often judged against what their manager thinks they should be doing
- Some feedback is based on the unsubstantiated judgement
- The creditability of the person giving the feedback is crucial as quite often people are asked to give feedback on people they do not really know, have known for only a short time or with whose job that are unfamiliar
- People who have received negative feedback in the past are generally not conducive to new feedback regardless of whom it comes from
- Some managers are actually afraid of giving proper feedback for fear of damaging relationships

Describe some of the barriers to effective feedback that you have come across in your career. Maybe you are guilty of a few?

Managing conflict

Unfortunately, conflict between individuals and groups is quite common in organisations these days and often thought of as only being negative. Bartol KM et al (1998) view conflict as a process in which one party perceives that its interests are being opposed or adversely affected by one or more other parties and a similar view is expressed by Hocker JL and Wilmot WW (1991) who see conflict as 'an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from the other party in achieving their goals'.

Some results of conflict are individuals or groups who become hostile towards each other and even go as far as withholding information from each other and interfering in each others efforts. This sort of behaviour can affect work to the point of costing money or time and others in the organisation may leave because they are unhappy with the situation. Conflict also lowers morale and affects the cohesion of groups.

Advantages of managing conflict and disadvantages in avoidng it

Some advantages of managing conflict are:

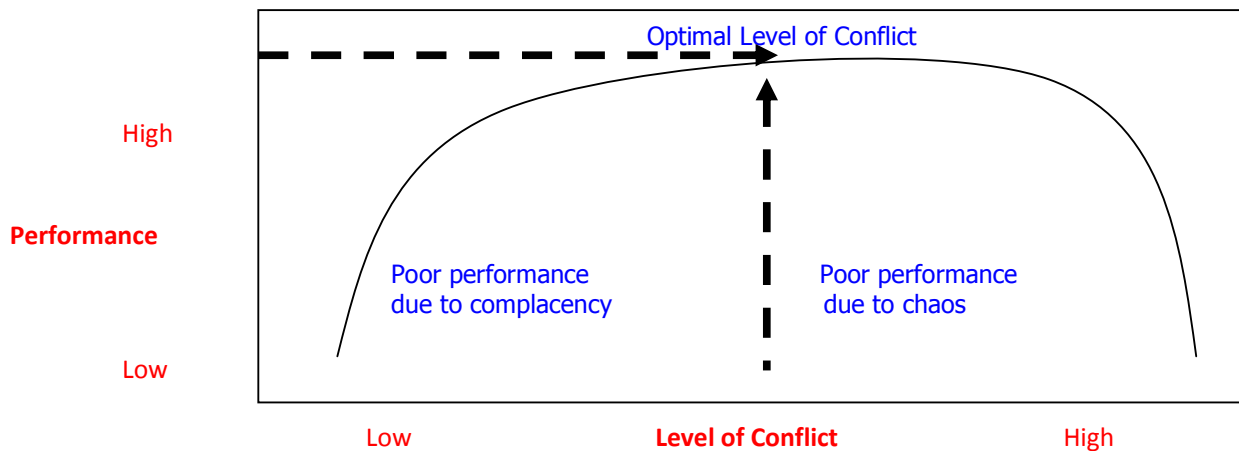
- People are focused on what they are supposed to be doing as opposed to arguing with people
- By focusing on what is required, the organisation becomes more efficient and effective and thus presents itself in a positive light to customers

Some disadvantages in avoiding conflict are:

- By allowing conflict to exist, it might spread or the situation might deteriorate
- Staff have a lack of focus referred to above and work is either not done properly or to a standard that is not acceptable

Changing views of conflict

Vecchio R (2000) claims that attitudes to conflict have changed over the last few years and that it is now viewed as acceptable (at certain levels) rather than bad. Indeed, many advocate that some conflict is healthy in that it stimulates discussion and creates the base for creative ideas. Illustrated below Vecchio's view between conflict and performance and shows how some conflict is necessary for optimal performance:



Sources of conflict

The main causes of conflict at work are:

- ❑ **Success** – In most American companies success is celebrated and those who succeed are well respected. In the UK, however, success is often viewed in a different light and such people are perceived as a threat to others. Whilst encouraging competition is healthy, care has to be taken in celebrating success

Have you ever succeeded at something and it led to jealousy or resentment or do you know anyone who has? What form did the resentment take?

- **Objectives and beliefs** – In every organisation people have different objectives, beliefs and attitudes and this can be very beneficial because it leads to creative ideas and movement away from conventional ways of doing things. On the other hand, conflict can occur if someone has personal beliefs such as environmentalists or animal rights activists
- **Territory** – It is amazing how perfectly normal people can lose it when their personal territory is under threat. Territory can refer to a work area or even a parking space (you must have seen the ad on the tv) but can also mean your time, resources, pay and job-related perks
- **Irrational hostility** - Ever had anyone take an instant dislike to you for no apparent reason? This is referred to as irrational hostility and no-one is actually sure why it occurs

What experience do you have of your own organisation and the reasons for conflict detailed above? Were you involved yourself? What led to the conflict?

- **Personal Style** – Everyone’s individual style is different so at some time in your life you will clash with someone who is different to you. You may have different learning styles, management styles, team roles or personalities. Below is a simple table that illustrates how people with different personal styles can clash:

<p>Traditionalists</p> <p>Prefer familiar, safe situations Creatures of habit Generally predictable</p>	<p>Analysts</p> <p>Slow at decision making High standards for themselves and others Generally thoughtful, precise, systematic and highly critical</p>
<p>Competitors</p> <p>Easily bored by routine Motivated by the possibility of success Thrive on change Generally confident, impatient and ambitious people who like to get the job done and move on to something else</p>	<p>Performers</p> <p>Extremely sociable and good with people Prefer people to systems or ideas Can be impulsive Generally optimistic, easy-going and fun</p>

Think of people you work with now and those you have worked with in the past. What was their personal style and did they clash with others?

Symptoms and tactics

Before you can attempt to resolve any conflict, you need to know that it is in fact occurring and below are some typical symptoms and tactics that people use:

Symptoms	Tactics
<p>Communication:</p> <ul style="list-style-type: none">Arguments, fights and tearsExcessive politeness and formalityCessation of communicationProliferation of paperworkConstant requests for management intervention <p>Deterioration in Work Standards:</p> <ul style="list-style-type: none">Missed targetsNon-attendance at meetingsClock-watchingLow moraleLack of co-operation	<p>Communication:</p> <ul style="list-style-type: none">Distorting facts by giving different people different information <p>Red Tape:</p> <ul style="list-style-type: none">Tying people in knots with red tape so that they find it difficult to do their job <p>Bypassing Official Channels:</p> <ul style="list-style-type: none">Manipulating people in key positions to provide information or authorisation <p>Subtle Sabotage:</p> <ul style="list-style-type: none">Making sure that errors are noted by senior management

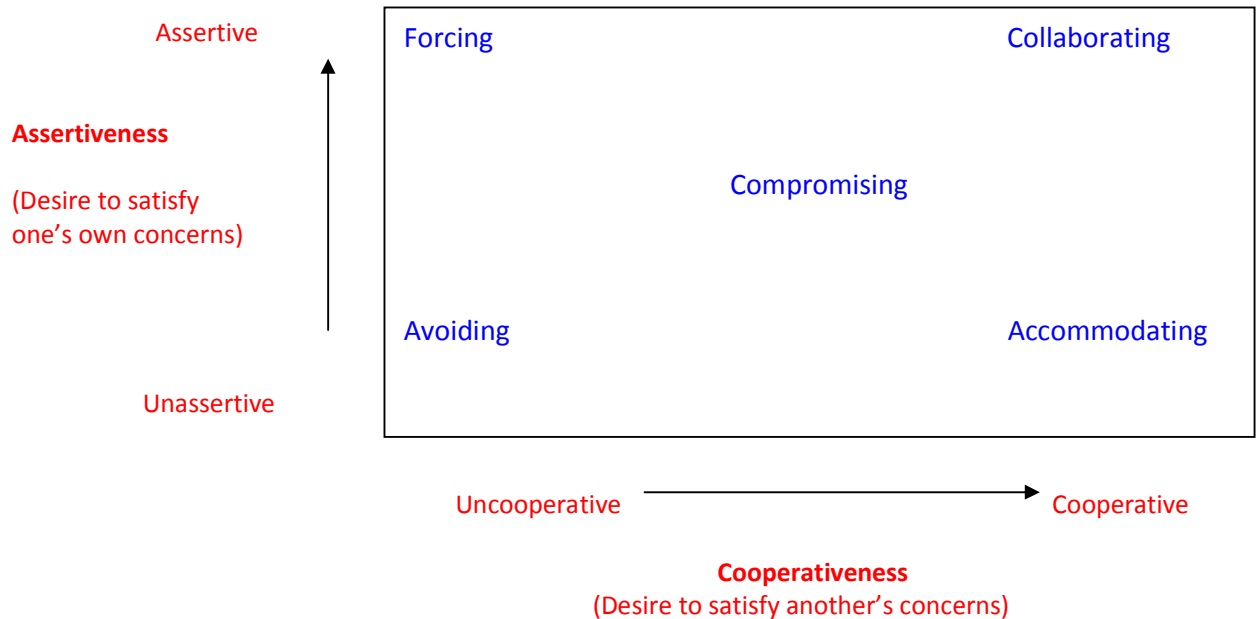
Describe any of the symptoms or tactics that exist in your organisation:

Styles of conflict management

Managers will always differ in the style they use to management conflict. Below are 5 such styles suggested by Thomas K (1996):

Conflict Handling Style	Related Term	Proverb
Forcing	Competing Moving against the other	Put your foot down where you mean to stand
Collaborating	Problem Solving Integrating Confronting	Come let us reason together
Accommodating	Yielding-losing Friendly-helping Moving toward the other	It is better to give than to receive
Avoiding	Moving away from the other Withdrawing Losing-leaving	Let sleeping dogs lie
Compromising	Splitting the difference Sharing Horse-trading	You have to give some to get some

Thomas also linked the need to satisfy your own concerns with the concerns of others:



Each of the 5 styles of conflict handling may be used in certain situations, which are shown below:

- ❑ **Competing or Forcing** – When quick action is required (emergencies) on important issues where unpopular actions need implementing, on issues vital to company welfare and against people who take advantage of non-competitive behaviour
- ❑ **Collaborating** – To find an integrative solution when both sides of concerns are too important to be compromised, when your objective is to learn, to merge insights from people with different perspectives and to gain commitment by incorporating concerns into a consensus
- ❑ **Accommodating** – When you find you are wrong, when issues are more important to others than to you, to build social credits for later issues and when harmony and stability are especially important
- ❑ **Avoiding** – When an issue is trivial, when you perceive no chance of satisfying your concerns, when potential disruption outweighs the benefits of resolution and when others can resolve the conflict more effectively
- ❑ **Compromising** – When goals are important but not worth the effort of potential disruption of more assertive modes, when opponents with equal power are committed to mutually exclusive goals, to achieve temporary settlements to complex issues and to arrive at quick solutions under time pressure

Think about a conflict situation you have been involved with. Was it resolved in the appropriate manner? If not, what happened?

The Chartered Management Institute offers an action checklist that you could use which incorporates most of the above points:

- Recognise that the conflict is actually taking place, although this can be difficult if it is being done covertly
- Research the situation by taking time out to find out what the conflict is all about and what is causing it
- Plan your approach and avoid taking sides, remembering that your strategy must be based on what you find during your research
- Handle the issue by using the following simple techniques:
 - Whatever happens, stay calm
 - Listen to everyone's point of view before deciding what to do
 - Avoid the 'fight' (confrontation) or 'flight' (run away) syndrome
 - Stay assertive, encourage those involved to find the causes of the conflict and try to get them to resolve their own problems. If they cannot, suggest a way forward
 - Let everyone have their say
 - Find a way forward and ensure both parties agree
 - Look at the way you handled the situation and learn from it

What lessons can you learn from what the CMI suggest?

Record keeping

As conflict exists everywhere, it is likely that your organisation has some kind of formal policy or procedure for keeping records. It is important that this policy or procedure is formal and the details of the conflict are recorded, including what actions were taken. It is also important that those involved, sign appropriate documents indicating their agreement.

Confidentiality is an obvious issue, therefore, you would be well advised to ensure that only those who need to know are informed.

From an organisational point of view, records of conflict are very important because some conflict can lead to stress for certain individuals and it is the organisations obligation to keep stress levels to a minimum. Try to find out what records should be kept in your organisation regarding conflict.

Summary of Part B - Quiz

Having completed Part B you should now be in a position to understand what assessing performance and providing constructive feedback is all about and how it should be done. Try the quiz below and then re-visit this guide to make sure you have the right answers:

- What types of performance meetings exist?
- Why it is important to celebrate success?
- What are the different types of feedback?
- What is constructive feedback?
- What are some of the key do's and don'ts of effective feedback?
- What barriers exist that affect feedback?
- Why does conflict occur in the workplace?
- What are the 4 types of "personal style" when discussing individuals?
- What are some of the symptoms and tactics of conflict?
- What styles could you adopt when managing conflict?
- Why is it important to keep records of conflict?

PART C – MANAGING UNDER PERFORMANCE

Objectives:

- Explain the importance of managing under performers effectively
- Identify a simple process to adopt when managing under performance
- Take disciplinary action if necessary
- Explain why it is important to have a grievance process

Introduction

If, whilst attempting to manage the performance of your team, you come across an individual, or even the whole team for that matter, that is considered not to be performing as expected, it is your role to deal with it. On occasions, this may not be a pleasant experience, particularly if you happen to be friendly with the person or team concerned.

There are many benefits to managing under performance effectively, such as:

- Raising the performance of an individual or team
- Improving the motivation of an individual or team
- Saving valuable time in the future
- Increasing productivity
- Protects you when you have to make important decisions regarding the future employment of a team member
- Avoids close supervision of an individual

What is under performance?

There are many things that are considered under performance, for example:

- Not achieving agreed objectives
- Working to standards that are less than expected
- Continually making mistakes
- Missing deadlines
- Claiming that they cannot complete a task, despite regular training
- Taking twice as long as others to complete a task
- Avoiding doing tasks they do not like

Dealing with poor performance

Here is a very simple checklist you can use to help you deal with underperformance:

- **Identify the cause** – by collecting information regarding underperformance (remember this can be quantitative or qualitative). An example could be an attendance record
- **Identify how the issue should be addressed** – You may have to change the plans that were originally made, to achieve objectives. The objectives may also require changing but should only be done if you consider that they are unrealistic because of circumstances that have occurred since the objectives were originally agreed. Some of you may be thinking “change my objectives to help me achieve, yea right!!!!!!!!!!!!!!” and you would be right because some managers will not change objectives regardless of whether they are achievable or not. The problem is if the objectives are not going to be achieved, you could, arguably, be setting people up to fail

- **Agreed and record action** – Clear timescales should be agreed both for improvement and review. All agreements should be committed in writing and signed by both parties
- **Review progress** – Stick to the agreed timescales, check performance against what was agreed and record the discussion of each review meeting
- **Deal with continued underperformance** – If the underperformance continues you may have to take disciplinary action and if you work in an organisation with over 20 staff then you are required by law to have such a process. Even if disciplinary action is taken, you are still required to deal with continued underperformance

Remember that personal problems and problems of a severe nature such as drug and alcohol abuse should be referred to the appropriate specialists.

Taking disciplinary action

According to the Concise English Dictionary the word “discipline” means control or order exercised over people especially children!! It also means a system of rules used to maintain this control. In essence, disciplinary procedures will help you deal with people in your organisation that decide to break the rules that are in place. It also ensures that each individual is dealt with in a fair and consistent way.

According to ACAS, disciplinary procedures can encourage employees to achieve and maintain standards of behaviour and performance and help ensure that disciplinary offences are dealt with fairly and consistently.

In a survey carried out in 1995 by the Industrial Relations Service, the most common disciplinary offences were absenteeism and poor time keeping.

If you carry out an investigation and decide that formal action is not needed then you may decide on a “quiet chat” or a “counselling session” referred to earlier under informal procedures. If you do decide that formal action is needed then it is important you know how to do it.

Disciplinary procedures

ACAS recommend that disciplinary (and indeed grievance) procedures should:

- Be in writing
- Specify to whom they apply
- Provide for matters to be dealt with quickly
- Indicate the disciplinary action which may be taken
- Specify the levels of management which have the authority to take the various forms of action
- Provide for individuals to be informed of the complaint being made against them and be given a chance to state their case before a decision is made
- Give individuals to right to be accompanied by a trade union representative or by a fellow employee
- Ensure that, except for gross misconduct, no employees are dismissed for a first breach of discipline
- Ensure that disciplinary action is not taken until the case has been carefully investigated
- Ensure that individuals are given an explanation for any penalty imposed
- Provide a right of appeal and specify the procedure

How do your organisation's disciplinary procedures hold up against the suggested ACAS ones?

These procedures should apply to ALL employees, be non-discriminatory, ensure that any investigatory period is with pay and ensure that no disciplinary action is imposed if facts are in dispute.

Disciplinary penalties

ACAS suggest that informal actions such as admonishments or counselling should take place before any kind of formal warning. If informal processes fail, then disciplinary penalties should be implemented progressively i.e.

- First oral warning
- First written warning
- Final written warning
- Dismissal or other sanction

In some serious instances it will be appropriate to enter the procedure at the final written warning stage.

Describe the progressive penalty system in your organisation's disciplinary process:

Gross misconduct

We have discussed misconduct but disciplinary procedures must also allow for cases of gross misconduct which are normally associated with:

- Theft, fraud or deliberate falsification of records
- Fighting or assault on another person
- Deliberate damage to company property
- Serious incapability through alcohol or illegal drugs
- Serious negligence which causes unacceptable loss, damage or injury
- Serious act of insubordination
- Unauthorised entry to computer records

What constitutes gross misconduct in your organisation?

Normally people who commit gross misconduct may be suspended for 5 working days after which, if proved guilty, may be dismissed without lieu or payment of notice.

Confidential records

Confidential records should be kept of all disciplinary action, including oral and written warnings. This is very important in the case of an appeal or an individual taking the organisation to an Industrial Tribunal.

Appeals

There should be a procedure, which allows for appeals against any disciplinary action, again dealt with speedily. Normally someone should hear the appeal that is higher in authority than the person who conducted the disciplinary interview and who awarded the penalty.

The disciplinary interview

If the disciplinary process is invoked, then an interview needs to be arranged and below are some simple steps for you to follow:

- **Prior to the interview** – ensure that the individual knows the nature of the complaint and that they will be attending a disciplinary interview. Remind them that they are entitled to a trade union representative or a colleague and that another manager or member of HR will be in attendance. It is then important that you:
 - Make sure you have all the facts
 - Try not to prejudge the case before the interview
 - Guard against any kind of bias
 - Allow plenty of time for the interview
 - Plan and organise the interview, making sure you are not disturbed
 - Ensure you know your procedures
- **During the interview** – Again tell the person the purpose of the interview and confirm that it is a disciplinary. Make sure that they understand the complaint that has been made against them and give them a chance to state their own case. You should also:
 - Ask open questions that demand an answer, not just a yes or no
 - Probe when you are not sure or need more detail
 - Make sure you clarify your organisations position
 - Listen carefully and take notes
 - Try to keep calm at all times
 - If new facts emerge, decided whether to adjourn and hold another investigation

Before you decide on the penalty to be awarded, satisfy yourself of these points:

- Does your disciplinary procedure give you any guidance?
- What has happened in similar cases in the past?
- What is the employee's disciplinary record like?
- Are there any mitigating circumstances?

If you have to reconvene the interview, you need to go through the whole procedure again, this time adding in what new information, if any, has come to light. If you decide to issue a warning, you must also state how long it will last for and what improvement is expected in that time.

- **Follow-up actions** – Immediately after the interview you should:
 - Write up your notes
 - Unless you have given an oral warning, prepare the written warning, send it to the individual concerned, their representative (if in attendance) and HR
 - Monitor future conduct
 - Make an appointment for a follow up interview
 - Take any action that you agreed
 - Inform HR of all your actions

The dismissal interview

Sometimes you will try and help people with their problems and you may end up taking them through the disciplinary process. Despite all this, often people are not willing or cannot change their behaviour and end up being dismissed.

If you are ever in the unfortunate position of having to organise and run a dismissal interview, it is vital that you speak to your Human Resources department before you make any decisions. If, however, a decision has been made to dismiss someone then these are the things you should be thinking about:

- You need to get someone to be there during the interview to support the individual concerned
- It is better if you make some notes of what you intend to say because you will need to keep records in case there is an appeal
- You should explain the decision and dictate the terms of the release. For example, 1 months notice, with pay
- If, during the interview, the person becomes distressed (which is quite normal) then you can pass them onto the support person to deal with
- Once the interview is over you need to pass all the relevant paperwork to your Human Resources department for filing

Have you ever been involved in a disciplinary interview? How does the above compare with your organisations procedures? What is the dismissal procedure?

What if your organisation is in the wrong?

The word “grieve” means to suffer and “grievance” means a real or fancied cause for complaint. It’s not difficult to see how this goes hand in hand with discipline because we are all human and we make mistakes. Also, we do not have access to all the information we need to make decisions and often get it wrong. There seems no reason, therefore, why an individual should not have a right to complain if they think they have been wronged. After all, one of the reasons we stopped hanging in this country was because we may have hanged the wrong people at some time!

If there is a “collective dispute” i.e. one that involves everyone, then the unions normally deal with it but when it concerns an individual it is normally dealt with by use of a grievance process. It also seems quite obvious that grievances, like discipline, should be dealt with as quickly as possible otherwise they may cause unrest, bad employee relations and may develop into a major dispute.

How should grievance procedures operate?

According to ACAS, because any complaint should be dealt with quickly, the normal “first port of call” is the employees immediate line manager. This may solve the problem quickly and avoid such issues as union or a representative involvement. Just like disciplinary procedures, grievance procedures should be communicated to all employees and if the issue cannot be resolved with the immediate line manager, then the procedure should provide for higher levels of management to become involved.

Some grievance procedures that are similar to discipline are:

- The person making the complaint is entitled to a representative to be present whether that person is from the union or is a colleague
- Reasonable time limits should be attached to each stage
- Those involved should be properly trained in the procedures

How does your grievance procedure hold up against that suggested by ACAS?

The grievance interview

Again there are similarities to the disciplinary interview in that:

- **Preparation** – should involve you:
 - Finding out the facts behind the grievance
 - Finding out who is involved
 - Getting advice from appropriate people (such as HR)
 - Checking to see if this has happened before
 - Checking the grievance procedure and following it
 - Having a private room where interruptions are not possible

- **Conducting the interview** – should involve you:
 - Aiming for a win/win situation (i.e. where both side win)
 - Remaining calm but positive throughout
 - Allowing the person to “let off steam” at the start
 - Listening very carefully to the complaint
 - Summarising from time to time to ensure both you and the person making the complaint are sure of the facts
 - Attempting to unravel the reasons or cause for the complaint
 - Finishing with some kind of positive action that both you and the person complaining agree on

- **After the interview** – should involve you:
 - Carrying out any further investigation
 - Writing up some notes about what occurred
 - Carrying out any agreed actions
 - Keeping HR informed

Have you ever been involved in a grievance? What was the procedure? How does your organisations procedure compare with that suggested above?

Industrial tribunals

Sometimes disciplinary actions result in employees taking the matter further than the organisation – to an industrial tribunal. A tribunal is a body of people set up to settle disputes between employers and employees. They normally relate to maternity rights and equal pay and more regularly unfair dismissal claims. The tribunal will usually consist of a legally qualified chair and two independent laymen whose job it is to decide the outcome of the case. The key difference between a tribunal and a court is that a tribunal is not able to enforce any award it makes.

Another key difference is that, unlike a court, the strict rules surrounding evidence don't really apply as both parties can present their own case or be represented by anyone at their own cost. There is also no legal aid available for such hearings although trades unions have been known to foot the bill.

The Industrial Tribunals Act of 1996 is to be amended and renamed the Employment Tribunals Act. The new Act recognises the enormous amount of claims resulting from new rights such as the Disability Discrimination Act 1995 and the Working Time Directive. In the past 10 years, the number of claims being brought before tribunals has increased by 100%.

The main change is the introduction of an arbitration alternative to tribunal hearings in cases of unfair dismissal, with the possibility of later extending this to other claims including discrimination and equal pay cases. The idea is that the scheme will prove to be speedy, less expensive and less complex than a tribunal. Individuals will also be able to have a private hearing (at the present, members of the public are allowed to attend).

Summary of Part C - Quiz

Having completed Part C you should now be in a position to understand what managing under performance is all about and how it should be done. Try the quiz below and then re-visit this guide to make sure you have the right answers:

- What is classed as under-performance?
- What is a typical performance management cycle or model?
- What are the key aspects of any disciplinary policy?
- What are disciplinary penalties?
- What is regarded as gross misconduct?
- Why is it important to keep confidential records of disciplinary issues?
- Why should an individual be allowed to appeal against any disciplinary action?
- What are the main parts of a disciplinary interview?
- Why is it important that individuals can raise a grievance against an organisation?
- What are the main parts of a grievance interview?

PART D - REMOTE WORKERS

Objectives:

- Explain the benefits of allowing people to work from home or remote locations
- State some of the potential benefits if remote working
- Outline some of the potential problems involved in managing remote workers
- Describe what you need to do to manage remote workers efficiently

Introduction

Working from home, tele-working, telecommuting or remote working are considered as arrangements where salaried employees spend all or some of their working week at home or working from home as a base and this is becoming increasingly popular. There are some benefits for employers such as:

- Direct cost advantages in savings on office space. In general, this is only likely to be true where the organisation is growing or where space can be used for other purpose e.g. sub-letting
- Some employers have found that home-based employees work more efficiently than those based in the office. Several studies have indicated efficiency gains of 30% and these gains may be due to the ways home-based work is planned and managed and broken into measurable chunks
- Some employers have introduced working from home as part of an equal opportunity or diversity programme to help employees with caring and domestic responsibilities

Other benefits include:

- People stay with an organisation longer
- The recruitment net is cast further and covers people who perhaps can only work from home
- There is less sickness and absence
- Costs are saved through not using things like furniture and other office accessories

Trades Union views

Trades union take different views to working from home or tele-work. They tend to be opposed to situations where home-based working is imposed on employees as a cost-cutting exercise. On the other hand, they are more positive where tele-working is seen as beneficial for both sides. Many trades unions have produced materials for union members and negotiators on working from home.

Potential problems

There are, of course, some potential problems for employers as well:

- Working away from the main office base can create particular problems in monitoring work and appraising individuals. As individuals become invisible to managers, other forms of monitoring and assessment may be introduced. Some of these may be mechanical, such as the number of units produced, number of forms completed etc. Others may involve other forms of more qualitative measurement
- The start up costs e.g. office furniture and equipment, which will need to be purchased
- The culture of “presenteeism” meaning off-site, out-of-site! Secondly, some people believe that their career prospects will be affected if they are not “seen”
- Managers who are constantly checking the work of their staff have a major problem with remote working because they believe they cannot work without supervision and that this will result in poor productivity
- Despite the very sophisticated methods of communicating we have these days, some people who are not natural “communicators” may be unsuitable for home working. Technology is also guaranteed at some time to let us down, creating communication problems
- Some managers also believe that the more people work from home the less their role seems important and this often leads to fears of losing that role

Consider your own role. Could you work from home at some time? Would it make any difference to your role? Would there be any advantages or disadvantages? What about your team members, could they work from home?

Managing remote workers – the process

- If you were asked to set up a remote working system, you might want to consider the following questions:
- Will working from home be set aside for a particular group of workers, offered to existing employees only, offered to any employee who makes a request, or to particular occupations or departments?
- Does your organisation’s insurance cover employees working from home?
- How will communication take place? How will ongoing training, support and career development be offered?
- How will the work of those working from home be integrated with others?
- To what extent will managing staff at home change the role of management?
- Will contributions be made to running costs at home?
- How will clear aims, objectives and plans be agreed?
- Is there a requirement to introduce new types of team building strategies in view of the fact that the team may be dispersed?
- What support will you offer?
- How will you assess and monitor performance?
- How will you ensure that remote workers are integrated with team members who work in the organisation?

For lots of information on remote working, have a look at www.dti.gov.uk/work-lifebalance/

Motivation

One major problem not mentioned above deliberately is that people who work from home or other remote places can often feel left out and lack motivation. As a manager, therefore, you need to be able to understand what motivates people and how you can apply those techniques to remote workers.

Most of us get up early every morning and go to work and behave in ways that are intrinsic to ourselves. We tend to work hard, play hard and enjoy things in life without thinking why we do it. Here are some definitions of motivation:

“psychological forces that determine the direction of a person’s behaviour in an organisation, a person’s level of effort and a person level of persistence” Jones G R (1998)

“some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation” Mullins L J (1996)

“getting people to *want* to do what *you* want them to do” Johnson B (1999)

Whichever definition you look at, it is about people wanting to do things willingly. You will know from your own experience that people who are not motivated don't do things well. You may well have been given something to do yourself and if you don't understand it or find it boring, you will not do it to the best of your ability. One example is the taking of attendance records at a college. Some tutors find it very boring and some do not realise the reasons for doing it. In fact, in addition to ensure people attend and being used in the event of an emergency, it generates funding.

Theory X and Theory Y

In 1960 Douglas McGregor suggested that there were two extreme views about the way in which organisations manage their employees and he called these Theory X and Theory Y. Here are some views of Theory X and Theory Y organisations:

Theory X	Theory Y
<p>Workers :</p> <p>Will not accept responsibility and prefer to be given orders</p> <p>Have no ambition – they are essentially lazy, they work only because they have to</p> <p>Are motivated only by pay or by threats</p> <p>Do not like change</p> <p>Do not care about the organisation they work for</p>	<p>Workers:</p> <p>Are willing and able to accept responsibility</p> <p>Are prepared to participate in changes and can be genuinely creative</p> <p>Will care about their organisation if it shows that it values their efforts</p> <p>Are not lazy by nature and can be motivated by work that is interesting</p>

In real life, organisations are not found at these extreme ends but are often somewhere in between the two. McGregor believed at that time, features from both styles had their place and carried out experiments to find out which organisation would benefit from each style. The essence of this model is that theory Y managers consistently achieve better results than Theory X managers.

Motivation hygiene theory

Around about the same time as Douglas McGregor, Frederick Herzberg put forward a theory that asked two questions of people:

- “What are the factors which contribute to your satisfaction with your work?”
- “What are the factors that de-motivate you at work?”

He was suggesting that environmental factors such as, job security, working conditions, co-workers and the management structure are needed and that dissatisfaction will occur if their pay is inappropriate to their work, they work long hours, do not get enough holidays, have poor health provision, cannot park their car, have little space to work in and do not enjoy a range of technological “toys” which today translates into laptops and mobile phones etc.

One issue that should be mentioned is that Herzberg based his work on interviews he conducted with a small sample of male engineers and accountants so it is difficult to generalise. It has also been suggested that things like job satisfaction might change (the longer you stay in the job, the less satisfying it becomes).

Expectancy theory

Victor Vroom, again around the 1960's, suggested that a person behaves the way they do, not through objective reality but by their *subjective perception of that reality*. The core of this model is based on how a person perceives the relationship between the effort required, the performance needed and the reward expected.

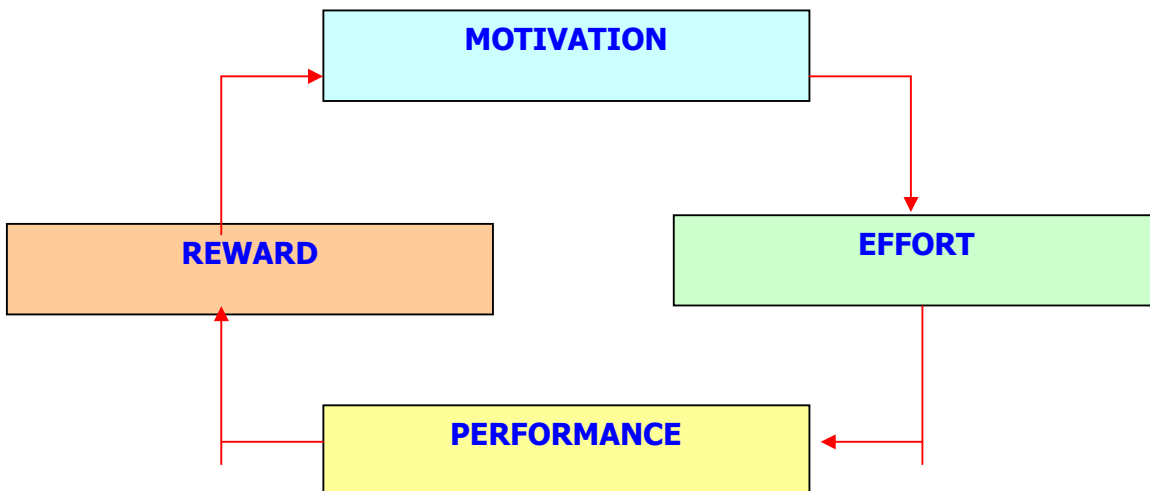
The problem with this model is that there is little point in offering the best salesperson a sports car for the highest sales if some of those people do not believe they even have a chance of winning. Let's imagine that your team has been under-performing for some time and you offer them £1M each if they double their output. The questions they are likely to ask themselves are:

How possible is it for us to double our output?
If we do, are we likely to get our money?

If the answer to both is no, then they are unlikely to even try and double their output but Vroom's model assumes that:

- Effort will result in the required performance
- Performance will lead to the reward
- The reward is what people want

Shown below is a model of how this theory works:



How do you currently motivate your team members to get the best out of them?

Internal motivation

A more up-to-date motivational theory was put forward by Hackman and Oldman during the 1980's that involved people wanting to do things because their work was rewarding and satisfying. This theory is illustrated below:

The essential job characteristics:	What the worker gets from them:	The result if all these job characteristics are present:
Feedback from the job	Knowledge of the actual results of the work activities)
Autonomy	Experienced responsibility for outcomes of the work)
Skill variety	Experienced meaningfulness of the work)
Task identity)
Task significance)
) High internal work motivation

The history of motivational research has seen many different approaches to motivation and they compete to explain the nature of motivation. These theories are all at least partially true and do help explain the behaviour of certain people at certain times. Unfortunately, there is no single model or theory that can be used in all circumstances and all of the theories you research will have their critics, however any theory or study which aids understanding of how best to motivate people at work has to be useful to you as a manager.

This means that you need to judge the relevance of an individual theory to a particular work situation or individual.

And finally

As a final thought, all aspects of performance management tend to arouse controversy, especially performance feedback and performance-related pay. Many managers cite performance feedback as the task they dislike the most second only to sacking someone.

Quite often feedback is seen as ensuring employees “comply” with the wishes of the organisation when, in fact, if true commitment can be gained, surely performance management is superfluous?

Summary of Part D - Quiz

Having completed Part D you should now be in a position to understand what managing remote workers is all about and how it should be done. Try the quiz below and then re-visit this guide to make sure you have the right answers:

- What are the main benefits of remote working to an organization and an individual?
- What the potential problems with remote working?
- What is a sensible process to follow when setting up remote working practice?
- Why is it important that remote workers are motivated?

PART E – UNIT SUMMARY

Well that's it! Managing performance is key job in your role as a manager so it is important that you can do it properly.

Allow me to remind you of the learning outcomes for this unit:

- Identify and agree performance objectives
- Assess performance and provide feedback
- Understand performance support for improvement
- Understand and apply the organisation's disciplinary and grievance procedures

By working through this self study guide and completing the unit assessment you will achieve these objectives and in detailed terms you will be able to:

- Ensure that you link what your organisation is trying to achieve to what you require your team members to do
- Agree with your team members exactly what it is you want them to do
- Provide team members with constructive feedback on what they done and what they need to do in the future
- Try to avoid conflict between people or manage it effectively if it occurs
- Deal with a case of under performance
- Carry out a discipline or grievance interview

PART F - PREPARING FOR ASSESSMENT

By the time you have completed this self study guide, you will also have attended the relevant monthly workshop. Now you need to carry out some extra research and gather some more information on these topics which you can use for your assessment.

You can submit a draft of your assessment to the Centre and we will give you some form of feedback as quickly as possible to enable you to complete your final piece of work.

You already have a hand-in date for your work and you should try to stick to this. Don't forget you need to hand in:

- Your completed report
- Your completing marking sheet
- A copy of your work brief

You will find all the resources you need by going to www.kdtraining.co.uk, then clicking on "Access to Candidate Area", then clicking on "Diploma in Management and Leadership"

Once your work has been received it will be marked. If, for any reason, you have not reached the standard in any particular area of your work, you will be offered guidance and will be allowed to resubmit that particular piece. Your work may be internally moderated and will be passed to the CMI for final approval.

Please make double sure you keep a copy of your work because it will not be returned to you.

At the end of your programme, all of your work will be presented to the CMI External Verifier and a final decision will be made regarding your qualifications.

Good Luck!

Gary Dennis
Unit tutor

BIBLIOGRAPHY

ACAS Website www.acas.org.uk

Bartol K.M. (1998) – *Management*, 3rd Edition, McGraw Hill

Daft R. (2000) – *Management*, 5th Edition, Dryden Press

Heilbroner R. L (1953), *The Wordly Philosophers*,

Hodson C (2001) – *Psychology and Work*, Routledge Modular Psychology Series

Johnson B (1999) – *Introducing Management* – A development guide for new managers,
Butterworth, Heinemann

Jones G.R et al (2000) – *Comtemporary Management*, McGraw Hill

McGregor D. (1960) – *The Human Side of Enterprise*, McGraw Hill

Mullins L. J. (1998) – *Management and Organisational Behaviour*, 4th Edition, Pitman

Stoner (1961) found in Buchanan & Huczynski (1997), *Organisational Behaviour*, 3rd
Edition, Prentice Hall

The Concise Oxford English Dictionary, New Edition

Thomson R.T. (1997) – *Managing People*, 2nd Edition, Butterworth Heinemann